SAFE COMMUNITIES OF OPPORTUNITY: A STRATEGY FOR A SAFE SOUTH AFRICA

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Declaration

I declare that the research project, *Safe Communities of Opportunity: A Strategy for A Safe South Africa*, is my own work and that each source of information used has been acknowledged by means of a complete reference. This thesis has not been submitted before for any other research project, degree or examination at any university.

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Summary

This thesis will propose a strategy for a Safe South Africa through the implementation of a model for a “Safe Community of Opportunity”. The model is the outcome of work undertaken over the course of the past five years and draws from widely inclusive consultation and literature review.

Crime, violence and resulting unsafety are issues of deep concern for most South Africans (AFSSA 2008). Criminal justice responses, despite heavy investment and efforts by the State to increase and improve capacity to ensure effective law enforcement, remain inadequate to achieve safety (van der Spuy & Rontsch 2007).

This study aims to contribute to preventive approaches to address unsafety (ICPC 2008). It does not aim to recommend significant or structural changes to the Criminal Justice System, and the enquiry does not focus on criminal justice approaches, save where they contribute to community safety in a preventative way (Muntingh 2008, Cullen & Gendreau 2000, Karth 2008, etc).

A very large number of the world’s child population and in particular South African children are exposed to victimisation that is compounded by various risk factors and adverse conditions that will make them vulnerable to engage in criminal behaviour and become criminals (Dawes 2007). Society tends to ignore the needs of children while they are vulnerable victims, but once they tip over into offending behaviour, they are quickly identified as a problem and society demands that the police act against them (Holtmann 2008).

Once children have offended they are often stripped of their status as children and the right to be treated as children (Frank & Maaki 2008). Even their own communities demand that they be treated (punished) like adults; the courts often treat them as miniature adults (Badenhorst 2009).

The risks that define disadvantaged children’s lives make it likely that they too will become parents at an age and stage in their lives when they are inadequately prepared to break this cycle, and so it goes on (Marais & Eigelaar-Meets 2008).

Families need to be cradles of nurture (Karr-Morse 2008). Communities must be built on the foundation of caring, functional families (Caine 2008). To achieve such communities, we

need governments to provide visionary leadership, collaborating with communities in developing a protective and enabling social fabric and opportunity for all (Biersteker 2008).

This study will present evidence and argue that unsafety is thus a whole-government and whole-society problem. It will find that it is only through a multi-perspective lens and the promotion and enactment of a multi-stakeholder vision at local level that communities will be able to look inwards for opportunity and begin to invest themselves in the promotion of opportunities where they are rather than seeking them elsewhere, leaving their communities bereft. Such opportunities are often focused on access to better services, to employment, to a better life for their children, and to increased personal and community safety.

Unsafety is experienced at local level, and it must logically be addressed at local level. Local safety approaches must bring together the perspectives, understanding and vision of local actors in collaborative, integrative approaches to overcome the fragile social systems that are the legacy of Apartheid and that perpetuate vulnerability and increase the risks of a cycle of crime and violence. This requires a systemic approach that embraces the complexity of the problem and delivers a systemic solution.

Since it is implausible to expect that all or even most local safety strategies will be able to access and benefit from systems expertise within local environments, the model presented here pre-empts this short-coming and provides a toolkit in which these concepts and theories are embedded. In line with the systems theory on which it is based (Capra 1996), the model reflects collaboration across many disciplines, including systems theory (Ritchey 2008), design thinking and innovation (Pourdehnad 2002, Brown 2008), visioning (Weingand 2005) and ICT (Kruchten 1995).

The model elaborates the complex relationships amongst elements of safety as elicited from extensive expert and community consultation, and review and analysis of literature and policies. It proposes ways of overcoming shortcomings of human capacity and management at local level, it promotes innovation and harnesses technology in providing a systemic approach to local safety.

The model, a “Safe Community of Opportunity” is proposed as the core of a national strategy in which what is learned and experienced locally informs an adaptive process that is responsive both to changing needs and to progress towards safety in individual communities.

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List of Acronyms

AFSSA	Action for a Safe South Africa
CBO	Community Based Organisation
CCTV	Closed Circuit Television
CIAC	Crime Information Analysis Centre
CJS	Criminal Justice System
CPF	Community Policing Forum
CPG	Crime Prevention Research Group
CSIR	Council for Scientific and Industrial Research
DCS	Department of Correctional Services
DSD	Department of Social Development
ECD	Early Childhood Development
FBO	Faith Based Organisation
FAS	Foetal Alcohol Syndrome
FASD	Foetal Alcohol Spectrum Disorders
HSRC	Human Sciences Research Council
ICPC	International Centre for the Prevention of Crime
ISP	Intensive Supervision Probation
JIOP	Judicial Inspectorate of Prisons
NCPS	National Crime Prevention Strategy
NIMSS	National Injury Mortality Surveillance System
NGO	Non-Governmental Organisation
PTSD	Post Traumatic Stress Disorder
RBT	Random Breath Testing
SAHRC	South African Human Rights Commission
SAPS	South African Police Service
SGB	School Governing Body
SPF	Sector Policing Forum
WHO	World Health Organisation

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Chapter 1

Introduction

1.1 A strategy for a safe South Africa

"Crime casts fear into the hearts of South Africans from all walks of life and prevents them from taking their rightful place in the development and growth of our country. It inhibits our citizens from communicating with one another freely, from engaging in economic activity and prevents entrepreneurs and investors from taking advantage of the opportunities which our country offers. The rights and freedoms which the constitution entrenches are threatened every time a citizen becomes a victim of crime". (National Crime Prevention Strategy 1996: 2).

This study will argue that despite several and various strategic, policy and practical interventions to address high levels of crime and violence in post-Apartheid South Africa, many communities remain inherently unsafe.

In the course of this study the words "unsafe" and "unsafety" are used to describe the condition that results from endemic and pervasive exposure to crime and violence, linked to fragile social systems. It is intended to convey a state in which many communities exist, where they neither feel nor are safe, most of the time. Unsafety is offered as the opposite of safety. The thesis argues that safety is not the same as security; the thesis suggests that security occurs where there is protection against a known risk, whereas safety occurs where there is little or no risk. The thesis is concerned with unsafety and the promotion of safety.

There is a need for a strategy for a safe South Africa. This national strategy should however be informed by local experiences and perspectives of unsafety and local desires and actions for safety. This study will propose a model for "Safe Communities of Opportunity": a strategy for a safe South Africa.

The underlying hypotheses of this study are:

1. 1.1 Conventional wisdom in national crime and violence prevention strategies has limited application in post-Apartheid South Africa.

1.1.2 Safety will be achieved through a focus on local contexts, local needs and local systems that inform national strategies.

1.1.3 South Africa cannot be safe unless we redress the imbalance between prevention and enforcement (social services and criminal justice services).

1.1.4 Unsafety is a wicked problem that cannot be solved, only dissolved through a more effective and better supported social system.

1.2 Structure of the thesis

This chapter introduces the strategy for a Safe South Africa and provides an overview of the chapters that follow.

1.3 Chapter Two: From National Crime Prevention to Local Safety Strategies

This chapter provides a context for the focus of the study by briefly documenting the history of the most prominent and relevant strategies for crime and violence prevention and related criminal justice strategies over the past fifteen years from 1994 in South Africa.

The study notes that prior to 1994 Apartheid policies framed security approaches, requiring that policing priorities were to control those opposed to Apartheid rather than to ensure safety of communities (Wilson & Ramaphele 1989, Simpson 1996, National Crime Prevention Strategy (NCPS) 1996, White Paper on Safety and Security 1998).

This chapter presents the argument that unsafety in South Africa is due to a combination of historical, social, economic and emotional risks rather than simply on the failure of the Criminal Justice System (Palmary, Rauch & Simpson 2003). This argument will be defended throughout the study. The Chapter includes a reflection on the complex impact of Apartheid on unsafety in post-Apartheid South Africa.

The chapter marks the development of the National Crime Prevention Strategy (NCPS 1996) and the key objectives of the NCPS. The NCPS shifted the national safety and security agenda from purely reactive to include a preventative approach. It acknowledged the complexity of crime and violence in South Africa and proposed a four pillared approach to addressing crime and violence, which dealt in separate ways with the criminal justice

process; crime reduction through environmental design; public values and education; and trans-national crime.

The NCPS (1996 : 4) argued that:

"…to effectively reduce crime, it is necessary to transform and reorganise government and facilitate real community participation. We need to weave a new social fabric, robust enough to withstand the stresses of rapid change in a new-born society. To expect this to happen too quickly is to sabotage proper planning and solid construction of new criminal justice machinery".

The chapter also notes the White Paper on Safety and Security (1998). The White Paper was intended to enact a capability for the implementation and coordination of the NCPS. The White Paper was adopted by Cabinet in 1998 but was for the most part not implemented. The White Paper clearly outlined the capacity and structure for coordination, to be built in the Secretariat for Safety and Security and defined coordination functions through a National Crime Prevention Centre. The chapter records the downgrading of the Secretariat and the way in which a lack of championship and capacity resulted in poor and in some cases no implementation of the actions prescribed in both the NCPS and the White Paper on Safety and Security in subsequent years.

The Chapter also outlines the policy intentions of the National Crime Combating Strategy of 2000 and the shift of policy directions with successive administrations since 1994; from the declaration of "war on crime" to the current indication that there should be a return to para-military structure and ranks in the police, which should revert to being a "force" once again.

Chapter Two provides a rationale for a shift from Crime Prevention to Safety and from National to Local Safety Strategies, introducing the "Upside Down Three Tiers of Government" model. This model prepares the way for the "Safe Community of Opportunity" model that will emerge in Chapter Four and be described in detail in Chapter Five.

1.4 Chapter Three: Literature Review

This chapter will present insights from the literature. The literature reviewed is grouped into three broad categories:

- Crime and violence
- Moving from crime and violence to safety
- Systems, design thinking and innovation.

The literature review does not aim to provide an inclusive analysis of literature on policing and criminal justice in South Africa or internationally, as this is not the focus of the study. The review therefore excludes interrogation of some significant contributors to the field of law enforcement, save for where these offer insights that are useful to the development of a safety model (Steinberg 2002, Altbeker 2005)

The literature on crime and violence incorporates a synthesis of fourteen separate literature reviews that were commissioned in the course of developing Local Safety Strategies in Twenty Four precincts in the Western Cape for the South African Police Service (SAPS). The researcher led this project which contributes significantly to the study and is described in detail in Chapter Four.

The SAPS project involved workshops, facilitated by the researcher, that brought these experts together to explore the synergies and overlaps in different areas of crime prevention and to ensure that the reviews were conducted with a proactive and solution driven perspective. The “Breaking the Cycle of Crime and Violence” model described in Chapter Four was used to identify the fourteen areas to be covered, providing entry points for study based on an understanding of the causes and inter-related impacts of different aspects of crime and violence.

The fourteen (14) focus areas covered in the section on crime, violence and unsafety are:

1.4.1 Dealing with trauma
1.4.2 Support for pregnant women and girls
1.4.3 Early Childhood Development (ECD)
1.4.4 Child abuse
1.4.5 Nutrition and health; meeting basic needs
1.4.6 Domestic violence
1.4.7 Youth and school violence
1.4.8 Keeping children and families busy
1.4.9 Dealing with substance abuse.
1.4.10 Gun violence prevention and gun reduction.
1.4.11 Effective law enforcement.
1.4.12 Corrections, rehabilitation and restorative justice.
1.4.13 Social crime prevention.
1.4.14 The cycle of crime and violence

In each of these areas the literature attempts to span both what is known to link the subject to crime, violence and unsafety, and known approaches to addressing the problems identified. Thus the scope of the literature in itself represents the outcome of collective expert analysis; only literature that meets the requirements of the study to interpret, address or further these links, is used as the core for study. The literature review however extends to additional references where appropriate, including for instance further literature on social crime prevention and the cycle of crime and violence, from which this study draws much of its learning.

Significantly, the literature also extends into the realm of Design Thinking and Systems Theory as tools for the development of a systemic approach to dealing with crime and violence. It will however show that while there is a considerable body of knowledge regarding all aspects of crime and violence, this knowledge has not been applied in conjunction with systems theory and design thinking. As a result there does not seem to be in existence a viable systemic strategy that combines the knowledge and understanding of experts in crime prevention with those who have strategic strengths. The chapter will present an argument for unsafety as a “wicked problem” with no definitive solution; rather it should be addressed in terms of a workable social system.

There is also reference to technology that will be used to innovate and enhance the model that emerges through this study.

1.5 Chapter Four: The Journey to a strategy for a safe South Africa

This chapter deals with the body of work that makes up the development process towards the “Safe Community of Opportunity” model. The work is conducted making use of various research approaches that together provide insights and perspectives from a wide range of stakeholders relevant to a safe community of opportunity.

Chapter Four will chart the progress from the starting point of the demonstration model “Breaking the Cycle of Crime and Violence” that plots the context and perpetuation of crime and violence in South African communities, to the model that is the outcome of this study, the “Safe Communitiy of Opportunity” model. This model is one that catalogues the complex relationships amongst forty eight elements that must be in place for sustainable safety.

The chapter will first provide a background to this study by describing, in section 4.1, the theoretical model upon which the work is founded, and then plotting the progress of the study, through three separate but overlapping projects;

- The Action for a Safe South Africa (AFSSA) civil society initiative,

- The facilitation of twenty four Local Safety Strategies in the Western Cape, a CSIR project led by the researcher, commissioned by the SAPS

- The facilitation of a framework for a Social Crime Prevention Strategy for the Department of Social Development (DSD), a CSIR project led by the researcher, commissioned by the DSD

This chapter will refer to the hybrid methodology that is used in development of the model, a "Safe Community of Opportunity". In so doing, it will document the history of the study.

This chapter will track the progress of the contribution made by each of these projects to the study and will also explore the cross-pollination of each project. Each of these projects followed similar methodological approaches, including traditional methodologies such as literature review, focus groups and interviews and each was bolstered by inclusive consultative and participative workshops in line with the concept of action research.

Some workshops aimed to articulate a "vision of a safe community" through small group interactions in drawing a picture of "what it looks like when it's safe" as will be described in this chapter. The primary method of study outlined in Chapter Four is thus action research, in which stakeholders have worked together to generate knowledge in order to action change.

The study relies in large part on wide consultation and interviews and this will be discussed and evaluated as a contribution to the process. Since many sectors do not perceive safety as a core mandate or objective, the application of a safety lens to what they do is to some extent unnatural; the study is the result of dogged consultation with a wide range of institutions, individuals and communities, yet it offers a finite vision of a safe place, achieving a surprising consensus on what is safety and on forty eight elements that must inter-relate to achieve a safe community.

The Chapter will conclude with the introduction of the "Safe Community of Opportunity" model as it emerged through the studies described.

1.6 Chapter Five : The Model

This chapter will present a model for addressing unsafety in communities and societies where there are no protective layers to defend them from the risks and vulnerabilities that contribute to high levels of crime and violence. Many South African communities fall into this category and many others are close enough, or share enough similarities for the model to be useful to them too.

Importantly, the model links safety to opportunity. A key observatio during the course of study was that communities often believed that to access services, opportunities, safety or a better future for their children, they would have to leave their existing community and search elsewhere. Much of their effort was invested in being able to escape not only their circumstances but their environment. There was no belief that where they wanted to be could be where they were and they therefore invested little in their local environment, contrbituing to constant degradation and hopelessness. The model offers a framework in which to reverse this perception; to provide a vision for a better future in the community in question, and to identify and enable opportunities and actions that will increase the likelihood of achieving it.

The model is intended as the core for a strategy for a safe South Africa and uses local experiences, needs and actors to inform a desired future safe society. The model also draws from the "Upside Down Three Tiers of Government" model. The model uses a systemic approach to what has been identified in Chapter Three as a wicked problem.

The proposed model is activated by the application of information and communication technologies designed to support complex systems. It is informed by primary research conducted over a period of five years[1], a review of government policies and strategies[2] and the literature review presented as Chapter Three of this study.

In this chapter the thesis shifts the focus from prevention of crime and violence to an approach that aims to enhance safety in communities. It argues and is supported in literature

[1] Central Karoo Study 2003 – 2005, various Local Safety Strategy interventions, Facilitation of twenty four Local Safety Plans, Western Cape, 2007 – 2009.
[2] Framework Appendix 1

that safety is not only the responsibility of the police and the criminal justice system but includes whole-government and even whole-society role players. This again is reflected in systems theory; government and society are seen as a whole that incorporates elements of inextricable relatedness, dependent for sustainability on the collaboration of a wide variety of stakeholders.

The chapter demonstrates the way in which the model allows communities to design and find their own destiny and to collaborate with government to build the protective layers that will ultimately lead to resilience and to safety through a balance between criminal justice and prevention approaches.

This chapter presents the model, a “Safe Community of Opportunity”. The model is best understood in collaboration with Appendix 13 and the accompanying CD. The model proposed is a systemic and organic toolkit that comprises the following components:

- A visual depiction of a safe community of opportunity.

- A tool for the enlistment of the wide range of stakeholders essential to a safe community of opportunity

- A data gathering tool for the capture of local demographic and criminal justice data.

- A data bank and capturing tool for the capture of mandates and programmes of the stakeholder group, according to the forty eight elements. The programme is designed to respond to the different stakeholders according to known mandates and objectives.

- A tool for the facilitation of a shared vision for a safe community of opportunity guided by the “Breaking the Cycle of Crime and Violence” model and defined by the inter-related forty eight elements and multiple stakeholders of the “Safe Community of Opportunity” model.

- A data gathering tool for the capture of contextual and specific local needs, goals and objectives, within the forty eight elements of the model.

- Proposed indicators for the measurement of performance towards the achievement of a safe community of opportunity.

The chapter will provide the context for the model; describe each of the seven components and the way in which the model is enabled and enhanced by information and communication technology (ICT).

In conclusion this chapter will briefly confirm the need for the toolkit and position it within a national strategy for using ICT to enable a bridge across the digital divide in many communities.

1.7 Chapter Six: Conclusion

This chapter revisits the hypotheses of the study in the light of the research conducted and the model that has emerged from the study.

1.7.1 Conventional wisdom in national crime and violence prevention strategies has limited application in post-Apartheid South Africa.

1.7.2 Safety will be achieved through a focus on local contexts, local needs and local systems that inform national strategies.

1.7.3 South Africa cannot be safe unless we redress the balance between prevention and enforcement (social services and criminal justice services).

1.7.4 Unsafety is a wicked problem that cannot be solved, only dissolved through a more effective and better supported social systems.

Chapter 2

From National to Local Safety Strategies

2.1 Introduction

This thesis aims to articulate a strategy for a safe South Africa through a model for a "Safe Community of Opportunity". This chapter will provide a rationale for this approach, in which local experiences and responses to unsafety inform a national developmental approach, in opposition to previous approaches in which national strategies have led local approaches (NCPS 1996, White Paper on Safety and Security 1998, National Crime Combating Strategy (NCCS) 2000) and have "cascaded down" to local level.

This chapter will assess these national strategies; what they aimed to achieve, how they set out to do that and why they have not had the intended impact on community safety.

In presenting a rationale for the thesis, it is also necessary to touch on the risk factors (Simpson 1996) that have compounded in post-Apartheid South Africa to result in sustained high levels of crime and violence and perceived inadequate criminal justice responses over the past fifteen years (Badenhorst 2009). This will lead to a perspective on the differences between unsafety in South Africa and safety in northern countries such as Norway, Canada and Germany, and why South Africa cannot simply adopt so-called "best practices" from these countries and achieve safety in South Africa (Holtmann 2008).

2.2 Background

This chapter sets the scene for the focus of the study by briefly documenting the most prominent and relevant strategies for crime and violence prevention and related criminal justice strategies over the past fifteen years in South Africa. This period is chosen because prior to 1994 South African policy and practice in this regard were focused on enforcing Apartheid policies rather than on safety of communities (Wilson & Ramaphele 1989, Simpson 1996, National Crime Prevention Strategy (NCPS) 1996, White Paper on Safety and Security 1998).

This chapter thus draws the reader through the radical shift of the National Crime Prevention Strategy (1996) from an environment that was still characterised by old guard Police, for whom oversight and accountability were non-issues as they protected the minority from the majority in the Apartheid state. There followed the White Paper for Safety and Security

(1998), intended to provide structure and policy for the enablement of the NCPS. In 2000 the National Crime Combating Strategy (2000) was introduced and in 2009 there was a reversion to paramilitary policing and the populist call to “shoot to kill” (BBC News 2009).

According to (then) Minister Mufamadi (1998), prior to 1994 policing in South Africa was authoritarian, police structures were centralised on a strict command and control hierarchy and the police was a militaristic force. Police were required to control those opposed to Apartheid and there was relatively low capacity to address the new democratic needs for crime control and crime prevention. The majority of communities regarded the police as an illegitimate instrument of control rather than a service who could – or would – deliver safety to all citizens. 74% of police stations were situated to serve what were at the time exclusively white suburban areas and predominantly white-owned business precincts (White Paper on Safety and Security 1998).

2.3 Compounding risks in post-Apartheid South Africa

A significant and often overlooked factor in unsafety is the impact of high levels of victimisation on crime itself (Friedman 1998). The more crime there is the less safe people feel and the harder it is for the CJS to both be seen to deliver and to perform effectively (CSIR 2006). Yet the more crime there is, the greater the sense of loss of criminal justice; in a society where there is not a pervading experience of victimisation, fewer people will try and access the justice system and thus fewer people will feel the impact of a poor system (Nel & Kruger 1999).

One of the most significant impacts of crime and violence is trauma; while not all victims necessarily experience post traumatic symptoms and the majority recover very well without intervention, repeated exposure to crime and in particular to violent crime results in significant costs in terms of emotional resources, the burden of disease, decreased productivity, financial loss and wastage, low levels of interpersonal trust and poor trust in the institutions of state and a loss of resilience (Hobdell 1996).
The more disaffected people become as a result of exposure to crime, the less willing they are to play their part in both criminal justice processes as witnesses, and in crime prevention or safety interventions as activists and participants (Friedman 1998).

In the period since the demise of Apartheid, the macro environment has not encouraged or contributed to greater safety in South Africa. The UNODC has made little if any headway in curbing international drugs manufacture and trafficking (UNODC 2008) and one of the

downsides of South Africa's re-entry as a global player after 1994 has been the increase in the availability of drugs through connections to the international drug cartels and networks. In the Western Cape this problem is well-documented with the availability, use and impacts having far-reaching effects (Parry 2005, Bateman 2008, Plüddemann, Flisher, Mathews, Carney & Lombard 2008).

The impact of wars in Angola, Mozambique and Zimbabwe as well as other countries further north, has been to increase pressure on South African resources, as refugees, economic and political migrants have come to South Africa for protection and/or perceived opportunities for a better life (Crush 2001). In recent years widespread human rights abuses and the meltdown of the Zimbabwean economy have resulted in a significant stream of legal and illegal immigrants from that country (Palmary 2004).

Perhaps as a result of political sensitivity in an environment where unemployment of South African nationals is high (in some communities as high as 70%), Zimbabweans, even those with scarce skills, have not been welcomed into South Africa and used to overcome skill shortages for instance in education and health care (Crush 2001). Instead, they have for the most part been relegated to deep poverty and lack of opportunity. This has impacted peace and stability in many poor communities and continues to spark conflict, resentment and xenophobic violence (Hadland 2008)

Unemployment and lack of opportunity do not by themselves cause crime. They must however be seen as risk factors alongside others identified (Capobianco, Shaw and Sagant 2008). The South African economy has not succeeded in providing opportunity for its potential labour force; nor does the education system provide skilled capacity where the opportunities exist (Burton 2008). This mismatch compounds historical exclusion of the majority of South Africans from the "green pastures of European society" as prescribed by Hendrik Verwoerd (Mohammed 1996).

2.4 Attempts to address safety in post-Apartheid South Africa

The establishment of the democratic government in South Africa in 1994 required an extensive overhaul of its institutions and laws. The Department of Law and Order was renamed the Department of Safety and Security. With this shift came an underlying policy shift towards public safety; policing as a public service rather than as a force with which to subdue and oppress frustrated communities marginalised by government policies (Rauch 2005).

The South African Police Service Act, 1995 (Act No 68 of 1995), defined policing functions to include establishing relations between the community and police, and allowing communities to contribute to the establishment of local policing priorities.

In the immediate post-1994 period, the government's policy agenda on safety and security was shaped by two objectives: firstly, to rehabilitate the police to ensure they became protectors of our communities; and secondly, to mobilise the people to contribute to safety and security (White Paper on Safety and Security 1998).

In 1994 the police were unfettered by oversight mechanisms or issues of accountability to communities or the nation as a whole. Government needed to put in place agencies for oversight and accountability and the establishment of the Secretariat for Safety and Security and the Independent Complaints Directorate were a part of this process (White Paper on Safety and Security1998). Government sought best practice internationally, not only in the area of oversight and accountability but also in other areas of policy development. It was for instance urgent to build capacity for criminal detection and investigation (*Ibid*). They needed to find a way to improve the visibility of the police in an environment where the police had no relationship with communities.

Government noted similarities with such post-transformation countries such as the former Soviet Union and Northern Ireland; they too suffered an increase in crime during transition, but the history of Apartheid required a more urgent implementation of legitimate and credible controls. The NCPS (1996 : 4):

"To effectively reduce crime, it is necessary to transform and reorganise government and facilitate real community participation. We need to weave a new social fabric, robust enough to withstand the stresses of rapid change in a new-born society. To expect this to happen too quickly is to sabotage proper planning and solid construction of new criminal justice machinery".

Government recognised the need for a comprehensive policy framework, and widespread communication to ensure there was a shared vision of how the nation would "tackle crime" (NCPS 1996). Government intended to "kick start" a number of national programmes and to mobilise and sustain crime prevention initiatives with civil society (*Ibid).*

This shift towards community safety was further evidenced in the establishment of Community Police Forums (CPF's). This was a response to the Constitution of the Republic

of South Africa, 1996 (Act No 108 of 1996), following on from section 221(1) and (2) of the Interim Constitution 1993 (Act No 200 of 1993) which required that an Act of Parliament was to "provide for the establishment of community-police forums in respect of police stations".

In the intervening years, CPFs have with varying degrees of community representation and usefulness expanded their function in some cases to include local crime prevention initiatives. These are widely interpreted and often guided by the socio-economic levels of the communities in which they operate. In well resourced communities CPFs often function as a coordination body for collective contracting with private security companies to perform security patrols and armed response to whole neighbourhoods (Public Service Commission 2006).

In communities that choose not to spend on private security, either because they don't want to or because they cannot afford to, the actions of CPFs are various; from providing support to local police stations to establishing youth desks at police stations or engaging in street patrols and neighbourhood watches (Newham 2006).

The Private Security Industry is regulated by the Private Security Act of 2001 but the regulatory authority is regarded as inadequate and the industry which has grown to a massive size over the past fifteen years, is complex and worthy of a study of its own. This study will not attempt to draw any conclusions about the nature of the contribution of private security, either positive or negative, to the safety of communities and to safety as a whole in South Africa (Minnaar 2007).

During the past 15 years the South African Government has drafted and promulgated extensive national policies aimed at improved safety, security and crime prevention.

2.4.1 The National Crime Prevention Strategy

The National Crime Prevention Strategy (NCPS), adopted in 1996, is a key instrument that has framed approaches to crime and violence in post-Apartheid South Africa. The NCPS recognised the social and developmental causes of crime, as well as the need to involve a wide and inclusive range of government departments and civil society agencies in partnerships.

"This National Crime Prevention Strategy is based on a fundamentally new approach by government. In particular, it requires the development of wider responsibility for crime

prevention and a shift in emphasis from reactive ***"crime control"****; which deploys most resources towards responding after crimes have already been committed, towards proactive* ***"crime prevention"*** *aimed at preventing crime from occurring at all".*

The NCPS promoted an Integrated Justice System (IJS) in which the Departments of (then) Safety and Security (now the Department of Police), Justice and Constitutional Affairs, Department of Correctional Services and where appropriate the Department of Welfare (now Department of Social Development) (lead agency for providing services to victims of crime, as well as for probation and young offenders) worked together in an integrated response to the need for criminal justice.

The NCPS promoted a shift of balance in the approaches of national government away from a purely reactive crime control and law enforcement approach to include proactive crime prevention. The NCPS envisaged a dedicated and integrated crime prevention capacity for research and evaluation of departmental and public campaigns as well as facilitating effective crime prevention programmes in support of a four pillared approach.

Pillar 1: The Criminal Justice Process was dedicated to criminal justice efficiency and effectiveness, with the intention of providing a deterrent to criminals and reducing recidivism,

Pillar 2: Reducing Crime through Environmental Design focused on reducing the opportunity for crime.

Pillar 3: Public Values and Education aimed for meaningful interaction with communities in ways that promote or support crime prevention.

Pillar 4: Trans-national crime to improve cross border controls and make it harder for international criminals to commit crimes in South Africa.

The NCPS was adopted by Cabinet in 1996 following extensive consultation. In an attempt to simplify the complexity of issues of crime and violence, the government chose as its focus a difficult mix of priority crimes with equally various motivations and objectives;

2.4.1.1 Gun crimes, with their high cost to society, both in real terms and in terms of fear of crime and perceptions of unsafety – and the psychological impact of gun crimes.

2.4.1.2 Organised crime, seen as a particular threat to the country, newly integrated in the world stage, was to be addressed through new approaches, community collaboration and targeting of gangs.

2.4.1.3 White collar crime, because of the burden on the economy and its impact on lawlessness was to be curbed through legislation, special co-operative relationships between business and police and new codes of conduct by the private sector for the private sector.

2.4.1.4 Gender violence and crimes against children believed to be widespread and having an impact on rights and wellbeing of women; this area saw the establishment of specialist police units, the creation of victim support centres and special court facilities. These measures would be supported by education and awareness programmes to “educate children to deal with abuse” and to raise awareness of gender crimes and crimes against children.

2.4.1.5 Violence associated with inter-group conflict would be controlled and reduced via intelligence gathering operations and the identification of solutions in areas particularly badly affected. A Cabinet Task Team would address the problems of taxi violence.

2.4.1.6 Vehicle theft and hijacking, which had seen a significant recent increase would be addressed by introducing tracking systems, partnerships in communities to help identify and recover vehicles, and cooperative border control.

2.4.1.7 Corruption within the CJS would be harshly addressed through new anti-corruption units at national and provincial levels in the police. The ICD would process public complaints against the police. Other control mechanisms would prevent the theft of police dockets and would investigate corruption in the (then) Department of Welfare.

The NCPS provided a framework for a multi-dimensional approach to crime prevention. Amongst other things, the NCPS intended to provide a means by which government departments could integrate their approaches to problems of crime control and crime prevention.

In keeping with the approach outlined in the NCPS, the White Paper for Safety and Security (1998) advocates a dual approach to safety and security – effective and efficient law enforcement and the provision of crime prevention programs to reduce criminality.

2.4.2 The White Paper on Safety and Security

The White Paper on Safety and Security was drafted in the Secretariat of Safety and Security to provide a policy framework and enact a capability for the implementation and coordination of the NCPS. The White Paper was adopted by Cabinet in 1998 but was not implemented (Holtmann 2008). Since the White Paper was intended to enable the implementation of the NCPS and to provide for a co-ordinating body for this purpose, the lack of implementation of the White Paper had significant negative impacts on future approaches to crime and violence (*Ibid)*. Dismally few of the structural recommendations in the White Paper have been implemented.

This study will throughout present and defend the argument that the levels of unsafety in South Africa are due not as is often assumed, to the failure of the South African Police Service (SAPS) or even the Criminal Justice System (CJS) as a whole, but to a combination of historical, social, economic and emotional risk factors that together represent a social system under considerable stress.

While the complexity of crime and violence in South Africa was identified and addressed through strategy and policy documents (NCPS 1996, White Paper on Safety and Security 1998) these did not result in a viable practical systemic approach to overcome crime and violence for a peaceful, safe society.

These policy and structural gaps have had a significant negative impact on the intentions and objectives of transformation as articulated in the NCPS and the White Paper. Lacking real integration and a champion, the obstacles to an integrated approach have by far outweighed any commitment to achieving it (Rauch 2005). It may also be that Government was battling too many historical and socio-economic issues to be able to implement what were in essence sophisticated and idealistic strategies and did not address the practical and pragmatic implications of the context of post-apartheid South Africa (Higson-Smith 2002).

The failure of these policies is most evident in the heightened awareness that crime and violence require a response that is broader than law enforcement. However since such a response has not been implemented, there is no evidence that such an approach can deliver

a safe society. Thus attempts to increase resources and capacity for crime prevention are often thwarted by a lack of proven impact (Waller, Gauthier, Hicks, & Sansfacon 1997).

With the change of administration following the National Election of 1999 yet another new approach to deal with the increasing crime problem was introduced. Public and political pressure demanded decisive and short term solutions to the increasing crime problem facing South Africa. The longer-term approach of the NCPS did not meet these demands and the social programmes envisaged by the NCPS were never implemented (Du Plessis & Louw 2005: 431). The Government declared “war on crime”.

2.4.3 The National Crime Combating Strategy

To accommodate a short-term, quick solutions approach, the National Crime Combating Strategy (NCCS) was drafted in 2000. It shifted the approach back towards law enforcement and an attempt to accelerate responses to crime. The National Crime Combating Strategy (NCCS) has two elements: the first a focus on a selection of geographical areas with the highest recorded crime levels and the second a focus on organized crime which involves the investigation of syndicates by task teams of experienced detectives (Du Plessis & Louw 2005: 431).

The 2001 national budget review reflected substantial increases in spending to support the law enforcement approach:

- Improving the remuneration and increasing the numbers of officials in the police, justice and prisons;
- Investing in technology, resources and infrastructure in the criminal justice system; and
- Expanding prison accommodation (budget review cited in Newham 2005: 6).

In 2008 the then Deputy Minister of Justice and Constitutional Affairs announced a review of the Criminal Justice System (CJS), the terms of reference of which indicated that the Criminal Justice System (CJS) was as dysfunctional as ever it had been (Department of Justice and Constitutional Development 2008).

With yet another change in administration after the National Election in 2009, came renewed support for the law enforcement approach. The Department of Safety and Security was renamed the Department of Police. The number of police officers in the South African Police

Service increased from 173 241 at the end of March 2008 to 182 754 at the end of March 2009 (SAPS 2009).

Despite the prolonged commitment to and belief in law enforcement rather than crime prevention, the crime rates in South Africa remain unacceptably high. During 2008/2009 a total of 2 098 229 serious crimes were reported to the South African Police Service, which include 18 148 murders, 121 392 robbery with aggravating circumstances and 71 500 sexual offences (South African Police Service 2009: 1, 34). It is once again evident that hiring more police officers and building more prisons do not make for safety nor do they improve perceptions of safety (Louw 2007).
In response policy makers continue to expand the same criminal justice machinery: more enforcement, longer sentences and more prisons, the most recent example being a statement from the Minister of Police, in October 2009, that police should "shoot to kill" (BBC News Africa 2009) and that the police should once again revert from being a service to being a force.

The failure of the NCPS has resulted amongst other impacts, in a blurring of the lines of responsibility of the police. The NCPS brought a new perspective that encouraged the State to see crime and violence as a broad and all-encompassing problem, including socioeconomic causes and impacts. Yet the NCPS did not result in a broadened carrying of the burden of crime and violence. An unintended consequence of this has been that the police are very often required to play the role of other service providers; to fill the gap for social workers, educators, health providers in responding to crime and violence (CSIR 2009, Badenhorst 2008).

The recent focus on law enforcement has drawn attention away from the fact that key institutions for the care and development of young people – families and schools, social and health care services - are in disarray (Burton 2008, Biersteker 2008, Ward 2007). On the one hand, law enforcement initiatives continue to be weakened as the burden of criminal activity continues to overburden them (Badenhorst 2008). International experience has shown that sophisticated crime prevention strategies have only a limited effect when the state institutions of policing and criminal justice are poorly developed, with little deterrent effect (ICPC 2008).

This study will however further present evidence and argue that unsafety is a whole-government and whole-society problem and that it is only through a multi-perspective lens

and the promotion and enactment of integrative approaches at local level that the complex social system required will deliver a shared vision of a sustainably safe South Africa.

2.5 Intentions for Local Safety

The White Paper on Safety and Security (1998) aimed to articulate the decentralisation of policing functions to the lowest possible level as a core strategy for policing. This was intended to focus policing on the diverse needs of communities and to meet these needs with anticipated innovative responses from SAPS station commissioners.

Police station commissioners were to be given more autonomy over their human resources and asset management; policing priorities and the strategies they adopt to meet them. This was to be substantively supported by new and improved training and investment in management skills at police station level (*Ibid)*.

Crime is experienced at local level and most local governments in South Africa have sought ways to improve local safety, often by first improving local policing visibility and response times (CSIR 2006). In addition to adding visible patrols and crime prevention to traffic and security departments, larger local governments have also sought to establish local government police services or municipal policing, as recommended in the White Paper on Safety and Security (1998).

As it happened, this was limited to major metropolitan areas where the problems are perceived as being most pressing and where there were resources and capacity for such establishment. Thus in Johannesburg, Cape Town, Tshwane, etc municipal police were deployed to work alongside the SAPS with the dual aims of improving local safety and reducing the fear of crime (van der Spuy & Rontsch 2008). Many local governments operate traffic and security departments, which carry out crime prevention functions outside of any regulatory framework. In contrast, legislation on municipal police services provide for supplementary oversight for the functioning of such services (Newham 2005). Municipal police service officers retain the same powers - that of peace officers - as held by traffic officers.

This focus on policing as a local government function has arguably diverted local government from alternative ways in which it could contribute to safety; through for better service delivery (Frank 2005), the provision for instance of safe public toilets, or the improvement of leisure facilities and parks (CSIR 2006)

The White Paper on Safety and Security identified a number of functions for local government:

- The internal prevention of crime within the structures of, and on the property of, the municipality.
- Working with local police in setting joint priorities and identifying possible areas for local government intervention.
- Aligning internal resources and objectives within a crime prevention framework.
- Ensuring development projects take account of crime prevention principles.
- The co-ordination of crime prevention initiatives operating within the municipal area to avoid duplication.
- The effective enforcement of by-laws to ensure safer and cleaner environments less conducive to crime.
- Effective traffic law enforcement to ensure well-managed and regulated environments less conducive to criminal activity.
- Assisting victims of crime through the provision of information around what services are available or where capacity exists providing limited victim support services.
- Initiating targeted crime prevention programmes aimed at specific problems and groups at risk (White Paper for Safety and Security 1998).

The White Paper recognised that the development of a crime prevention culture at local level would be slow and that limited resources would be a problem. The aim of the White Paper was however to place the issue of crime prevention on the local agenda and this it did. The White Paper also suggested that it would only be through experimentation and innovation that the role of local government would be fully realised (White Paper of Safety and Security 1998).

2.6 The "Upside Down Three Tiers of Government" model for a focus on local safety

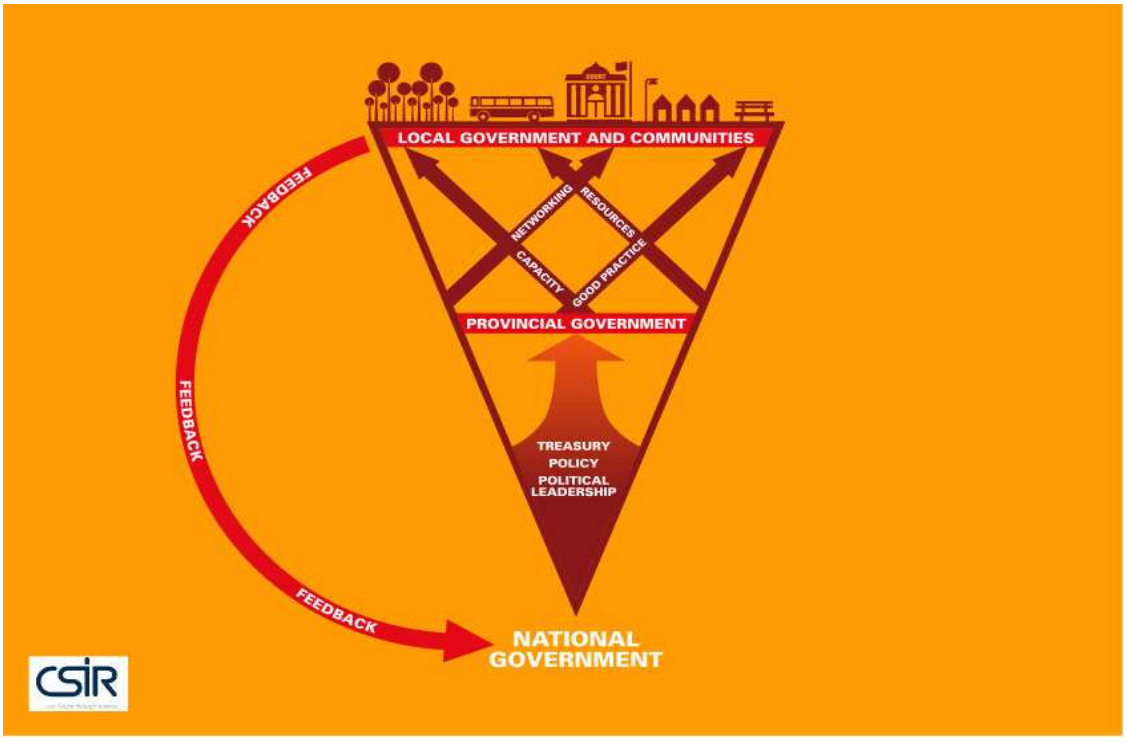
International studies often demonstrate the usefulness of a local focus on crime prevention and safety policies and interventions (Shonkoff & Phillips 2000, ICPC 2006, Duncan & Aber (Sa)).

Policy, leadership and structural issues have had a significant negative impact on the intentions and objectives of transformation as articulated in the NCPS. Because there was a low level of coordination and no champion emerged, the obstacles to an integrated approach

at national level have by far outweighed any commitment to achieving it (du Plessis & Louw 2005). It may also be that government was battling too many historical and socio-economic issues to be able to implement what was in essence a sophisticated and idealistic strategy such as the NCPS and that the NCPS does not address the practical and pragmatic implications of the context of post-apartheid South Africa.

In line with the focus on local government, this thesis argues that the approach of first developing a national strategy and then cascading it down to provincial and local levels is in itself flawed. Crime and unsafety are experienced at local level and it is in this experience that learning about both the causes and the systemic dysfunctions that perpetuate and even increase levels of criminality, are to be found. This thesis suggests that it is here too that solutions should be explored and implemented and that this learning should then be used as the basis for a provincial or national strategy.

The “Upside Down Three Tiers of Government” model:



(Figure 1)

The “Upside Down Three Tiers of Government” model argues for a paradigm reversal regarding the conventional way in which a pyramid is used to represent the three tiered government of South Africa; with national government at the pinnacle and local government

– and thus the people of South Africa – at the bottom. Here presented is an argument for a more community focused representation of government, with national government at the bottom of the upside-down pyramid, charged with the task of maintaining the balance of the pyramid.

The role of national government is interpreted as providing political leadership and guidance which is translated and enacted through policy and a legislative framework, and enabled through the treasury function. It requires effort for national government to motivate these functions to flow upwards in a supportive stream, through provincial government to local government and communities.

Provincial government in this model is a virtual environment that can only achieve its objectives at local level. Its objectives are set in terms of the policy guidelines and legislative framework of national government and can be achieved through four key mechanisms:

2.6.1 Identification, implementation, testing and replication of good practices:

This means that provincial officials should both seek evidence beyond the province and within the province in communities, of programmes and interventions that make a difference to safety, and ensure that they are evaluated and properly documented.

2.6.2 Provision of resources for implementation

A provincial budget should be spent at local level, based on a set of criteria that includes a well understood problem, the likelihood of impact, the willingness of communities to co-invest either in terms of resources or capacity or both.

2.6.3 Support, capacity building, expertise and guidance

Provincial officials should be learning every day through exposure to what happens at local level and to perspectives, knowledge, desires and intentions of local stakeholders. This knowledge should be used to build capacity throughout the province at local level, in communities that share similar problems and possibilities.

2.6.4 Networking: what works and what does not work in local communities.

This “Upside Down Three Tiers of Government” model proposes that although provincial officials cannot be expected to be everywhere at once, they should have a broad enough vision and range to be able to network community stakeholders to ensure that what works and what does not, is disseminated and that good practice is constantly adapted and replicated where possible.

Local governments thus empowered can deliver goods and services to communities, and engage in partnerships with communities to uplift and sustain communities and local environments.

If all tiers of government achieve their roles as so outlined, then South Africa will be on “an even keel”, a balance will be achieved. Feedback from the people of South Africa to national government in the form of democratic elections will assist in providing political stability, while the learning that is achieved at local level will also feed back into national policies and treasury allocations. The needs of local communities will be better served as a result of this feedback flow; policies, budgets and resources will respond to what must be done at local level and will be more effectively and appropriately managed.

This model provides a rationale for addressing safety as a local issue before it is addressed as a national issue.

2.7 International experience; opportunities and risks

The International Centre for Prevention of Crime (ICPC), an NGO based in Montreal and funded by some twenty national governments, brings together government and civil society role players from developed, under-developed and developing countries. (ICPC 1999, ICPC 2005, ICPC 2008). Over the past fifteen years members have debated the universality of the causes of crime and violence and responses to crime and violence, versus the need for individual and country-specific researches and strategies.

Whether either approach is right or wrong, it seems from experience that countries in post-conflict states and communities who have suffered socio-political oppression and deprivation cannot be ‘fixed’ through the application of or even adaptation of strategies that work in developed countries with stable, peaceful communities (ICPC 2008).

It is likely and this thesis will aim to demonstrate, that the success of strategies in such countries as, for instance Norway, Canada or Germany can be attributed more to the safety nets and sophisticated infrastructure and systems in those societies than to the strategies themselves. Such societies benefit from the protective layers of centuries of uninterrupted investment in delivery of the services and access to basic rights that have built resilient communities and promoted safe peaceful development and prosperity.

It is impossible to assess but interesting to contemplate how the SAPS would perform in Norway, for instance. As an example, according to Statistics Norway (2009) there were 940 rapes reported to the Norwegian Police during 2008 (serious crime incidents including threats were measured at 5.5 per 100 000 people). In South Africa there were over 50 000 rapes recorded by the SAPS during 2008 (serious crime incidents were recorded at over 30 per 100 000 people) (SAPS 2008/ 2009).

Following ICPC debates about the North/South divide for over a decade, Holtmann (2009) argues that it would be inconceivable that the Norwegian police, with their high levels of resources and low level of crime could do anything other than a good job in these circumstances; rape victims are served personally and provided excellent support. It is likely that the SAPS too or indeed almost any police service could perform well if transported to the Norwegian or a similarly peaceful environment. What is not likely is that Norwegian police strategies could better the situation in South Africa. This is not to suggest that Norwegian strategies are not the Rolls Royce of crime prevention strategies; it is however to acknowledge that potholed and gravel roads impede the smooth progress of a Rolls Royce and that it may be better to build more, less luxurious, purpose-built vehicles in an environment where you need to access more communities, faster (Holtmann 2009).

Many risk factors that will be identified in the course of this study and discussed in detail in Chapter Four will require intervention that is completely unnecessary in developed countries. Thus while the divide between developed and developing nations is observed throughout the study, there are useful connections to be made with community safety studies that focus on indigenous or marginalised communities such as the Aborigine communities of Australia, the Maori of New Zealand and the First Nation people of North America, which often share socio-economic risk factors as well as crime and violence profiles with many South African communities (Capobianco, Shaw & Sagant 2009).

These risk factors may also have resonance in developing countries such as Latin American states. Evidence of similarities is relatively common (Waller, Gauthier, Hicks & Sansfacon

1997, ICPC 2008) with indications that communities with similar pre-conditions respond similarly to risk factors, vulnerability and offending behaviours. In all these examples there is in common an absence of protective layers of social support, low opportunity for employment, betterment and a better life for the next generation, there are poor levels of education, poor access to health care, inadequate delivery of services, and inequitable criminal justice (Capobianco et al 2008). Significantly, all these latter countries and communities suffer high rates of victimisation and high rates of offending behaviours. In the case of oppressed or marginalised communities, they contribute disproportionally to prison populations in their countries. It is also significant to these studies that it is at a community rather than a nation level that these similarities and lessons are found (*Ibid)*.

International lessons are thus incorporated with some caution into this study, with emphasis given to evidence that leads in a particular direction and is based on understanding of localised circumstances (Karr-Norse & Wiley 1997, Garbarino 1999, Aber, Gephart, Brooks-Gunn & Connell 1997, Rehm, Room, Monteiro, Gmel, Graham, Rehn, Sempos, Frick & Jernigan 2004, Young 2002, Zedner 1997, etc) rather than evidence that prescribes specific or national intervention.

2.8 Conclusion

"*South Africa cannot grow to greatness when three quarters of her people are still in bondage. Only a Free Multi-Racial South Africa can solve the problems affecting multi-racial South Africa and not an apartheid Government of "Europeans Only"*
(Tambo 1958: 4).

Under Apartheid, most communities in South Africa were excluded by Verwoerd from the "green pastures" of the economy (Tambo 1958). There can be little doubt that the social engineering of the Apartheid era rendered South Africa a society of fragmented families, battered communities and youth poorly prepared for the post-Apartheid era (Coleman 1998).

The impact of scale on unsafety, and what will be defined as a "wicked problem" in Chapter Three, should not be under-estimated. Ritchey (2002) warns against making assumptions about the way in which interventions in one part of a vulnerable system will impact other layers – since it is often so that an apparent solution does no more than trigger other problems elsewhere in the system (Holling 2001).

National strategies, in particular the NCPS (1996), the White Paper on Safety and Security (1998) and the National Crime Combating Strategy of 2000 include a range of useful insights and analyses. Many will be reinforced in Chapter Three, in the course of the review of literature regarding crime, violence and responses thereto. However, these strategies have not changed the experience of unsafety for most communities in South Africa (CSIR 2006, CSIR 2009, SAPS 2009).

This thesis proposes that this lack of success is inter-alia because these strategies do not reflect the complexity or "wickedness" of the failure of the organic social system of safety (Capra 1995, Holling 2001, Brown 2008). The thesis will further argue that unsafety is experienced at local level and must therefore be understood and addressed at local level. Once a local safety system is activated, a national strategy can follow, based on the need for political guidance and support, enabling policies and effective treasury functions.

Absent a dramatic change in the socio-economic situation in South Africa and in the macro environment, change must come in terms of practical strategies aligned to achievable goals for community safety (HSRC 2006). This thesis is premised on the notion of strong families at the centre of resilient communities, building a safe society through a shared vision of safety (Catalano & Hawkins 1996). The study promotes the view that the emphasis in the past on national strategies should give way to local strategies, each based on a multi-perspective understanding of local needs, relationships and visions of sustainable safety.

In future chapters this vision will be tested against the literature on the causes of crime and violence and responses to crime and violence as well as literature that explores organisational systems and innovations that may be useful to objectives of a safe community of opportunity and therefore to a strategy for a Safe South Africa.

The vision will also be revisited with the introduction of the model "A safe Community of Opportunity" in Chapter Five.

Chapter 3
Literature Review

3.1 The Purpose of this Literature Review

As this thesis sets out to propose a Strategy for a Safe South Africa, it is important to know and understand the literature that discusses crime and violence and related subjects. This chapter will present key insights from a range of sources. It will however show that while there is a considerable body of knowledge regarding causes of and contributors to crime and violence and approaches to preventing and addressing these, this knowledge has not been applied in conjunction with systems theory and design thinking. As a result there is not an effective systemic strategy that combines the knowledge and understanding of experts in crime prevention with those who have strategic strengths.

The purpose of the review is therefore to bring together under a safety lens perspectives and learnings from different specialist focal areas that have the potential to contribute to safety, whereas they may have been studied in different fields, such as health or education.

This thesis relies to some extent on work done for the SAPS[3] and the Department of Social Development[4] which will be described in greater detail in Chapter Four. In the course of this work, fourteen separate literature reviews were commissioned, each to be completed by an expert in a different area of crime and violence. Largely in acknowledgement of the breadth of the literature to be covered to glean an understanding of the widely ranging specialist areas identified, the researcher brought together these experts to explore the synergies and overlaps in their work and to encourage a proactive and solution driven approach to the reviews. This approach to some extent narrowed to a manageable framework literature for inclusion in this study.

The review includes further literature on social crime prevention and the cycle of crime and violence, from which this study draws much of its learning.
What follows is a review of this work, with some additional references where appropriate, to cover areas that were not covered in the project mentioned above. Much of the literature presents as conventional wisdom; it is not the purpose of the study to interrogate each area or speciality as this was requested of the experts consulted, each a specialist in his or her

[3] The Development of Local Safety Plans for 24 Precincts in the Western Cape
[4] The Development of a Framework for a Social Crime Prevention Strategy for the Department of Social Development

relevant area. This review aims to bridge the gaps between and amongst the specialist areas, viewing each as an element in a systemic approach, rather than a focus of individual study.

Inevitably, some specialist focus areas have more to offer under a safety lens than others; some have a significant but relatively simple connection, whereas others have complex and varied links.

Significantly, the literature extends into the realm of Design Thinking and Systems Theory as tools for the development of a systemic approach to dealing with crime and violence. The proposed model which results from this study relies heavily on these paradigms. There is also reference to technology that will be used to innovate and enhance the model that emerges through this study.

3.2 Crime and Violence

This literature review is informed by the model developed by the researcher: “Breaking the Cycle of Crime and Violence”. The model was developed to describe the research outcome of a project led by the researcher for the CSIR. This model is the basis for study upon which this thesis is built. As a result, the review of literature on crime, violence and unsafety focuses on fourteen separate themes. These themes are derived from the “Breaking the Cycle of Crime and Violence” model, presented in detail in Chapter Four.

This review reviews existing research undertaken, an inventory of current interventions and a summary of challenges, gaps and key activities to improve local safety according to the literature and in the context of the model. The review does not aim to be exhaustive of literature regarding criminal justice approaches as the study does not aim to influence these, beyond their significance to preventative approaches to crime and violence.

The fourteen focus areas of the review were agreed by experts brought together to conduct studies for the SAPS project described in Chapter Four. The SAPS project used the “Breaking the Cycle of Crime and Violence” model as a framework for providing entry points to study issues related to crime, violence and unsafety, collectively offering a review of crime, violence and known interventions aimed at promoting safety. The fourteen areas do not attempt to present a complete picture; they offer a range of perspectives that provide useful insights for further study and action.

The fourteen areas covered in the section on crime, violence and unsafety are:

3.2.1 Dealing with trauma;

3.2.2 Support for pregnant women and girls;

3.2.3 Early Childhood Development (ECD);

3.2.4 Child abuse;

3.2.5 Nutrition and health; meeting basic needs;

3.2.6 Domestic violence;

3.2.7 Youth and school violence;

3.2.8 Keeping children and families busy;

3.2.9 Dealing with substance abuse;

3.2.10 Gun violence prevention and gun reduction;

3.2.11 Effective law enforcement;

3.2.12 Corrections, rehabilitation and restorative justice;

3.2.13 Social crime prevention;

3.2.14 The cycle of crime and violence.

3.3 Literature : Crime and Violence

"Crime casts fear into the hearts of South Africans from all walks of life and prevents them from taking their rightful place in the development and growth of our country. It inhibits our citizens from communicating with one another freely, from engaging in economic activity and prevents entrepreneurs and investors from taking advantage of the opportunities which our country offers. The rights and freedoms which the Constitution entrenches are threatened every time a citizen becomes a victim of crime". (National Crime Prevention Strategy (NCPS) 1996: 2).

High levels of crime and violence overwhelm individuals, communities and societies. Responses to crime and violence may include some or all of the following: anger, grief, sadness, a sense of loss, guilt, a sense of worthlessness, depression, an inability to look forward, lack of trust, extreme emotion swings and hopelessness (Friedman 1998).

According to the Crime Information Analysis Centre (CIAC) of the South African Police Service (SAPS) in the recording period 2007-2008 there were 19 202 murders and 20 142 attempted murders. In more than eighty percent (80%) of murders the victim and perpetrator were known to each other; in more than twenty percent (20%) they were related (SAPS 2008).

Over the past decade, more than 2 million serious crimes have been recorded annually in South Africa. Of these, more than a third are violent crimes. There have been on average more than 19 000 murders each year, more than 50 000 recorded rapes each year and about 18 000 vehicle hi-jackings each year (SAPS 2008)

3.3.1 Dealing with trauma

Trauma is described as a normal response to an abnormal event (Friedman 1998). While not all victims of crime and violence will have a traumatic response to the incident, a lack of intervention increases the risk of both further victimisation and of offending behaviour (Hobdell 1996).

Given that crime is generally believed to be considerably under recorded (Louw 1998, Davis et al 2005, Louw & du Plessis 2005) and given too that many people experience repeat victimisation (Hobdell 1996, Pease & Laycock 2002, Glen 1998), we may safely estimate that approximately half of all South Africans have suffered a crime in the last ten years, from which we may further estimate that almost all South Africans have been exposed to at least one crime either as a victim or as a bystander to crime (SAPS 2004, SAPS 2005, SAPS 2006, SAPS 2007, SAPS 2008).

Not all victims of or bystanders to crime are traumatised by the event (Hobdell 1996, Zedner 1997/98). It is possible to experience even serious victimisation and remain relatively unscathed; it is also estimated that more than fifty percent (50%) of victims of even serious crimes will recover fully without any intervention (*Ibid*). But that still leaves literally millions of people with some level of traumatic response; bearing in mind that this is the normal response to victimisation (Higson-Smith 2002).

Repeat victimisation, where the same victim suffers more than one incident of crime, logically increases the risk of post-traumatic stress and ultimately post-traumatic stress disorder (PTSD). PTSD results when the normal symptoms of post-traumatic stress do not fade and disappear with time, instead increasing and becoming more intense and invasive, impacting the behaviour and lifestyle of the victim (Higson-Smith 2002, Zedner 1997/98, Friedman 1998). Stanko and Hobdell describe post traumatic responses as being different for men and women, where men often become angry and seek revenge, whereas women become anxious and depressed (1993).

Traumatic responses are intensified by loss. According to the World Health Organisation (WHO) (Krug, Dahlberg & Mercy 2002) South African men are 8 times more likely than the world average to succumb to non-natural death. Violence and road accidents are the two most common causes of such death (NIMSS 2007). South Africa presents with the daily symptoms of a society struggling with post- traumatic stress and even PTSD. Interpersonal violence is fuelled in an immediate sense by a toxic and lethal combination of alcohol, drugs, guns, knives and simmering anger (Dube 2008, NIMSS 2007). Road rage is common, taxi violence is endemic and plays out in our public spaces and pedestrians, often themselves drunk, suffer high levels of victimisation (Mazopoulos, Corrigall & Peer 2008).

The historical context of crime and violence is well documented by social theorists (Young 2001, Zedner 2002, Vogelman & Eagle 1991, Higson-Smith 2002, Wilson & Ramphele 1989), including debates that approach the problem from a range of socio-economic disciplines. Most commonly researchers rely on a combination of theories and causal factors:

- A “culture of violence” in which violence has been normative as the way to resolve conflicts and frustrations (Vogelman & Eagle 1991, Simpson 1996);
- Violence is an expression of anger and a means of asserting power (Ramphele 2000, Kleinman 2000)
- It is a legacy of Apartheid, where poverty, lack of access to services and opportunities, marginalisation and militarisation of men are contributory and where violence was institutionalised during the Apartheid years **(**Wilson & Ramphele 1989, Coleman 1998, Reed 1994, NCPS 1996);
- Exceptionally high levels of drug and alcohol abuse and dependency (Parry 2005, Matzopoulos, Corrigall & Peer 2008, Graham et al 1998);
- High levels of availability of guns (Kirsten 2008, Dube 2008, Kishalya 2007); and
- The perpetuation of violence that is the product of grand scale untreated victimisation and trauma (Friedman 1998).

The impact of victimisation can most effectively be treated with victim support and trauma counseling programmes (Crawford-Browne 2008). It is important that that all service providers engage with the needs of victims including the policing, health, social services and justice sectors (Pretorius 2000, United Nations 1985, Stavrou 1998). Often ignored in practice although acknowledged in theory and policy, it is important to recognise men as a victim constituency in victim empowerment programmes (Stanko & Hobdell 1993, Nel & Kruger 1999).

3.3.2 Support for pregnant women and girls

Support for pregnant women and girls is a subject for study because of the significance of the role of mothers in pre-and-post-natal care, a period during which risk or resilience factors that will influence later vulnerability or offending behaviours are in place or will be lacking forever (Marais 2008).

Ours is not a society premised on love and nurture. In a seminal work that provides insight into the role of mothers, Karr-Morse and Wiley (1997: 219) state:

"Our children are the barometers of our nation's strength, their caregivers charged with a role of fundamental significance. Here in the arms of those first rocking our future lies the potential to protect against the rending of society by unsocialised aggression. In order that our babies grow into voting adults who care about such issues and who have the capacities for complex problem solving, the basic ability to connect with other people, to empathise, to regulate strong emotions, and to perform higher cognitive functions must be the intended lessons of the hands that rock the cradles".

The opposite lesson is equally sanguine. A fragmented, dysfunctional family is illustrated as the starting point for neglect and abuse – not only of children, but also of the elderly, the disabled and all those who are vulnerable; this also includes women in many families (Karr-Morse & Wiley 1997). Intervention for pregnant women and girls is thus seen as providing the earliest possible point at which to access the family into which a child will be born. What is spent on such intervention can be evaluated as investment with the highest possible returns, since it is entirely preventive (Marais 2009). It is internationally agreed that the outcomes of such interventions are positive, not only for the child, but also for the family as a whole as well as the community in which it is raised (HSRC 2006).

In South Africa there is a high rate of teenage pregnancy, yet very few girls surveyed in a study on relationship dynamics and teenage pregnancies cited love as a reason for having had sex (Jewkes, Vundule, Maforah and Jordaan 2001). The majority gave reasons such as a fear of being beaten, the promise of a material reward, or the assumption that most of their friends are having sex. The sex results in pregnancy because they have little contraceptive knowledge, are fearful of their mothers finding out if they go to a clinic, they fear weight gain and their boyfriends don't want contraceptives to be used (*Ibid*). More than 2000 school girls in the Western Cape alone became pregnant in 2008.

According to the South African Human Rights Commission (SAHRC) (2007) teenagers have at least one third of all pregnancies in South Africa in 2007. Thirty-five percent (35.1%) of all girls in SA have been pregnant or had a baby by the time they are 19 years old. Factors predisposing teenage girls to pregnancy are lack of connection and communication with parents, lack of parental control and lack of positive role modelling *(Ibid)*. Absentee fathers compound family problems (ChildrenFIRST 2004, Prince 2009).

Holtmann (2008: 18) recommends a support system for pregnant girls and mothers; interventions providing information about the impact of alcohol, drugs and cigarette smoking on unborn children, as well as information about how to access and properly use social grants, and helping to prepare for motherhood and bonding. Although this is seen as primarily a long-term intervention, it undoubtedly has short-term benefits for community building, encouraging local relationships and networking and making people useful to one another (Marais 2006, Sherman et al 1997).

Burton (2008) identifies and promotes joint interventions by welfare, social development and education departments, in targeting pregnant (single) mothers and sustaining support through the early years of the child's education, asserting that they are among the most successful in preventing children from become both troubled and troublesome (Karr-Norse & Wiley 1997).

Ideally, young women need help in making healthy and responsible lifestyle choices, in order that they will not suffer accidental pregnancy while they are too young and insufficiently independent or supported to deal adequately with the consequence (HSRC 2007). Unfortunately there is a pressing need to support young, single pregnant girls and mothers, to help them stay healthy during pregnancy, to access health services, to prepare for and be ready for the birth of the baby and their vital role in motherhood (HSRC 2003). There are those who question such interventions on the ground that they may be misinterpreted by teenagers who believe that they condone teenage pregnancies but there is no evidence that this is the case (The Parent Centre 2006, HSRC 2007).

The WHO (2007) reinforces the need for such intervention programmes, stating that nutritional, social, psychological and financial support all improve birth weight and gestational age at birth, as well as reducing the risk of smoking and drug abuse during pregnancy.

Foetal Alcohol Syndrome (FAS) is the result of mothers drinking while pregnant, causing irreversible damage to the pre-natal brain that will later present in terms of learning

difficulties and behavioural problems. It is the earliest risk factor for both victimisation and offending behaviour (Marais & Eigelaar-Meets 2009). Marais (2006) points out that on an individual level it may seem a simple matter for a woman to prevent FAS, by simply not drinking during her pregnancy. But the use of alcohol during pregnancy is a complex problem, inseparable from many other factors such as a woman's mental health, her socio-economic status, power relations between her and her partner and the attitudes of her family and community towards drinking.

Research indicates that despite the fact that women know what FAS is, and that they are able to identify key characteristics of the syndrome correctly; it had little or no effect on the levels of alcohol use during pregnancy (Marais & Eigelaar-Meets 2009). Interventions will therefore have to go further than merely raising awareness about the problem and handing out information.

The best interventions to prevent FAS identified by Marais (2006) include some life skills training designed to teach personal and social skills to help young people build resilience against the use of substances. Marais says:

"*the age of onset of alcohol use has been found to be a powerful predictor of later alcohol problems. The younger someone begins to drink, the greater the chance that they will develop problems with alcohol later in life. By delaying alcohol abuse, prevention initiatives have the potential to minimise problems*" (2006: 3)

It is also important to establish routine screening of pregnant woman for use of alcohol and other substances so that an intervention can be made to change this behaviour. In a society such as South Africa where FAS is highly prevalent, all primary health care staff should be part of the effort to protect women at risk of alcohol abuse, and it should be routine to attempt to motivate women against using substances (Marais & Eigelaar-Meets 2009).

Even brief interventions can be an effective low-cost way of helping pregnant woman who may be able to stop drinking during pregnancy. This technique of brief interventions is described as a "time-limited, patient-centered counseling strategy that focuses on changing patient behaviour and increasing patient compliance with therapy"(*Ibid*).

Where possible, intensive case management will promote family planning, referral to substance abuse treatment, assist women to stay in treatment, help them reduce consumption and make connections with community services that can provide support for high-risk pregnant women and prepare them for motherhood (Karr-Norse & Wiley).

Alcohol abuse and parenting are in general a dangerous combination. Parenting is hard under most circumstances and is not enhanced by drinking, drunkenness or hangovers (Rendall-Mkosi et al, 2008). Single parent households are under considerable pressure; economic, emotional and social. Single parents who work often put their children at risk of victimisation by leaving them with inadequate or inappropriate supervision (WHO 2006, Shonkoff & Phillips 2000). There are inadequate crèche facilities in most poor communities and relatively few children are exposed to early childhood development (ECD) (Streak & Van der Berg 2009, Dawes & Donald 2000). Mother-to-child bonding and early childhood development are seen as essential elements in providing children with the right foundation for education, personal development and their ultimate ability to contribute to a prosperous and peaceful society (Prince 2009, The Parent Centre 2006).

It is not only mothers who need support. A recent study found that fathering was an important part of African culture, yet young men felt they could not contribute as they were expected to, they could not afford the *lobola*[5] required to marry, nor could they afford to keep a family (ChildrenFIRST 2004, Marais & Eigelaar-Meets 2009). Unemployment and low skills levels in many poor communities thus further erode the strength of the family unit effectively fragmented by generations of social engineering and migrant labour practices during the Apartheid era.

3.3.3 Early Childhood Development (ECD)

ECD refers to the process that allows a child to thrive in physical, mental, emotional, spiritual, moral and social development from birth to nine years. (Biersteker 2008). While no one factor predisposes children to increased risk of victimisation or offending, exposure to a number of risk factors during early childhood exponentially increase the risks (Dawes 2007); these include family disruption, poor parenting, poverty, inadequate shelter, inadequate health care, lack of opportunities to be stimulated and to learn through experience (Frank 2005). Frank suggests that the minimum requirement for ECD should include the fulfilment of basic needs, safe and protective homes, education, support and nurturing. Without these, it is only through exceptional effort and later intervention that children will fulfil their potential.

In 2008, an estimated twenty-seven percent (27%) of children in South Africa accessed the child protection system in one way or another (Department of Social Development/CSIR workshop notes unpublished). This means that the scarce resources of fewer than 12 000

[5] Lobola is a tradition whereby a man pays the family of his bride-to-be for her hand in marriage. It is intended to bring the families together in a gesture of respect and as an indication that he can afford to take care of her.

social workers were required to deal with more than 5 million vulnerable children[6] The Department of Social Development (DSD) estimates that there is a requirement for 16 000 Social Workers to implement the Children's Act, 2005 (Act 38 of 2005) alone.

The community should be involved in the design and implementation of ECD programmes to ensure that participants value objectives, activities are culturally appropriate and participation is convenient and within household time and resource limitations (Parent Centre 2006).

Two additional key principles that the literature proposes as important for neighbourhood interventions are:

- Child-specific treatment facilities and clinical services for victims of sexual abuse,
- Making sure that mothers are available to participate in home visits and/or parent-support programmes, rather than assuming their availability (*Ibid)*.

Petersen and Carolissen (2000: 99) argue that interventions with conduct-disordered and anti-social children have reported improved success when they:

- are preventative in nature,
- take place with the preschool and early grade school child;
- extend beyond parent training The reasons for parent training interventions failing is that the risks could have been factors in the child or neighbourhood factors that might have posed a risk;
- extend beyond the child to the family;
- include other normative institutions in the community, such as the church and the school (*Ibid)*.

The high prevalence of Foetal Alcohol Spectrum Disorders (FASD) in South Africa supports the argument that we need early identification at the ECD centre level and in the home. Community support workers and ECD practitioners could assist in early identification but they need to be properly trained and recognised (Marais 2006, Ward 2007). They also need to earn salaries to make programmes sustainable. There is therefore a need to ensure proper funding and inter-sectoral collaboration in order to make these programmes successful (Shonkoff & Phillips 2000).

[6] Not all social workers deal with children; it is estimated there are less than 12 000 social workers in total practicing in South Africa at this time, of whom only a percentage work in the child protection system.

For children living in dangerous environments; i.e. areas that have environmental health hazards and crime and violence; neighbourhoods may matter a great deal. Experimental evidence suggests that moving from high poverty to low poverty neighbourhoods enhances the physical and psychological health of children and reduces violent crime committed by adolescents (Shonkoff & Phillips 2000).

Biersteker (2003) suggests that inadequacies in ECD services in poor communities should be addressed by increased subsidy amounts, improvements to norms, standards and training for ECD educators and an improved system for government officials to monitor services.

Shonkoff and Phillips (2000) emphasize that institutional models stress the importance of neighbourhood resources for children: resources like parks, libraries and children's programmes that offer opportunities for children's entertainment and development, such as those in affluent neighbourhoods (Holtmann 2008). Parents won't however use these facilities unless they think the neighbourhood is safe. The older the child, the more important become the influences of peers and out of home role models.

Schools have a major impact on older children (Burton 2008). However, even preschool children and their families feel the impact of other community allegiances and associations, and the availability or not of services (Shonkoff & Phillips 2000). Once again there is an emphasis on early intervention for children.

3.3.4 Child Abuse

Many children experience their vitally important first years of life in terms of neglect and abuse, including emotional, physical and material abuse and exposure to violence (Engle, Bentley & Pelto 2007). For many children, violence is normalised at an early age and is often the currency of physical contact (Davis, Du Plessis & Klopper 2005). In too many families, children are exposed to domestic violence and to violence as the most common way of asserting power and achieving immediate goals (Artz 2008b). Early exposure to violence is a risk factor for both victimisation and vulnerability to becoming an offender later in life (Frank & Wesley 2008). In a survey of a poor community in Cape Town seventy percent (70%) of children at age eight had witnessed violence and forty-seven percent (47%) had been victims of assault (Dawes 2007).

It is also shown that children who have experienced violence and who have been harshly punished at home are more likely to behave in a similar way to their own children when they become parents (Dawes & Donald 2000, Garbarino 1999). There are six different types of child abuse: physical, sexual, emotional, structural, neglect, and child labour. All are identified because of the deliberate harm caused to children and the specific negative consequences for children (HSRC 2006).

Frank & Wesley (2008) recommend a range of interventions to reduce the incidents of child abuse, including strengthening the child protection system, in particular enabling the delivery of services prescribed in the Children's Act, 2005 (Walker 2007, Streak and van der Berg 2008) and strengthening the Criminal Justice System (CJS) to improve the experience of children as witnesses in court (Badenhorst 2009).

The literature emphasises the need to change the status of children in society, in line with the rights perspective of the Constitution (1996) (Dawes 2007, Frank & Wesley 2008, Ward 2008, etc). To achieve this, there is a need to provide support and information to parents and caregivers of children (The Parent Centre 2006, Streak 2007) to assist them to provide for the basic needs of children, as well in providing warm, nurturing and stimulating environments for children (Ward 2007). Providing support for the use of non-violent forms of discipline of children is also critical (*Ibid*).

Intervention programmes aimed at prevention and early intervention have been provided for in legislation within the Children's Act, 2005. Few such programmes are available, and even fewer are appropriately documented, monitored and evaluated. While it is important for such programmes to be made widely accessible, their nature and quality is equally important (Biersteker 2007).

3.3.5 Nutrition and health, meeting basic needs

Nutrition and the satisfaction of basic needs play a significant role in child protection (Black et al 2008). For many children life is starkly simple; when it is hot they are hot, when it is cold they are cold, when it rains they are wet.

Research demonstrates a link between malnutrition and behaviour problems both at the time that the child suffers the malnutrition and in longitudinal studies, as a risk later in childhood (Blaauw & Wentzel-Viljoen 2008, HSRC 2006). This has been connected to cognitive ability; children who suffer malnutrition are likely to have a lower I.Q., which in turn makes them more likely to demonstrate anti-social behaviours (Liu Raine, Venables & Mednick 2004).

Such children cannot possibly achieve their potential. Concentration is hard; they are tired, irritable, angry, fearful, and sad (Dawes & Donald 2000). Many such children present as though they have no homes, even when they do. Home is not a place in which they want to be. Sometimes when they are picked up by either social services or the police, they don't want to be taken home and, worse yet; their parents don't want them back, as they cannot control them (Biersteker 2008).

Links are also made between diet and violence; anti-social behaviour and crime are predicted. It is known that children who are hyperactive, impulsive and have short attention spans are more likely than other children to become chronic offenders in adulthood. Adult psychopathic criminals are believed to be four times more likely than the population norm to have been hyperactive, impulsive or have had a short attention span during childhood (Benton 2007).

Tomlinson and Landman (2007) suggest that a "significant contributing factor to the optimal functioning of any society is the physical and psychological health of its inhabitants". Biersteker identifies as a lack of intervention and the inadequacy of services in this regard as problematic for both children and adults (2008).

Once again, early childhood malnutrition correlates with prenatal poor nutrition and malnutrition; this again points to the need for pre-and-post natal interventions (Frank & Wesley 2008). An investment in the pregnant mother may be seen as a prevention measure for later aggression in the child (Karr-Norse & Wiley 1997).

3.3.6 Domestic Violence

Domestic violence is defined in the Domestic Violence Act (1998) as including all kinds of abuse; physical, sexual, emotional, economic, intimidation, harassment and stalking (1998).

Domestic violence provides an obvious first exposure to violence for many children (Artz 2008b, Jaffe et al 1986, Shonkoff & Philips 2000), It is in the home that many learn to accept violence as a norm, a perceived way of achieving "self-assertion, obtaining cooperation, respect and compliance from others" (Artz 2008). By definition, domestic violence like child abuse refers not only to acts of physical violence or intimidation; both include sexual abuse, rape, economic abuse, and verbal and psychological abuse. In a study conducted by Artz in the Eastern Cape in 2008, forty percent (40%) of respondents said that their abusers had threatened to kill them during the course of their domestic relationship. While there are

reported instances of domestic violence where the perpetrator is female and the victim male, the overwhelming majority of cases reinforce the role of male as perpetrator and female as victim (Artz 2008a). Children stereotype their behaviours based on this role modelling and these skewed gender roles are often played out in the home, school and later in society at large (Weingarten 2003).

In our society the high prevalence of HIV/AIDS contributes to the fatality associated with domestic violence. It is estimated that 5.3 million South Africans are infected with HIV, meaning that one in five adult South Africans are living with HIV (HSRC 2003). Women are shown to be disproportionately affected, with a rate that exceeds three times the rate of male infection; it is believed that thirty-two percent (32%) of women between 25 and 29 years are HIV positive, the highest prevalence rate across the South African spectrum. The abusive nature of many relationships in South Africa leaves women without the ability to negotiate safe sex with intimate partners, thus contributing to the high transmission rate of HIV (*Ibid*).

Domestic violence may be seen to some extent at least as symptomatic and/or indicative of the generally high rates of violent crime in South Africa (Artz 2008b). Aside from the obvious burden that this places on our society as a whole, it is important to assess the burden as experienced by children, since what happens to them now and the way the society responds to them will to a large extent sculpt and define the future of South Africa (Seedat, Nyamai, Njenga & Vythilingum 2004, Walker, Wachs, Gardner, Lozof, Wasserman, Pollitt, & Carter 2007, Wedge, Boswell, & Dissel, A. 2000, Williams, Williams, Stein, Seedat, Jackonson & Moomal 2007).

There is a need for a comprehensive, integrated strategy to address domestic violence (Artz 2008b), including a multi-layered strategy to reduce the inherent vulnerability of women and children by building a protective social system, while also providing immediate services to victims (Zedner 1997/98, Crawford-Browne 2002, Nel & Kruger 1999).

Artz (2008b) also promotes the need for partnerships with/between relevant role-players like traditional leaders, religious leaders, NGOs, Community Based Organisations (CBOs), women's groups, men's groups, trade unions, and any other groups involved with addressing issues of domestic violence. These partnerships should extend to the CJS, the health care system and local authorities, the education sector and provincial legislative bodies. All have a role to play in prevention strategies (CSIR 2006).

In many cases support and potential solutions come from grassroots organisations that have mobilised to address domestic violence in communities, although resources and capacity are almost inevitably in short supply (Crawford-Browne 2008, Nel & Kruger 1999).

Many interventions related to reducing domestic violence require a more appropriate response from the CJS; these include better statistics on domestic violence as a separate crime category to establish the extent of occurrence, and to facilitate the development of specific interventions, the use of restorative justice approaches where appropriate (Frank & Maaki 2008), improved training programmes for service providers, with an emphasis on gender sensitivity and resolving conflict through non-violent means. There is a need for services to be delivered with sensitivity and knowledge of cultural and religious norms, practices, beliefs about gender equality and particularly views and perceptions on masculinity and the roles of men and women in society (The Parent Centre 2006, ChildrenFIRST 2004).

Victims of domestic violence do not always know their rights and they lack awareness of the legal remedies, protective measures and services available to them; they have no idea what to expect from the role-players in the CJS (Bruce 2005). Artz (2008a) promotes the need for credible indicators for service providers that support the seriousness of domestic violence, within the context of effective strategies to monitor and evaluate preventive programmes at various stages during the implementation process (Bruce 2005, Nel & Kruger 1999, Badenhorst 2009). This will lead to a better understanding of the incidence of domestic violence, the needs of victims and a better ability to address them.

3.3.7 School and youth violence

School violence is endemic in South Africa. Burton et al (2006) conducted the National Youth Victimisation Survey that provides key insights into victimisation of young people (aged 12 to 22). Some findings include:

- forty-two percent (42%) of learners were victims of crime in the year 2004 to 2005, making them twice as likely as adults to have suffered a crime.

- Boys showed higher rates of victimisation, with forty-six percent (46%) versus thirty-seven percent (37%) for girls. $

- 973 000 young people were robbed during this period.

- Fifteen percent (15%) of all learners between Grades 3 and 12 (a total of 1 821 054 school learners) experienced some kind of violence at school;

- 27 000 learners experienced sexual assault or rape.

It is estimated in the study that more than 80% of school learners have experienced a violent incident in which someone they know has hurt someone. In more than forty percent (40%) of cases this incident required medical intervention (Burton et al 2007).

People who live in poor communities where there is a lack of service provision and where the infrastructure is either absent or inadequate will often try to improve the lot of their children by sending them to a school in a neighbouring community, where they perceive the school will be better resourced and will offer a better education and facilities (CSIR 2009).

Community ownership of schools is recognised to be central to the performance of both the school and the learners (Burton 2008), yet this is severely hampered by disconnection between communities and the schools attended by their children. Children are placed at greater risk as a result of having to travel greater distances to and from school, by anonymity in the area where the school is, with a resulting lack of natural oversight and control by neighbours or others known to them, and by the obstacle that distance places on the relationship between parents and school and children and extra-mural activities at the school (*Ibid*).

Schools, while having the status of one of the two most important spheres of influence for children (UN 1990, Griggs 2002) are thus not necessarily safe places and in some cases this is because of their positions, perhaps between two warring gangs or syndicates, perhaps because of proximity to illegal drinking taverns (Shields et al 2008). The school is also often the site of bullying by learner on learner or teacher on learner and sometimes the bullying takes place on the way to and from the school and is perpetrated by external offenders (Jimerson et al 2006).

Violence related to school includes corporal punishment, verbal and emotional abuse, youth gang attacks, the use of weapons and stigmatization (SAHRC 2007). Often day-to-day small acts of repetitive violence are ignored by those in authority yet have a profound impact on

the victim (Debarieux 2008). Violence in schools makes educating and learning much more difficult for all.

Similarly, truancy is disruptive and time consuming to deal with. Combined with overcrowding in schools and extreme variations of quality and capacity in terms of teachers, where some arrive late, drunk or not at all and some sexually harass their students, schools often present as troubled environments (Burton 2008).

The social development model of Catalano and Hawkins (1996) suggests that the way to reduce violence in schools is to explain and predict criminal anti-social behaviours. Sameroff (2000) uses the work of systems theorists to postulate a Transactional-Ecological Development model that puts the child at the centre of a layered analysis that explores the micro-level biology and unique characteristics of each child, with the influences of family dynamics, peer relations and the school environment. This leads to a systemic response in which children aren't required to take full responsibility for their own developmental progress and outcomes.

The model suggests that the more positive inputs there are from those around the child, the better the child will perform (Jimerson et al 2006). This is reflected in the so-called social ecological model (Oetzel at al 2006) that identifies a multi-layered impact, starting with the individual, expanding to include interaction with the family, the community and society as a whole, with each layer contributing to the whole. The school can thus be viewed as an important social context for crime prevention and pro-social intervention (Burton 2008, Holtmann 2009, Debarbieux 2008).

Children respond to violence associated with their school environment in a range of ways, with inevitable negative consequences for their self-esteem and often with depression. They may experience disturbed eating patterns, an inability to concentrate, anxiety, sadness, isolation, fear and humiliation (Dawes 2007, Petersen et al 2000). Many suffer literacy and numeracy problems, poor performance in the classroom and failure. Ultimately, such children get to a point where they don't want to go to school, where they are truant and even drop out of school altogether (SAHRC 2007).

Educators too are victims of school based violence as well as on occasion being perpetrators of violence. Some fear going to school and are undermined by learners, rendering them incapable of maintaining discipline, with a negative impact on their ability to teach (Burton 2008).

It is commonly held and literature supports the premise that safe communities have at their centre safe schools (CSIR 2009, Griggs 2003, ICPC 2007). In South Africa today, this premise cannot be assumed and is most often not the case. Lack of confidence in local schools often result in children migrating daily to schools outside of their communities, with a resultant dislocation of family, community and school. Children are often left to deal with troubled school environments on their own, while at the same time having to deal with problematic relationships at home without external support (Ward 2007).

Fear of violence and experience of violence in schools is an obstacle to equality of opportunity; the most obvious example of this is exposed in a Human Rights Watch Report (2001) stating that on a daily basis South African girls of every race and economic class encounter sexual violence and harassment at school and that this is an obstacle to their education (George & Finberg 2001). In many schools the combined lack of safety and poor hygiene associated with school toilets causes some girls to miss school during their menstrual cycle as they cannot safely use the toilets (Abrahams et al 2006). According to the Human Rights Watch Report (2001), many girls leave school altogether as the backdrop of unsafety causes them to lose interest in studying further.

Violence discriminates on both a socio-economic and gender basis; those most vulnerable to specific victimisation are also those least likely to access assistance in overcoming the impacts of crime and violence. In schools, girls are often not believed if they report violence, in particularly sexual violence (Burton 2006); in poor communities victims are also less likely to access an appropriate intervention that will help them overcome the incident (Crawford-Browne 2002, Simpson 1996).

Prevention strategies to reduce school-based violence should include a number of components (Burton 2008, Griggs 2002) and cannot be seen in isolation of other crime prevention interventions in the community, since they are mutually dependent. Central to success is the re-connection of schools to their communities. Unless there is a sense of community ownership and investment, natural oversight and community pride in the achievement of the school, it is unlikely that it will thrive and provide a safe environment in which educators can educate and children can thrive (Waller et al 1997, ICPC 2008). School environments should be protected by the application of effective design, management and maintenance of the premises, to provide a secure place in which children and educators feel as well as are safe from outside attack.

The safety of children at school is also influenced by the violence that exists within children's homes and communities (Dawes & Donald 2000, Ross et al 1999, Shields et al 2008). Counseling and efficient victim empowerment programmes are particularly important for children who are both primary and secondary victims of violence (Crawford-Browne 2008, Seedat et al 2004).

Issues such as gathering information about incidents of crime and violence in schools, building the capacity of educators to provide a caring and reliable service, management capacity in schools and the need to extend the use of the school to include out-of-hour and community based activities are all regarded as contributing to school safety (Taylor et al 2003, Sherman et al 1996, Griggs 2002, Burton 2006, Burton 2008).

3.3.8 Keeping children and families busy

In and out of the home, in and out of school, children are not kept busy in a constructive, safe, supervised and developmentally sound way (Shonkoff & Philips 2000). This means that many children in South Africa do nothing for significant periods every day, increasing their vulnerability to peers and strangers alike (CSIR 2006, Domingo-Swarts 2003). This is particularly true in poor communities, where it is difficult for children to access programmes out of school time and where there is generally a dearth of both facilities and activities for children (Ward 2007).

It is also important to note the widespread lack of understanding of the importance of keeping children busy; many parents have low levels of education and low exposure to potentially positive activities that would benefit their children and so they do not seek out such opportunities (Biersteker 2008, Frank & Wesley 2008).

Many children are bored and lack the guidance of positive leadership in activities that have the potential to build their self-esteem, provide them with self affirmation and the affirmation of others, help them set and achieve personal goals outside of the classroom and develop skills that will benefit them in the long term (Karr-Norse & Wiley 1997). The lack of access to opportunities is a negative impact of the social engineering of the past and requires active and sustained intervention to change the lives of children, particularly those caught in the trap of poverty (Doolan 2006, Moller 2005, Coleman 1998).

The term social cohesion is often used to describe the bonds that bring people together in society, particularly in the context of cultural diversity. Factors that threaten social cohesion

include: poverty, poor infrastructure, under-developed communities and unemployment (Wilson & Ramaphele 1989, Coleman 1998). There is consensus that manifestations of social fragmentation are largely prevalent in communities that are predominantly poor and have experienced oppression of one or another kind (Catalano & Hawkins 1996, Coleman 1998, Walker et al 2007, Doolan 2006). Social fragmentation contributes to high levels of domestic violence, criminality, teenage pregnancies, decline in social values and declining levels of social solidarity (Biersteker & Kvalvig 2007).

Improved social cohesion in communities plays an important part in crime prevention in general and the elimination of crime risks in communities thereby contributing to safe communities (Department of Arts & Culture 2006, Young 2002). Community mobilisation can improve safety for individuals, families and communities, and develop social cohesion through developing a shared responsibility for local safety and the generation of local activities and extra-mural leisure options (Caine 2008).

An effective community mobilisation initiative involves affected parties and concerned residents of an area. It should pull together the resources of community leaders, faith based organisations, and health workers, teachers, local community radio and media, and CBOs as well as organised associations like the Community Police Forum (CPF) and School Governing Body (SGB) members (Action for a Safe South Africa 2008).

3.3.9 Dealing with substance abuse

Substance abuse in South Africa is a problem of deep concern and complexity (AFSSA 2008). It is estimated that South Africa has one of the highest levels of alcohol consumption per drinker in the world (Rehm, Room, Monteiro, Gmel, Graham, Rehn, Sempos, Frick & Jernigan 2004). Substance abuse includes the abuse of alcohol and other, illegal substances or drugs. Substance abuse contributes significantly to crime and violence, both in terms of offender behaviour, where crime is the result of substance abuse or as a result of needing to commit crime to fuel a substance abuse habit, and in terms of vulnerability to victimisation which is greatly increased by consumption of substances (Parry 2005).

Alcohol and other abuse is a typical response to deprivation and poverty, as it is often associated with depression and lack of hope (Parry 2005). There is similarity between the substance abuse behaviours of for instance the previously oppressed and marginalised Aborigine people in Australia, Maori people of New Zealand and so-called First Nation

people in Canada - as well as both First Nation and African American communities in the USA (Capobianco et al 2009).

Matzopoulos et al (2008) state that alcohol use is tolerated as benign in South Africa by most cultural and socio-economic groups, despite its potential to harm and its negative social, psychological and material impacts on society. Alcohol abuse is linked to violence in a number of ways - some people under the influence of alcohol become angry and aggressive, all lose their inhibitions and behave in a more risky way (Parry & Dewing 2006) and some, particularly under-age drinkers for whom drinking is more dangerous as alcohol has a greater impact on a growing brain than a grown brain become more vulnerable to attack and particularly to for instance, rape (Rehm et al 2004).

Substance abuse also reduces opportunities as people who use substances excessively tend to be unreliable and are often marginalised from the mainstream (CSIR 2006). Alcohol is the key gateway to other drugs, particularly in under-age users. Alcohol and other drug use also significantly increases the risk of exposure to violence (Doolan 2006). Teenage substance abuse contributes to absenteeism from school, poor school performance, and risky sexual behaviour (Matzopoulos 2008).

In assessing responses to alcohol and other substance abuse as part of crime prevention strategies it is important to recognise that treatment for dependence and addiction is unlikely to have the required impact, because of the scale, cost and capacity required (Parry 2005). While treatment programmes have a part to play, prevention must be the preferred route, despite the massive challenge this presents (Parry, Morojele & Jernigan (2008). Nowhere in the world is an investment made in prevention of alcohol and other substance abuse that is in any way comparable to the amount of money made through production and sales of these substances (Parry & Dewing 2006).

The prevention, reduction and treatment of substance abuse requires various interventions with different approaches and includes the regulation of alcohol promotion through the media, strict advertising regulations and controls on media campaigns, community development interventions, school based programmes, enforcement efforts and community involvement in reduction and prevention interventions (Matzopoulos & Corrigall 2008).

Community development substance abuse prevention interventions need to be multi-sectoral and involve police, health and justice systems, and community organisations and groups. It is not however easy to measure the impact of such programmes (Hawks & Scott 2002).

There is for instance no evidence demonstrating that teaching children about the characteristics or nature of substances does anything other than making them more knowledgeable about substances.

Parry (2005) suggests that there is however value to long-term primary school-based educational interventions that include:

- increasing parental and community support;
- incorporating peer-led and life skills training; and
- Incorporating resistance training within a culturally relevant context.

When alcohol availability is increased - for instance when the legal drinking age goes down, the price decreases, and opening hours are extended, all issues associated with alcohol consumption increase, including problem drinking, chronic disease, motor vehicle accidents, and violence (Hawks et al 2002). The converse is equally true, reduced hours and days of sale, increased costs, making it altogether harder to come by alcohol, have a positive impact on drinking and associated problems (Babor, Caetano, Casswell, Edwards, Giesbrecht, Graham, Grube, Gruenewald,, Hill, Holder, Homel, Österberg, Rehm, Room, & Rossow 2003).

So too, a range of interventions exist for treating substance abuse (Rehm et al, 2004, Babor et al, 2003, Matzopoulos et al 2008). These interventions range from short-term to long-term, in-patient, to family out-patient treatments and twelve step support programmes (Parry, Morojele & Jernigan 2008, Ferri, Amato, & Davoli 2006).

In South Africa substance use reflects a number of characteristics prevalent in many communities. Inadequate parenting styles, parental drug use, exposure to public drunkenness and experience of violence all contribute to early use of substances by young people (Brook, Morojele, Pahl, & Brook, 2006).

Although there is a lack of empirical evidence to measure the impact of such interventions, the conclusion can be drawn that improved parenting, reduction of parental drug use, community negation of public drunkenness and violence are potentially powerful tools in reducing substance abuse and this is implicit in the work of Parry & Dewing (2006), Parry et al (2008) and Matzopoulos et al (2008).

3.3.10 Gun violence prevention and gun reduction.

Alcohol, other drugs and guns are a fatal combination (Dube 2008). Fear of crime in South Africa is dramatically increased by easy accessibility to firearms and use of firearms in violent crimes (Kirsten 2008).

The CIAC of the SAPS maintains that whilst firearms are present in more than ninety-five percent (95%) of for instance armed robberies and vehicle hi-jackings, less than five percent (5%) of incidents result in serious injury or death (SAPS 2007). In most instances guns are used to subdue or intimidate victims into compliance and submission.

As a response to the fear of crime, many South Africans believe that the most effective protection is to arm themselves or to contract with an armed security service provider (Holtmann 2008). This means more guns in circulation and more risk of guns being lost or stolen and falling into the hands of criminals (Kirsten 2008, Kishalya 2007). Gun owners are four times more likely to have their guns taken off them during an incident than they are to protect themselves using the gun (Dube 2008).

Every day in South Africa an approximate 40 guns are lost or stolen from the legal to the illegal pool. (SAPS 2008). Some estimates suggest that each is used in the commission of up to eight crimes before it is recovered by the police (Dube 2008). In the Western Cape and in other pockets in South Africa, there is a high prevalence of gangs and gangs typically prefer guns over other weapons (Shields et al 2008).

Dube and Kirsten (2008) summarise the relationship between guns and crime in South Africa, identifying that firearms are unsurprisingly the leading cause of violent death in with approximately forty-eight percent (48%) of the total 18 000 to 19 000 murders in South Africa annually being firearm related (SAPS 2006, SAPS 2007, SAPS 2008):

- Approximately eighty percent (80%) of the 20 000 to 22 000 attempted murders annually are firearm related (SAPS 2006, SAPS 2007, SAPS 2008);

- Approximately eighty percent (80%) of 10 000 to 19 000 robberies with aggravating circumstances involved the use of a gun (SAPS 2006, SAPS 2007, SAPS 2008);

- Young men between the ages of 20 and 34 are most likely to be killed with a gun and men are 8 times more likely to be killed with a gun than are women.

Gun Free South Africa has long promoted South Africa as a gun free society. This should be achieved through a multi-faceted approach that includes an increasingly rigorous enforcement of the Firearms Control Act, 2002 (Act 60 of 2002).

There should also be continuous training of law enforcement officials so that they have a better understanding of gender-based violence and the increased risks that the possession of a firearm creates in such situations (Kirsten & Dube 2008). There is the need for much improved data collection connecting domestic violence, gun violence, the use of guns for intimidation or bullying purposes and the nexus with alcohol abuse, particularly in domestic violence.

Dube (2008) writes of the need for "reclaiming of South Africa by the unarmed majority" through increased awareness of firearms control issues and increased pressure on communities to render guns unacceptable in any community.

Other responses to gun violence should include a resistance of the growth of "Armed Response" security in suburban and urban South Africa and the creation of gun-free zones at schools, surrounding areas, public places, taxi-ranks, bars, hospitals and shopping malls, while promoting a social movement to discourage gun ownership (Kirsten 2008).

3.3.11 Effective law enforcement

For many the relationship between crime and the police is linear; when the incidence of crime is high, it is assumed that this is an outcome of poor police performance. While this relationship is not linear it is of course true that the police and other criminal justice departments play important roles in making society safer. A lack of trust in the CJS is often the result of poor relationships between communities and the police, who are the entry point for most dealing with the system (Holtmann 2008).

Badenhorst (2008) maintains that restored faith in the ability of law enforcement to deal effectively with crime and offenders underpins a reduction of fear of crime. It improves public confidence and increases and improves the participation of victims and witnesses in criminal justice processes, to the advantage of the system.

Since 1994 considerable efforts have been made to improve the relationship between the SAPS and the communities they serve, yet there is widespread belief that many police are corrupt, that police often protect the guilty at the expense of victims and that police are inadequately trained and are undisciplined. Police often carry the burden of community anger at the implementation of unpopular laws, for instance bail, where communities are angry that known offenders are allowed out of prison pending trial.

The new Child Justice Act, 2008 (Act 75 of 2008) and its requirements to regard incarceration of children under the age of 18 as the option of last resort, intensify the notion of many communities that the police are “soft” on crime and the criminals have “more rights than victims and communities” (Justice and Constitutional Development Portfolio Committee 2008).

In summarising recommendations for effective and trusted law enforcement Badenhorst highlights key remedies (2008):

- Eradicate corruption among police officers and members of the public;
- Establish and strengthen specific partnerships with various prominent public and civil sector organizations;
- Increase involvement of communities in policing;
- Publish successes;
- Improve attitude towards and relationships with victims and witnesses;
- Improve attitude towards and relationships with suspects and citizens;
- Improve investigations;
- Improve relationships with prosecutors;
- Improve training.

3.3.12 Corrections, rehabilitation and restorative justice.

The issue of crime and violence comes full circle at the point of connection between imprisonment and vulnerability of communities. Communities that suffer high levels of crime and violence, particularly domestic violence, contribute disproportionately to the prison population (Muntingh 2008).

Offenders can be incarcerated in correctional facilities with the intention of correcting their deviant behaviour through rehabilitation, or there can be a restorative justice approach which

generally involve diversion from the criminal justice system into a non-incarceration stream (Badenhorst 2009).

3.3.12.1 Corrections

Since only a small percentage of inmates in South Africa are serving life sentences (an approximate 9000 of the approximate 162 000 inmates in 2009), most will be released back into their communities at some time or another (DCS 2009). An estimated 7400 sentenced prisoners are released in South Africa each month, often increasing the level of vulnerability for the families and communities to which they return.

Nearly sixty percent (60%) of those released will have served a sentence of less than 2 years. According to a recent amendment to the Correctional Service Act, 1998 (Act 111 of 1998) prisoners serving less than two years are excluded from having a sentence plan and the services that go with it. It is therefore sensible to assume that the majority of ex-prisoners receive no services while incarcerated.

Nearly forty percent (40%) of the prison population are below the age of 25, nearly sixty-five percent (65%) are serving sentences of longer than seven years. In 1998, only thirty-five percent (35%) of prisoners were serving sentences of longer than seven years. These are unlikely to receive the kind of support they need to reduce the risk of re-offending (Muntingh 2008).

Public perception is that the police don't arrest enough people, the courts don't convict enough and too few offenders are required to serve appropriate time in correctional facilities, yet an estimated 360 000 inmates circulate through the correctional facilities annually (JIOP 2007). Many will be released without going to trial (Karth 2008). The impact of severe over-crowding in prisons combined with the high rate of mobility and the prevalence and power of prison gangs make imprisonment both dangerous and detrimental to the likelihood of rehabilitation (Steinberg 2002). All indications are that most inmates, when released, return to their community of origin as a problem that increases community stresses and makes reintegration hard (Badenhorst 2009).

Sandwiched between the SAPS and Correctional Services, the Department of Justice offers little reassurance. Backlogs extend across several years, data management is virtually non-existent and there are severe shortages of experienced capacity in both prosecution and the management of justice (Karth 2008).

As much as many would like to make “corrections a societal responsibility”, as expressed in the White Paper on Corrections (2007), effective interventions require a targeted and comprehensive approach that is highly reliant on proper programme design, integrity in implementation, and the involvement of suitably skilled staff. It requires the appropriate facilitative environment being created and the necessary resources being made available (AFSSA 2008).

The literature is also very clear that effective interventions are not once-off or even shortterm information-driven or control oriented sessions (Washington State Institution for Public Policy 2006, Klofas 1997). They are longer term cognitive behavioural approaches that see the individual in his/her totality and place an overt focus on redefining how this person sees and responds to his/her environment. Unavoidably, this is a time-consuming endeavour (JIOP 2007).

3.3.12.2 Rehabilitation

From rigorous research elsewhere there are increasingly clear guidelines for effective services when working with offenders. Rehabilitation is undertaken to correct offender behaviour; the intention is that by the time an offender is released from prison, his/her behaviour should be such that he/she can be reintegrated into the community from which he/she came, without posing a risk that community or to society as a whole (Muntingh 2008).

A range of interventions is supported by the literature. These include programmes that target behaviour that is known to predict recidivism or repeat offending, such as for instance anti-social attitudes, values, and beliefs, associations with other criminals, impulsiveness, risk taking and low self-esteem (Muntingh 2007).

Behavioural approaches are also promoted; these offer offenders tools to help them define the problems that led them to be in conflict with the law, to identify and describe new goals for themselves, to generate pro-social alternatives and to be able to implement new plans (Klofas 1997, Walker 1995).

Community-based sentences that relied on intensive supervision are shown to be less effective. Although there is some overlap between deterrence-based interventions, such as boot-camps and community-based options, intensive supervision probation (ISP) shows little

impact as do treatment modalities. In general, punishment approaches do not target the dynamic risk factors of offenders (Cullen & Gendreau 2000).

Research further indicates that the sanctioning options that may find popular approval in high crime rate situations, where there is a focus on control and punishment, may in fact be the worst course of action. An emphasis on punishment and deterrence will not only achieve very little, if anything at all, at great cost, but it may in fact make the situation worse and at great cost (Toch 1992, Klofas 1997).

3.3.12.3 Restorative justice

Restorative justice is described as “a process to involve, to the extent possible, those who have a stake in a specific offence and to collectively identify and address harms, needs and obligations, in order to heal and put things as right as possible” (Zehr 2002). In other words, restorative justice programmes bring together the offender and the victim or victims in a process that seeks to restore and build accountability, understanding and forgiveness.

Central to the philosophy of restorative justice is the belief that crime results in harm to victims, offenders and the community at large. Victims are, at best the secondary concern of justice (Skelton & Tshehla 2008). By focusing on harm there is an implied inherent concern for victims’ needs and roles. It encourages the victim and the offender to be directly involved in resolving conflict and thereby to be central to the criminal justice process by full participation therein (South African Law Reform Commission 1997).

Restorative justice is most often practiced in South Africa in the sphere of child justice. It has however been difficult to for child justice practitioners to demonstrate that a non-punitive approach can enhance public safety. Communities rarely promote restorative justice in favour of punitive justice and there is a need to raise public awareness on this issue (Jaffe, Wilson & Wolfe 1986, Frank & Maaki 2008).

The Child Justice Act, 2008 provides a legal framework for promoting restorative justice by diverting matters involving children who have committed offences away form the CJS, in appropriate circumstances (Justice and Constitutional Development Portfolio Committee 2008).

3.3.12.4 Diversion

Diversion can be defined as the channeling of *prima facie* cases away from the CJS with or without conditions. Conditions can range from a simple caution or referral to the welfare system for participation in particular programmes and/or reparation or restitution. Diversion can take place prior to arrest, charge, plea, trial or sentencing (South African Law Reform Committee 2000).

There is a widespread reliance on diversion, especially in cases involving child offenders, because it can offer significant advantages to the child. It focuses on keeping children out of the CJS and uses family and community as resources. This gives children a chance to escape the stigmatisation and possible brutalisation of the CJS, while at the same time promoting accountability for their actions (Badenhorst & Conradie 2004).

Recommendations for more effective and accessible diversion programmes in South Africa include increasing access to diversion programmes for children and adults, requiring two critical changes in the system. These are (1) to create an appropriate set of intervention programmes, and (2) to increase the utilisation of diversion by prosecutors, for both children and adults (Frank & Maki 2008).

While diversion is regarded as an important element of effective law enforcement and contributes to crime prevention, it is important to stress the need for programme design that includes internationally accepted principles and minimum standards. Practitioner training is also essential to ensure effective implementation. Diversion programmes for children need to conform to standards set by the DSD, and with the passage of the Child Justice Act, 2008, also need to be accredited. Very few organisations and service providers currently meet these requirements. This includes many that are already delivering diversion programmes. Rigourous and inclusive training is also required in terms of both accreditation processes and the minimum standards (Muntingh 1997).

There are not many diversion programmes that have demonstrated or can demonstrate the success of their work. As is often the case where monitoring and evaluation are inadequate, reports are often quantitative in nature in terms of the number of children/adults that have passed through the programme. Reports are not based on the impact of the programme as in most cases service providers have not developed the systems and processes to show what impact the programme has had on its intended beneficiaries. More effective monitoring

and evaluation systems are critical to ensuring that programmes are of a high quality, and that they are achieving their stated objectives (Muntingh 2007).

3.3.13 Social crime prevention

Crime prevention is, as has been established, a complex subject necessitating a multi-faceted and multi-disciplinary approach. Each discipline requires focused knowledge that overlaps with but often exceeds the expertise and knowledge of those who work in the broader field of crime prevention.

Social crime prevention is generally understood to be the process of bringing together an inclusive range of stakeholders to share a common foresight of what the future looks likes when it is safe, and to identify and enable a role for everyone in achieving it (CSIR 2006).

One of many other attempts to define social crime prevention focuses on the causes of crime:
"*Measures to prevent crime which are aimed at the social causes of crime rather than those concerned with the mechanical reduction of opportunities (situational crime prevention) or with deterrence (the Criminal Justice System*)" (Young 2003).

The motivation for social crime prevention has often been articulated as a cost benefit approach: to rely on law enforcement alone incurs huge costs associated with investigation, prosecution and imprisonment ((Washington State Institution for Public Policy 2006). Without an adequate focus on crime prevention, the CJS will remain overburdened (Du Plessis & Louw 2005). International experience suggests that it is more cost effective in the medium to long term to invest in programmes which prevent crime, than in simply spending more on the institutions of policing, courts, and corrections (ICPC 2008, Ross et al 1999). Reactive responses to crime, in addition to proving more expensive in the longer term, also do little to improve the quality of life of the country's citizens (Domingo-Swarts 2005).

International attempts at defining Social Crime Prevention focus on risk factors that contribute to high levels of crime. These include:

- Poverty and unemployment deriving from social exclusion particularly amongst youth;
- Dysfunctional families with incoherent parental attitudes, violence and parental conflicts;
- Social valuation of a culture of violence;

- Presence of enablers of crime such as firearms and drugs;
- Discrimination and exclusion deriving from sexist, racist or other forms of oppression;
- Degradation of urban environments and social bonds; and
- Inadequate surveillance of places and availability of goods easy to transport or sell (Waller, Gauthier, Hicks, & Sansfacon 1997).

No one or other of these risk factors identified and discussed in this chapter – or indeed an inexhaustible list of other potential risk factors – alone lead directly to criminal activity, nor do they necessarily associate with criminality. It is almost inevitably the complexity that results from a range of risk factors that lead to increased or sustained levels of crime.

So for instance, we know that teenagers are likely to be prone to risky behaviour (Jimerson, Morrison, Pletcher, & Furlong 2006). In a community with normal checks and balances, this will be contained in a way that protects both the teenager and society from harm, whereas in a community where there are other compounding elements, both the child and the community are at risk as a result of the behaviour (Burton 2008). By the same token then, social crime prevention is not about addressing one or other risk factor, but is about an integrated multi-disciplinary approach that aims to create a safety net that extends to build resilience against a range of risks (Holtmann 2008).

Daily petty acts of crime wear down the ability of communities to withstand more serious and violent crimes. Some risk factors, such as deep poverty and social inequality are more strongly predictive of violence than others and must therefore always be considered as a part of social crime prevention strategies (Waller et al 1997).

The International Centre for Prevention of Crime (ICPC) defines social crime prevention as:

"anything that reduces delinquency, violence, and insecurity by successfully tackling the scientifically identified causal factors [of crime]" (Waller et al 1997).).

Similarly, the South African Government's 1998 White Paper on Safety and Security states that social crime prevention [aims to]

"reduce the social, economic and environmental factors conducive to particular types of crime"

Lue-Dugmore, Van der Spuy, & Röntsch (2008) define crime prevention as being all targeted interventions that aim to prevent crime. They go on to differentiate social crime prevention as

addressing the underlying causes of crime, adopting a multi-faceted and multi-disciplinary approach, ensuring an integrated approach, requiring a local focus and thus involving local as well as provincial and national government and requiring collaboration between spheres of government.

The literature typically blames the lack of management and coordination capacity that straddles the different sectors and specialist capabilities required to make simple the apparent complexity of its requirements for slow and inadequate implementation of any social crime prevention strategy (Lue-Dugmore et al 2008).

Whether or not there is any benefit in differentiating social crime prevention from crime prevention is unclear; the reality in South Africa is that crime prevention is and seems likely to remain for some time, the poor relation of law enforcement and security programmes, as the current climate favours a forceful approach (Holtmann 2008).

3.3.14 A cycle of crime and violence

In describing crime and violence as a self-perpetuating cycle, Holtmann (2008) claims that whilst poverty does not in itself cause violence or even crime, poor communities are very vulnerable to crime and violence as they lack resources to protect themselves adequately from victimisation. They also experience very severe impact of crime and violence - if for instance a poor person suffers physical harm it is often difficult to access good care; if a small emerging business is robbed, it is often impossible to recover financially (Du Plessis & Holtmann 2005).

The NCPS of South Africa provides a context for understanding the relationship between poverty and crime

"Although poverty does not directly lead to higher crime levels, together with a range of other sociopolitical and cultural factors, it contributes to conditions for an increase in crime and the growth of criminal syndicates and gangs" (NCPS 1996: 4)

Crime and violence are direct factors in perpetuating poverty and in reducing opportunities for escape from poverty (Crush 2001). Communities indigenous to previously colonised countries often share characteristics such as marginalisation, discrimination and poverty and are caught in recognisably similar patterns of chronic violence.

According to a study by Capabianco et al (2009) common characteristics across indigenous communities in for instance Australia, Canada, New Zealand and the USA include high rates of poverty, victimisation, ill-health, substance abuse, suicide, low educational attainment, school drop-out, unemployment and disproportionate representation in prisons. The Maori people of New Zealand are for instance fourteen percent (14%) of the overall population, yet represent more than fifty percent (50%) of the prison population (Capobianco et al 2009). Such communities are also more likely to be the victims of crime, particularly domestic violence (Artz 2008).

In many instances, vulnerability to victimisation results from social conditions that are inadequate to protect and sustain access to human and other basic rights (Aber et al 1997, Dawes et al 2007). This indicates that a normative process is required to change the relationship between vulnerable individuals, communities and the elements that will reduce the risks they face. Equally, the risks that impact victimisation are often the same as those that impact vulnerability to engaging in offending behaviours (Davis et al 2005). The same gaps must be plugged. Thus, strategies – and ultimately interventions - to reduce victimisation can be seen as having a dual purpose and dual return on investment; the immediate increase in safety for those who are vulnerable and the longer-term decrease in the numbers of offenders and crimes in the future (Simpson 1996).

The NCPS summarises the impact crime and violence on society:
"Violent crime often leads to a tragic loss of life and injury, and the loss of possessions and livelihood due to crime is incalculable. Crime results in the deprivation of the rights and dignity of citizens, and poses a threat to peaceful resolution of differences and rightful participation of all in the democratic process" (1996: 2).

3.4 Moving from Crime, Violence and Crime Prevention to Safety

The literature paints a picture of complexity and of porous boundaries between social, health and violence issues (Dawes 2007, Davids & Wa Kivilu 2008, HSRC 2006, Domingo-Swarts 2003). In synthesising this literature it is obvious that an enormous amount is known about crime and violence (Newham 2005, Vetten et al 2008, Waller 2006, Burton 2008), yet despite this, crime and violence remain seriously problematic and in many places vulnerability is increasing rather than decreasing (Crawford-Browne 2008, Artz 2008b, Lue-Dugmore et al 2008). It is well recorded and widely agreed that in order for strategies to contribute as effectively as possible (Frank 2005, Garbarino 1999, Engle et al 2007), early intervention is key:

"The cradle of human formation in the first 33 months…. including nine months of prenatal development and the two years after birth (33 months), harbour the seeds of violence for a growing percentage of children. The ghosts of children lost to rage and despair, overlooked or abused by a community unaware of their existence, do retaliate. These children – like all children – "do unto others". It may be easy and politically expedient to ignore them or close our eyes to the appalling circumstances of their lives while they are voiceless and powerless – but these children – grown larger and angrier – are swelling the rising tide of violent young offenders in our communities" (Karr-Norse & Wiley 1997: 9).

The literature is equally clear however that crime and violence cannot be solved through linear approaches or interventions (Du Plessis & Louw 2005). Unless there is a collaborative response from many sectors, across the developmental spectrum of the human lifecycle as described in the breaking the cycle of violence model, any effort will be undermined by the burden of mutual dependencies in other problem areas (Holtmann 2008, Rauch 2005).

To move forward from the conclusions of the literature review thus far, it becomes necessary to differentiate between the causes of and solutions for crime and violence and the causes of and solutions for unsafely. Mostly it seems there is consensus on the causes of crime and violence (Badenhorst 2009, Benton 2007, Brook et al 2006, Catalano & Hawkes 1996, Dawes 2007, Holtmann 2008) and even on the approaches that should be taken to overcome them (Botvin 2000, Debarbieux 2008, Frank & Maki 2008, Griggs 2002, Holtmann 2008, Hobdell 1996). It has also been extensively argued and is held in this study that crime and violence prevention have more to do with building protective social layers that contribute to resilience against both victimisation and offending behaviours, than they do with crime and violence (HSRC 2006, ICPC 2008, Ross et al 1999, Black et al 2008).

Thus much of what must be done is mandated and accountable to role players outside of the criminal justice system, and safety is often not defined as being a core role or function of that role player (Karr-Morse & Wiley 1997, Krug et al 2002, Liu et al 2004, etc). If for instance we agree that nutrition for children is essential to their ability to learn (Petersen et al 2000, Blaauw & Wentzel-Viljoen 2008) and that their ability to learn underpins their ability to resist gang membership (Griggs 2002, Burton 2008, CSIR 2006) and increases the likelihood that they will grow up to contribute constructively to a society in a pro-social way (Karr-Norse & Wiley 1997, Duncan & Aber, [Sa], Engle, Benley, & Pelto 2007), then we rely on a combination of health and education functions to increase safety and reduce crime and violence (Frank 2005, Holtmann 2008).

The NCPS (1996) promotes coordination, integration of functions and co-operation of all role players in crime prevention. Communities are encouraged to participate in crime prevention in a range of ways, including the promotion of a shared understanding and common vision of how to make South Africa safe. Social crime prevention projects focus on the importance of socioeconomic strengths and resources such as families, schools, churches, recreational facilities and jobs, in the prevention of crime (Caine 2008).

The NCPS depends on collective learning to predict when, where and by whom crime is going to be committed and requires a comprehensive, sustainable range of environmental, educational, economic, judicial, social and infra-structural interventions. Mobilisation of inter-and-intra governmental agency partnerships, NGOs and CBOs as well as partnerships with individuals and alliances within civil society are promoted through the identification of a commitment to breaking the cycle of violence, based on respect for the rule of law, commitment to strong social fabric and a healthy and peaceful lifestyle (NCPS 1996, Rauch 2005, Newham 2006).

Despite all that is known however, communities are still at least as unsafe in 2009 as they have ever been (SAPS 2009). The causes of unsafely may not therefore be as much related to a lack of understanding of the causes of or solutions to crime and violence as they are to the complexity or inter-relatedness of those causes and of the consequent need for systemic solutions. The challenge for safety therefore shifts to how to apply a safety lens onto actions that are mandated for reasons other than those of safety and how to measure through that lens without rendering already overloaded and fragile systems unworkable. This will enable those outside of the safety sector to understand and thus maximise their contribution to safety.

This leads the enquiry out of the literature of crime and violence prevention and into the literature of systems, design thinking and innovation. The study moves from asking questions about how to solve crime and violence to questions about what systems can enable delivery of safety; what collaboration is essential, by whom, and how to facilitate that.

3.5 Literature: Systems, Design Thinking and Innovation

Fritjof Capra determines a set of criteria or characteristics for systems thinking (1996). The first is the “shift from the parts to the whole”, a process in which living systems cannot be reduced to their individual or smaller parts. The significance of this is that the whole is

different to, and has different characteristics from the parts; it is something that they are not. The properties of the whole include the “organising relations” (Capra 1996: 36) or the way in which the parts relate and are configured to make up that system.

The second characteristic is that systems thinking is multi-layered, with the ability to move between levels and complexities. There is a reversal from traditional analysis of complex systems, in which systems thinking requires that the whole is not described in terms of the parts, but the parts in terms of their context or relationship to the whole. Capra maintains that there are not discreet parts to a system; that the definition of parts is a false labeling of a “pattern in an inseparable web of relationships” (Capra 1996: 37).

3.5.1 Systems theory

Systems theory promotes the world view that all reality is interconnected and is a complex, organic network. This approach is not without challenges, particularly to scientific study. As Capra himself points out, if everything is connected, to understand one thing we would have to understand all and that is not possible. Capra however introduces the notion of “approximate knowledge” upon which he believes all of modern enquiry and science is appropriately based. Regardless of scientific rigour, any understanding or analysis will always exclude something. A systems thinking approach will however deliver an understanding that has imperfect but contextual insights rather than attempting or pretending a complete analysis (*Ibid)*.

Pourdehnad believes that traditional problem solving methodologies are less appropriate to current complex problems:

“The approach of systems thinking is fundamentally different from traditional thinking methodology and analysis. By definition, analysis means breaking up a problem into constituent parts and finding the solution to each individual part separately. This method of solving problems works in most scenarios, but modern day business is a dynamic process driven by many variables, each of which is dependent on the other. Breaking up a business problem into bits and pieces does not always achieve the optimal outcome. Systems thinking on the other hand, views an organization as a system, and how the problem under consideration interacts with other constituents of the system of which it is a part” (2002:4)

The inherent complexity of systems is inevitable, given that it assumes the interaction of many inter-related elements. Complexity is perhaps best defined by Roe (1998 cited in

Holling 2001) as anything that is not understood. He suggests that the way to address complexity is to embrace it and to attempt to understand different groupings of interactions or relationships from widely varying points of view and with different intentions.

By dealing with complexity in this way, it is possible to focus on localised interactions and stresses on a system, and find explanations that serve a purpose or extend the understanding to inform specific interactions with the system. Holling emphasises the need to simplify only as far as is necessary; simplicity is not in itself an objective of dealing with complexity; understanding and communication are (*Ibid*).

Similarly, working with complex systems requires an approach that connects the past and present to the future. There is no value in a static evaluation or analysis. Holling urges: *"Embrace uncertainty and unpredictability. Surprise and structural change are inevitable in systems of people and nature"* (2001: 391).

Once the concepts of inter-relationships and systems are accepted, the need for a methodology or theory for integration becomes apparent. If all elements have significance only in the context of the whole, then none can be explored, understood or utilised except as they relate to the whole. If government is for instance viewed as a subsystem of the nation system, then any department within that government can be seen only as a subsystem of government; its functions and objectives cannot therefore be viewed in isolation of the objectives of government as a whole, neither can government objectives be seen in isolation of the objectives of the nation. To achieve any related objectives, there must therefore be an integration of strategic processes, vision of achievement, performance management and activities; failing this sustainability is impossible (Morgan 1999).

Equally important is the ability to find in any system the points at which it is most vulnerable and points at which it is most accessible to a stimulus for positive change. Once identified, these points can be used to leverage both resilience and sustainability; this introduces the significance of adaptability and the way in which systems operate in adaptive cycles over time (Holling 2001).

3.5.2 Wicked Problems

This study recognises unsafety as a wicked problem (Conkin 2001); defined as a complex systemic failure, in which every proposed solution is linked inexorably to others, where no aspect of the problem stands alone, nor can it be solved without setting off a train of other

problems and changes to the system. Wicked problems defy conventional or “hard” science, since they resist complete understanding or analysis and thus cannot be solved through traditional methodologies.

Horst Rittel may be the first to have labelled problems “wicked”:

“If you work in an organisation that deals with long-term social, commercial or organisational policy planning, then you've got wicked problems. You may not call them by this name, but you know what they are. They are those complex, ever changing societal and organisational planning problems that you haven't been able to treat with much success, because you haven't even been able to define and structure them properly. They are messy, devious, and reactive, i.e. they fight back when you try to "resolve" them” (1973: 8).

In contrast to wicked problems, Conkin (2001) defines “tame problems” as having a stable or well-defined problem statement that can be addressed in such a way that it has been solved and can be evaluated as right or wrong. Tame problems are described as being recognisably similar to other problems that respond to similar methodologies or approaches and there are known attempted solutions that have been tried and rejected.

Wicked problems however do not have clear definition, they may be interpreted in many ways and involve complex issues of a moral, political and social nature. Wicked problems involve various stakeholders who often differ on the definition of the problem as well as how to resolve it. Wicked problems are dynamic; there is no static problem to address – and in trying to solve a wicked problem, other problems often become apparent (Rosenhead 1996).

Ritchey (2002) reinforces the need for approaching wicked problems from a number of different perspectives rather than trying to find one solution. Wicked problems are better addressed through consultative and interactive approaches and visualisation helps define a “solution space”. Wicked problems require a focus on possibility rather than probability. Ritchey recommends a broad and inclusive consultative approach that generates a common language and conceptualisation of the problem. Using this approach the problem space can be collectively developed and many solutions explored, based on different perspectives, needs and understandings, for instance of the roles and relationships of different stakeholders. While all consulted need not agree on any of the points, they need to share an understanding of the various perspectives and truths as they are reflected by one another (Ritchey 2008).

3.5.3 Design Thinking

Design Thinking (Brown 2008) provides an approach to addressing wicked problems within the context of understanding and working with social systems. It is based on the premise of being able to understand and visualise what and how people want to use things or services and designing to meet those wants and needs. It is a “human centred design ethos”. Since wicked problems demand the understanding of greatly various social, economic and political perspectives (Rosenhead 1996), design thinking proposes a range of creative alternatives incorporating the needs of different stakeholders.

Design thinking is pertinent to this study, not only because of this ethos but also because of the opportunities inherent in the methodology. In dealing with unsafety this study reaches into the most vulnerable aspects and sectors of society and design thinking responds with directly relevant characteristics.

Design thinking is based on empathy and the ability to visualise the world from many different viewpoints (Brown 2008). It is people-centric, based on the *minutiae* of personal experience and need. True to systems theory, design thinking is integrative, producing not either/or solutions but many creative approaches to problems. It is essentially and enduringly optimistic – regardless of the constraints, the nature, the complexity and the stubbornness of the problem space, there are alternatives that will result in improvement. Design thinking requires “experimentalism” that is creative and moves in new directions. Perhaps most importantly, design thinking is based on collaboration between and within disciplines, with many role players having experience that crosses traditional boundaries of experience and learning (Brown 2008).

This study is reliant on these concepts for the development of the model “A safe community of opportunity”, the basis for a Strategy for a Safe South Africa.

Traditional bureaucracy depends on rigid hierarchy with the policy function clearly separate from the implementation function (Mkandawire 2007). Performance is measured according to the adherence of rules rather than the delivery of service and impact of service delivery on intended beneficiaries (Morgan 1999). Historically, communication is a tool for delivery of command and assessment, where those down the hierarchical line are not invited to participate in the development or refinement of policy or in translating policy into action (Morgan 1999). Frontline workers in this paradigm are often demoralised and can rarely

visualise the goals or intentions of policy. There are low levels of cooperation, minimal collaboration and high levels of apathy that often entrenches errors and oversights (*Ibid*).

The South African public service delivery environment is volatile and brings particular constraints and tensions to the public management role (Wilson & Ramphele 1989). Whereas all public services may be viewed through the wicked problem lens, it is likely that the problem of unsafety in post-Apartheid South Africa is unique (NCPS 1996), that there is no quick fix or simple answer (Simpson 1996, Rauch 2005) and that it is only through the application of design thinking and innovation that there will be a shift towards sustainable safety. Traditional methodologies will not hold.

3.5.4 Visioning and futures studies

In the course of this study, much use is made of prompting innovation through visioning. This methodology is used extensively in futures studies, generally by individuals, organisations or communities with some application for national or global use of visioning (Weignand 1995).

Jim Dator describes the investigation inherent in futures studies as being a
"….broadly participative inquiry into the future - understanding the roots and consequences of each of the manifold images of the future which exist in people's minds and in support of people's actions. We are interested in identifying and understanding the many different images of the future which exist, understanding why certain people have certain images rather than others, how their different images of the future lead to specific actions, or inactions, in the present, and how present actions or inactions themselves create certain aspects of the future". (1998: 4)

Any exploration of the future must of course be incomplete. Since there is a heavy dependency on human action and interaction, it will also of necessity be inaccurate, reverting to Capra's assumption that the best that can be done is approximate knowledge (1996). There is also always the element of chance in futures design and the more complex the system the more likely the flaws. It is therefore essential that visioning and futures be dynamic and cyclical, responding organically to the changes inherent in the adaptive nature of systems as they change and move towards the future (Dator 1998).

3.5.5 Information and Communication Technology (ICT) and Architecture

In accessing and employing the combined wealth of systems theory and design thinking, this study deals with the wicked problem of unsafety through a hybrid methodology that includes visioning and futures studies. In developing a systemic model for a safe community of opportunity, the study also benefits from current information and communication technology (ICT) capability and architecture design.

ICT facilitates social processes through enabling human performance and needs-based research and innovation, leading to products and services that greatly increase the effectiveness of systems (Meraka 2009). The development of ICT systems is reliant on systems architecture.

Systems Architecture is defined by the literature as
"*the fundamental organization of a system, embodied in its components, their relationships to each other and the environment, and the principles governing its design and evolution".* (Garlan & Shaw 1993: 15).

Thus architecture comprises significant decisions about the organization of a software system. This includes the selection of the structural elements and their interfaces by which the system is composed, together with their behaviour as specified in the collaborations among those elements. It also defines the composition of these structural and behavioural elements into progressively larger subsystems, and the architectural style that guides this organization (Kruchten 1999).

The literature on system architecture and design leads this study to the use of technologies that can assist in simplifying what may appear at first to be complexity of unbearable intensity. It is through the harnessing of these tools that the model emerges.

3.6 Conclusion

This literature study has reviewed through a safety lens studies and policies relevant to causes of and contributors to crime and violence, programmes and interventions aimed at reducing and preventing crime, and research aimed at improving community safety. It has included literature on law enforcement and criminal justice only to the extent that these contribute to preventative approaches. Relevant literature has been presented in terms of both general crime and violence theories and those specific to aspects of crime and

violence, as described in the “Breaking the Cycle of Crime and Violence” model. The discipline of crime prevention has also been differentiated from social crime prevention and this latter has been explored in the literature.

The issue of unsafety has been defined in terms of complexity and systems theory. The study has further explored literature regarding systems and design theories and has briefly touched on the use of ICT in addressing complex systems.

Chapter 4
The Journey to the Strategy for a Safe South Africa

4.1 Introduction

Chapter four will chart the progress from the starting point of the demonstration model "Breaking the Cycle of Crime and Violence" that plots the context and perpetuation of crime and violence in South African communities, to the model that is the outcome of this study, the "safe communities of opportunity", a model that catalogues the forty eight elements that must be in place for sustainable safety.

The chapter will first provide a background to this study by describing, in section 4.1, the theoretical model upon which the work is founded, and then plotting the progress of the study, through three separate but overlapping projects;

4.1.1 The Action for a Safe South Africa (AFSSA) civil society initiative,

4.1.2 The facilitation of twenty four Local Safety Strategies in the Western Cape, a CSIR project commissioned by the SAPS and led by the researcher

4.1.3 The facilitation of a framework for a Social Crime Prevention Strategy for the Department of Social Development (DSD), a CSIR project commissioned by the DSD and led by the researcher

This chapter will review the contribution made by each of these projects to the study and will also explore the cross-pollination of each project. It will in the course of this description demonstrate also the way in which the study has contributed to each project.

4.2 Methodology of the Studies

Each of the projects contributing to this study followed broadly similar methodological approaches, including traditional methodologies such as literature review, focus groups and interviews and each was bolstered by inclusive consultative and participative workshops in line with the concept of action research (O'Leary 2004). Together they inform a hybrid methodology that characterises the thesis as a whole.

Some workshops aimed to articulate a “vision of a safe community” through small group interactions in drawing a picture of “what it looks like when it’s safe”. The discussion on the Central Karoo study in this chapter will deal with this exercise and the way in which it contributed to the work undertaken for this study.

The primary methodology of study is thus action research, in which stakeholders have worked together to generate knowledge in order to action change (O’Leary, 2004). This is collaborative and participative research and provides both quantitative and qualitative research outputs.

Action research has provided the study with insights over time, where participants have provided historical perspectives about cycles of life, which have in turn offered opportunities for reflection and further observation. Each cycle explored informs the next stage of the research (De Vos, Strydom, Fouche & Delport, 2005). As data collection and interpretation have often occurred within the same time frame, later cycles have been used to test both interpretation and recommendations from earlier cycles (Dick, 1999). The participatory nature of action research required that as many people as possible are involved in the research process as both researchers and informants (Dick, 1999).

Those who are being studied participate in the research process, research incorporates popular knowledge, it focuses on empowerment, and it seeks to increase awareness and is tied to political action. It can be conducted from a qualitative, quantitative or combined approach (De Vos, Strydom, Fouche, & Delport 2005).

The study relies in large part on wide consultation and interviews and this will be discussed and evaluated as a contribution to the process. Since many sectors do not perceive safety as a core mandate or objective, the application of a safety lens to what they do is to some extent unnatural; the study is the result of dogged consultation with a wide range of institutions, individuals and communities, yet it offers a finite vision of a safe place, achieving a surprising consensus on what is safety and on a mere forty eight elements that must be in place to achieve a safe community.

The study owes its theoretical grounding to work undertaken in the Central Karoo. The researcher designed and led this project, conducting field work in five municipal areas between 2003 and 2005.

4.3 The Central Karoo Study; breaking the cycle of crime and violence.

The "Breaking the Cycle of Crime and Violence"[7] model upon which this study is based was an outcome of a study undertaken on behalf of the SAPS and funded by the European Union, with the aim of facilitating the development of five local crime prevention strategies in the Central Karoo District of South Africa[8]. The intention of the study was to engage an inclusive and wide range of stakeholders and to address community concerns, thus stimulating community responses to unsafety. While the study gathered quantitative demographic and criminal justice data as the basis for analysis, the most interesting findings resulted from consultation with community members and service providers. The study used this qualitative and often anecdotal evidence to inform the model that emerged; while the model was always presented therefore as being based more on perceptions and community narratives, it was confirmed by participants as reflecting their reality. It has since been presented to many audiences, too many to list here, some professionals and service providers and many civil society groups and has similarly been confirmed over and again as reflecting the experience of communities throughout the country. See Appendix 1

Possibly the most important lesson learned from the study was that the communities had a deep understanding of the causes of crime and violence in their environments and of the way in which these impacted their unsafety. Just as they had been the key primary source for the learning in the study, they also became the key source for creative solutions to the problems they faced. For the purposes of this study therefore it is the narrative that is important rather than the analysis of quantitative data.

The Central Karoo is an arid rural region made up of mostly small towns and farms. Beaufort West and Laingsburg, the two biggest towns in the district, are situated on the N1, the main road from Cape Town to Johannesburg to Pretoria and ultimately to Zimbabwe. This means that they have a constant flow of trucks and cars passing through but there is little to keep travellers there for more than an overnight stay at most. The majority of people living in these towns are poor and when the study was conducted, eight and nine years after the end of apartheid segregation, there was little change to circumstances of the mostly so-called coloured populations of the towns. Unemployment was high and education levels and skills remained low (CSIR 2006).

[7] The "Breaking the Cycle of Crime and Violence" model as it was first described is now known, as a result of long usage, as the "Breaking the Cycle of Crime and Violence" model.

[8] This report, The Central Karoo Study, CSIR (2006) is not published. It was commissioned by the European Union at the request of the South African Police Services. The findings were however the basis for an article commissioned by the Institute for Security Studies (ISS) Why law enforcement is not enough, Lessons from the Central Karoo on breaking the cycle of crime and violence, SA Crime Quarterly No 23, March 2008.

Prince Albert, the most charming of the towns in the District, experienced a sustained tourism boom in the years following 1994, being better situated some distance off the main road and nestled at the base of the Swartberg mountain range. Prince Albert is some two and a half hours drive from Cape Town and has become a popular weekend destination for Cape-tonians, with consequent massive property value increases and enrichment of the many guesthouses, restaurants, arts and crafts shops. The boom has however not noticeably improved the circumstances of the coloured community, who benefit in small measure and often only in terms of being able to access more regular work as maids, cleaners, painters, carpenters and artisans (CSIR, 2006).

4.3.1 The Methodology of the Central Karoo Study

The methodology of the Central Karoo study combined traditional enquiry methods with purpose designed "visioning workshops" (CSIR 2005). Long term exposure to victimisation tended to overwhelm communities and cause them to be sad, angry and resentful and generally negative if asked to discuss crime and violence (Friedman 1998). The study wished to solicit responses to unsafety in these communities but risked being overburdened by negative inputs. As an antidote to this negativity the visioning workshops were conceived; aiming to enable a vision of a positive outcome rather than to dwell on the negative current state (CSIR, 2006).

Through the local municipalities the researchers invited a wide and inclusive range of stakeholders, government service providers, civil society groupings and community members to draw images depicting "what it looks like when it's fixed". The brief to participants was to ignore constraints or practicalities and to think in terms a "destination worth getting to"; an image of a peaceful place they'd feel safe living in.

The workshop would then use the elements identified in the images as the objectives of a crime prevention strategy and participants were encouraged to assess themselves as assets in the process of achieving the vision. It also facilitated a process whereby they could identify other stakeholders who would need to be recruited to the strategy. By the end of this first workshop the researchers had a framework for the local crime prevention strategy, agreed objectives, an inclusive stakeholder list, some indication of roles and responsibilities and an action plan for taking the process forward. The workshop also made it easier to gather quantitative data as the keepers of these data generally became more cooperative

once they had an idea of the way it would be used and once they had some belief in the process.

4.3.2 Outcomes of the Visioning Exercises

The outcomes of the visioning exercises were captured as the elements of a vision of a safe Central Karoo (CSIR 2006). For the most part, the vision drawings were predictable in nature; children played happily in ordered streets, houses had their own garden spaces, open and unbarred windows, neighbours talking and walking together, family picnics in the park, safe well lit transport hubs, schools with children learning peacefully in classrooms, children playing sport in the school grounds, vegetable gardens, shops, factories and bed and breakfasts… yet there were some elements that jarred and demanded further enquiry.

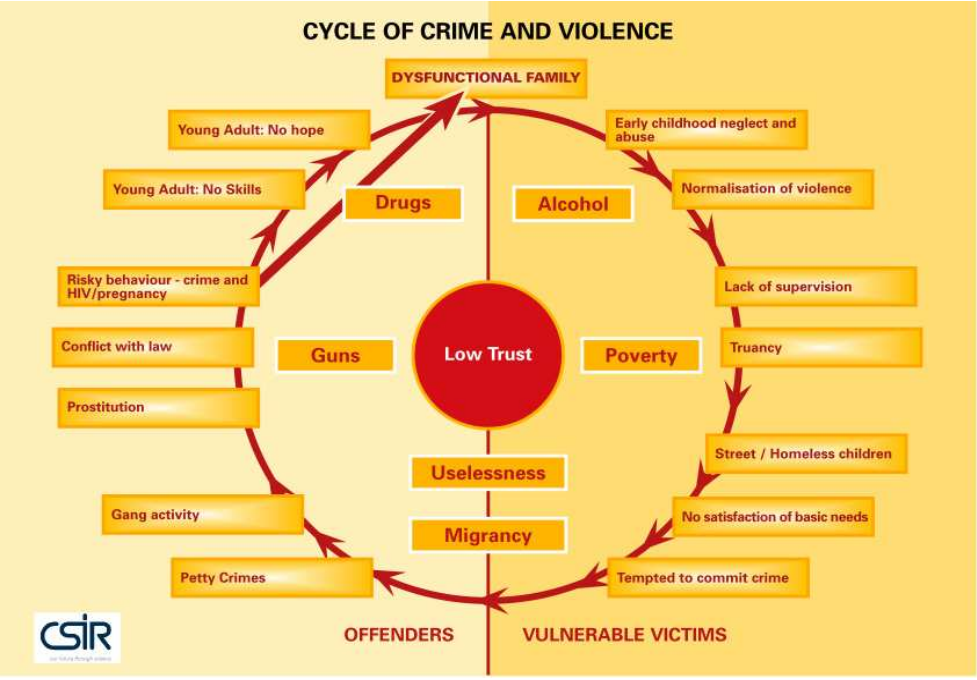
It appeared that even in the warm, peaceful and jovial state that settled on the participants during the exercise, they could not imagine life without the negative impact of alcohol abuse and dependence. They drew shebeens with rows of taxis to take drunken people home, a clinic to take care of drunken people who were stabbed in fights, police to intervene in fights and crèches to protect small children while their mothers got drunk. Police said that over 90% of violent crimes in the District were directly related to alcohol abuse (CSIR 2006). When asked at one such workshop, "what happens to the picture if you take the shebeens out of it?" everyone laughed. They could not imagine such a circumstance. However, once the discussion began in earnest, they were excited and creative in seeing the possibilities for a different way of life.

The participants provided a stark report of the relationship between alcohol and community. In one of the small towns with a population of less than 7000 people, there were 64 known illegal outlets for the sale of alcohol. Alcohol was often purchased with money received as social grants – and as the illegal Shebeen owners were often also micro-lenders, many people were in effect paying massive interest on their alcohol consumption. Alcohol also made people very vulnerable. In line with data elsewhere in the country (Parry 2006, Open Society Foundation 2004), the connection between alcohol abuse and victimisation was clear. Young girls became vulnerable to rape as a result of getting drunk, very often in illegal Shebeens where underage drinking was allowed[9]. The area also has one of the highest incidences of Foetal Alcohol Syndrome (FAS) in the country, and in the world. This means that babies are born to drinking mothers and at a disadvantage that they are unlikely to

[9] Members of the SAPS representing the Laingsburg precinct claimed that up to fifty percent of rape victims were "drunk or high" at the time of the incident.

overcome in their lives (editorial notes, South African Medical Journal, September 1999, sited in Marais 2009).

In collating the findings, we attempted to summarise the key issues in a graphic representation that combined the context for crime and violence (in the centre of Figure 2) and the life cycle that perpetuated crime and violence.



(Figure 2)

In this way it was demonstrated that the victim is the same person as the offender – just at a different point in the life cycle (see outer circle of Figure 2).

The context for crime and violence was described in terms of six broad themes; drugs, alcohol, the availability of guns, high levels of poverty and the vulnerability that results, the lack of purpose and employment that characterises many lives and the constant shifts that occur in communities as migrants passed through in search of opportunities. These elements compounded to result in low self esteem and a sense that the only way to improve quality of life was to leave; there was a prevailing sense that individual or even collective efforts would not result in a safer community or in greater opportunities either immediately or for the next generation.

Workshop participants described a life cycle that began with dysfunctional families – often as a result of accidental pregnancy and without a present father. Children were neglected and

abused and violence was normalised at an early age - children were both victims of violence in their homes and bystanders to violence between adults. During their early childhoods, they did nothing and were often to be seen sitting passively and unsupervised, staring out at the street. When they went to school, they could be truant without consequence and once again were left to their own devices in the afternoons, leaving them vulnerable to further victimisation outside of the home. Basic needs were often not met and children were hungry and bored.

This flew in the face of conventional wisdom of the importance of these early years if children are to grow into young people with good self esteem, capable and prepared to contribute in a constructive and useful way (Dawes 2007). Children need love, peace and nurture from conception and through their childhoods. Children should be protected from harm and victimisation. Physical contact should be related to love and care. Children should be supervised and attend school without missing out on vital lessons and activities. Children should be offered a wide range of activities, both to keep them busy and out of immediate harm, but also, and vitally, to ensure that they learn to do things well, to love doing them and to want to do them again (Garbarino 1999).

Obvious, scientifically verified, logical and vital – yet in the Central Karoo (and subsequently the same has found to be true in many and various other communities) these needs of children have been ignored. In absence of intervention, children quickly learned to fend for themselves and tipped over from being vulnerable victims into becoming offenders. Children often became offenders at a very early age, sometimes as young as eight or nine years. They committed crimes because they were unsupervised, because they had themselves been the victims of crime, or they weren't doing anything else, because they were bored, because they saw others committing crimes and because the opportunity arose.

One group of old women connected to a church in the poorest part of one of the towns ran a feeding scheme for local children. They provided food from their own scant supplies; all the members of the group were subsisting on social grants. One of the old women told their story at a workshop, starting by expressing anger at almost everyone: the parents of the children for neglecting them, local government for the poor facilities, provincial and national government for the lack of housing and inadequate social services and supports and the children themselves, who were badly behaved and stole from and were abusive of the old women, despite that they fed them. In the angry telling of the tale, it became clear that while they provided food for the children, they could not provide nurture; the children knew that

they fed them from a sense of duty and in anger and responded with anger and resentment of their own, perpetuating the cycle of abuse.
While it was possible to ignore the real needs of children while they were vulnerable victims, once they tipped over into offending behaviour, they were quickly identified as a problem and there were vociferous and angry demands from within the community that the police should act against them.

The police predictably responded saying they had inadequate resources and this worsened the already unstable relationship between police and the community.

The relationship between police and community was severely strained by the survival of illegal shebeens; community members reported that police knew who the shebeen owners were and where they were, yet they continued to trade. Even after a police raid, the shebeen would reopen within days. Community members claimed that this was because of a corrupt relationship between police and shebeen owners. The police said that they were severely constrained by both legislation and the prosecution service, which meant that while they could raid premises and recommend prosecution, they could not ensure that shebeen owners would be prosecuted or would remain in custody for any period.

While alcohol abuse was a massive problem for the community, there were many people who did not drink at all (for religious or cultural reasons and in some cases a matter of personal choice). They typically felt the impact of alcohol abuse through a deepening of their household poverty, through domestic violence and through seeing children drunk and behaving badly or suffering vulnerability as a result of being drunk.

It appears that many of the children meanwhile found a sense of belonging, identity and purpose in gangs and amongst other children engaged in risky behaviour .This perspective was confirmed by workshop participants and is supported by Garbarino (1999). They were quickly in conflict with the law and joined the problematised category of “youth”, marginalising themselves from mainstream opportunity, angry, resentful and without purpose.

Young people engaged in risky behaviour of all kinds, including sexually risky behaviour – young girls often reported as seeing their sexuality as a commodity and in other instances being the victims of coercive or non-consensual sexual activity.

By the time they were 15, many young girls were pregnant and became the mothers at the beginning of a new cycle, inadequately prepared or equipped for parenthood, perpetuating the cycle of crime and violence once again. This narrative as supplied by participants, often second hand about the younger women in the communities, is supported by Marais (2009).

Boys often achieved young adulthood with little or nothing constructive to offer, lacking skills or solid education. They were perceived by the community to act without thought of or hope for the future – possibly the most dangerous element in any society. For a young man for whom tomorrow offers no expectation of good things, there is no fear for the consequence of today's behaviour.

4.3.3 Findings of the study

Some of the findings of the Central Karoo study have particular relevance to this thesis:

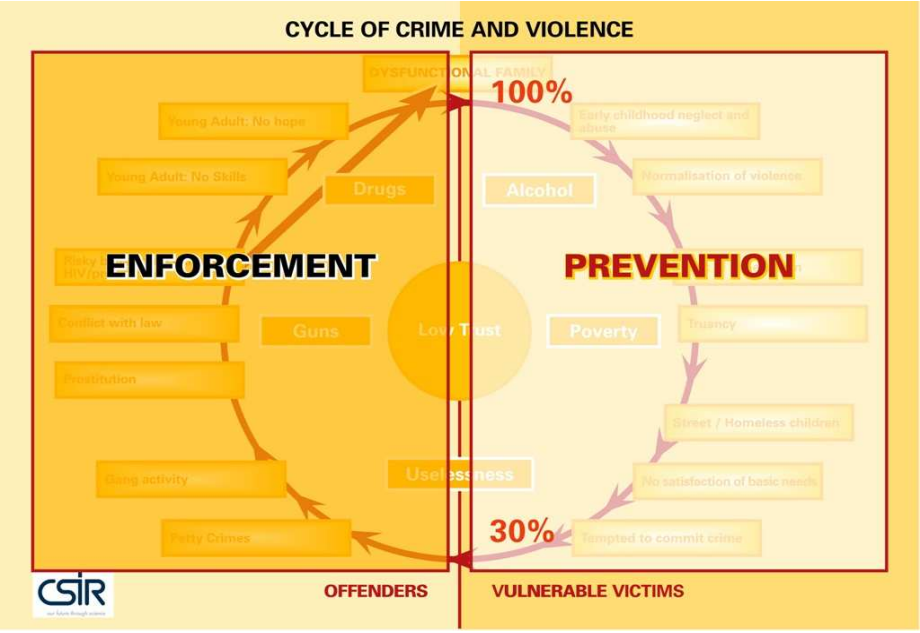
4.3.3.1 that while not all victims of violence will go on to become violent offenders, the overwhelming majority of violent offenders first experience violence as victims or as bystanders to violence (Friedman 1998)

4.3.3.2 that there is a need to invest as early as possible in the lifecycle – ideally in the nine months from conception to birth and the nine months thereafter - if there is to be a maximum return on that investment in terms of growing constructive, contributing adults (Guterman 2004 pp307)

4.3.3.3 that as long as the needs of children are ignored, it is unlikely that a CJS response will adequately address increasing levels of crime and violence (Holtmann 2008)

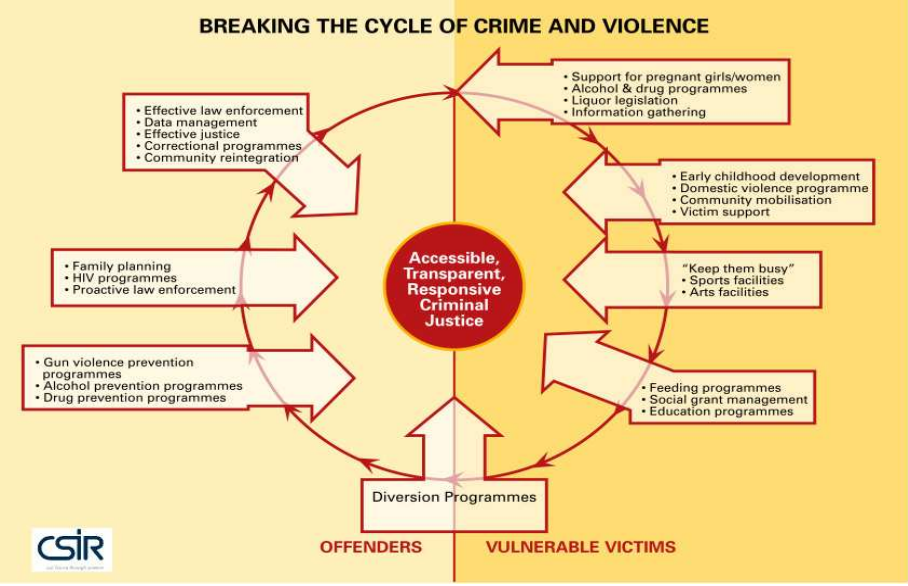
4.3.3.4 that safety is a whole-society issue and not a criminal justice issue (NCPS 1996, White Paper on Safety and Security, 1998)

4.3.3.5 Figure 3 reflected a conclusion drawn in the process that intervention in the right hand side of the model was prevention and could be seen as investment, whereas intervention on the right hand side of the model was enforcement and should be seen as money spent, with no possibility of recovery (Holtmann 2008).



(Figure 3)

The study resulted in a series of recommendations as depicted in Figure 4.

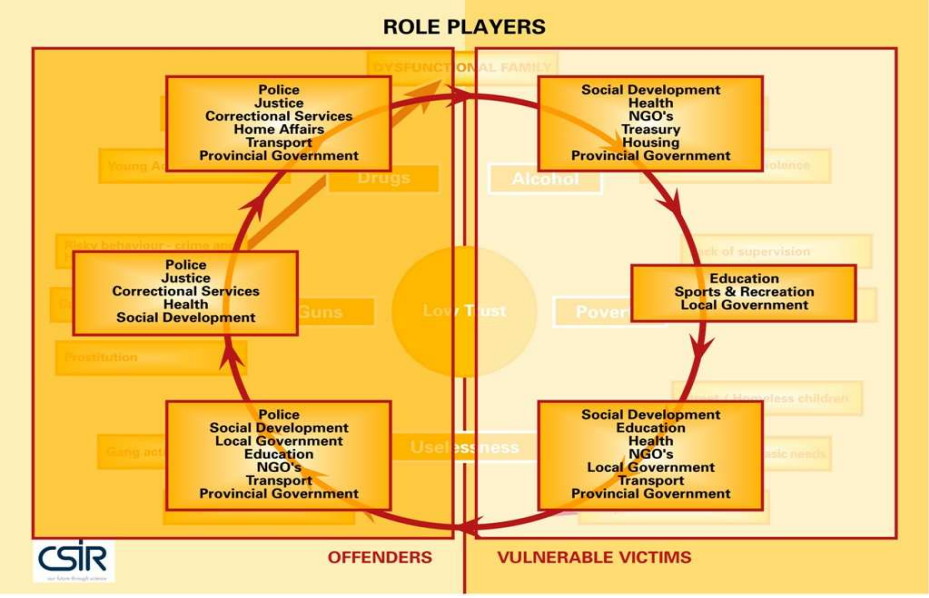


(Figure 4)

The researcher and a team of service providers and officials from local and provincial government assessed the findings of the study and drafted recommendations that responded to the needs and gaps identified. Whilst there was a need for improving Criminal Justice responses and in particular the relationship between the police and the community,

these were not identified as being more of a priority than those that were seen as being preventative in their need.

Notably thus, many of the recommendations were in the social arena rather than the criminal justice domain. As a result, the researchers engaged Departments of Social Development, Sports and Recreation, Arts and Culture, Health and Education, at least as much as the SAPS or Department of Justice. The study provided compelling insights confirming the need for a broad and inclusive strategy for safety, rather than a security based strategy, with each stakeholder responsible for interventions at different points in the cycle, each according to its mandate and focus (See Figure 5). It was of course a priority for all consulted that the Criminal Justice System be transparent, fair and accessible – and the study offered recommendations in this regard. This is reflected in the work of Badenhorst (2009).



(Figure 5)

The study however also noted that to achieve a changed vision of a safe Central Karoo, education, health and welfare would have to work together to break the toxic stranglehold of alcohol abuse on the community. It also demonstrated that community involvement was essential in both understanding the problems and finding solutions.

4.3.4 Significance of the Karoo Study for this Study

Many recommendations coming out of the study had significance for communities beyond the Central Karoo, and were later engaged for further deliberation and debate during the course of the current study. These include:

4.3.4.1 The implementation of a Local Crime Prevention Partnership should include all key Department heads, from Local and Provincial government, as well as representatives of civil society to set the agenda and monitor progress[10]. This builds on the recommendations of the NCPS (1996).

4.3.4.2 Provincial Government objectives should be based on the achievement of local goals; communities experience safety and unsafety at local level. Provincial Crime Prevention Strategies should focus on ways in which the Provincial Government can support local safety.

4.3.4.3 It was important to establish a clear and achievable vision of what communities meant by a safe place; very often local strategies were based on an understanding of crime prevention limited to policing, criminal justice and security interventions rather than incorporating social aspects. (Waller 2006)

4.3.4.4 Unsafety should be benchmarked and indicators other than crime statistics agreed as demonstrating progress towards safety. Crime Statistics are and are most often believed to be unreliable. They present an inaccurate picture of local unsafety (Louw 1998).

4.3.4.5 It was important to understand as much as possible about what assets exist in the community to help establish and maintain interventions, particularly those aimed at keeping children busy, supervised and at school.

4.3.4.6 Levels of post traumatic stress in the community should be acknowledged and addressed, it was important to build and sustain capacity for victim support. Simple, practical support interventions could make a significant difference to the communal psyche.

[10] In some Provinces this became known as a Community Safety Forum – the ability to work together in an integrated and cooperative way was identified as essential, yet it is increasingly obvious that sustainability of such a wide and inclusive forum is cumbersome and requires coordination capacities often too difficult to maintain

4.3.4.7 Alcohol abuse was a significant obstacle to safe communities. It needed to be vigorously attacked from every perspective. A range of strategies emerged from the study to address the problem of alcohol. These combine a moratorium on the public sale and consumption of alcohol on “all-pay day”, in-patient detoxification services for those dependent on alcohol, outpatient support for families, alternative economic and leisure opportunities and consistent law enforcement to significantly reduce the number of liquor outlets and stem under- age drinking.

4.3.4.8 A support system for pregnant girls and mothers, providing information about the impact of alcohol, drugs and cigarette smoking on unborn children, as well as information about how to access and properly use social grants and help preparing for motherhood and bonding. This was seen as primarily a long term intervention but would undoubtedly have short term benefits in community building.

4.3.4.9 It was important to celebrate partnerships and small successes and to use every opportunity for optimism and affirmation. Communities felt overwhelmed by crime and violence; the notion of being able to do something about it was often alien. Once the seed was sown, they needed to be supported through what was inevitably a long and hard series of interventions, often with long term goals.

4.3.4.10 It was necessary to encourage government to invest more and spend less; interventions that prevented children from tipping over into offending behaviour would generate a return on investment, whereas spending on them once they were offending was often money lost.

The Implementation Plan for the Central Karoo Strategies is attached **(Appendix 1).**

The models that came from the study were used in training SAPS members in crime prevention, and have since been refined through exposure to other environments and research. Wherever they have been used service providers and community members recognise their own communities in them and have added nuances and variations according to their own environments.

4.4 The Action for a Safe South Africa civil society initiative

The model developed in the Central Karoo was to lead to the establishment of the Action for a Safe South Africa (AFSSA) initiative, via a long and intense process of engagement.

The researcher presented the “Breaking the Cycle of Crime and Violence” model at many forums, to a very wide range of audiences, from 2005 to 2007. (**Appendix 2**)

The model was used as the basis for various discussions and was a part of many interventions including police training, development of local crime prevention strategies and community awareness programmes. Each presentation brought new insights, moved the model closer to understanding the full import of promoting this “whole-society” prevention approach in a country struggling with increasing levels of victimisation and often gratuitous violence (Holtmann 2008).

The demand for more and more punitive justice was a regular drone behind complaints about poor enforcement and inaccessible justice. Politicians were pushed into “tough on crime” stances with no real possibility of delivering safety through more police, more arrests and harsher sentences (Burger J and Boshoff H 2008). The CJS was already buckled under the burden of crime and violence; it was estimated that the courts suffered a backlog of up to two years, while correctional facilities designed for 114,000 housed over 160,000 inmates as identified by Muntingh (2008) in his work on the prisons.

While for the most part the presentation was well received at the forums it had been presented to, there was a growing anger about crime; criminals and government were targeted in approximately equal measure as the culprits. The researcher was often faced with angry victims of crime who could not contemplate a safe South Africa without the reintroduction of the death penalty, and there were inevitably those in the audience for whom the connection between victimisation and later offending behaviour was a leap too far. They were the victims, someone else was the offender. Similarly, the assertion that the country needed more love and less anger could trigger a very angry response. During the course of this extensive interaction with communities and audiences of all socio-economic and cultural groups, the researcher learned that compassion was the most appropriate and constructive place to start a conversation about crime and violence in South Africa, and that even then the outcome of the conversation may not be a shared vision of a safe South Africa.

Many people and constituencies had fixed views of what would make South Africa safe; others didn’t care about a safe South Africa, they wanted a safe street or a safe home and no longer cared at what or whose cost they achieved it. In well resourced communities across the country there was a steadily growing reliance on private security support; it was

estimated that by 2007 spend on the private security sector was upwards of forty six billion rand (Berg 2007). The social, economic and legal barriers that were the implements used to ensure exclusion and segregation in Apartheid South Africa were being rebuilt in the form of gated communities and characteristic high walls in exclusive suburbs (Landman and Schonteich 2002).

Listening to audiences was an essential part of the learning; the "Breaking the Cycle of Crime and Violence" model required a whole-society response and it was important to understand the level of anger, distrust and hopelessness that characterised many responses in the society.

During the course of 2007 the International Marketing Council for South Africa (IMC) identified crime and violence as one of the key obstacles to growth and prosperity in South Africa. Following a meeting with Yvonne Johnston, the then Director of the IMC, the researcher was invited to present the "Breaking the Cycle of Crime and Violence" model to the annual Presidential Board of Trustees meeting at the Union Buildings at the end of November 2007. The intention was to provide an overview of crime, violence and responses to it in South Africa and to provoke a preventative approach that could be led and supported by the IMC.

The presentation, A safe South Africa for all, is attached (**Appendix 3**).

This invitation presented as a significant opportunity offered to influence the thinking of important South African leaders. The key messages were: don't think about crime and violence think about safety. Traditional methods aren't working for South Africa, or indeed elsewhere; the country spends more on Criminal Justice than on any other sector, with for instance more than 192 000 police and fewer than 12 000 social workers anticipated by 2010. Key investment opportunities of a preventative approach are being ignored in favour of expensive and wasteful enforcement expenditure (Holtmann 2008). The society as a whole spends more on private security than is generated out of tourism and more-or-less the same amount on alcohol as is generated out of tourism. There are growing numbers of bored, marginalised, unskilled young people to whom society offers no opportunities. There are growing numbers of girls and young women whose productive lives peak when they give birth to unwanted children for whom they cannot provide. This was not offered as an argument on the morality of their choices, rather to take collective responsibility for their plight and invest in breaking the cycle of crime and violence so that everyone could live together in a peaceful and prosperous South Africa.

The presentation generated considerable interest and further debate. Two key streams of interest were followed up with consequences that will be covered in this section.

The first was that Nic Binedell[11] of the Gordon Institute for Business Science (GIBS) offered the researcher the opportunity of putting together a day where a group of nominated people ("your A team"?) could work with Edward de Bono[12], under the facilitation of Nicola Tyler[13], to advance the debate. The "Breaking the Cycle of Crime and Violence" model was to provide a theoretical framework. After some consultation eighty participants from different sectors were enjoined to explore the question:

"How do we shift public thinking and investment to redress the balance between prevention and enforcement in pursuit of a safe South Africa?"

The day generated energy and creative connections across a range of thematic options but it was clear that there was value in conversation itself and that this needed to be considerably broadened to ensure that an inclusive range of expertise and vested interests were consulted in achieving a clearer idea of what should or could be done to make South Africa safer.

The notes and participant list of the De Bono workshop is attached **(Appendix 4).**

At the same time, another Trustee of the IMC, Roelf Meyer[14] requested a meeting at IDASA (February 2008). At the meeting he said that the presentation at the IMC meeting had given him new hope and he believed that the "Breaking the Cycle of Crime and Violence" model should be the basis for a national conversation. He suggested the convening of a working committee to put such a conversation together during the course of 2008, with the intention of influencing a new approach to making South Africa safe, through investment in preventative approaches as identified in the presentation. Following some discussion the

[11] Nic Binedell was a Trustee of the IMC and also the founder and principal of GIBS. He not only donated the day with de Bono, he also invited me to participate in a number of forums and to present at GIBS to a range of audiences. He has been very supportive of the process throughout.
[12] Edward de Bono is regarded by many to be the leading authority in the world in the field of creative thinking and the direct teaching of thinking as a skill. He has written 62 books with translations into 37 languages and has been invited to lecture in 54 countries. He is the originator of lateral thinking which treats creativity as the behaviour of information in a self-organising information system
[13] Nicola Tyler is regarded as South Africa's leading expert on lateral thinking, and is a Master Trainer in Dr. de Bono's Six Thinking Hats ® and Lateral Thinking T and Direct Attention Thinking Tools
[14] Roelf Meyer served as the Deputy Minister for Law and Order and then Minister of Constitutional Development in Apartheid South Africa from 1968 and in the new Cabinet until 1996. He was chief negotiator for the National Party during the transition period.

researcher identified academics, researchers and practitioners whose knowledge, experience and networks would enhance and make possible such an endeavour, while Meyer identified political, business and other leaders he felt would enable a wider sphere of influence and also provide access to funding that would be needed for the so-called national conversation. At the time this cross-pollination of crime and violence prevention expertise and knowledge with political and business expertise seemed to offer exciting new opportunities; experts discussed how "we would no longer be talking to ourselves". Yet there was anxiety – Meyer was known to be a deeply political figure and despite his role in the transformation of the country, his political views and ways were perceived to be far removed from those of most of the experts in the group. Nevertheless, all but one[15] of the experts invited to join the group did so.

A list of the experts, who participated as the so-called Resource Group Leaders for AFSSA, aligned to their areas of expertise, is attached (**Appendix 5**). This group was a powerful representation of expertise in the elements identified in the "Breaking the Cycle of Crime and Violence" model as requiring intervention.

From the outset roles and responsibilities were clearly differentiated; the Resource Group (of which the researcher was the coordinating member and represented the group on the Steering Committee) would deal with content issues and not be required to deal with issues of funding or logistics.

The Action for a Safe South Africa (AFSSA) Convention was set for August 26th to August 28th 2008. A Steering Committee was convened by Meyer and tasks allocated. Bridget von Holdt, director of Inzalo Communications committed Inzalo to providing public relations support for AFSSA and the Convention, pro bono[16]. Yvonne Johnston, by now no longer director of the IMC, contributed her marketing expertise, also pro bono.

The Steering Committee also comprised representatives of IDASA, the Institute for Security Studies (ISS), the Council for Scientific and Industrial Research (CSIR), RAPCAN, the Centre for the Study of Violence and Reconciliation (CSVR), the International Marketing Council for SA (IMC), Gordon Institute of Business Science (GIBS), Da Vinci Institute for

Elaine Salo of UCT African Gender Institute declined on the grounds that she was over-committed during the period. I still feel this was a loss as her work provides a unique understanding of the perpetuation of gender stereotypes of male offender and female victim.

[16] Inzalo Communications AFSSA Campaign won a gold award at the Public Relations Institution of South Africa (PRISA) awards for 2008.

Technology Management, Soul City, Mr Roelf Meyer (the project leader), Fevertree Consulting and various individual citizens, including representatives of the ANC.[17]

The core message of AFSSA was that crime and violence impacts every life in South Africa and there was thus a motivation for every South African to become involved in AFSSA. The background document provided a somewhat simplistic but generally defensible argument for civil society activism for safety.

"*Crime and violence impact every life in South Africa. Over the past ten years we have recorded an approximate 2 million serious crimes each year. Along with most societies where crime statistics are published, we don't trust crime statistics; we nevertheless use them as a performance indicator for our police service. This perceived linear relationship between police performance and public safety as expressed in crime statistics has dominated debates about levels of unsafety in South Africa, often at the cost of many more significant issues.*

The police protest poor resourcing and inadequate response by the courts, the courts protest lack of capacity, long-standing backlogs and poor support from both police and corrections, corrections plead overcrowding, caused at least in part by slow processing by the courts; all this in an environment where crime is believed to be significantly under-recorded because of low levels of public trust in the system. Arguably then, the ineffectiveness of the system contributes to keeping it afloat at all - if people trusted it more they would report more crime and make more demands for justice - and the system would collapse altogether.

Thus while "fixing" the CJS is obviously an important goal for any society, it should be approached with some caution - and in a context of significant reduction of demand on the system - or in the context of significantly increasing its capacity both for processing and incarcerating offenders.

The Action for a Safe South Africa initiative chooses the route of significant reduction of demand on the system, rejecting the alternative as too expensive and contrary to the millennium development goals and the needs of our developmental environment.

[17] No ANC representative ever attended the steering committee meetings and although Jacob Zuma agreed to speak at the Convention, at the last moment he withdrew, claiming another commitment. Minister Zola Skweyiya, a senior ANC member did however speak at the Convention.

In making this choice, we recognize the need for a practical, achievable vision of a safe South Africa - something compelling and inclusive to aim for. We need to articulate what it looks like when it is fixed, and we need to agree indicators that will satisfy us all that we are moving towards the achievement of that vision. We realize that we are not talking about "business as usual" with a bit added on - we need innovative and big ideas and clever strategies to fund and implement them. We need capacity and commitment and resilience, as it will be a while in the making.

AFSSA aims to enable every South African to contribute to making South Africa safe through sustained actions that prevent crime. It is not our aim to duplicate or compete with any other initiatives that have similar or complementary objectives, rather that each should strengthen the other, through cooperation and a constant building of critical mass of those who respect the rule of law and work constructively to build a safe society.

Our problem statement is: "How do we shift South African thinking, spending and action, from security, to preventative strategies for a safe South Africa?" As things currently stand, innovation is firmly in the hands of the criminals who hold us to ransom. This initiative intends to take back that innovation and to use it to stimulate action for a safe South Africa". (Action for a Safe South Africa promotional material 2008).

The AFSSA Convention was structured to provide an opening plenary at which the intention was to set the parameters for two days of eight parallel working sessions based on "slices" defined as elements of the breaking the cycle of violence model.

Two specialist members of the Resource Team hosted each of the eight working groups; each working group, under the guidance of a professional facilitator, was to focus on a different aspect of prevention and intervention to reduce criminality, vulnerability and address the environment that allows opportunity for crime in a perpetual cycle of crime, violence and distrust:

4.4.1 Healthy Mothers, Resilient Children

This working group aimed to support the (more than) million women in the country who become mothers every year. The group was to explore how organisations, communities and individuals can assist in promoting planned pregnancies, bonding and maternal health during pregnancy, preparing for motherhood, and parenting skills for mothers and fathers. The group was also focused on early childhood development programmes to ensure that the

rights of the child are enabled, that the child has a happy and healthy childhood, and that the child is stimulated and prepared to become a responsible member of the community.

4.4.2 Peace in the Home

In addressing domestic violence, this working group would explore interventions for all members of the family that deal with conflict resolution, elder abuse, inter-personal violence, the normalisation of violence, child abuse and gender-based violence. Advocacy groups and service providers would be brought together to explore ways to change the mindsets and behaviour of perpetrators and victims in order to facilitate homes that provide the foundation for a safe South Africa instead of acting as cradles of violence.

4.4.3 7-24: Opportunity of Youth

Many South Africa children are born, reared, matured, married and buried in violent situations. Schools are plagued with violence, gangs and drugs, and children and youth between the ages of 7 and 24 are the witnesses, victims and perpetrators of violent crime. They are also at risk of drug and alcohol abuse and dependence. This working group aimed to develop practical ways for organisations, business, communities and individuals to help build our children's resilience. By focusing on schools, after care facilities, homework clubs, life skills programmes, sport and projects that encourage art, music and the expression of individual talent, the group wanted to unleash the inherent creativity and enthusiasm of young South Africans to take back our future.

4.4.4 Recovery and Resilience

This working group aimed to rebuild, support and strengthen the many civil society initiatives that are currently struggling to assist the millions of victims who survive crime each year in South Africa. The group would evaluate existing services and interventions and develop innovative ideas and bold strategies to ensure that the rights of victims are protected, their service delivery and psychological needs are met, and that victims can contribute with confidence to building a safe South Africa.. This group would also explore opportunities in redefining the relationship between victims and offenders, particularly in the context of communities destabilised by high levels of migration.

4.4.5 Multiplying the Power of One

This working group was about actions to enable every one of us to contribute in a constructive and appropriate way to making South Africa safe. These actions would range from harnessing professional skills and capacity to corporate initiatives, trade union, faith based organisations and community based groups and associations, to ideas for individuals across the socio-economic spectrum. The working group would examine mechanisms for inclusive communication of existing initiatives as well as expanding such mechanisms through innovation and a “good ideas” drive.

4.4.6 A Sober South Africa

This working group would aim to reduce the national spend on alcohol and prevent the widespread alcohol abuse that makes South Africans vulnerable to victimisation, increases violent conflict, entrenches poverty and contributes to child abuse and neglect. Issues would include enforcement, the reduction of alcohol outlets, urban planning and strategies to encourage consumers to make better spending choices. This group would also include a focus on other substance abuse.

4.4.7 Unsafe in any hands

Violence in South Africa cannot be separated from the ready availability of guns and our propensity for using them. This working group would develop innovative ways of supporting and linking government and civil society efforts to make the policing and management of legal and illegal guns more effective; challenge the culture of gun ownership, and review and improve on strategies to establish gun free zones. The group would focus on key areas of risk namely guns and alcohol, guns and taxis/trains, guns at schools, and guns as a means conflict resolution.

4.4.8 Second Chance

Those among us who commit crime cannot be wished away and left to the prison system to deal with. The need was identified for supporting and rebuilding the lives of the many offenders who are members of our families, communities and society. This working group would first identify what it is that encourages and discourages people from committing crime. It would develop ways to prepare families to deal with ex-offenders, as well as partnerships between government and citizens to ensure that projects are effective. Civil society

programmes dealing with first time offenders, young offenders, rehabilitation and reintegration of prisoners, community sentences, diversion, and restorative justice would be discussed, with a focus on what works and what does not, innovation, and how to increase the scale of initiatives while maintaining standards for service delivery.

The hosts within the Resource Team were responsible for populating the sessions and preparing the agenda according to a template that asked four key questions:

1. What is the problem?

2. What does it look like when it is fixed?

3. Who does what, when and how?

4. What is the big idea for implementation?"

Each working group was populated with people representing a broad and inclusive sweep across civil society activists, experts, researchers, practitioners, economists, urban planners, psychologists, behavioural scientists, social scientists, technologists and community leaders. Although this was a deliberately civil society initiative, government was invited to participate.

At the time, this segmenting and clustering of intervention areas seemed a major step forward, as it provided a framework for discussion and the identification of programmatic or thematic activities. It also satisfied the members of the Steering Committee for whom the principles of business processes underpinned their strategic approaches. Their response to the breaking the cycle of violence model was that while it made sense to them – and made sense of the problem of crime and violence, they wanted a prioritisation of what they perceived to be too many intervention areas; the grouping into eight focal points, while still too complex for comfort, helped to order the model. As will become clear in Chapter Five dealing with the development of the Safe Community of Opportunity model, this classification of intervention areas was later to be revisited. It was however an important phase of the development process and provided for excellent consultation and ideas generation.

Considering the vast differences in approach between various members of the AFSSA Steering Committee and the Resource Group, the AFSSA Convention achieved more than might reasonably have been expected.

The single biggest issue that threatened the Convention was the role of the alcohol industry; when there was a shortfall of funds a week before the Convention, Meyer wanted to accept funding from South African Breweries (SAB) and the resistance of some experts to allow this caused a rift in relationships that would ultimately split AFSSA apart. A number of the organisations and/or experts recruited to AFSSA shared a commitment to not working with SAB funds. SAB was known to fund so-called “responsible drinking” programmes and other social interventions that aimed to mitigate the damage done by alcohol abuse.

Most of the Resource Group including the research and particularly those from the Medical Research Council (MRC), Soul City, the CSVR, RAPCAN and others regarded SAB funding as a sinecure, inadequate in the face of the extent of damage done. These researchers and practitioners were concerned at advertising that aimed to encourage new drinkers, promotion of sports and association with healthy lifestyle choices and of the impact of association with the alcohol industry on their own work. It was no secret that the researcher felt antipathy to SAB and other industry players; all presentations including that at the IMC in the previous November made this very clear.

The Convention brought together over three hundred participants who worked generously together to debate and deliberate based on the “Breaking the Cycle of Crime and Violence” model, to produce answers to the working session questions and to generate ideas. The reports of the Working Groups were edited as chapters of the AFSSA book, published in November 2008 by South Africa the Good News.

The Action for a Safe South Africa book is attached as a hard copy and can also be found on http://www.safesouthafrica.org.za **(Appendix 6)**.

The publication of the AFSSA book caused a terminal rift between the Resource Group and the rest of the Steering Committee. Immediately after the Convention Meyer and Steuart Pennington, CEO of South Africa the Good News decided to publish a book containing the work of the Convention and speeches made at the Convention. Both over-estimated their ability to raise funds for the publication; the timing was unfortunate as it coincided with the dramatic downturn in the world economy and sponsors who initially showed an interest quickly disappeared. By the time it became clear that funds were not going to materialise for the publication, Pennington had already published the book. Once again SAB offered to step into the breach, once again Meyer was outraged because the Resource Group responded by saying that if he took the money from SAB he must withdraw their contributions from the book. This rapidly heralded the end of what was by then a tenuous relationship with Meyer.

Meyer has since established a Foundation for a Safe South Africa with the stated aim of funding and establishing Youth Zones[18]. This approach while commendable, highlights just how hard it is to grasp the most basic principle of the "Breaking the Cycle of Crime and Violence" model: that community safety can only be achieved through a multi-faceted approach that addresses all the elements and not by focusing on just one, however complex or difficult it may be to be true to this approach. However good a single focus project may be, it will be hampered by a lack of family strength, social and health support and the environmental risks characteristic of messy problems (Allen 2001). The intervention aims to dilute the complexity of crime and violence prevention and apply business rules to a messy problem, disregarding evidence that it will not work.

The networking and collaboration model promoted by AFSSA brought experts, academics and service providers much closer together than they have been previously in South Africa and these relationships, now strengthened, continue to benefit the sector and encourage collaborative work[19]. AFSSA continues as a network committed to a safe South Africa.

The exposure brought about by AFSSA also encouraged others to interrogate and use the "Breaking the Cycle of Crime and Violence" model.

4.5 Local Safety Strategies in the Western Cape

In 2007 the researcher proposed, designed and led a process whereby the CSIR partnered with the SAPS and the ICPC to host a Seminar aimed at identifying the role of the police in Crime Prevention. As a result, the "Breaking the Cycle of Crime and Violence" model was presented to the then MEC for Community Safety in the Western Cape, Leonard Ramatlekane and the Provincial Commissioner for SAPS, Nzwandile Petros. A long series of consultations later, the SAPS National Divisional Commissioner for Visible Policing commissioned the CSIR Crime Prevention Group (CPG) under the leadership of the researcher, to use the model as the theoretical foundation for the facilitation of Local Safety Plans at 24 priority precincts in the Western Cape. The project began in September 2008 and thus benefited from both the learning achieved through the AFSSA process and the strengthened relationships with experts and practitioners in the Western Cape.

[18] Youth Zones were proposed by the 7-24 Working Group at the Convention.
[19] See the reference group and literature review team for the SAPS WC project and the Schools as the Centre of Community module of the Safe Community of Opportunity model.

The project provided a practical environment in which to test the parameters for a model for a “Safe Community of Opportunity”, since it required a complete research process, from initiation through the “Breaking the Cycle of Crime and Violence” model, to the drafting of individual Safety Plans and a generic Safety Plan template that could be used elsewhere.

All the experience and previous literature searches and the consultations that underpinned the Central Karoo study and the AFSSA initiative pointed to a set of generic objectives and strategies that will make communities safe. This was particularly applicable to poor and chaotic environments. Before recommending a model for the development and implementation of such strategies however, a logical progression from benchmark data to strategy to intervention to realisation of objectives had to be demonstrated.

The project was designed according to a set of principles applicable to the priority precincts as identified in the Western Cape.

The list of precincts is attached (**Appendix 7**).

The precincts are generally poor, sharing problems of over-crowing, under-employment, high rates of instability, crime and violence, and a combination of formal and informal housing. Considering the number and complexity of problems that face any one of these communities, rigid discipline was required in initiating enquiry and proposing interventions.

4.5.1 The research team needed to take great care not to design safety audits in such a weighty way that they became an alternative activity to developing or implementing safety strategies.

4.5.2 The researchers had to be realistic about what data was available and about the integrity of data. Strategies could not be based on deeply flawed or dubious data. Nor should the process require users to make unreasonable efforts to get data that was difficult to access or verify unless essential to the process.

4.5.3 The project needed data gathering mechanisms that provided real insight into unsafety and safety, not just into performance or quantitative data related to the CJS.

4.5.4 In each instance the researchers sought to find existing interventions, programmes, projects with similar objectives, if there were those that were already in place, to ensure that there was not unnecessary and wasteful duplication of effort.

The researcher used the “Breaking the Cycle of Crime and Violence” model to provide a simplistic generic understanding of the context for crime and violence at local level and the elements that contributed to perpetuating crime and violence within a community. The model had once again been extensively consulted at AFSSA, both with the experts that made up the Resource Group and with the participants at the AFSSA Convention.

(Figure 6)

Although the model had been “sliced” eight ways for the AFSSA Convention, consultation with experts in preparing for the WC project caused a reframing of segmentation into 14 specialist focus areas. This segmentation was based on expert views that in each of these segments there is a gap or crack in the system that increases the risk of offending behaviour and/or vulnerability.

The researcher invited and commissioned a team of experts drawn from those who had collaborated on AFSSA (each in their own specialist focus) to participate in a workshop to establish common terms of reference and then each to prepare a literature review that focused on what is known to be useful and what is known to be not useful in each of the areas of focus as defined in figure 7.

(Figure 7)

The list of experts is attached (**Appendix 8**).

From these reviews it was the intention to extrapolate recommendations, interventions, programmes and themes that are likely to assist in making a community safe. In October and November 2008 the researcher hosted follow-up workshops with the experts, aiming to ensure the greatest possible integration of their experience and knowledge, to encourage integrated reports and recommendations. CPG also invited a world expert on Safety Audits, Dr Sohail Hussein[20] to participate in the November 2008 workshop, and commissioned him to lead intense enquiry and debate about the literature reviews, provoking the experts to question shared assumptions and test understanding of the focus areas.

The literature reviews provided good insights and each presented a range of recommendations that were useful to the project. But perhaps most useful was the realisation that each set of expert recommendations focused on issues and opportunities within an expert area and did not provided an integrated approach to community safety. Even where the connections had been made in the workshops, there was a reticence to poach from one another or to declare mutual dependencies. The literature reviews remained literature reviews about fifteen separate focus areas and not about the contribution of each

[20] Sohail Hussein compiled a comprehensive Safety Audit Guidance, on commission to the Canadian Government National Crime Prevention Centre, launched in 2007. I served on the reference team for this project.

focus area to the achievement of shared goals. A synthesis of these reviews is captured in Chapter Three of this study.

In the November 2008 workshop, the experts were also asked to assist in identifying the measures or indicators that will be used to assess progress towards the objectives of the Safety Plans. The outcome of this process assisted in the identification of data sets required to establish a benchmark in specific contexts and against these measures and objectives to assess the need for the likely anticipated recommended interventions and programmes in each focus area.

Simultaneous to this process, the CPG embarked on individual visioning workshops at each precinct. Station Commanders were given a template for the invitation and suggestions about who to invite. The intention was to include as many potential stakeholder groups as possible, to be widely inclusive and to use the workshops as awareness creation and educative processes, introducing the breaking the cycle of violence model, explaining the connections between the different intervention points identified in the model, with community safety and linking the intervention points to individual stakeholder mandates and roles.

Participation in the visioning workshops was patchy; in some precincts a wide range of stakeholders participated; in others attendance was poor or limited. Since the budget and schedule did not allow the researchers to reconvene these workshops regardless of attendance, they did the best possible according to each set of circumstances. In almost all the precincts, the outcome of the visioning workshop was rich and useful, despite varying numbers of participants. Asked to draw “what it looks like when it’s fixed”, participants drew variations on similar themes.

The elements of a safe community:

Feedback provided by participants identified these common elements and more: families enjoying leisure time together in public parks, children and young people playing sports, women walking under the moon, communities well lit, ordered roads with roadworthy taxis and reliable buses, children learning peacefully in school classrooms, schools as centres of community activity, homes with open windows, people working in jobs close to where they live, shops nearby the homes, accessible public services, courts, friendly and trustworthy police helping community members, children on bicycles, children playing in the streets, old people sitting peacefully in the sun, women and babies at the local clinic receiving health care.

At the Provincial Commissioner's request, the visioning workshop was facilitated for thirty members of his senior Provincial management team; the outcome of this workshop generated remarkably similar outcomes. So too the outcomes of a workshop facilitated with management of other departments in the Province delivered similar results.

A useful pattern emerged; the opportunity was offered and participants were encouraged to draw a vision with no boundaries and no constraints, yet each time, regardless of the group and circumstances of their environment, the results were so similar as to be almost generic. Interestingly, the images reflected not a vision of utopia, but a poignant, needs based and quite sensible place in which people could live, move, learn and work together without fear.

Three things became evident during this process:

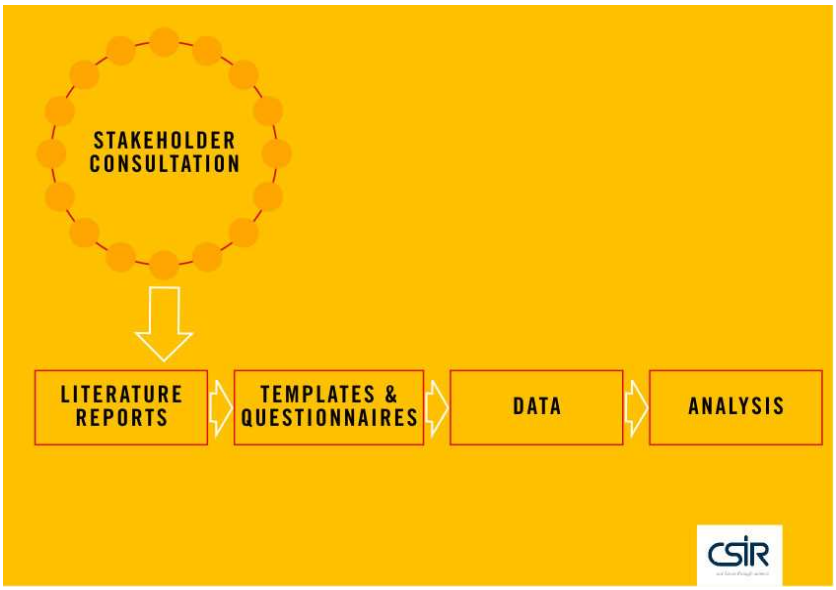
- that what people wanted was a peaceful life with opportunity to contribute and to perform as a part of a family group within a community

- that although people did not necessarily think in terms of a holistic approach to safety, they had made the connections between health, education, identity, busyness and access to services as being a part of what would improve local safety. When asked to draw a safe place, they did not draw a place that was secured by public or private security forces, rather a place where there was a low need for security services

- that participants for the most part had not previously considered that they could influence their environment to be a place in which they wanted to be. If they wanted a better life for their children, they needed to escape where they were. They did not see or expect opportunities for education, access to services, safety or jobs as being possible within their own communities.

The visioning exercise generated hope and excitement as was intended. In the second part of the exercise participants were encouraged to place themselves into the vision as a resource – how do I contribute to getting to where it's fixed, what is my role? This inevitably generated a realisation of who else was not there who should have been – and of why and how to deal with the mutual dependencies that would enable success.

The stakeholder consultation in the form of the visioning exercises was then analysed and combined with the findings of the literature reports. There followed a process of developing the data gathering and capturing tools in the form of templates identifying what data must be captured and for what purpose, and then questionnaires adapted for the wide range of stakeholders from who the information should be available. Once the data was gathered, it could be analysed ready for use in the Safety Plans.



(Figure 8)

Each template was structured to capture the objectives of the focus area, indicators to measure progress and the line of enquiry that would deliver the data. Questionnaires built on the templates, probing each stakeholder to apply a safety lens to each of the fifteen focal areas and provide information regarding their mandates and activities in each regards.

Examples of the templates and questionnaires are attached **(Appendix 9 & 10).**

A template for individual Safety Plans was then designed based on the outcomes of the enquiry. As was anticipated, the research was characterised by the inconsistency of the availability and reliability of data as much as by the similarity of the responses from community members and service providers. Although different environments reported (and where data was available recorded) varying levels of crime and violence, all sites shared the perception of unsafety, particularly at night and particularly related to substance abuse. Issues of poor infrastructure and low levels of service provision were highlighted throughout.

The connection was regularly made between grime and crime; some precincts suffered extreme levels of poverty and over-crowding which combined with public dumping and generally littered environments to present a picture of neglect and virtually no management of public spaces. Pools of rainwater often stood for days after a downpour. Large numbers of people, notably young and able men, wandered the streets during the daytime, while small children played in the dirt or sat idly watching passing activity. Women were often seen to be washing clothes in buckets outside shacks. In some communities electrical wiring formed a complex and chaotic network from dwelling to dwelling, sometimes clustered and held together by an upright pole or tied in some informal way. Public buildings in most precincts were characterised by fortress-like security; high fences with spiked tops, walls topped by barbed wire, security gates protected libraries, schools, clinics and other offices. Many of these buildings nevertheless presented signs of vandalism. In most precincts there was evidence of projects; some formal and funded by government, such as the Lookout Tourist facility in Khayelitsha, others informal and obviously community generated, such as the public gardening projects in Manenberg. Very high levels of unemployment and very low opportunities for organised activity are characteristic of all the precincts.

Once again, the sense of disempowerment prevalent in communities was stark. This was demonstrated perhaps with the greatest clarity in the relationship between communities and schools. While in visioning exercises schools were always portrayed as being central to a community, with children and adults engaged not only in formal education and activities but also in extra mural activities and community based projects such as vegetable gardening and adult basic education interventions, the reality was very different.

Communities consistently reported sending children to schools not in their own communities but in neighbouring communities, in the hope of improving their children's education and opportunities. This was so common that it had acquired a widely used label "closer to the mountain". In discussion it became clear that people believed that schools improved incrementally with each geographical step towards proximity to the city, the southern suburbs and Table Mountain. Schools were thus not the centre of the communities in which they operated.

The daily migration of children to schools outside of their communities greatly increased their vulnerability. They lacked the natural oversight of friends and family members, were unsupervised for considerable amounts of time each day and were less likely to participate in school activities. Parents too were less likely to support the school or develop a relationship with teachers as they did not have easy access to the school.

This tendency of communities to regard the opportunities or quality of services available as being better outside of the immediate environment is not exclusive to the Western Cape or to schools but is reflected throughout the strata of society. In the most extreme example this is evidenced in people leaving the country to expose their children to what are perceived to be better opportunities in for instance Australia or America.

Despite the hardship suffered by many, the study found a surprising willingness of participants to believe that the LSPs could make a difference. This study is not concerned with individual LSPs but rather with the generic objectives that emerged through the research process, and the way in which these inform a model of a "Safe Community of Opportunity" and the usefulness of such a model in developing and implementing local safety strategies and plans.

An example of a LSP is attached **(Appendix 11)**.

The project further required a monitoring and evaluation framework and this demanded examination of what was generic and what was specific to individual plans.

An example of a monitoring and evaluation framework is included in the LSP attached **(Appendix 11)**.

The Safety Plans were launched in September 2009 in the Langa Community Hall.

4.6 Framework for a Social Crime Prevention Strategy (SCPS) for the Department of Social Development (DSD)

In February 2009 the DSD approached the researcher to submit a proposal for the development of a SCPS for the DSD. The budget available was however inadequate and researcher proposed instead to produce a framework from which a strategy could be developed. The strategy development was envisaged as the second phase of the project.

It was agreed that the "Breaking the Cycle of Crime and Violence" model would provide the theoretical basis for the study (CSIR 2006). The methodologies for the study were agreed; there would be interviews with internal stakeholders, particularly management teams for each chief directorate of the Department and management teams of the Provincial offices.

The researcher and the CPG team also facilitated visioning exercises in the Provincial offices, where DSD invited other departments and civil society partners to participate.

This study would be supported by a literature review – the DSD required a document review of their policies and legislative framework. The researcher negotiated with the SAPS that the literature from the WC project would be shared to bolster the literature study envisaged by DSD.

The researcher facilitated a DSD Visioning Workshop with some 100 participants in Pretoria in May 2009. Once again, despite encouraging unencumbered creativity the results were familiar. CPG captured elements of "what it looks like when its fixed" as families living in homes with open windows, women travelling safely to and from work, particularly at night, no shebeens, a clinic in the centre of the village, no fence around the school, children sitting learning in a classroom with open windows, children playing, children busy, parks, facilities, friendly police officers, a court, shops, jobs, tourists, vegetable gardens…. All elements were recognisable from previous exercises, with as usual, some small variations.

Meanwhile the researcher and her team were compiling the framework that would be the basis for the Strategy.
The framework was structured to capture for each Chief Directorate of DSD:

- Mandate,
- Dependencies with others,
- Area of Influence,
- Programmes,
- Recommendations,
- The relationship to the Vision, i.e. the elements identified in the visioning exercise.

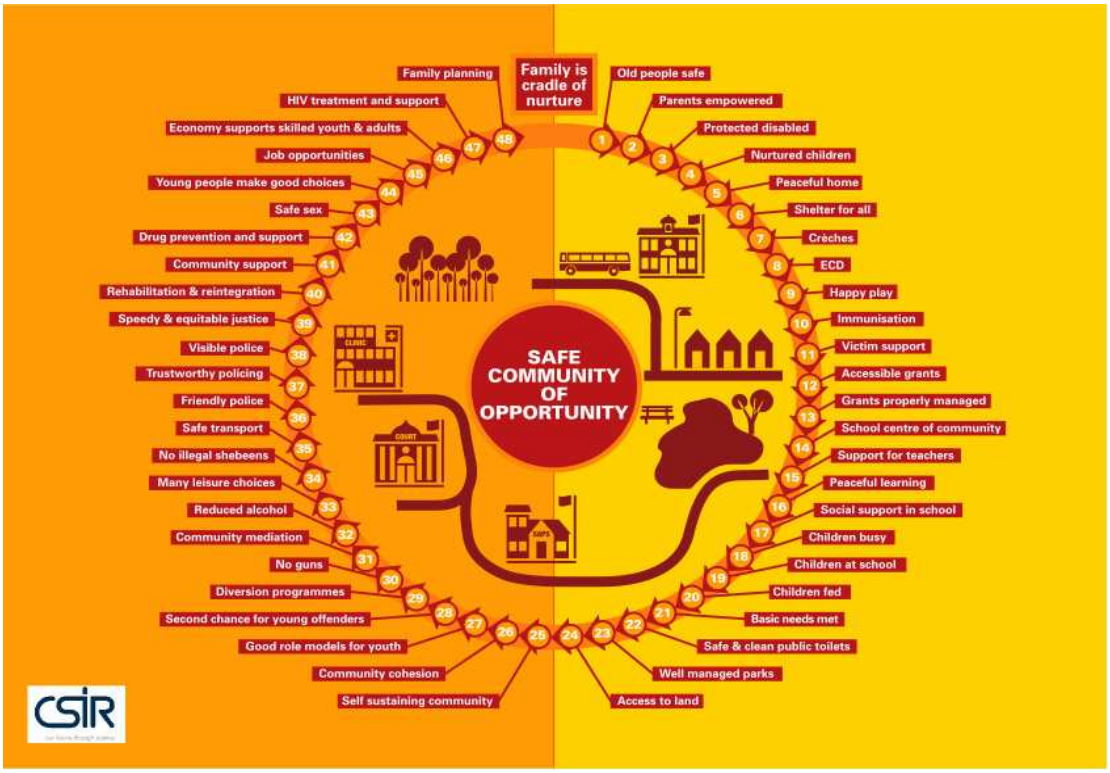
The Framework is attached **(Appendix 12).**

While compiling this framework, the researcher began a formal comparison with the outcomes of the twenty four WC SAPS precinct level visioning workshops and the visioning workshops facilitated for two other groups in the Western Cape, being the SAPS management and the other Departments' management representatives. The researcher captured each element from each of the exercises without duplicating and in some cases interpreted an element to be close enough to another that one would suffice. At the end of

the exercise the researcher had identified forty eight separate elements of a safe community.

Previous reports on visioning exercises conducted over the past five years were unearthed and tested each against the forty eight elements identified in the DSD study. In each case a home could be found for any element in any exercise, within the 48 elements of the DSD study.

This realisation that “what it looks like when it’s fixed”, the outcome of the visioning exercise methodology, delivered a finite result, was a major step forward and was visualised in Figure 9 presented here as the façade of a “Safe Community of Opportunity”.



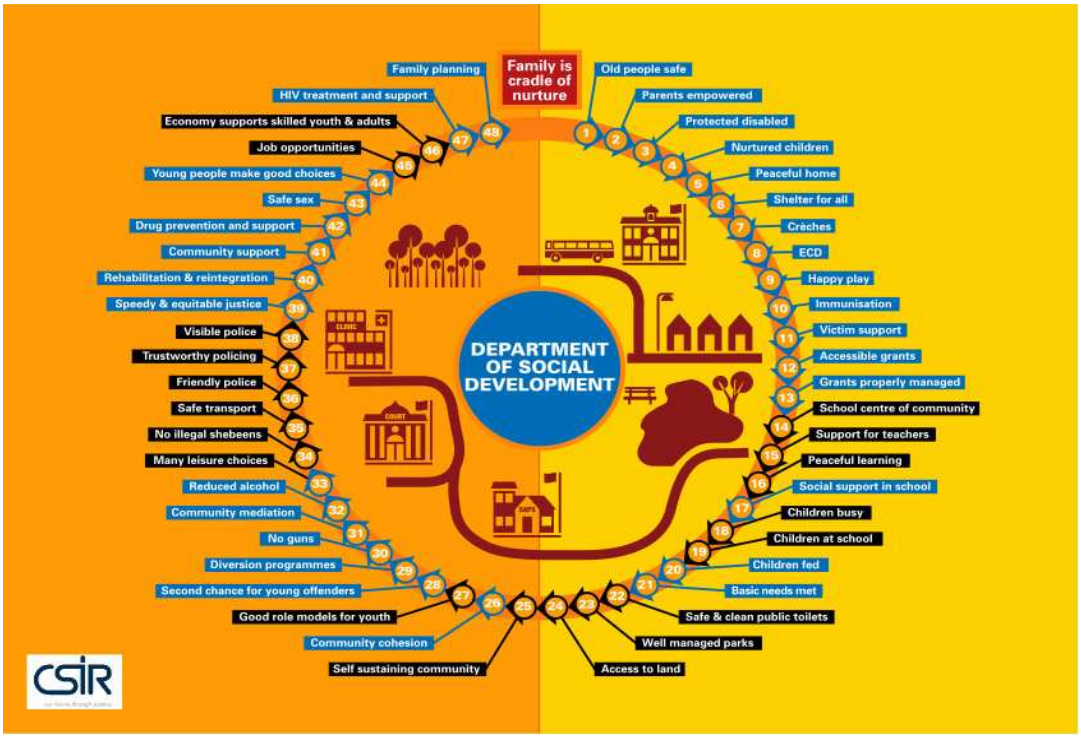
(Figure 9)

Correctly framed, these elements would become the objectives of a safe community of opportunity. It emerged for the first time that objectives had been articulated that would work for not just one department of sector, but for all, across government sectors and civil society.

The forty eight objectives could broadly be categorised as those that contributing to building resilience in the community and those that either limited vulnerabilities or realised the opportunities in resilient communities. The objectives of the “Safe Community of

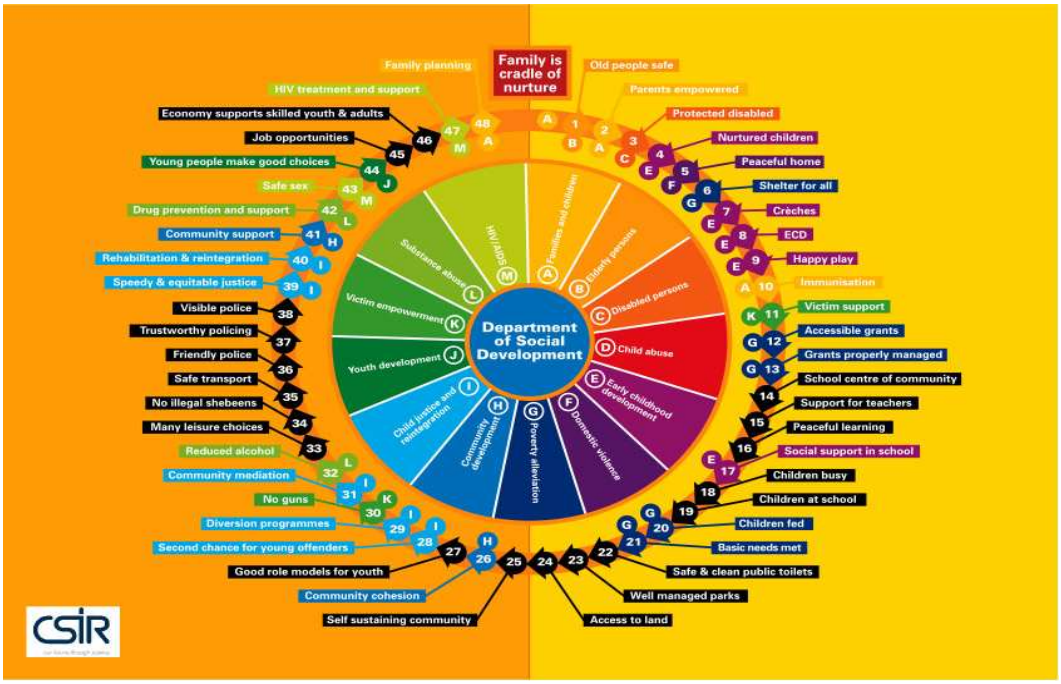
Opportunity" were presented in the same format as the "Breaking the Cycle of Crime and Violence" model as there was a natural progression from the diagnostic nature of that model to the elements presented in this model of a "Safe Community of Opportunity". The model will be discussed in detail in Chapter Five.

The next step was to apply the mandates and regulatory framework that governs DSD to the objectives of the "Safe Community of Opportunity". This process would identify the objectives for which DSD has a mandate and would at the same time indicate those for which it has no mandate as represented in Figure 10.



(Figure 10)

Because of the complexity of the relationship between DSD and safety, the model was further extended to demonstrate the connection between Chief Directorates of DSD and the objectives for which DSD has a mandate. In this way it was possible to represent the responsibility of each Chief Directorate in DSD for the achievement of specific objectives. Instead of just highlighting the objectives for which DSD has responsibility, Figure 11 provides a colour-coded segmentation from A to M and links each segment to the appropriate objectives.



(Figure 11)

A Framework document **(Appendix 12)** was structured to plot the relationship of the mandates of DSD with mandates of other Departments and/or agencies in the achievement of each objective. Once this was done, these relationships could be further described in terms of existing programmes and interventions, and in terms of recommendations emerging from the study.

In Chapter Five the exploitation of the model to accommodate all Government Departments and sectors of civil society (for instance NGOs, FBOs and Business) has been mapped in this way, with varying degrees of segmentation according to the complexity of each. A façade has been produced for each department and this is attached as a slide presentation **(Appendix 13)**.

4.7 Conclusion

An unintended consequence of the Central Karoo study was the development of the "Breaking the Cycle of Crime and Violence" model on which this study is based.

The "Breaking the Cycle of Crime and Violence" model as it has since become known, spawned a number of projects, three of which have contributed significantly to the development of the "Safe Community of Opportunity" model which is central to this study.

These are the Action for a Safe South Africa (AFSSA) civil society initiative, the facilitation of twenty four Local Safety Strategies in the Western Cape, a CSIR project commissioned by the SAPS and the facilitation of a framework for a Social Crime Prevention Strategy for the Department of Social Development (DSD), a CSIR project commissioned by the DSD.

The researcher designed and led all these projects and in the process developed the “Safe Community of Opportunity” model. This was informed to a large extent by widespread consultation and the collective articulation of a common vision for local safety in South Africa. The model represents an innovation in community safety approaches, conceptualising safety as a whole-government, whole-society responsibility in which community members must be engaged from the outset.

The model recognises that unless community members believe that there is opportunity for advancement and a better life for their children inherent in their environments they will invest all they have in escaping that environment, whereas if they believe that the environment can be the place in which they can prosper, they will contribute to making it that place. For a place to be safe it must therefore offer opportunity. For it to be sustainable safe, communities must feel a sense of destiny within their environment and contribute to achieving it.

Chapter 5:
The Model: A Safe Community of Opportunity

5.1 Background

The literature study (Chapter Three) demonstrates the links between social, health, education and local safety services (Frank 2008, Ross et al 1999, Domingo-Swarts 2001, etc). The literature has supported the argument that it is at least possible that the success of safety strategies in developed countries can be attributed more to the safety nets and sophisticated infrastructure provided by social, health, education and local service delivery systems in those societies than to the strategies themselves.

Such societies benefit from the protective layers of centuries of uninterrupted investment in delivery of services and access to basic rights. They have built resilient communities that promote and support safe peaceful development and prosperity. Even where their systems are flawed or have inherent vulnerabilities (Holling 2001), it is unlikely that they will fracture to the extent that unsafety will prevail in the pervasive way that it presents in communities across South Africa (NCPS 1996, Simpson 1996, Shields et al 2008, Seedat et al 2004, CSIR 2006).

This chapter will present a model for addressing unsafety in communities and societies where such protective layers are not in place. The model is intended as the core for a strategy for a Safe South Africa, using local experiences, needs and actors to inform a desired future safe society (Dator 1998). The model uses a systemic approach to what has been identified in Chapter Three as a wicked problem (Conklin 2001). The proposed model is activated by the application of information and communication technologies (ICT) designed to support complex systems (Kruchten 1995). It is informed by primary research conducted over a period of five years[21], a review of government policies and strategies[22] and the literature review presented as Chapter Three of this study.

This thesis has shifted the focus from prevention of crime and violence to an approach that aims to enhance safety in communities. It argues and is supported in literature that safety is not only the responsibility of the police and the criminal justice system but includes whole-

[21] Central Karoo Study 2003 – 2005, various Local Safety Strategy interventions, Facilitation of twenty four Local Safety Plans, Western Cape, 2007 – 2009.
[22] Framework Appendix 13

government and even whole-society role players (Waller et al, 1997, ICPC 2006). This again is reflected in systems theory; government and society are seen as a whole that incorporates elements of inextricable relatedness, dependent for its sustainability on the collaboration of a wide variety of stakeholders (Johnson 2005, Allen 2001, Capra 1996).

The recognition of the wide range of stakeholders who must contribute to safety has at times led to almost impossible complexity and unmanageability (NCPS 1996). Add to this the assertion that communities should be involved in the design and implementation of safety programmes to ensure that the objectives of the initiatives are valued by that community, activities are culturally appropriate and that participation is convenient and within resource limitations, the demands on safety practitioners become overwhelming (Husain 2007).

This thesis therefore proposes a model in which communities can design and find their own destiny and collaborate with government to build the protective layers that will ultimately lead to resilience and to safety through a balance between criminal justice and prevention approaches.

This chapter presents the model, a “Safe Community of Opportunity”. The model proposed is a systemic and organic toolkit that comprises the following components:

5.1.1 A visual depiction of a “Safe Community of Opportunity”.

5.1.2 A tool for the enlistment of the wide range of stakeholders essential to a “Safe Community of Opportunity”

5.1.3 A data gathering tool for the capture of local demographic and criminal justice data.

5.1.4 A data bank and capturing tool for the capture of mandates and programmes of the stakeholder group, according to the forty eight elements. The programme is designed to respond to the different stakeholders according to known mandates and objectives.

5.1.5 A tool for the facilitation of a shared vision for a “Safe Community of Opportunity” guided by the “Breaking the Cycle of Crime and Violence” model and defined by the inter-related forty eight elements and multiple stakeholders of the “Safe Community of Opportunity” model.

5.1.6 A data gathering tool for the capture of contextual and specific local needs, goals and objectives, within the forty eight elements of the model.

5.1.7 Proposed indicators for the measurement of performance towards the achievement of a “Safe Community of Opportunity”.

This chapter will provide the context for the model; describe each of the seven components and the way in which the model is enabled and enhanced by information and communication technology (ICT).

In conclusion this chapter will briefly confirm the need for the toolkit and position it within a national strategy for using ICT to enable a bridge across the digital divide in many communities.

5.2 Context

Although there are many public agencies that contribute to safety, police are still perceived to be primarily responsible for prevention policies (Badenhorst 2008). Police services are generally seen as the natural crime prevention actors but their prevention role is rarely clearly defined and contained within a policing mandate; often police perform tasks more appropriate to social services, education and even health or sports (Holtmann 2008).

Over the past decade there has been a growing debate about this creeping role (van der Spuy & Ronsch 2008). There is recognition that in developing countries police can and appropriately should only play a more limited role according to their central responsibility for law enforcement, itself a key element in prevention (Badenhorst 2009).

It is however often in the definition of roles for other sectors that the complications arise, with burdensome demands for coordination functions (NCPS 1996, Du Plessis & Louw 2005). Government departments must act according to their mandates and must perform against strategic objectives that relate to their core functions. It is not realistic to expect all sectors to focus on safety; health will always focus on health, education on education. The safety sector can however apply a safety lens to the work of others and make the connections between each sector and safety clear and measurable within rather than additional to the functions of that sector. In this way the safety sector can encourage and maximize the contributions of the other sectors.

Systems thinking (Ritchey 2002, Capra 1996) provides a theoretical context for the model:

"In "systems thinking" the orientation is on social systems, i.e., social systems that are purposeful systems containing purposeful parts and are themselves contained in a larger purposeful system. This puts the focus on properties of systems that their parts do not have, on the functions of systems within the larger systems that contain them, and on the effects of the properties of the system on the parts. It is more concerned with the way parts of a system interact than act, and, most importantly, with purposes of the parts, the system, and the systems that contain it" (Pourdehnad et al 2002: 8)

This frames an approach in which the safety sector can support the need of the social sector to intervene for instance, for teenage pregnant girls so that they become better mothers, because in terms of safety this will contribute to the safety of the unborn and newborn child and reduce the risks of immediate victimisation as well as later problematic behaviour (Marais & Eigelaar-Meets 2009).

The safety sector can support the health sector to provide adequate nutrition for children (Black, Allen, Bhutta, Caulfield, Onis, Ezzati, Mathers & Rivera J. 2008) because without it children cannot concentrate and their risks of both victimisation and offending are increased (Catalano & Hawkins 1996).

The safety sector can support the education sector to provide a full day of activities for children (Burton 2008) because of how important it is for them to be constructively engaged and to learn to love to do things and do them well (Biersteker 2003).

And it can support local government in providing access to water, sanitation and inviting public spaces because of the contribution that each of these makes to reducing the risks and increasing the likelihood of a safe community (Frank 2005).

These relationships are most easily identified and achieved through collaborative approaches based on mutual dependencies; safety as a system made up of inter-related and overlapping elements that lose their significance without the contexts in which they exist as the whole (Ritchie 2008).

Looking back at the relatively brief history of crime and violence prevention as a formal sector – the literature reviewed in Chapter Three represents no more than twenty years of collective studies - it seems that the sector has consistently relied on itself to be both the

content experts and the strategists. This is visible in the work of Waller et al (1997), the NCPS 1996, and the White Paper on Safety and Security (1998). Despite a clamorous demand for joined up governance (NCPS 1996, Newham 2005, Ross, Cashmore, Gilmore, Goodnow, Hayes, Lawrence, Leech, O'Connor, Vinson, Najman & Western 1999, ICPC 2008), the sector has not often explored management or organisation theories of how to achieve joined up results (AFSSA 2008).

The model presented here suggests that safety strategies require true collaboration across disciplines and outside of the safety sector, and should not be drafted by crime prevention experts in isolation of the tools of design thinkers, innovators, systems practitioners, and creative thinkers steeped in ideation and technologists who enable access to and activation of safe communities of opportunity.

Since it is implausible to expect that all or even most local safety strategies will be able to access and thus benefit from such expertise within local environments, the model presented here pre-empts this short-coming and provides a toolkit in which these concepts and theories are embedded. In line with the systems theory on which it is based (Capra 1996), the model reflects collaboration across many disciplines, including systems theory (Ritchey 2008), design thinking and innovation (Pourdehnad, Maani & Sedehi 2002, Brown 2008), visioning (Weingand 2005) and ICT (Kruchten 1995).

Similarly the model will demonstrate how it is important to extend collaboration into the sphere of technology to enable sustained and dynamic collaboration even where there is limited capacity, beyond planning to implementation, and monitoring and evaluation of safety strategies. This model aims to demonstrate the possibilities inherent in such collaboration.

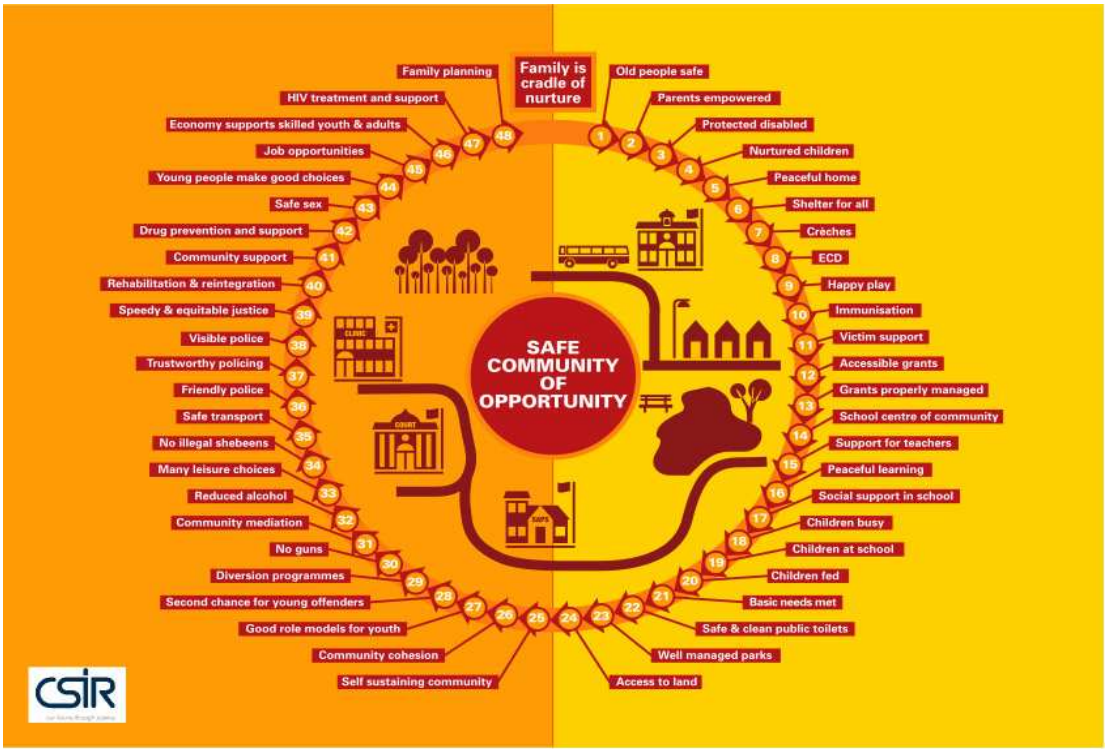
Whereas Pourdehnad, et al (2002) advances the use of technology as a learning aid for systems behaviours in organisations, this model combines learning and practical implementation through the introduction of the ICT toolkit. The user is prompted to behave in a systemic way, interacting via the relationships plotted in the software system. In this way the ICT toolkit demonstrates to the user the benefits of integration and collaboration through practical use.

5.3 The Components of the Model

The model is by its nature complex; having identified it as a system that is characterised as a whole and not by the individual elements, it is difficult to describe without falling short of the

systems theory on which it is based, which requires that it is not deconstructed into individual or discreet parts (Brown 2008, Pourdehnad et al 2002). The strength of the model is in its practical use.

It is therefore suggested that this description of the model be read alongside **Appendix 12**, which captures in a table the elements, the stakeholders, their responsibilities and mandates, resources and suggested indicators. It should also be read in conjunction with the selected screen shots from the ICT toolkit that accompanies this study on CD.



(Figure 12)

The model is called the “Safe Community of Opportunity” because the sustainable safety of the community is intricately mutually dependent on the possibility of opportunity that lies within the community. Opportunity is used to describe everything that promotes hope and makes it likely that community members will contribute whatever they have to a shared optimistic future rather than trying to escape their environment; this includes a better future for their children, access to services and quality education and access to economic and social opportunities.

The forty eight (48) elements in this model do not represent an action plan, rather a reflection of inter-related elements and stakeholders that contribute to a community that is

safe and for members of that community to access opportunities that will result in growth, peace, dignity and poverty alleviation within their community rather than needing to seek it elsewhere. The relevant stakeholders; departments (in this analysis of the model there are more than twenty government departments with a role to play) and other role players (such as those in civil society), and their mandates are identified. In the centre of the model is the infrastructure and service provision that underpins it all – without which safety cannot be contemplated or sustained.

The model provides the opportunity for stakeholders to visualise the contribution that their role makes to safety rather than requiring an identification of new roles and responsibilities. Thus for instance the model relates existing local government mandates for “safe and clean public toilets”, “well managed public parks” and the management of liquor licenses, “no illegal shebeens” to a safe community of opportunity.

Similarly, the model acknowledges the contribution made to safety by for instance the Department of Home Affairs through enabling “access to grants” in providing proper documentation for all.

Each element of the model shares mutual dependencies with some although not necessarily all of the others. For instance, if there is a local housing problem that disables the “shelter for all” element, this will impact “empowered parents”, “children’s basic needs met”, “old people safe” and other elements. If there are not “many leisure choices” this will impact “children busy”, “young people make good choices”, “reduced alcohol” and “safe transport”. The impact on each will have a consequence for others and the system will not sustain a “Safe Community of Opportunity”.

It is in the context of the relationships of the elements that each therefore has significance and it is the plotting of these relationships through, inter alia the identification of indicators for each that the model provides practical guidance for the stakeholders who will collaborate towards safe communities of opportunity.

The visual representation of the model includes forty eight elements. A previous attempt at simplification, which was discussed in Chapter Four (AFSSA 2008) reduced these elements to eight overlapping themes. This however was rapidly proved to be an over-simplification that discouraged true inter-disciplinary collaboration, as cautioned by Holling (2001). The thematic approach attempted in the AFSSA initiative provided individual stakeholders from related disciplines with enough integration and collaboration opportunity within each theme

to significantly reduce their motivation to integrate or collaborate across themes. Thus the complex web of inter-disciplinary integration required in dealing with wicked problems (Ritchey 2002) was not achieved.

Of course it is possible to group clusters of elements according to different perspectives and stakeholder needs as recommended by Brown (2008). In doing this however it will be apparent that elements belong not only in one or even two groupings but often in many. The inter-relatedness of any one element is thus in itself a contributor to the level of complexity in the model (Holling 2001).

For instance if the model is viewed through the needs of the family in a safe community, elements such as “family planning”, “empowered parents”, "old people safe”, “nurtured children”, and “peaceful home” will be included. If the model is viewed through the needs of stakeholders involved in the school, “empowered parents” and “nurtured children” will be grouped with elements such as “school as the centre of community”, “peaceful learning” and “social support for teachers”. Another perspective, such as that of a self sustaining community would also include “empowered parents” and “nurtured children” but would extend their relationship to for instance “access to land” and “economy supports skilled youth and adults”.

The model is thus responsive to layering according for instance to stakeholder perspectives, issues of social fabric, building resilience against vulnerability and offending, or criminal justice interventions.

The forty eight elements do not attempt completeness (Capra 1996) and there is an assumption that the model will be adaptive both as the needs of stakeholders change with time (Brown 2008) and as progress towards safety changes the needs and priorities of the community (Husain 2007).

The visual representation of the “Safe Community of Opportunity” provides the façade for ICT enabled tools aimed at effective local safety strategic planning and implementation.

5.3.1 A tool for the enlistment of the wide range of stakeholders essential to a safe community of opportunity

For optimal results local organisations need to collaborate on integrated approaches that promote a safe environment for all. Consonant with the literature as presented in Chapter

Three, this component is premised on the view that a sustainable multi-disciplinary approach that is mobilised around a common vision is central to effective safety at the local level. Key stakeholders include not only a wide range of government agencies but also communities, who should be engaged at all stages of safety planning, implementation and evaluation (Husain 2007).

This component seeks to combine strengths, draw on comparative advantage, utilise mutual benefits, and balance weaknesses relating to the various role players. It acknowledges the wide diversity of factors that contribute to crime, violence and insecurity, by bringing together all those that may influence those factors that are believed to be the causes of crime. It is a vehicle through which to reach consensus, to develop a common understanding, to seek out joint funding and resourcing, and to develop and implement a local safety strategy.

It contributes to a culture of early intervention and offers the opportunity to integrate and mainstream safety and crime prevention into policy and institutions. To create a safe environment that is sustainable, as many collaborators at local level as is possible need to establish a common vision for safety and actively participate in integrated approaches towards achieving this vision.

The tool prompts the capture of data related to those who will contribute to the vision and who will collaborate in the strategic processes as well as implementation. Not all will be necessary for all parts of the process; some may be involved from time to time whereas others will be more central.

Therefore, two issues are important: that all relevant stakeholders should be captured on the system so that they can be engaged in the process when necessary, and that as many as possible should participate in developing a common vision for safety in that local community. The model proposes that a workshop be held where these two issues may be addressed, and for the development of a common vision for safety. The workshop may also provide an opportunity to identify other interested parties.

In practical terms, this tool requires the capture of names, contact details and functions of the individuals who will represent each stakeholder in the local safety process. This databank becomes the basis for communication with stakeholders throughout the process. It should be regularly updated and expanded according to new contacts made and changes to personnel within stakeholders.

5.3.2 A data gathering tool for the capture of local demographic and criminal justice data.

The toolkit does not recommend an attempt at an exhaustive data gathering exercise – in line with systems theory, the model recognises that safety is merely a subsystem of social systems and that the boundaries between safety and other subsystems is porous and hard to define (Holling 2001). Data gathering should not be allowed to become an end in itself and the question should constantly be asked, what will be the value of this data in developing and implementing a safety strategy?

The amount of data that is collected should be appropriate to what data is available, the integrity of available data, the relatedness of the data to community needs and desires (Husain 2007). Data will inevitably overlap with other existing databanks – some data that is captured here and viewed from a safety perspective will for instance be captured in the health sector from a health perspective and in the education sector to inform education programmes and interventions (Frank 2005).

A careful balance must however be set; in asking for certain data, the tool demands a certain level of engagement of stakeholders outside of the safety sector, within the notions of inter-disciplinary linkages and relatedness. The data collection thus in itself contributes to a greater likelihood that the connections will be understood; why demographic information is important to a safety strategy, the link between education and safety (CSIR 2006), etc. It is also often only possible to source this information if contact is made between sectors and this can spark the beginning of collaborative approaches.

In line with International practice (Husain 2007) this tool prompts the gathering of some data, such as:

- Social and demographic information pertinent to the community
  - Demographic trends: population, age, gender, cultural composition, household size, religious affiliation, etc.
  - Social conditions: housing, literacy and education levels, taxation rates, levels of uptake of different kinds of social security, etc.
  - Economic conditions: levels of economic activity, places and nature of economic activity, employee profiles, unemployment rates, etc..
  - Infrastructure and services: health services, schools, social services, sports and recreation, parks and gardens, crèches, etc.

- Sensitive areas in relation to crime and safety: parks, open spaces, commercial areas, drinking taverns, bars and liquor retailers, poorly lit areas, highways, etc.

- Reported crime and crime prevention programmes and activities of criminal justice agencies (Sources: Police, Justice, NPA, Correctional Services)

  - Crime (types, frequency, time of occurrence, place of occurrence).
  - Rates of prosecutions and convictions for the area under review, for each crime type (this information may be available from the National Prosecuting Authority)
  - Correctional information (numbers of offenders being released into the community; types of offences; numbers of offenders and length of sentences as well as those serving sentences in community corrections; etc.

- Social and health data, including service delivery (Sources: Dept. of Health, Dept. of Social Development, Municipality, NGOs, CBOs, FBOs, etc.)

  - Social and health problems in the area e.g. child abuse, family violence, injuries, mental illness, drug and alcohol abuse, drug trafficking, prostitution, homelessness, etc.
  - Public health information: life expectancy, birth and mortality rates, birth weights, youth fitness level, etc.
  - Services provided and the demand for services

- Education information (Source: Dept. of Education, NGOs, etc.)

  - Educational indicators: rates of enrolment in Early Childhood Development (ECD) and formal schooling; school truancy rates, school drop-out rates, pass-rates, etc.
  - School safety information: bullying, crimes reported on school premises, intervention programmes etc.
  - Schools, FET colleges, ECD and other services provided in the area
  - Demand for services

- Infrastructure and Housing (Source: Municipality)

- Features of the built environment: industrial and commercial zones and activities, urban structure (old and new sectors, arteries and roads), housing, roads, new developments, etc.
- Formal and informal settlements, developments etc
- Peri-urban and rural areas: commercial activities and zones; housing, roads, new developments, transport, services etc.
- Public buildings and spaces: use of spaces, levels of maintenance, vandalism, safety issues, services available, security provisions, etc.

- Public Transport Services (Source: Municipality, provincial and national government, transport companies and associations)

  - Coverage of services; safety on public transport and at transport nodes, most problematic crime and safety problems, etc.

- Business and trading (Sources: government, businesses, trading associations, etc.)

  - Business and trading zones, safety issues, theft, fraud, intimidation, victimisation, etc

The tool also suggests capturing of qualitative data through consultative methods that will offer insights of a different kind. An accurate picture of some crime problems will elude police crime statistics and even other formal methodologies such as crime surveys (Du Plessis & Louw 2005). Information on crimes such as rape, domestic violence, child victimisation, abuse of older persons is often difficult to source. Local NGOs and other service providers such as child welfare agencies, rape crisis organisations, victim support services, etc can often provide the best information on these matters. It is important to capture information about services provided by these organisations, the nature and impact of victimisation, the availability and appropriateness of services etc (Crawford-Browne 2008).

Since most crime categories are under-reported (Louw 2007), the wider the discussion about crime and violence, the better the overall understanding. It is also important to understand why people don't report crime; these reasons are often of themselves useful to understanding unsafety in a particular community (Badenhorst 2008).

5.3.3 A data gathering and management tool for the capture and display of objectives, mandates and programmes of the stakeholder group, according to the contribution each makes to a “Safe Community of Opportunity” model.

The tool includes a considerable databank that documents the objectives, mandates and programmes of more than twenty national government departments as they relate to the achievement of a “Safe Community of Opportunity”. This information has also been captured for local government and for the NGO sector. The information regarding the relationship between any one of these entities and the elements that make up the model is accessed via each of the elements. Thus for instance there is a page for each stakeholder, highlighting only the elements with which they have a direct relationship in terms of objective, mandate and programmes.

The inter-relatedness of the elements is however once again emphasised by the overlaps in the relationships between individual stakeholders and individual elements. In almost all cases there are numerous stakeholders connected to numerous elements and each element is connected to numerous stakeholders.

The tool encourages the expansion of this databank through collection of local objectives and mandates as related to the elements. Objectives are generally captured following review of the strategic objectives of any stakeholder, whereas mandates are to be found in policy documents. The tool offers links to websites where such information can be found. These websites often offer insights into programmes as well, but it is sometimes necessary to dig deeper and engage with stakeholders to find all the information required.

The information that populates this tool is attached as **Appendix 12**.

Many interventions claiming to prevent or reduce crime are never evaluated to assess their actual impact on safety. This tool provides the first interface for evaluation of the utility of local interventions, since it requires that any intervention meets at least some of the objectives of the overall model. Here, it is suggested that a good spread of interventions is included (i.e. relating to children, youth, victimisation, environmental design, etc) in the databank, and not only those specifically framed as crime prevention or safety projects.

5.3.4 A visioning tool for the facilitation of a shared vision for a “Safe Community of Opportunity”, guided by the “Breaking the Cycle of Crime and Violence” model and defined by the forty eight elements of the “Safe Community of Opportunity” model.

Dator (1998) recommends that visioning exercises be preceded by some framing of the intention and direction that the vision should take. The visioning exercise in this toolkit is introduced by a presentation of the “Breaking the Cycle of Crime and Violence” model and contained at the end of the exercise by the “Safe Community of Opportunity” model.

The tool guides the user through the process of planning and inviting stakeholders to the visioning workshop. Stakeholders contact details have been captured in Appendix 12. This tool uses that database to generate an automatic list of potential participants in the visioning workshop. The tool also provides a template for the invitation letter and draft agenda; these can be customised by the user according to venue, time and date and any other logistics that may be important. The tool then generates and sends the invitations to all those who have email addresses, and prints faxes or hard copy invitations for those who do not. The tool provides a management function for maintaining a record of responses to the invitation.

The agenda for the workshop suggests that there be a general introductory session during which all participants identify themselves and give an idea of how they perceive their connection to local safety. Weingand suggests that participants also be given an opportunity to air any negative thoughts they may have, early on in the workshop (1995). While this is provided for in the agenda, it must be carefully managed and contained as it can easily overwhelm the essentially optimistic intention of the workshop (Brown 2008). High rates of crime and violence, perceptions of poor police performance and corruption, low expectations of justice and anger at inadequate service provision (Newham 2005, Du Plessis & Louw 2005, CSIR 2006) can seem overwhelming and cause legitimate anger and anxiety (Friedman 1998) but should not be allowed to derail the process.

The tool offers a set of slides for use in the visioning workshop. These include introductory slides and the “Upside Down Three Tiers of Government” slide and the “Breaking the Cycle of Crime and Violence” slides. The tool offers a narrative for the facilitator to use to explain these slides and create the framework for the visioning exercise.

This narrative will ideally be used as background reading by a facilitator who knows enough about the need for local safety strategies and the causes of crime and violence to explain the slides in his/her own words. However if the facilitator does not have this level of understanding, the narrative provides detailed information that leads through each slide sequentially. It is important that during the presentation the facilitator moves the participants

from the causes of crime and violence to the concept of a “Safe Community of Opportunity”. This is the framework for the visioning exercise that will follow.

Once the presentation is complete, the participants are divided into multi-disciplinary groups and asked to draw pictures of “what it looks like when it’s fixed”, a safe community in which there are opportunities for all. It is important to mix the participants and have as varied groups as possible so that each group contains as many different perspectives as is possible. Once again, the facilitator is guided by the tool and a narrative is provided, to ensure that the groups are properly briefed. There is no restriction on the style of drawing; groups can choose to draw using realism, metaphor or symbolism, according to their wishes.

Inevitably, as described in Chapter Four, different groups deliver drawings that are both various and contain common elements. A rapporteur from each group provides feedback, describing what is visible in each drawing. The facilitator must capture what is described on a flip chart, using key words that will later help capture the elements into the toolkit as the objectives that describe their safe community of opportunity. It is important to capture the elements on the flip chart in the session so that participants witness that their inputs have been properly captured.

After the visioning exercise is complete, participants return to their groups to discuss the current status of the community against the elements described in the vision and to identify what and how each participant can contribute to the process. This is also reported back to the plenary group and the facilitator ensures that all contributions are appropriately captured on the flip chart.

The workshop concludes with the identification of actions that involve as many of the participants as possible. These may simply be to connect with others in their environment or to update information available to the facilitator. It may also be that actions relate to the establishment of sub-groups focused on specific aspects of safety, or related to specific existing projects or interventions. It is the job of the facilitator to engage participants for the future.

5.3.5 A data gathering tool for the capture of contextual and specific local needs, goals and objectives, within the forty eight elements of the model; and linked to

5.3.6 Suggested indicators for the measurement of performance towards the achievement of each of the “Safe Community of Opportunity”.

These tools bring the various means of data gathering together into an integrated, although inevitably incomplete (Capra 1995) databank that connects objectives and mandates from national to local, sector to sector, stakeholder to stakeholder, generic to specific, within the system described by the “Safe Community of Opportunity”.

Accessed via any of the entry points prescribed by the tool, being either an individual stakeholder such as a government agency, or by any of the elements in the model, the databank presents linkages with other stakeholders, with other elements and with the model as a whole. The facilitator captures the data resulting from the visioning workshop into the tool, choosing the best fit for each element of the vision, from the range of forty eight elements in the model. He/she may capture an element from the vision in more than one element in the model. Each time an element is captured in this way, it automatically links to the stakeholders who have objectives, mandates or programmes relevant to that element.

The tool also offers a range of indicators for progress against each element. In some cases the indicator may be another element; for instance an indicator for “children fed” may be “peaceful learning”, whereas an indicator for “peaceful learning” may be “young people make good choices” (ICPC 2005). In every instance, the indicators aim to reinforce the inter-relatedness of both elements and stakeholders. Thus even where users of the toolkit may lack an understanding of the web-like nature of these relationships and the inextricability of mutual dependencies (Capra 1995), an integrated approach must be taken.

5.4 Application of the Model

The application of the model relies on an ICT enabled toolkit. In South Africa this often draws the criticism that not all communities have access to ICT, nor are they equipped to utilise ICT. This model is developed within the context of a strategy[23] that promotes the use of community based ICT to straddle the so-called “digital divide” that otherwise broadens the gap between the first and second economies of South Africa and similar environments. The toolkit does not require sophisticated or advanced computer skills and is designed to guide users through the simple steps involved in the process.

5.5 Conclusion

The “Safe Community of Opportunity” model responds to a variety of imperatives in overcoming obstacles to safe communities of opportunity. The model is premised on the

[23] Meraka Institute

need to compensate in developing environments for the lack of protective layers that are in place in developed countries, where communities are less likely to suffer high levels of crime and violence.

The model responds to literature on the causes of crime and violence and on crime prevention, as reviewed in Chapter Three of this study. This literature review demonstrates that crime and violence can only be prevented through a whole-government and whole-society integrative approach (ICPC 2006). It also demonstrates that much is known about both the causes of crime and violence (Hobdell 1996, Karr-Norse & Wiley 1997, Garbarino 1999, Domingo-Swarts 2003, HSRC 2006, etc) and about interventions to prevent crime and violence (Frank 2008, Burton 2008, Biersteker 2008, Dube & Kirsten 2008, Griggs 2003, Marais & Eigelaar-Meets 2009, Muntingh 2008). However, communities remain unsafe (SAPS 2008/2009).

The model therefore draws from systems thinking (Capra 1995, Holling 2001, Brown 2008), the notion of wicked problems (Ritchey 2002), visioning (Weingand 1995, Dator 2002) and design thinking (Pourdehnad et al 2002). A “Safe Community of Opportunity” is described in terms of inter-woven, multi-related elements and stakeholders in an organic and adaptive web.

In recognition of low capacities and limited understanding of the complexity of systems that sustain local safety, the model is enabled through an ICT toolkit that is designed to enable an integrative approach (Krutchen 1995) based on a shared vision of a “Safe Community of Opportunity”. The ICT toolkit aims to prompt and guide local activists through the process of local safety strategy design, incorporating a wide range of stakeholder perspectives, to implementation and measurement of progress.

Chapter 6
Conclusion

This chapter will revisit the research hypotheses of the study. There are:

6.1 Conventional wisdom in national crime and violence prevention strategies has limited application in post-Apartheid South Africa.

6.2 Safety will be achieved through a focus on local contexts, local needs and local systems, that inform national strategies

6.2 South Africa cannot be safe unless we redress the imbalance between prevention and enforcement (social services and criminal justice services)

6.4 Unsafety is a wicked problem that cannot be solved, only dissolved through a more effective and better supported social systems.

6.5 This chapter will provide a reflection on the thesis with particular reference to the significance of the Da Vinci Institute for Technology Management processes for management of technology, management of innovation, the management of people and the management of systems (Da Vinci TIPS methodology) in achieving the model that is the outcome of the study.

In conclusion this chapter will propose the way in which the “Safe Community of Opportunity” model can be used to achieve a safe South Africa.

6.1 Conventional wisdom in national crime and violence prevention strategies has limited application in post-Apartheid South Africa.

The strategies and policies of Apartheid compounded poverty, social fragmentation and insecurity in most communities in South Africa (Wilson & Ramaphele 1989). The security machinery of the government of the day was focused on controlling and suppressing those opposed to Apartheid and not on improving community safety (White Paper on Safety and Security 1998). The majority of communities were deliberately excluded from the “green pastures” of the economy and opportunities were very limited (Tambo 1958). Social services and infrastructure development were focused on white suburban areas and white owned

business districts, often leaving poor communities without even basic services such as water and electricity (Coleman 1998).

For many communities violence was normalised and there were no formal interventions to protect the most vulnerable from the impact of repeated victimisation and a cycle of crime and violence (Higson-Smith 2002). These circumstances combined to result in a society in which there were no protective layers to cushion vulnerable communities from even the most basic criminal activity (NCPS 1996). The NCPS was an attempt by government to redress the imbalance of service provision by the Criminal Justice System to most communities in South Africa, in recognition of these short-comings.

The NCPS acknowledged the increased likelihood of criminality in a post-transformation society, drawing lessons from somewhat similar environments such as Northern Ireland and Russia. It also sought to learn from developed nations such as Canada (1996). However, the NCPS could not address the true complexity of crime and violence in a social system rendered fragile and failing by the Apartheid regime.

The NCPS and the White Paper on Safety and Security (1998) attempted a four pillared approach to crime prevention, with a focus on a number of specific high-priority crime types. This thesis has argued that the combination of a lack of leadership and implementation of both the NCPS and the White Paper contributed to a perceived failure of crime prevention in post-Apartheid South Africa, whereas the failure is of systemic approaches rather than of crime prevention itself. Post-Apartheid South Africa presented a unique unsafety problem so complex that it is only through the application of a whole-government, whole-society vision of safety that safety will be achieved.

This thesis has demonstrated that neither so-called “best practices” from developed countries nor any strategies that ignore the complexity of unsafety and respond to the need for interwoven, whole-society responses based on local experience and vision will succeed in post-Apartheid South Africa.

6.2 Safety will be achieved through a focus on local contexts, local needs and local systems, that inform national strategies

This thesis has demonstrated and has provided supportive arguments from literature that effective safety must involve local perspectives, experiences, visions and actions (Weingand 2005).

The upside-down three tiers of government model described in chapter two has been used to show an alternative paradigm to traditional national strategies, in which national government plays a pivotal and supportive role enacted through political leadership, a statutory framework and an effective treasury function. This model further describes the role of provincial government in terms of local impact; provincial role players are seen to deliver safety through the identification of good practices, networking, the application of resources and appropriate capacity building at local level.

In this model, communities and local governments are the most important stakeholders (Husain 2007), in terms of being beneficiaries, as well as identifying unsafety problems and contributing to a perpetual feedback cycle in which they inform adaptive policies and strategies at a national level.

This model, while newly conceived in this thesis is well supported by international experience as documented in the literature in Chapter Three.

6.3 South Africa cannot be safe unless we redress the balance between prevention and enforcement (social services and criminal justice services)

The failure of the NCPS and the White Paper on Safety and Security has tended to be interpreted as a failure of crime prevention to adequately address unsafety of communities. This interpretation is reflected in the introduction of the National Crime Combating Strategy and the declaration of a “war on crime”, a reactive and punitive approach to crime reduction (2000). It is further evidenced in the recent reversal of transformation efforts in the police, in which the police are to become a “force” again, and in which a para-military approach is once again proposed (BBC News Africa 2009).

This thesis has argued that the failure of the NCPS and the White Paper on Safety and Security is not a failure of crime prevention, but a failure of leadership, investment and implementation. This is partly as a result of the over-simplification of the complexity of crime and violence in the White Paper response to the NCPS and partly a result of an under-estimation of the deep impact of the fragility of the social system that was the result of Apartheid (Wilson & Ramaphele 1989, Coleman 1989, Simpson 1996, Higson-Smith 2002).

In South Africa today, despite widespread poverty, unemployment, low levels of literacy and skills development, high levels of truancy (Burton 2008), high levels of accidental pregnancy

(Marais & Eigelaar-Meets 2009), HIV (HSRC 2006), child-headed households (Biersteker 2008) and other risk factors as identified in the "Breaking the Cycle of Crime and Violence" model presented in Chapter Four, there are fewer than 12 000 practicing social workers, while there are more than 182 000 police (CSIR 2009). This imbalance perpetuates the fragility of local social fabric and the vulnerability of many communities.

This thesis proposes both the widespread collaboration of all sectors in a model for a "Safe Community of Opportunity" and the recruitment of communities in the design and achievement of their own vision of safe communities. The connection between safety and opportunity is central to the model in recognition that only where community members find opportunities within their community will they be able to improve their circumstances where they are rather then seeking opportunities elsewhere, thus perpetuating the instability that rocks so many communities. This approach requires recognition and substantive support from government at all levels.

6.4 Unsafety is a wicked problem that cannot be solved, only dissolved through a more effective social systems

A very large number of the world's child population is exposed to victimisation that is compounded by various risk factors and adverse conditions that will make them vulnerable to engage in criminal behaviour and become criminals. Society tends to ignore the needs of children while they are vulnerable victims, but once they tip over into offending behaviour, they are quickly identified as a problem and society demands that the police act against them (Holtmann 2008). Once children have offended they are often stripped of their status as children and the right to be treated as children. Even their own communities demand that they be treated (punished) like adults; the courts often treat them as miniature adults (Badenhorst 2009).

The risks that define their lives make it likely that they will become parents at an age and stage in their lives when they are inadequately prepared to break this cycle, and so it goes on.

Families need to be cradles of nurture. Communities must be built on the foundation of caring, functional families. To achieve such communities, we need governments to focus on providing practical supportive leadership in developing protective layers of social fabric and opportunity for all. The challenges of the future include new aspects such as the impact of

climate change on poor communities and the harsh reality of exclusion for many communities from the opportunities implicit in the age of technology and globalisation.

Before we even contemplate these vast issues, we need to pause and acknowledge that despite our best efforts, we have not yet achieved the basic precondition for safety, the family as a cradle of nurture.

The complexity of these issues is such that there is no single solution, nor will any linear strategy assist in relieving the problem of unsafety. It is therefore that this thesis has drawn extensively from systems theory and design thinking (Capra 1995, Pourdehnad et al 2002, Brown 2008) in developing the model “a safe community of opportunity”.

6.5 Safe Communities of Opportunity; a strategy for a safe South Africa

The model a “Safe Community of Opportunity” offers local practitioners the tools to design and implement local safety strategies in response to local experiences and identification of local unsafety issues.

The model provides an approach and toolkit that encourages data capture in broadly generic data sets, as well as suggesting common indicators for progress. This enables comparison from one community to another, and the sharing of good practice and networking of learnings about what does and does not work at local level. The toolkit however also encourages customisation and local adaptation according to the vision, needs and desires of local actors and stakeholders.

The model is adaptive both to local environments and to progress of communities towards the vision of a “Safe Community of Opportunity”. Feedback to national government will provide greatly improved understanding of unsafety and the collaborative and integrative approaches required for safety. This in turn will allow national government to appropriately adapt the national policies and treasury allocations that will support ongoing progress. Provincial governments will build a valuable resource of good practice, capable capacity and networked communities that will speed progress towards safety.

Properly implemented and supported by provincial and national government the model is the core of a national strategy that is responsive to both the complexity of unsafety and the needs of individual communities.

6.6 Recommendations and Conclusions

The intention of the study was to propose a strategy for a safe South Africa. The study used the outcomes of earlier work as a platform from which to develop terms of reference for and contain study. This provided a clear indication of direction for the study; the baseline "Breaking the Cycle of Crime and Violence" model presented crime and violence in terms of political, social and economic causes and with a strong bias towards prevention rather than enforcement interventions. This was discussed in detail in Chapter Four.

The outcome of the study was a model for a "Safe Community of Opportunity" intended as the core of a strategy for a safe South Africa; the argument for local safety strategies as the basis for a national strategy is presented in Chapter Two.

It was explained in Chapter One that the low priority of law enforcement issues was not intended to indicate a belief that law enforcement and criminal justice were not important, but that they were not instrumental to this study. It was argued that this lack of attention to criminal justice matters was more than balanced by a strong bias in favour of criminal justice in many other studies. Government strategies and programmes also tended to prioritise law enforcement and criminal justice approaches.

A basic premise of the study was that there was an overwhelming imbalance in expenditure by the state in favour of criminal justice responses. This was often at the cost of institutions, capacities, programmes and interventions aimed at prevention.

Thus as discussed in the Chapter Three, the police for instance have over 182 000 members, while there are less than 12 000 social workers practicing in South Africa. The "Breaking the Cycle of Crime and Violence" model differentiates prevention spend as investment; whereas there is no return on spend on enforcement. A guiding principle of this study is that redressing this imbalance is essential to a safe South Africa.

An early learning in the course of the study provided a further parameter for the thesis. This came about as a result of reviewing the history of crime prevention and related strategies in post-Apartheid South Africa. It emerged that strategies had been hierarchical in nature, with national priorities and programmes 'cascading' to provincial and local level, often unrecognisable by the time they emerged from the slide down the pyramid of government.

As debated in Chapter Two, the National Crime Prevention Strategy (NCPS) was significant more in intention at the national level than in impact at local level; the complexity of coordination required to enable implementation crippled the stakeholders and made it unlikely that there would be successful outcomes.

The White Paper on Safety and Security attempted a detailed organisational design with the intention of enabling implementation, but this design was itself never implemented. While national debates raged, local communities remained unsafe.

Chapter Two explored and adopted an “Upside Down Three Tiers of Government” model, in which it reversed the hierarchy. National government became the pivot on which the balance of safety and unsafety in South Africa would be dependent.

If National Government used the tools available, namely political leadership, a policy and statutory framework and effective treasury allocations, this would enable the useful activation of the virtual environment of provincial government, to deliver at local level through identification of good practices, networking across communities, building and providing capacity and effectively allocating resources for local action. This led the study into its ultimate direction; the proposal of a local model based on local understanding, local desires and local actions supported by the other tiers of government and not the other way around.

This approach was further strengthened by understandings that emerged through the consultations that informed the study, as presented in Chapter Four. It emerged that for many communities, there was a low level of expectation and hope of their own community improving or offering opportunities for betterment, greater prosperity, and improved education for their children, better housing or indeed a better life. This state of mind led to actions that fulfilled these expectations; anyone who could, would aim to move on from their community rather than contribute to making it better, thus stripping it of its most useful human assets and investments.

People reported that they sent their children to schools outside of the community, sought to work outside of the community, spent whatever disposable income they had outside of the community and hoped ultimately to live in a “better” community elsewhere. Thus there was no sense that the place where they were could be the place in which they wanted to be. The local model therefore was adapted to be not just a model for a safe community but significantly, a model for a safe community of opportunity.

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In identifying the model “a safe community of opportunity” the study leaned towards identifying local government as the champion for local safety. While the study recognises that local government is often not appropriately equipped or capacitated to provide such leadership, this difficulty is not regarded as insurmountable and neither is it perceived that the capacity would be more easily found if any one of a range of other potential leadership institutions is identified.

Local governments typically include some version of a safe community, safe town, safe city in their visions, and have natural responsibility for the quality of life of citizens, including many aspects of safety. The model activates this vision.

The model acknowledges that safety is complex and that there is very limited skilled and knowledgeable capacity to lead what are often multifaceted and by their nature systemic local safety strategies and interventions. This challenge is addressed in the model through the harnessing of information and communication technology (ICT) to present a simple and easy-to-use toolkit that guides, supports and encourages learning through a step-by-step process for which very low levels of existing skills and knowledge are required.

Despite the comprehensive nature of the ICT toolkit, innovation is encouraged throughout the process. The model is flexible and adaptive. It is seen as providing and opportunity for both capacity building at local level and for delivery in a high-profile, high-priority area.

The “Upside Down Three Tiers of Government” model described in Chapter Two envisages local government as having functions of premier importance for communities. This can only happen and be sustained if models such as the “Safe Community of Opportunity” are provided in an innovative and supportive way, enabling delivery through technology rather than making additional demands on already over-burdened, under-skilled officials.

The model “Safe Community of Opportunity” emerged through the interweaving of a number of projects and processes.

The Action for a Safe South Africa initiative seemed at the time to offer the most significant opportunity for taking the process forward; the coming together of leaders from sectors with which crime practitioners had not previously engaged in any substantive way. Crime- and violence-prevention community of practitioners, academics and experts embraced the process with extraordinary generosity, setting aside protective walls and working together to produce collective recommendations and “big ideas” for making South Africa safe.

The political and business leaders applied business principles of traditional strategic planning to crime and violence prevention knowledge; as a result, the “Breaking the Cycle of Crime and Violence” model was deemed to indicate too many intervention points and was simplified into what was seen as a more appropriate business-like model with only eight focus areas.

This was later reversed in the development of the “Safe Community of Opportunity” model; it was quickly apparent as described in Chapter Four that while it was agreed that collaboration was essential to a successful model, the simplification into eight areas was counter-productive; it provided enough collaboration within each area to reduce the need for and therefore discourage collaboration amongst the eight focus areas themselves.

This had the effect of changing the dynamic of the model and rendering the system flawed; there was for instance a decision by the leadership of AFSSA to work only in the area of youth, which decision countered the basic principle of the model, which was that it could be addressed only as an inter-connected system. This learning was important and provided a demonstration of why the system could not be simplified for simplification sake.

Differences between the crime prevention community and the other sectors came to a head when the project leader Roelf Meyer wanted to accept funding from South African Breweries, the country’s leading brewer and supplier of beer. The academics, practitioners and experts objected with one voice and threatened to remove their work from the publication that would be funded by the brewer.

The ethical considerations of the expert group withstood a more opportunistic business approach. Meyer regarded this as a last straw in a series of irritations that resulted from different approaches to various issues and he withdrew from AFSSA, setting up a Foundation for a Safe South Africa to fund youth zones, one of the ideas that had been generated through AFSSA.

The learning from AFSSA that contributes to this study is on one hand positive and extensive, in terms of the collective learning achieved during the process, and on the other negative in terms of the failure of the crime prevention community and ultimately safety in South Africa to benefit in real terms from the expertise of other sectors.

The systemic nature of the model “Safe Community of Opportunity” is inherent in the complexity of both problem and stakeholders, and emerges as a result of synthesis of widespread and extensive consultation and conversations with many service providers, stakeholders and community members across the socio-economic spectrum. The model plots the relationships that exist amongst the elements and stakeholders yet the toolkit presents a simple façade that enables a systemic approach and process without any overt reference to the theories that underlie it. A local practitioner will benefit from the systemic approach without have to be aware that he/she is learning to act in a systemic way in following the process.

It is interesting that the outcomes of the visioning exercises and community consultations described in Chapter Four are for the most part in accord with the recommendations of the literature reviewed in Chapter Three. This supports the notion that local citizens understand what makes them unsafe and understand the relationships between causes and outcomes. Whereas often quantitative data is either unavailable or lacks integrity and may even skew the understanding of local unsafety, community conversations often provide rich and relevant qualitative information at least adequate for the design and planning of local safety.

The toolkit provides interactive façades that engage each of 25 South African government departments and the NGO sector, highlighting the relationship between each stakeholder and the elements with which it has the most significant and direct relationships. In two cases, that of the Department of Social Development and that of the NGO sector, the façade is further detailed to support additional complexity in their relationships with the elements.

These facades are provided as a slide presentation annexed to this study (Appendix 14). The slides present the “breaking the cycle of violence model”, “the upside-down three tiers of government” model and the “Safe Community of Opportunity” model in presentation format. The model is described in detail in Chapter 5 and should also be read in conjunction with the Framework (Appendix 12) and a selection of screen shots from the ICT Toolkit (Appendix 13).

The model requires careful implementation. Unsafety is an international issue with local impact on communities worldwide. More and more, frustration at ineffectual national strategies is played out in activism at local level. Some times such action is misguided and often it results in low success against high effort.

The “Safe Community of Opportunity” model does not claim to be the solution, nor does it claim completeness. It offers instead a supportive and empathetic toolkit to assist local practitioners to design, plan and implement local safety strategies that are based on good science, are appropriately systemic and are guided through simple, easy-to-use processes towards well-supported outcomes.

The toolkit offers the opportunity for networking and comparability across communities; it is adaptive and anticipates improvement and innovation through usage.

It is important that the model should not be annexed by the security or criminal justice sectors. For the innovation inherent in the approach and the toolkit to have maximum value it is vital that the responsibility for a “Safe Community of Opportunity” should vest with whole-government and whole-society.

It is recommended that the model be institutionalised at local government level. While local government has natural responsibility for some aspects of local safety, including for instance delivery of essential services, provision of safe public places and transport, it must also collaborate with civil society, provincial and national government departments to access and/or deliver other aspects of local safety.

It is therefore appropriate for the “Safe Community of Opportunity” to be housed in the Mayor’s office and to be subjected to both the governance and accountability rules of local government. Only local actors can properly inform and enable local safety strategies, requiring both political championship of the Mayor, and the engagement of the widest possible range of participants in various and many collaborations.

The toolkit is thus designed to support the South African local government Integrated Development Plan (IDP). The IDP is an essential planning tool for government, containing the plans, budgetary requirements and progress reports for local government functions. This therefore offers the opportunity for local safety to be entrenched within the planning and treasury functions of local government and ensures that local governments will have local safety as a key performance measure aligned to future budgets. The national Urban Renewal Programme also provides apt opportunities for implementation and this is currently being explored.

Local Safety Plans are in their infancy in South Africa. While the researcher and her team at the CSIR have used aspects of the methodologies outlined in this study to facilitate the

development of plans in a number of environments, it is too early to provide definitive longitudinal evidence that such plans will deliver sustainable safety. The model enables a significant opportunity for building a body of evidence that is also comparable from one municipality to the next and is desperately needed to further safety planning and implementation.

Importantly, the model also provides a context for linking local learning to the provincial and national tiers of government. The development of a Social Crime Prevention framework for the DSD based on the model provides a natural connection; what will be monitored at national level is what is planned and implemented at local level. This alignment will shift understanding and prioritisation of budgets and capacity in favour of local needs and actions.

The model is easily adapted for use in other countries. The researcher is committed to strengthening existing relationships with organisations such as the Open Society Institute, UN Habitat and the International Centre for Prevention of Crime to establish international collaborations and adaptations so that the model can be informed, improved and adapted through international experience as well as that in South Africa. This process is well under way.

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Appendices

Appendix 1: Central Karoo Interventions

These interventions include existing interventions in the Province – information is based on Integrated Family Plan for the Department of Social Services and Poverty Alleviation, Western Cape Existing programmes on Family Life within Provinces and Initiating Family Preservation Programmes within Nodal Points and Integrated Sustainable Rural Development Programme).

INTERVENTION (PROGRAMME AND/OR PROJECTS): (1) Formalisation of multi-disciplinary **Local Crime Prevention Partnership**(s) - LCPPs	
LEAD AGENCY/AGENCIES	Municipalities (Municipal Managers), Dept of Local Government and Housing and Dept of Community Safety
KEY ROLE PLAYERS	SAPS, CPFs, Social Services and Poverty Alleviation, Health, DCS, DoJ, DoE, CDWs, NGOs, FBOs, Business, Farmers Associations and GCIS
ACTION STEPS	Establish LCPPs
INDICATOR	1. Signed partnership agreement (MOU) 2. B & C approval of IDPs (annually) 3. Strategy is regular ISRDP agenda item
RESPONSIBILITY	1. Identify LCPP Coordinator at B & C levels 2. Mainstream strategy at PIMMS in support of ISRDP Nodal Management Committee 3. Facilitate establishment of LCPPs in each Municipality
EXISTING PROGRAMMES	ISRDP Nodal Management Committee or Community Safety Forums (CSFs)

INTERVENTION (PROGRAMME AND/OR PROJECTS): (2) Implement WC Liquor Policy and Support Programme	
LEAD AGENCY/AGENCIES	SAPS, Liquor Board, Social Services and Poverty Alleviation (SSPV), Health, Economic Development & Tourism (EDT), UNODC
KEY ROLE PLAYERS	SAPS (Area and Provincial), CPFs, PIMMS, DoJ, NGOs, FBOs, Consultants, School-based service providers and LDAAC members
ACTION STEPS	1. Implement Liquor Policy and Support Programme 2. Establish a Local Drug and Alcohol Action Committee (LDAAC) – identify partners, prepare strategy and business plan for LDAAC

INDICATOR	1. Agree criteria for licensing (includes consultation on spatial plan) and clear and transparent processing of liquor licenses 2. Reduction of unlicensed and licensed premises 3. Reduction of alcohol sales on all-pay days 4. Reduction of alcohol-related crimes, arrests and convictions (DoJ)
RESPONSIBILITY	1. Training of officials (SAPS, Justice, Education, Liquor Board, SSPV and Health) 2. Coordination of LDAAC 3. Support IDP implementation policy 4. Municipal guidance for model planning 5. School support programmes – includes establishment of School Drug Committee 6. Link-up with existing programmes, such as Moratorium on public sale and possession on all-pay days 7. Enforcement of liquor law/regulations (Area and Provincial level) – with set targets 8. Awareness of out-patient family support programmes (SSPV and Health) 9. Coordinate all-pay day initiatives (in particular grant payments by SSPV) 10. Inpatient de-tox facilities in each town (Health) 11. Protection and visibility – particularly during all-pay days 12. Monitor progress (impact of enforcement) 13. M&E – includes framework for enforcement (SAPS Provincial and Area, Liquor Board, EDT and PIMMS)
EXISTING PROGRAMMES	1. Cape Town Drug Centre's 12-step programmes 2. Child Support and Protection Programmes (FBOs)

INTERVENTION (PROGRAMME AND/OR PROJECTS): (3) Communication and Community Mobilisation Strategy	
LEAD AGENCY/AGENCIES	Municipalities (Municipal Managers), Dept of Community Safety, PIMMS, SAPS (Area) and CDWs
KEY ROLE PLAYERS	SAPS, CPFs, Social Services and Poverty Alleviation, NGOs, FBOs, Consultants, PIMMS and GCIS
ACTION STEPS	Development of a Communication and Community Mobilisation Strategy
INDICATOR	1. Community participation and sustained partnership actions 2. CDWs capacitated to market strategy
RESPONSIBILITY	1. Municipality should appoint Communication Coordinator (C Level) – with assist from Dept Community Safety 2. Monitoring and Evaluation (M&E) - PIMMS 3. Develop Terms of Reference (TOR) for strategy 4. Establish project(s) 5. Strategy implementation support **Commission consultants to:** 1. Identify Communication Task Team (CTT) 2. Coordinate CTT 3. Develop Strategy 4. Liaise with LCPP 5. Implement Communication Strategy
EXISTING PROGRAMMES	1. Neighbourhood Response Committee (hosted workshops with community members) – Department of social service & poverty alleviation 2. Community Home-Based Care Programme 3. Victim Support - equipping rural areas and marginalised communities with resources to support victims of domestic violence and older persons. 4. Multi-purpose Centre – community based facility and one stop government service centre

INTERVENTION (PROGRAMME AND/OR PROJECTS): (4) "Keep the Busy" – Youth (Development and at Risk)	
LEAD AGENCY/AGENCIES	Municipality, SAPS, Cultural Affairs and Sports (CAS), Economic Development & Tourism (EDT), Dept of Labour (DoL), Education (DoE), CDWs and Premier's Office: Youth Desk, Youth Commission
KEY ROLE PLAYERS	Spoornet, DCS, DoJ, Business, NGOs, FBOs, National Parks Board, Farmers Associations
ACTION STEPS	1. Establish 'walking clubs' – Municipality and EDT 2. Establish a Youth Crime Prevention Partnership (YCPP) 3. Establish new programmes and initiatives such as craft bursary programme, craft initiatives, choirs, golf development and swimming programme.
INDICATOR	
RESPONSIBILITY	1. Capacitate local youth people on sport management (management of stadiums) (CAS) 2. Capacitate local tourism initiatives – liaise with tourism bodies and identify opportunities: open air restaurants, stations museums and coffee shops (EDT and Spoornet) 3. Create training opportunities – such as website design and management, research skills development, storytelling, chefs and arts (DoL) 4. Facilitate workshops with youth (Grade 9 and 10) topic focused on different social problems, teen abuse/sexuality, drug and alcohol abuse. 5. Diversion programme for youth in conflict with the law

EXISTING PROGRAMMES	1. Adopt-a-cop, youth programmes and sports against crime (SAPS) – includes Sports Complex project in Beaufort West 2. Reintegration programmes (DCS) 3. Diversion programmes (DoJ) 4. Local youth support programme (Premiers Office – Youth Desk) 5. Data base – Link 'juveniles'/young offender with church youth leaders - Department of Social Service & Poverty Alleviation 6. Inter-generational Programme- Department of Social Service & Poverty Alleviation 7. SAY STOP programme- - Department of Social Service & Poverty Alleviation 8. Youth /children dialogue to discuss in their towns - Department of Social Service & Poverty Alleviation 9. Youth-in Control Programme 10. YES Programme 11. Programmes dealing with out of school youth and their families 12. CDW youth interfacing programme 13. Chrysalis youth programme 14. Youth development learnership

INTERVENTION (PROGRAMME AND/OR PROJECTS): (5) Tourism	
LEAD AGENCY/AGENCIES	Department of environmental Affairs & development planning, Department of Local Government
KEY ROLE PLAYERS	Business sector, NGOs, CBOs, service providers
ACTION STEPS	Establish tourism projects (crafts and arts) – Municipality and EDT
INDICATOR	
RESPONSIBILITY	1. Provide families/women with necessary support and resources to meet the challenges they face 2. Educate parents 3. Cleaner environment, job creation and waist collection 4. Awareness, surrounding environmental issues and promotion of cleaning campaigns 5. Clean-up initiatives by schools and environmental education awareness 6. Intervention strategy that would create job opportunities, tourism attraction, skills training and development

EXISTING PROGRAMMES	1. WECCO: Waist minimization 2. WECCO: Recycling/ waist minimization 3. Arts and craft village

INTERVENTION (PROGRAMME AND/OR PROJECTS): (6) Children	
LEAD AGENCY/AGENCIES	Department of social service and poverty alleviation (Beaufort West), DoE
KEY ROLE PLAYERS	NGOs, School-based programmes (Youth crime prevention, and development), service providers
ACTION STEPS	
INDICATOR	
RESPONSIBILITY	1. Provision of community based programme for children in need of residential care 2. Educational talks with 2 schools in Prince Albert in conjunction with SAPS in terms of crime prevention 3. Strengthening of existing street children project
EXISTING PROGRAMMES	1. Impact of HIV/AIDS on children and families infected and affected (FAMSA) 2. Child protection 3. After hours child protection 4. Street children 5. Neighbourhood response for child abuse and neglect 6. Fun run/walk against child abuse 7. Children rights demonstration 8. Colour-In competition against child abuse

INTERVENTION (PROGRAMME AND/OR PROJECTS):(7) Women	
LEAD AGENCY/AGENCIES	Department of social service and poverty alleviation (Beaufort West), DoH
KEY ROLE PLAYERS	DoE, SAPS, NGOs, CBOs and FBOs
ACTION STEPS	
INDICATOR	
RESPONSIBILITY	1. Provide families/women with necessary support and resources to meet the challenges they face 2. Facilitate the empowerment of women 3. An integrated programme to address needs of abused women 4. Provide shelter to destitute women and children and empower women to be independent
EXISTING PROGRAMMES	1. Skills development 2. Support group facilitation/ development at Masiphuhlisane community centre 3. Grandmother against poverty and AIDS (GAPA) 4. Heaven shelter 5. Empowerment of women on farms 6. Domestic violence training programme

INTERVENTION (PROGRAMME AND/OR PROJECTS): (8) Elderly	
LEAD AGENCY/AGENCIES	Department of social service and poverty alleviation (Beaufort West), DoH
KEY ROLE PLAYERS	Service providers, Home for the Aged, CBOs and FBOs
ACTION STEPS	Support Safer Senior Forum
INDICATOR	
RESPONSIBILITY	1. Service responsible for investigating reported cases of elderly abuse

EXISTING PROGRAMMES	2. Heal investigation - Department of Social Service and Poverty Alleviation 3. Dial a ride - Department of Social Service and Poverty Alleviation 4. Screening of the aged - Department of Social Service and Poverty Alleviation 5. Older persons week - Department of Social Service and Poverty Alleviation

INTERVENTION (PROGRAMME AND/OR PROJECTS): (9) Family	
LEAD AGENCY/AGENCIES	Department of social service and poverty alleviation (Beaufort West)
KEY ROLE PLAYERS	DoE, SAPS, Health
ACTION STEPS	Establish support group for alcoholics (Department of Social Service and Poverty Alleviation)
INDICATOR	
RESPONSIBILITY	1. Equip parents with coping skills and provide a service to preserve family life 2. Providing parents with the skills to contribute to the development, safety and protection of vulnerable children 3. Educate the parents and families 4. Conferencing with families of youth in conflict with the law 5. Provide families with necessary support and resources to meet their challenges 6. Workshop with parents on farm-substance abuse
EXISTING PROGRAMMES	1. Crisis line 2. Parent centre 3. Parenting skills 4. Family preservation

Appendix 2: List of Presentations

Strategy for a Safe South Africa: Punitive justice won't make us safe
Highveld Forum, Johannesburg, March 2007

Alcohol and unsafe Communities; what's the link?
Kliptown Shebeens Workshop, March 2007

Strategy for a Safe South Africa: A Research Agenda for CSIR: Defence, Peace, Safety & Security (DPSS), Safety & Security
NRF, March 2007

Working together to make South Africa Safe
Common Purpose, May 2007

Breaking the cycle of crime and violence; the role of the police
SAPS, ICPC, CSIR Seminar, May 2007

Breaking the cycle of crime and violence; a schools perspective
SA Good News Schools Together Workshop, June 2007

Breaking the cycle of crime and violence; contributing to safe tourism
EMBOK Conference, July 2007

Safe Transport, safe society
Transport Conference, July 2007

Putting victims of crime in the spotlight
Primedia workshop, July 2007

Breaking the cycle of crime and violence
Arup Engineering, July 2007

Breaking the cycle of crime and violence
SAPS Crime Prevention Management Team, July 2007

Women's vulnerability in finding security solutions
CSIR Woman's Day Event, August 2007

Breaking the cycle of violence
UCT Criminology Seminar, August 2007

Making South Africa Safe
Bryanston Methodist Church September 2007

Breaking the cycle of violence
HSRC Community Safety Conference, September 2007

Breaking the cycle of violence
ABSA Board meeting, November 2007

Safe clean public toilets; essential to safety of women
AFRISAN Conference, February 2008

Crime Prevention and safety models
Mpumalanga, February 2008

Making South Africa safe, a role for everyone
Speakers Corner, April 2008

Making South Africa safe; breaking the cycle of violence
Gordon Institute for Business Science, FORUM, April 2008

Breaking the Cycle of Crime and Violence; a South African Approach
Canadian Association of Police Chiefs, Annual Crime Prevention meeting, Nova Scotia, April 2008

Breaking the Cycle of Crime and Violence; a South African Approach
National Crime Prevention Centre Seminar, Ottawa, April 2008

Breaking the cycle of violence
FNB Advanced Leadership Programme May 2008

Breaking the cycle of violence for a safe South Africa
Edward de Bono workshop, Gordon Institute for Business Science, June 2008

Briefing to the American Chamber of Commerce
June 2008

Action for a safe South Africa: *breaking the cycle of crime and violence; a safe society for all*
Symphonia workshop, June 2008

Action for a safe South Africa: *breaking the cycle of crime and violence; a safe society for all*
Common Purpose, June 2008

The cycle of poverty and violence in South Africa
Institute of Directors Annual Conference, July 2008

Women and safety in times of violence
National Council of Women, July 2008

Action for a safe South Africa: *breaking the cycle of crime and violence; a safe society for all*
Second Innings, August 2008

Action for a safe South Africa: *breaking the cycle of crime and violence; a safe society for all*
Johannesburg Child Welfare Society: Women in Business, August 2008

Action for a safe South Africa: *breaking the cycle of crime and violence; a safe society for all*
AFSSA National Convention August 2008

Action for a safe South Africa: breaking the cycle of crime and violence; a safe society for all
HW Seta AGM, Nelspruit, September 2008

Action for a safe South Africa
PRISA Annual Conference, September 2008
Action for a safe South Africa
Leadership Forum, October 2008

Everyone has a role in making South Africa safe
City of Joburg Silence the violence graduation, October 2008

Action for a safe South Africa: breaking the cycle of crime and violence;
promoting local safety strategies
Eskom Foundation, October 2008

Action for a safe South Africa: breaking the cycle of crime and violence; a safe society for all
University of Pretoria, October 2008

Action for a safe South Africa: breaking the cycle of crime and violence; a safe society for all
POPCRU Summit October 2008

Action for a safe South Africa: breaking the cycle of crime and violence; a safe society for all
NAPTOSA October 2008

Action for a safe South Africa: breaking the cycle of crime and violence; a safe society for all
Camps Bay High School, October 2008

Action for a safe South Africa: breaking the cycle of crime and violence; a safe society for all
Social Justice Coalition October 2008

Medidas para una Sudáfrica segura:
rompiendo el ciclo del crimen y la violencia; una sociedad segura para todos
ICPC Congreso, Queretaro, Mexico: agosto de 2008

Action for a safe South Africa: breaking the cycle of crime and violence;
a safe society for all
Open Society Foundation Board, November 2008

Action for a safe South Africa: breaking the cycle of crime and violence;
a safe society for all
SA Tourism, November 2008

Action for a safe South Africa: breaking the cycle of crime and violence;
redefining our expectations of boys and men
RAPCAN Seminar, December 2008

Action for a safe South Africa
UN VEP Summit, December 2008

Action for a safe South Africa
Eesterus CPF, December 2008

Action for a safe South Africa: *breaking the cycle of crime and violence; a safe society for all*
DeLoittes Seminar, December 2008

Breaking the cycle of violence
Goethe Institute, March 2009

Action for a safe South Africa: *breaking the cycle of crime and violence; a safe society for all*
DG Murray Trust Board meeting, April 2009

Action for a safe South Africa: *breaking the cycle of crime and violence; a safe society for all*
FNB Advanced leadership programme, April 2009

SAPS Local Safety Plans:
SAPS Senior Management Workshop May 2009

Crime Prevention Seminar
UCT Criminology Honours Students, May 2009

Multiplying the power of One: Activists for a Safe Muizenberg
May 2009

Action for a safe South Africa; the first steps
Common Purpose, May 2009

Breaking the cycle of violence
Mnet meeting, May 2009

A safe South Africa: more love less anger
UA3, June 2009

A safe South Africa: more love less anger, & a role for everyone
PASCAP Youth Day Celebration, June 2009

Action for a safe South Africa: breaking the cycle of crime and violence; a safe society for all & building local safety partnerships
GTZ, July 2009

Safe Communities of Opportunity
DSD Social Workers Workshop, August 2009

Safe Communities of Opportunity model; Local Safety Plans
WC Provincial Government Launch of Safety Plan Project, September 2009

Safe Communities of Opportunity
City of Cape Town Urban Renewal Project Workshop, September 2009

Safe Communities of Opportunity
Investec Leadership Course, Gordon Institute for Business Science, September 2009

Safe Communities of Opportunity
Social Justice Coalition Grootboom Lecture, September 2009

Appendix 3: Presentation to IMC Board of Trustees

A SAFE SOUTH AFRICA

- How unsafe are we?
- What has been done to make us safer?
- What is a Safe South Africa?
- An understanding of the cycle of crime, violence and distrust
- Breaking the cycle; investing in safety
- What to do?

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CRIME IN SOUTH AFRICA:

Recorded crimes:

- **2, 200 000** priority crimes reported in 2005/2006 (up from 1 900 000)
- 681000 contact crimes (includes murder, attempted murder, hijacking, rape: 43% of rape, 23 000 recorded rapes of girls under 18)
- **430 000 theft not mentioned elsewhere (down from 520 000)**
- 800 000 contact related and property related (includes theft out of/of motor vehicles, housebreaking, burglary residential and business)

Some features:

- Most crimes significantly under-reported (contact crimes 30-60%, theft 40-60%, car theft 3%)
- 47% homicide victims register over limit for alcohol at time of death
- 62% homicides committed with guns
- 66 guns a day lost or stolen from legal to illegal pool, enabling an estimated 192 000 new violent crimes in the course of last year – or 528 a day

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WHAT HAS BEEN DONE

- Billions of rands spent for improved safety for SA, yet we are apparently no safer.
- Most state investment has been to improve the efficiency of the Criminal Justice System (CJS).
- Spend on Private Security in 2005/2006 R46 Billion
- The NCPS (1996) and subsequent policies proposed investment in crime prevention as well as in the CJS.
- In the face of continuing unacceptable levels of crime and violence:
  - **current efforts to make SA safe are either not enough,**
  - **not good enough**
  - **or not the right efforts**.

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WHAT KIND OF A PERSON…….

- ….. “Teenager being questioned about 6-year-old girls murder”
- ….. “Girl wakes-up from coma after surviving bloody attack”
- ….. “Triple murder in Johannesburg”
- …..”Gang of youths strip two young men naked on the side of the road, and shoot them “execution style”
- …..”Woman dragged through garden and shot”
- …..“A gang of young men rape and murder a grandmother, mother and baby”
- ….“Gang of young men kidnap and rape a little girl of three”
- ….“Gang holds a group of three at gunpoint, strips them naked, shoots two dead, one survives”
- …..“Man forced to watch as gang rapes girlfriend”

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WHAT DOES IT LOOK LIKE WHEN ITS FIXED?

- Children play safely in the street of the leafy suburbs…. lawns lead down to picket fences …. parents sit by open doors preparing supper that will be eaten in garden…. the sound of laughter and street cricket or football… bicycles lean against the pavement….visits to the theatre….picnics in the park
- Or a fortress? Armed response… electric fences….surveillance cameras…. guns…. boom gates ….exclusion….burglar bars ….security gates….alarms
- Changing behaviour and aspirations
- Growing demand for more and more punitive justice approach
- 60 000 more police by 2010
- R46 billion on private security last year; how much more next year?
- Driven by fear and distrust

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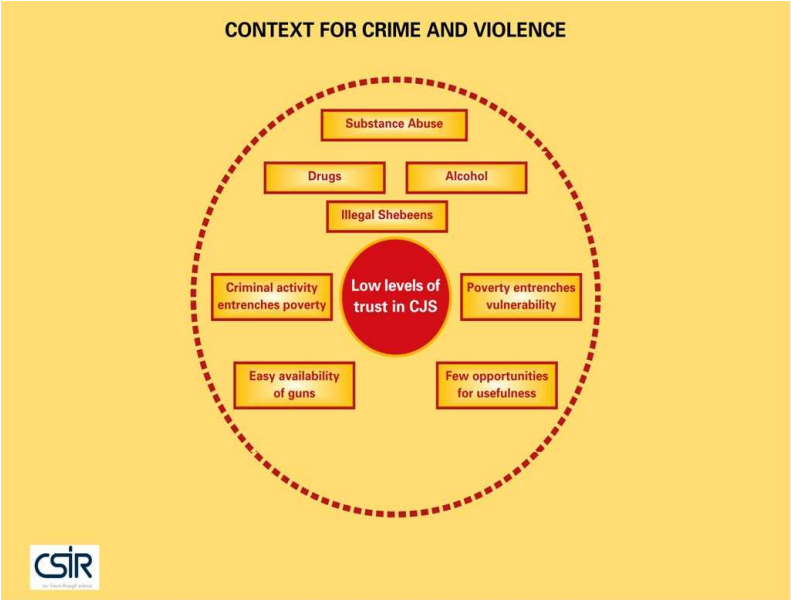
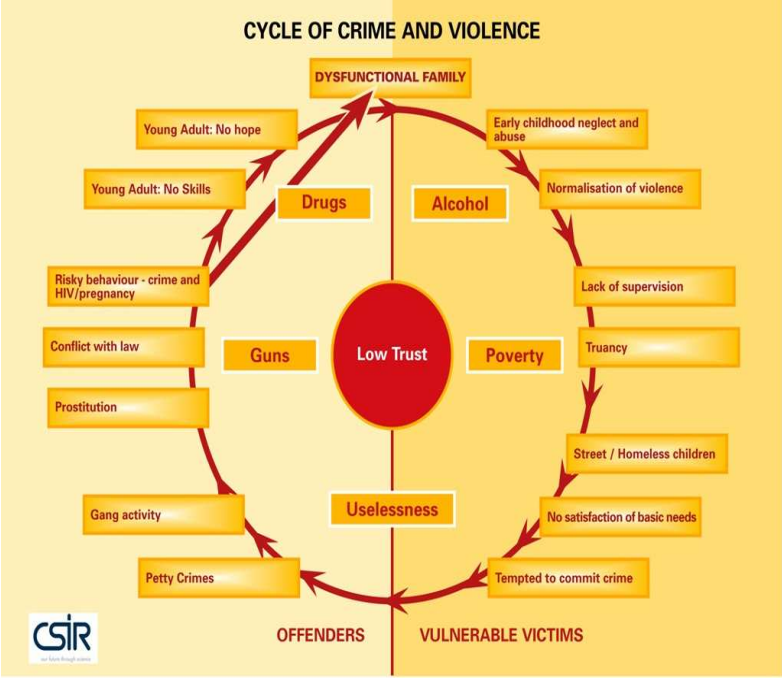
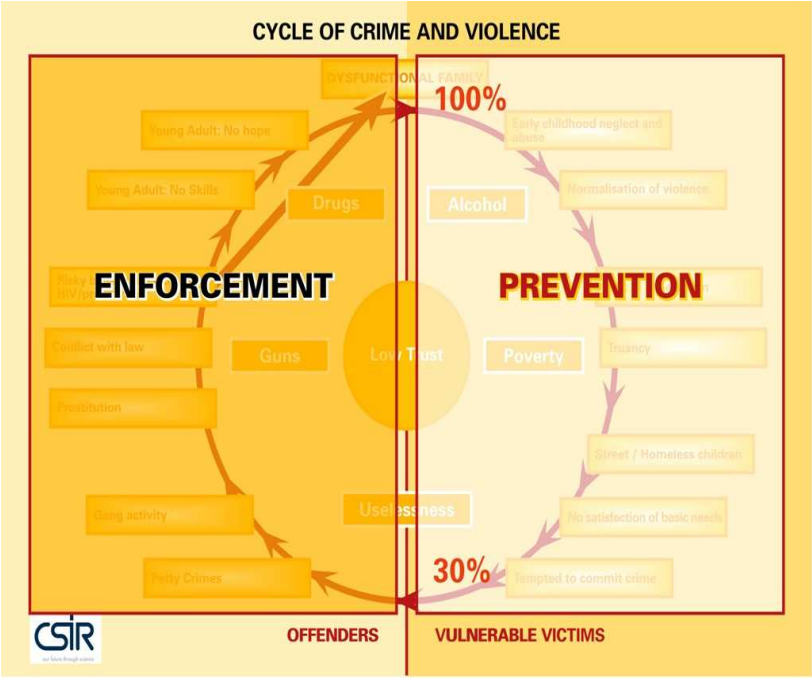
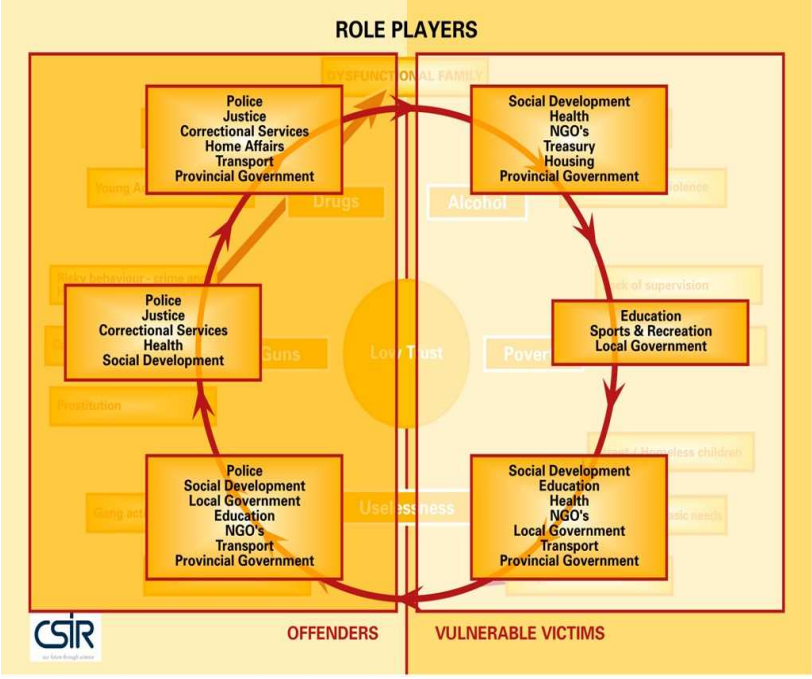
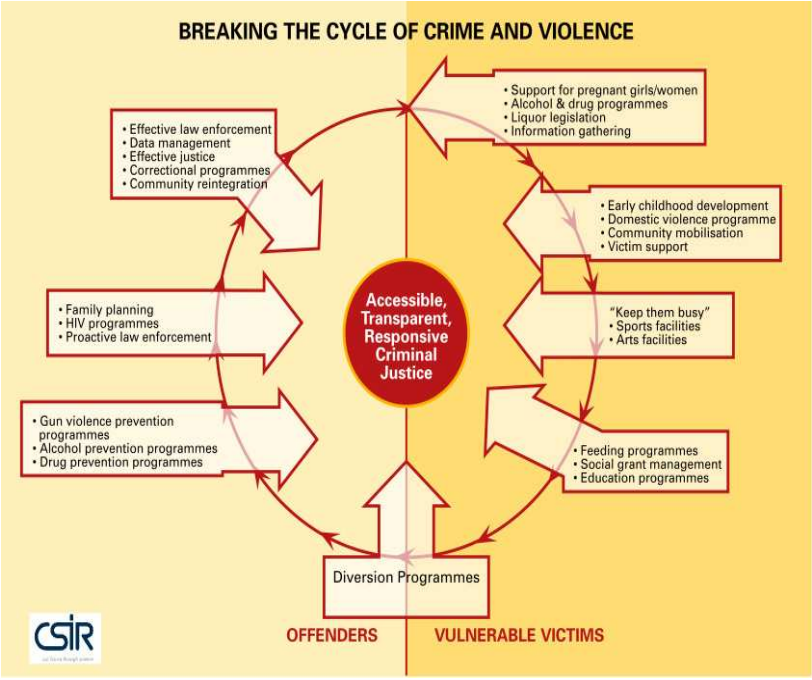

CONTEXT FOR CRIME AND VIOLENCE
Substance Abuse
Drugs
Alcohol
Illegal Shebeens
Criminal activity entrenches poverty
Low levels of trust in CJS
Poverty entrenches vulnerability
Easy availability of guns
Few opportunities for usefulness
CSIR


CYCLE OF CRIME AND VIOLENCE
DYSFUNCTIONAL FAMILY
Young Adult: No hope
Early childhood neglect and abuse
Young Adult: No Skills
Normalisation of violence
Drugs
Alcohol
Risky behaviour - crime and HIV/pregnancy
Lack of supervision
Conflict with law
Guns
Low Trust
Poverty
Truancy
Prostitution
Street / Homeless children
Gang activity
Uselessness
No satisfaction of basic needs
Petty Crimes
Tempted to commit crime
CSIR
OFFENDERS
VULNERABLE VICTIMS


CYCLE OF CRIME AND VIOLENCE
100%
ENFORCEMENT
PREVENTION
Drugs
Alcohol
Guns
Poverty
30%
OFFENDERS
VULNERABLE VICTIMS


ROLE PLAYERS
Police
Justice
Correctional Services
Home Affairs
Transport
Provincial Government
Social Development
Health
NGO's
Treasury
Housing
Provincial Government
Police
Justice
Correctional Services
Health
Social Development
Education
Sports & Recreation
Local Government
Police
Social Development
Local Government
Education
NGO's
Transport
Provincial Government
Social Development
Education
Health
NGO's
Local Government
Transport
Provincial Government
OFFENDERS
VULNERABLE VICTIMS



WHAT TO DO?

- Start with compassion not anger
- Cooperate fully with the CJS even when it requires unreasonable effort
- Understand and acknowledge the true extent of trauma in our society
- Aggressive and sustained approach to guns & alcohol
- Build capacity for trauma intervention and resilience
- Build capacity outside of the CJS to resolve disputes
- Explore and advocate restorative justice approaches
- Agree indicators other than crime statistics & measure progress
- Accept that it will take a long time to make South Africa safe
- Intervene for the pregnant woman (specially the teenage pregnant girl) today
- Be sure we keep our eye on the big picture: a Safe South Africa
- Invest more, spend less!

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our future through science

We can have a Safe South Africa if we work together to break the cycle of crime, violence and distrust
CSIR
our future through science

Appendix 4: De Bono Workshop

Action for a Safe South Africa
Facilitated Workshop with Edward de Bono: 5 June 2008
Workshop Report Nicola Tyler

Green Hat Thinking 1/7

• Look at broader issues – e.g. oppression/economy, and the role we personally play in civil society
• Staggered employment times – permit people to be in communities offering supporting
• Peace Force – introduce safety zones in high crime areas (with a responsibility to identify what needs to/can change in the area – gun free)
• Peace Bond – an amnesty to criminals who are willing to put up their hands and say – I will not engage in crime (take them out of the system and put them back into society)
• Education / Poverty: consider transforming the education system – devise a plan that creates jobs for lower skilled people
• Adoption Revolution – completely adopt a child, every South African is assigned a guardian (80 year old granny and 5-year old in Gugulethu) – provides mentorship

Green Hat Thinking 2/7

• Database of potential involvement opportunities – enlist more people and match them with existing initiatives (participation)
• Rehabilitation within prisons – increase occupational therapist resources, put pressure on Government to increase spend/resources in this area (promote contributes from the private sector)
• Make drinking as socially unacceptable as smoking – put in a counter campaign around alcohol abuse
• Address issues around corruption – Campaign among judicial system to sign a campaign against anti-corruption
• Start a skills base in suburbs and rural areas, and informal settlements, and use those skills to support Youth Development programmes
• Mental Health Programmes – increase service provisions and support programmes across the country
• Consider all programmes currently in place and link back to Action fora Safe SA initiative
• Consider volunteerism and the use of technology – identify suitable projects and extend to other volunteers

Green Hat Thinking 3/7

• Clear monitoring and evaluation programmes to enable us to restructure and improve ideas as we progress
• Events -take the tent to town and demonstrate to people the possibilities in terms of skills/jobs, enlist mentors, support people to consider options and make decisions based on what is available (particularly around the World Cup 2010 event, create diverse teams)

• Introduce a call centre (of events and activities) – what's available in your region. Turn South African into a Special Event Country
• Contribute to an account – money kept in trust and interest would be used to create community activities and events around reducing crime
• Big Brother – Big Sister programme
• Build on the Adopt idea – Adopt a teacher programme
• Story sharing sessions – provide significant opportunities for people to share their stories
• Use social networks and cellular technology to get people involved

Green Hat Thinking 4/7

• Change the allocation of funds in the Ministry of Safety and Security – it was not intended to only be spent on policing – what about investment and budgeting on the priority of creating "safe communities"
• Mentoring – equip ordinary citizens to be able to mentor young people in their own communities
• Consider existing offenders – get them to solve the problems
• Identify people who have 'made it' and put them into communities and provide support (access to information for young offenders)
• Consider history and examples of where other people have similar problems – China is introducing thinking skills into education (possibly 4 million schools)
– Learn from existing solutions and what other people have done (possible quick solutions)
• Outsurance system of coaches, nannies, etc (possibly using ex-offenders) to provide young adult supervision

Green Hat Thinking 5/7

• Link payment incentives to top management to the number of people employed
• Structured salary scales – CEO can only earn % more than menial workers
• Make alcohol and drugs unsexy – Alcohol – make it a nationalized industry and capitalize on inefficiency of system to deter consumption – All drugs are legal – dispensed by nursing sisters, supported by mental health
• An Hour for a Safe SA – A campaign with a slogan - Cell C – Take a Girl Child to Work – Each One Teach One – Underpinned with media support – Truancy, schoolwork, etc – mobilize a single hour through high profile campaign
• Make South Africa Count – link numeracy and literacy outreach programmes with schools
• Dogs – introduce dog training and breeding programmes into prisons(creates companionship in a new and different way – especially guide dogs)

Green Hat Thinking 6/7

• Encourage private sector and NGO's to invest in rural areas – job creation in rural areas, keep families together
– Migrancy & Dysfunctional Families – urban and rural migration (a cause)
• Lets go back to our roots – back to a community based model
– Develop an umbrella organisation where skills, resources and activities and interventions are shared
• Consider Youth – give them a sense of purpose – a structure where there are responsibilities for public assets (e.g. responsible for parks, zoos, etc)
• Campaign for people to stop buying stolen goods

• Million March – broaden scope – Market the Safe SA group to create greater awareness of the programme
• Make use of public hearings that are coming in parliament regarding the disbandment of the Scorpions

Green Hat Thinking 7/7

•Training and Support in communities on parenting?
–Parental responsibilities
–Education and schooling
–After-care and programmes for schools (free support or subsidized)
•Do away with prisons and find an alternative approach to rehabilitation of offenders

Further Ideas
Prison
Business School

Focus: Alcohol Abuse

• Random Word – Hula
– Circle
• Responsibility – if you serve alcohol you are responsible as the provider
– Dancing
• Develop a way of people going to dances versus bars to drink
– Hoop -Toy
• Put out drinking games that can only be played if you get more sober
• Ads that show you the 'games people play' when they are drunk
• Make toys that promote negative responses if you get close to the alcohol buttons
– Hoop – Food
• Feed people so much that they can't drink anyway
• Only make food available to people who order food in restaurants
• Provide food and drink (non-alcoholic) as packaged deals – e.g. crisps and coke, apples and orange juice, etc
• Invent a game that is addictive to replace the addiction of alcohol
• Make people to jump through hoops to get to the alcohol – a voucher system, requiring qualification, providing permission to drink
– Request breathalyzer tests to access grants – over the limit, no money
– Khula – Zulu word for growth
– Booze gates – breathalyzer system on the roads
– Turn it into a badge or sign – "I don't drink"
– Hula-Hoop competitions at Taverns and Shebeens (distract people from drinking)
– Reductions on vehicle insurance for non-drinkers
– Condition of getting a licence to run a bar or shebeen – when they drink too much they would shout out "Hooligan" as a disincentive to drink more
– Make everyone in the car responsible for the limit of the driver
– Make bottles feel heavier but have less in them
– No furniture in the bars
– Spin the wheel to get a drink – mostly soft drinks, and occasionally beer
• Take for Granted
– People drink alcohol in bars

– Bars are places for lots of people
– People go there to be social
– The bar owner makes most of the money
– Money is accepted for alcohol
• Ideas
– Confession booths in the bars
– Build churches right next to bars – guilt complex
– You can only make booze from unpurified water
– Very low alcohol content drinks
– More carbohydrates in drinks – more filling, less booze
– Disclose taxes on bills – increase the tax and make the sin tax visible on all purchases of alcohol

Focus: Criminal Justice System

• Po: there is no court room
– Mobile courts – put the courts on the roads
• Po: there are no arrests
– Mirrors in public places – do you like who you see?
– Give yourself up – be rehabilitated
• Po: there is no corruption
– Adopt a cop – everyone wants one
• Po: there are no holding cells
– 5-Minute Case Assessment – and decision make (back to community, appearance in court, trial and sentencing process)
• Po: there are no prisons
– Diversion program for first/dangerous criminals – possibly jobs (cleaning toilets for a scientific team in the arctic)
• Po: there are no detectives
– An insurance policy – contributes to a crime pool, and then draws from the pool to hire a super cop
– Abolish Municipal police who are then paid based on basis of the performance/crime reduction

Focus: Criminal Justice System

• Po: there are no prison wardens
– Governed by the inmates via a facilitated discussion process with freedom of speech and develop code of Good Governance for themselves and reduced sentence prospects
– Smart prisons – everything is automated with CCTV cameras to keep an eye on prisoners. Syndicate to Big Brother and vote off prisoners for good behaviours.
• Po: there are no walls
– Change of mind in the prisons – more cognitive development in the prison service
• Po: there are no courts (lawyers)
– As police catches the criminals they would go in front of a local community court, with volunteers on the ‘jury’ and transferring the responsibility of policing to the community
• Po: there are no criminals
– Execute them immediately
– Export them to desert or put them on a ship
– Put them underground

– Take them out of society with an educational system

Focus: Criminal Justice System

• Po: the CJS is privately run
– Policing to monitoring of prisons is all done by private companies
– CJS private companies – good ones get more work
• Po: there are no dockets
– Embed details in a micro-chip and embed in the ears
– Only way it can be removed is if you chop off your ear
• Po: there are no courts
– Transfer responsibility to local government
– Try offenders through elder system – more community involvement

Green Hat (RM)

• Reinstitute Direct Electoral Representation
– Community service officers
– Responsibility of a Member of Parliament
– Reinstate leadership at the community level
– MP's may not be perfect but it is a way of bringing leadership into the communities

Red Hat Thinking
• Angry, frustrated with leadership – we've allowed it to get to a point of conflict at the top. We need to differentiate ourselves.

Comments (GM)
•Government versus Private Sector – not in opposition as each has a responsibility. There are certain aspects that Government is responsible for (define it, does it have the skills, etc) – we do not want to lose the value of the process of 'elective' process.
•We need to resolve the contradictions (as citizens) of electing versus responsibility.
•Criticism is perceived as disloyal – loyalty rather becomes the responsibility of us to exercise our voice within the system. To not allow a situation (such as this) to ever occur again. This is contested terrain.
• How do you get some sense of taking responsibility and accountability and listening?
• Red Hat:
– Delighted with today's programme – its about thinking differently to get us to the kind of answers we need as a society.

Comments (LM)
• Encouraging to see people who want to make a difference – Wayne wants to help, but doesn't know how he can help. Take off my hat to everyone here, and to say thank you for the learning of the session. Perhaps we can take this to places such as a prison – introduce lateral thinking skills into the prisons, and get more solutions and ideas from the people who are in the facilities. Go to the communities, impart the skills to the children, but never forget the parents – it all starts at home, the morals. Workshop and let them help in terms of preventing the crimes. With Khulisa we are making a difference – school programmes for children. Let us give them information on what is available – show them the road and provide some direction.
• Red Hat
– Excited

Comments (BH)

• People have come into the room and contributed in a very constructive way. We haven't complained about what is wrong but have started to use Dr de Bono's tools to consider what is possible. Lets take some of the ideas that we have generated today and letting them grow, and taking them to the point where we can do something with them. Many of the ideas have focused on schools, education. If we consider the issue of family, dysfunctional schools, violence and alcohol abuse – possibly all the place that those can be fixed from is schools. Perhaps schools can become the centre of communities, perhaps people will learn the parenting schools that they need. Getting children to focus on themselves – the very centre of possibility. There is much work to do.

• Red Hat

– Fantastic – we've had a day and we haven't had an argument!

Comments (RM)

• Red Hat

– Inspirational day

• For the reasons that BH mentioned – it has been positive. What we didn't want was a bashing but a view of civil society. This is a very good start that has been made today, so that we can build on this so that at the time of the convention in August we have a great plan in place. What we take forward from there, in conjunction with all other activities, and look into ourselves to find what we can do in addition to what has been done and can be done.

Actions

• Shaka – Rehabilitation (Amnesty for Criminals)

– Meet again in 3 weeks to develop

• Proposal – to be prepared before launch

– Establish pros and cons

– Use AFSSA as platform to launch as an initiative

• Gavin – FNB Product Innovation & Investments (Million a Month Account)

– Have an account/fund where interest is used to fund crime initiatives

– People who invested in the Million in a Month account had potential to win a prize. All those accounts have converted to interest bearing account. Consider this fund as an immediate capital injection from the initial investment. Million Mouths Campaign.

• Angel

– Devote next 30-days to spreading the message that you can go to one place to say what you can do. Its called the Movement for Good and would ask that all information to – itstartswithyou.co.za – and share with us what IS BEING DONE already. Begin to build a database. SMS 32197 and register with Movement for Good and tell everyone that you know to do this.

– Morris Jones will Adopt a School (Steuart from The Good News to design model) and encourage schools to do the same

– Support Action for Safe SA to have more of these sessions before the big conference and do roadshows to raise awareness

• Elisabeth, Sam and Gill

– Banks and Cellphone Company – National Reach

• Approach 3 cell phone companies and take to them a proposition.

1. Get them on board to publish what Action for a Safe SA is doing

2. Send good news – address mindsets – refer to www.itstartswithyou.co.za and www.sagoodnews.co.za
– Willie & Nicki
– 2-day training programme to teachers on how to teach thinking skills
– Introduce and implement a teaching model for teachers on how to introduce thinking skills into schools
– Convince the Government to teach thinking skills as a subject
– How to Invent Design and Develop Products for Export
• Lientjie -Communication
– registrar@safesouthafrica.org.za
• Igle
– Introduce Action for a Safe SA into a project in Vredendal in conjunction with Khumo
– After Care Sports Programmes who could be reservists in Category D – training in Soft Skills in aftercare. Susan (SAPS) and Commissioner (WC) to investigate
– Community based programmes at Unisa to be linked to Police and Municipalities (Lu-Anne & Barbara)
– Initiate a programme to get employers to introduce childcare and other actions in the spirit of introducing early childcare and development (Susan & CSIR)
• Berenice, Janet, John, Phil,
– Target schools in high risk areas (Mitchells Plein, etc) and with a co-ordinated approach – target schools with good management, introduce lateral thinking skills, and train children in how to plan an event. Pilot and roll out.
– Speak to curriculum colleagues about the introduction of thinking skills in the Western Cape schools
• Barbara & Sandra
– Launch a Million Mothers Campaign (bonding issues, parenting skills, etc).
• Shaun, Ann, Iole
– Take message out to community police forums in various regions.
– Introduce Safe SA to CPS – identify needs and resource requirements
– Compile a resource list for use in the communities
• Lesley Ann (Khulisa)
– Ubuntu Clubs (currently x78)
– Incorporate a life coaching component into the existing workshops and consult with the Youth and bring the youth back into the conference and provide feedback and obtain their ideas
• Facilitate a lateral/creative thinking workshop with street children on 11 July 2008 (Nicola)

Challenges to the Group
• How might we create meaningful work within the prisons?
• Campaign for food stamps – meal a day keeps crime away

Emerging Themes

. Community Projects
– Support, resources, infrastructure, involvement, education
. Private Sector Initiatives
– Outsurance, mentorship, sponsorship, adoption
. Stimulate SME Sector
– Involvement in entrepreneurship & employment creation
. Banking/Cellular Industries

– Touch the whole nation through two industries alone
. Integration/Partnership of Existing Structures
– Database of initiatives and opportunities for involvement
. Capitalize on Existing Resources
– Link new initiatives to resources of existing initiatives
. Youth Significance
– Provide opportunities for youth to contribute in a meaningful way
. Communication Campaigns
– Tell people what is going on, what is out there, where they can play a role
. Public Private Participation
– Greater interaction between the Public/Private/Civil sectors of society
.Rehabilitation Initiatives
– Mores support and resources, dog breeding/training programmes, etc
. Community Projects
. Private Sector Initiatives & Events
. SME Entrepreneurship Initiatives
. Banking/Cellular Industries
. Integrated/Umbrella Structures
. Capitalize on Existing Resources
. Youth Significance
. Communication Campaigns
. Public Private Participation
. Rehabilitation Initiatives

Action for a Safe South Africa Workshop, 5 June 2008
Participant list

Hosted by the Gordon Institute of Business Science

Name	Organisation
Adane Ghebremeskal	CSVR
Adele Kirsten	CSVR
Amanda Dissel	Centre for the Study of Violence and Reconciliation
Andre Nepgen	CSIR
Angel Jones	Homecoming Revolution
Ann Simmonds	Community Policing Forum Partnership Project
Anthony Prangley	GIBS
Antoinette Louw	Institute for Security Studies
Ayanda Nakedi	Eskom
Barbara Holtmann	CSIR
Berenice Daniels	Western Cape Education Department
Buhle Dlamini	For Good Social Networking

Cecily Carmona	Fever Tree Consulting
Cheryl Frank	RapCan
Commissioner Mzwandile Petros	SAPS
Commissioner Susan Pienaar	SAPS
David Stanford	Atlas Copco SA
Delphine Serumaga	POWA
Denise Woods	Fever Tree Consulting
Divasha Naidoo	Standard Bank
Dr Barend Taute	CSIR
Dr Igle Gledhil	CSIR
Dr. Elsbeth Dixon	Common Purpose
Dr. Sandra Marais	Medical Research Council
Gavin Symanowitz	FNB
General Bantu Holomisa	United Democratic Movement
Helena Booyse	SARS
Iole Matthews	Independent Projects Trust
Janet Landey	IFEA
Joseph Dube	IANSA - International Action Network on Small Arms
Judy Klipin	Stellar Life Design
Khumo Morolo	Eskom
Khungeka Njobe	CSIR
Lesley Ann van Selm	Khulisa
Lientjie Luwes	IDASA
Louise Ehlers	OSF SA
Louise van Rhyn	Action Citizenship
Lu-Anne Swart	UNISA
Lukas Muntingh	Civil Society Prison Reform Initiative - CSPRI
Marlies Grindlay	Private
Martin Brandmeier	Standard Bank
Martine Schaffer	Homecoming Revolution
Michelle Meyer	Fever Tree Consulting

Moeketsi Mosola	South African Tourism
Myrna Lewis	Deep Demoractcy

Nantes Kelder	Solidarity
Nazira Cachalia	Joburg Metro
Nicola Tyler	Business Results Group
Patricia de Lille	Independent Democrats
Paulin Mbecke	CSIR
Peter Honey	BAC
Peter Skelton	Men on the Side of the Road
Phil Sturgess	Cadiz Asset Management
Prof. Gill Marcus	Absa Group
Prof. John Cartwright	UCT
Prof. Tandeka Nkiwane	IDASA
Reshma Bhoola	CDG Architectural Practice
Richard Matzopoulos	Medical Research Council
Roelf Meyer	Fever Tree Consulting
Samantha Bailey	For Good Social Networking
Sarel Froneman	SKF South Africa
Sean Tait	Private
Shaka Sisulu	Private
Steuart Pennington	South Africa - The Good News
Tasneem Carrim	GCIS
Themba Shabangu	IDASA
Verity Hawarden	Consultant
Willie van Straaten	Inventec
Yvette Geyer	IDASA
Yvonne Johnston	Private
Zohra Dawood	Open Society Foundation SA

Appendix 5: Resource Group Leaders

NAME	GROUP
Adele Kirsten	Unsafe in anybody's hands
Joseph Dube	
Antoinette Louw	Multiplying the power of one
Barbara Holtmann	
Bronwyn Pereira	
Nicola Christofides	
Iole Matthews	7-24 Opportunity for youth
Louise Ehlers	
Richard Griggs	
Chandre Gould	
Cheryl Frank	Healthy mothers, resilient children

Sandra Marais	
Charles Parry	Sober SA
Neo Morojole	
Sean Tait	Recovery and Resilience
Sarah Crawford-Brown	
Elrena van der Spuy	
Lesley-Ann van Selm	Second Chance
Amanda Dissel	
Lukas Muntingh	

Appendix 6: Action for a Safe SA

(book attached)(www.safesouthafrica.org.za

Appendix 7: List of Precincts

24 Precincts in the Western Cape

1. Bellville
2. Bishop Lavis
3. Cape Town
4. Delft
5. Elsies River
6. Grassy Park
7. Gugulethu
8. Harare (Khayelitsha)
9. Khayelitsha
10. Kleinvlei
11. Kraaifontein
12. Kuils River
13. Langa
14. Lingelethu West (Khayelitsha)
15. Manenberg
16. Mfuleni
17. Mitchells Plein
18. Nyanga
19. Paarl
20. Phillipi
21. Phillipi East
22. Vredenburg
23. Vredendal
24. Worcester

Appendix 8: List of Experts

Support for pregnant women and children: ***Sandra Marais***

Dealing with substance abuse: ***Richard Matzopoulos, Joanne Corrigall, Nazia Peer***

Early childhood development: ***Linda Biersteker***

Domestic violence: ***Lilly Artz***

Community mobilisation: ***Glenda Caine***

Victim support and dealing with trauma: ***Sarah Crawford-Browne***

Nutrition health programmes: ***Renee Blauuw, Edelweis Wenzel-Viljoen***

Schooling: ***Patrick Burton***

Diversion programme: ***Cheryl Frank, Jessica Maki***

Gun violence protection & gun reduction: ***Joseph Dube***

Effective and trusted law enforcement: ***Charmain Badenhorst & Sean Tait***

Re-entry (Correction and reintegration): ***Lukas Muntingh***

Child abuse: ***Cheryl Frank***

Appendix 9: Example of Template

DATA GATHERING TEMPLATE

Child Abuse and Neglect				
Objective	**Indicators to measure progress**	**Line of Enquiry**	**Who/Where**	**Indicators**
Strengthen Child Protection Systems	Legislation and Enforcement	Have all the provisions of the Children's Act been implemented? How do you monitor the implementation of the Children's Act? Describe your strategy to reduce child abuse and neglect in the area? Do you offer programmes to reduce and prevent child abuse and neglect in the area?	DSD/NGO's/ SAPS	Children's Act fully implemented
Strengthen the Criminal Justice System	Improved Child protection through CJS Investigations Prosecutions Court Prep	How many child abuse and neglect cases have been reported in the area during the past year? Are there court preparation programmes for child victims available at the courts in the area? Is equipment such as one way mirrors, or CCTV available in courts in the area? Are there intermediary services available at the court in your area? Are there specialized sexual offences courts in the area? Where are they located? Are there separate waiting rooms available to victims? Are CJS personnel trained to deal with child victims in the CJS?	SAPS / NPA / DoH /Dept of Community Safety/ DSD	Improved understanding of how to deal with child victims in the CJS
Intervention programmes with care givers (parenting and	Parents and care givers are supported	What parental support programmes are available in the Province/area?	DSD/DoE/ NGO's	Support programmes to parents and care givers are available and accessible

support for basic needs)		How many persons can these programmes accommodate? How many persons are currently accessing these programmes?		Decreased in the number of child abuse and neglect cases
Children's status in society	Acknowledgment of and respect for children's rights by society	Are there any educational programmes offered in the community aimed at informing the community about children's rights? How are children's rights protected in the community?	DSD/NGO's	Children's rights are protected and respected
Create functional and responsive schools	Schools prevent and respond to any form of abuse occurring in schools	Are schools monitoring and managing instances of violence, bullying, and other crimes? Is there an agreed procedure to respond to criminal incidents (including to victims to crime): a) Directly; b) Through referral. Is there a follow up? Are educators trained to monitor children receiving victim support?	DoE/DSD/ NGO's	Reduced incidents of child abuse and violence in schools
Campaigns addressing social norms	Change the views and attitude of parents regarding the disciplining of children	Are there any campaigns in the community educating parents and community members on positive ways to discipline children? Are there programmes offered in the area to improve parenting skills?	DSD/NGO's/ DoE/ Community members	Increased acknowledgement of the benefits of positively disciplining children
Create support programmes for child victims	Services related to counselling, victim support and therapy available to child victims	Is the database / resource book of victim support service providers available at all sites? What victim support programmes targeting child victims is available	SAPS/NPA/ DoH/DoE/DSD/ NGO's/ DoJ&CD	Improved victim support programmes available and accessible to child victims

		in the area? Is there a referral system in place for victims? What is the uptake of the services? Are there after hour services? Are you aware of any gaps in the services offered?		
	Service aimed at addressing repeat victimisation	Do you have programmes to raise awareness of CJS personnel on secondary victimisation and how to reduce/prevent it? Are there child friendly waiting rooms and baby feeding rooms? Where are they located?	SAPS / NPA / DoH /Dept of Community Safety/ DSD/DoJ&CD	Secondary victimisation reduced
Monitoring and evaluation of prevention and early intervention programmes	Improve the quality of prevention and early intervention programmes	How often is prevention and early intervention programmes monitored? What tools/ criteria are used to measure progress? Is there reporting mechanisms in place for effectiveness of the programmes? Do the programmes achieve their objectives?	DSD/NGO's	Improved quality of prevention and early intervention programmes
Support for pregnant women and girls				
Objective	**Indicators to measure progress**	**Line of Enquiry**	**Who/Where**	**Indicators**
Reduction and prevention of teenage pregnancies	Improved parent/child relationships	Do you offer programmes focusing on improving the relationship between parents and their children? Do you offer parental guidance programmes? Do you offer home visitation	DSD/NGO	Reduction and prevention of teenage pregnancies

		programmes focusing on parent training?		
	Reduction in alcohol abuse among teenage girls	Do you have a strategy to reduce alcohol abuse amongst teenage girls?	DSD/DoH/NGO	Reduction in substance abuse by teenage girls
	Reduction in the number of teenage pregnancies	Do you have a strategy to reduce the number of teenage pregnancies? How many teenage pregnancies were reported in the Province during the past calendar year? Do you offer programmes on contraceptives?	DSD/DoH/DoE/ NGO	Reduction in the number of teenage pregnancies
Improved support structures for pregnant women and girls	Increased involvement of fathers in pregnancies and child rearing	Do you offer programmes focusing on encouraging fathers to become involved in pregnancies and child rearing?		Support structures for pregnant women and girls available and accessible
	Improved support to pregnant women and girls	Do offer support programmes to pregnant women and girls? Do you offer counselling services to pregnant women and girls? Do you offer information to pregnant women and girls on: • The harmful impact of alcohol and drug abuse on their unborn babies • Where to access child support grants after the birth of the child • Parenthood, parental guidance and parental support • Bonding with their children • Nutrition of herself and her baby? Do you encourage teenage pregnant girls to return to school after the birth of their babies?	DSD/ DoE/ DoH/ NGO	

Early Childhood Development (ECD)				
Objective	**Indicators to measure progress**	**Line of Enquiry**	**Who/Where**	**Indicators**
Access (and usage) of services to promote ECD (refers to the range of strategies and locales incl families, centres, crèches formal and informal)	There is access and availability to centres	How many ECD sites are registered/ not registered? How many sites are available? What age groups are served? Where are they located? Are these centres accessible? • Walk • Transport. Is there a fee payable for attendance?	DSD/ DoH/ SAPS/ DoE/ Dept of Community Safety/ Local Government /NGO's Visioning session	All children have access to ECD

	Gross and net enrolment in ECD centres; gross and net enrolment in Grade R classes[24] *(The Gross Enrolment Ratio (GER) refers to the number of children enrolled in a given level of service, regardless of age, expressed as a percentage of the population in the relevant official age group.* *The Net Enrolment Ratio (NER) refers to the number of children in the official age group for a given level of service who attend an ECD or educational facility in that level, expressed as a percentage of the total population in that age group (ECD for <5's; Grade R for 5 years)).*	How many grade R classes are available in the area? What is the Gross Enrolment Ratio? What is the Net Enrolment Ratio?	DoE / DSD (does not capture by age breakdown though these data are available from the registration and quality assurance forms)
	Access to services	What clinical/health/ nutrition/recreational facilities/services are available for ECD? E.g. mental health services/counselling. Primary care clinic/well baby and family planning clinic/primary school/recreational facilities/library/police station. Where are these services located? (Within community or not?) Is there transport available? How many local clinics are	DoH/ DSD/ Local Government/ NGO's/ DCS

[24] Indicator taken from Dawes, Bray & Van Der Merwe (Eds.) (2007, p. 428)

		available in your area? Is there developmental screening operational in Primary Health Care? Is disability screening being done?	
	Sufficient access to after care for children aged 0-9.	How many after- school and holiday care facilities are there? What activities are available? Is food provided? Is transport provided? Is attendance monitored? Is progress of children monitored? What kind of parental involvement is there? What referral systems are in place for children with specific needs (e.g physically disabled children or children with learning difficulties)? How many children can be accommodated in after school and holiday care facilities?	DoE /DSD/ Local Government/ NGO's/ Dept of Sports and Recreation / Dept of Arts and Culture
	Protocols for referral via social grant pay points and clinics etc are developed	Are there protocols in place for referring parents to access social grants from clinics etc? Are there protocols in place for parents/care givers of children with disabilities to access social grants?	DoH/DSD/ NGO's/ Local Government/DoE
	Access for assistance is available for primary care givers	What programmes are available to support parents? Describe the services e.g. FAS, Child Welfare 'Eyes' /Isolabantwana, the Parent Centre, ELRU FCMs (Family and Community Motivators) How much is invested in these programmes? To what extent are these services utilized?	NGOs/ DSD

	Mechanisms in place to promote community safety	What programmes promoting community safety is available and utilised? Are there safe houses in the area? What are the outcomes of these programmes? Has an assessment been done on these programmes?	DCS/ DSD/ Dept of Community Safety/ Local Government/ SAPS/ NGO's	
Reduce violence to children	Violent crime rate	How many children (under 7 years) were involved as recorded victims of crime over the past year? How many children were involved as recorded offenders during the past year? List the most prevalent crime categories involving children, both as offenders and as victims?	SAPS	Violence towards children reduced
Improved quality of ECD	Programmes focusing on pro social training available. ECD sites offer quality programmes	Do educators have NQF Level 4? Do educators receive regular refresher training? What is the learner/educator ratio? Is the centre subsidised? Is there regular support from DSD (0-4)? Is there regular support from DoE (5-6)?	DoE/ DSD/NGO's	Improved quality of ECD programmes
	Developmental and psychosocial programmes available for children	Are there programmes on building of resilience and self esteem in the? Are there any development initiatives in the neighbourhood for children?	DSD/DoE /visioning exercise, NGO's/ and community leaders.	
Domestic Violence				
Objective	**Indicators to measure progress**	**Line of Enquiry**	**Who/Where**	**Indicators**
Increased compliance by CJS stakeholders to the	Clear training around domestic violence	Do you train the officials in your Department on the Domestic	NPA/SAPS/ DSD/ Doj &	Compliance with the Domestic Violence Act

Domestic Violence Act		Violence Act (DVA)? How often do you train the officials? What is the impact of the training on the DVA?	CD/	
	Monitoring of compliance to Domestic Violence Act	How do you monitor compliance to the provisions of the DVA? How do you deal with non-compliance?	NPA/SAPS/ DSD/ DoJ & CD	
Accurate statistics revealing the real extent of domestic violence are available and accessible	Records of all reported domestic violence cases are available	Do you keep record of all reported domestic violence cases? How do you distinguish domestic violence cases from other related crimes in your records? How many cases involving domestic violence have been reported during the past six months? How many domestic violence cases with men as the victims have been reported during the past six months? How many convictions on domestic violence related charges have been recorded during the past six months? How many domestic violence related cases have been withdrawn during the past six months? What are the most common reasons for the withdrawals?	SAPS/ NPA	Clear understanding of the extent of domestic violence
	Programmes to increase willingness to report domestic violence are available and accessible	Do deal with domestic violence cases? Do you have programmes in place to encourage communities to report domestic violence?	DSD/ NGO's	

Prevention and support programmes for domestic violence available and accessible	Prevention and support programmes targeted at men are available and accessible	Do you offer prevention programmes targeted at men specifically? What programmes do you offer specifically targeted at men? How many men have attended these prevention programmes in the past six months? What activities are included in these programmes? What is the impact of these programmes? Do you offer support programmes to men as victims of domestic violence? How many men as victims of domestic violence have you supported during the past six months? List the types of support that you offer to men as victims of domestic violence? What is the impact of this support?	DSD/ NGO'S/ Dept of Community Safety/ Local Government	Prevention and support programmes available and accessible
	Prevention programmes targeted at women are available and accessible	Do you offer prevention programmes targeted at women specifically? What programmes do you offer specifically targeted at women? How many women have attended these prevention programmes in the past six months? What activities are included in these programmes? What is the impact of these programmes? Do you offer support programmes to women as victims of domestic violence? How many women as victims of		

		domestic violence have you supported during the past six months? List the types of support that you offer to women as victims of domestic violence? What is the impact of this support?	
	Prevention programmes targeted at children	Do you offer prevention programmes targeted at children specifically? What programmes do you offer specifically targeted at children? How many children have attended these prevention programmes in the past six months? What activities are included in these programmes? What is the impact of these programmes? Do you offer support programmes to children as victims of domestic violence? How many children as victims of domestic violence have you supported during the past six months? List the types of support that you offer to women as victims of domestic violence? What is the impact of this support?	
	Identification of and support to domestic violence victims	Do you offer training to enable your employees to screen and identify victims of domestic violence? What criteria do you use to identify and screen domestic violence victims? How many victims of domestic	DoE/ DSD/ NGO's/DoH

		violence have been identified and screened during the past six months? So you have a referral system following such identification in place?		
Communities and victims are knowledgeable about domestic violence and its impact	Victims and communities know what domestic violence is, where to report it and where to access services	Do you offer programmes to communities to raise awareness on issues such as: a) What domestic violence is, b) The rights of victims in terms of the DVA, c) What relief to expect from the CJS, d) Where to report domestic violence e) Where to access information about domestic violence, f) Where to access services, and g) The relationship between domestic violence and HIV/AIDS and other social issues. How often do you conduct these awareness programmes? What role do the media play in raising awareness about domestic violence and its impact? What is the level of community participation? What is the impact of these awareness programmes?	SAPS/DSD/ NGO'S/Local Government/ Dept of Community Safety/ NPA	Well informed and supported communities

Feeding and Health Programmes				
Objective	**Indicators to measure progress**	**Line of Enquiry**	**Who/Where**	**Indicators**
Availability and use of School Nutrition Programmes (SNP)	School Nutrition Programmes are available and accessible to all children in need of nutrition	How many primary schools provide learners with SNP?	DoE / DoH/ DSD/ NGO's	SNP available and accessible

	support			
		How many secondary schools provide learners with SNP?	DoE/ DoH/ DSD/ NGO's	
		How many children are in need of nutrition support?	DoE/ DoH/ DSD/ NGO's	
		How many children receive support through SNP?	DoE/ DoH/ DSD/ NGO's	
		What criteria are used to identify children in need of support?	DoE/ DoH/ DSD/ NGO's	
		Do the meals that are provided meet the required nutritional standards?	DoE/ DoH/ DSD/ NGO's	
		Is there a specific budget allocation for nutrition support programmes?	DoE/ DoH/ DSD/ NGO's	
		How is the SNP monitored? How is the SNP implemented?	DoE/ DoH/ DSD/ NGO's	
		How do you measure and monitor effective implementation?	DoE/ DoH/ DSD/ NGO's	
		Is there any compensation/incentive for schools and parents where the SNP has been successfully implemented?	DoE/ DoH/ DSD/ NGO's	
		Do you operate the SNP over holidays and weekends?	DoE/ DoH/ DSD/ NGO's	
		Are there clean water supplies available?	DoE/ DoH/ DSD/ NGO's	
		Do all the children in vulnerable schools have regular access? How regular is the access (daily, weekly, twice a week etc.)	DoE/ DoH/ DSD/ NGO's	
		Is there a common approach and cooperation between service providers?	DoE / DoH/ NGO's/ DSD	
Availability and use of Household Food Security Programme (HHFSP)		Do you have the HHFSP statistics for the Province/area? Where can we access the information?	DoH / DoE / DSD	HHFSP available and accessible
		Do you have the latest household income data for the Province?	DoH / DoE / DSD/ NGO's	

		Where can we access it?		
		Do you have statistics for the food parcel programme? How is the outcome measured? What monitoring mechanisms are in place?	DoH / DoE / DSD/ NGO's	
		Do you have statistics on the number food gardens? How is the outcome measured? What monitoring mechanisms are in place? How many are privately operated? How many are communally operated?	DoH / DoE / DSD/NGO's	
		Do you have the statistics on the Agricultural starter packs issued? How is the outcome measured? What monitoring mechanisms are in place?	DoH / DoE / DSD/NGO's	
		How many drop-in centres are there in the Province? Where are they located?	DoH / DoE / DSD/NGO's	
		Do you have the statistics on the number of Soup kitchens in the Province? What are the entry criteria? How are they financed?	DoH / DoE / DSD/NGO's	
		When were HHFSP programmes implemented? What impact has been observed at schools?	DoH / DoE / DSD/NGO's	
Availability and use of TB/ HIV/ AIDS programme	TB/HIV/AIDS Programmes are available and accessible	How many people are infected with TB/HIV/AIDS in the Province/area? How many people receive treatment form the TB/HIV/AIDS programmes How many participating clinics are in the province/area?	DoH/DSD/ NGO'	Increase in the number of people having access and make use of the TB/HIV/AIDS programmes

		How do you monitor/: a) The implementation of the programme; b) Accessibility of the programmes. What is the success rate of the TB/HIV/AIDS treatment?		
Availability and use of Nutrition Supplementation Programme / PEM scheme		What is the nutritional status per age group in the Province/area? How many people access the NSP/PEM programme in the Province/area?	DoH/DSD/ NGO's	NSP available and accessible
		What is the maternal mortality rate in the Province/area?	DoH	Reduction in maternal mortality rate
		How many Community Health Centres / Clinics are offering services (NSP/PEM)?	DoH	
		What criteria do you use to determine entry and exit into the NSP/PEM programme?	DoH	
		What monitoring mechanisms are in place?	DoH	
		What measures are in place to ensure stock control of the supplements?	DoH	
		Is there any referral / communication system in place?	DoH	
		How many registered dieticians are there in the Province/area?	DoH	
Availability and use of Infant and Young Child Feeding Programme		What is the infant mortality rate per 1000 live births in the area?	DoH	Reduction in infant mortality rate and under 5 years mortality rate
		What is the expected birth rate in the Province/area for the coming year?	DoH	
		What is the under 5 year mortality rate?	DoH	
		How many baby friendly hospitals /	DoH	

		facilities are there in the Province/area? Where are they located?		
		How many clinics in the Province offer breast feeding support and education?	DoH	
		What are the Growth monitoring and nutritional assessment criteria? How do monitor the infant and young child feeding programme in your Province/area? How do you act against clinics with poor compliance?	DoH	
		How many children have been fully immunized in the Province/area?	DoH	
		How many children have received de-worming treatment in the Province/area during the past year?	DoH	
		How many parents/care givers have access to child support grants?	DoH/DSD	
Availability and use of Micronutrient Malnutrition Programme		What is the micronutrient status per age group in the area? How do you monitor the Micronutrient Malnutrition Programme in the Province/area?	DoH	Micronutrient supplements available and accessible
		Do you have the Vitamin A supplementation programme? How many babies have been fully supplemented? How many participating clinics are there in the Province? How many mothers have been supplemented? Do you have mechanisms in place to identify vitamin A malnutrition? Do you have monitoring mechanisms to evaluate the Vitamin A Supplementation	DoH	
		Do you have the Iron	DoH	

		supplementation programme? How many people have received Iron supplementation during the past year in the Province/area? How many participating clinics are there in the Province? Are there mechanisms in place to identify inadequate status? Do you have monitoring mechanisms in place to evaluate success of the Iron supplementation programme?		
General information		How often do representatives of the various Departments (offering nutritional programmes) meet?	DoH / DoE/DSD	
		Are there referral systems / collaboration between the departments?	DoH / DoE/DSD	

Victim Support and Dealing with Trauma				
Objective	**Indicators to measure progress**	**Line of Enquiry**	**Who/Where**	**Indicators**
Victims' rights are protected and respected	Victims well informed about their rights and supported	What is the level of training on the Victims Charter and VEP of the officials in your service? Are victims informed of their rights? How is compliance monitored? What are the consequences of non-compliance? How is the quality of services to victims monitored? Do you receive complaints from victims?	SAPS/NPA/DoH/DCS/ DoJ &CD/ NGO's/ DoE/ DSD	Victims know their rights and demand protection of and respect for to their rights

		What is the nature of these complaints? How do you deal with such complaints?		
Improved Victim Support services	Victim support rooms are available and accessible	Do you have victim support rooms? Do you have separate waiting rooms and interview rooms for victims? Do you have volunteers assisting with victims support? How many? Do you offer the following to volunteers: a) Incentives; b) Debriefing, and c) Training. How do you monitor the quality of support services offered to victims?	SAPS /NGO's/Local Government/ DoH/ Dept of Community Safety/NPA/ DSD	Increased victim support services Improved quality of victim support services
	Victim support services are available and accessible (shelters support for persons suffering abuse)	Is the database / resource book of victim support service providers available at all sites? Are all CJS personnel aware of the national and provincial resource directory? What victim support programmes are available in the area? Who are they targeted at? How many people can they service? How do people find out about the	SAPS/NPA/DoH/ DoE/DSD/ NGO's	Victims are aware of the resources available to them Victims have access to all the victims support services

		programmes? Is there a referral system in place for victims? What is the uptake of the services? Are there after hour services? Is there practical assistance available for: Shelter, food, dependent care, money, clothing, clean up after a crime scene, emergency repairs, advocacy with employer, advocacy regarding compensation or insurance Are you aware of any gaps in the services offered?		
Services and support to reduce secondary victimisation available	Secondary victimisation is reduced	Do you have programmes to raise awareness of CJS personnel on secondary victimisation and how to reduce/prevent it? Are there court preparation programmes available at the courts in the area? Who are they targeted at? Is equipment such as one way mirrors, or CCTV available in courts in the area? Are there intermediatery services available at the court in your area? Are there specialized sexual offences courts in the area? Where are they located? Are there separate waiting rooms available to victims?	SAPS / NPA / DoH /Dept of Community Safety/ DSD NPA/DoJ & CD/SAPS	Secondary victimisation reduced Increased cooperation with CJS

		Are there child friendly waiting rooms and baby feeding rooms? Where are they located?		
	Victims of crime receive all the necessary health related services	Are required health services provided for victims of crime and violence such as: a. medical evaluation, b. the taking of evidential samples, c. counselling, d. ARVs and e. referrals? Where are these services offered? Are they available after hours? What is the average waiting time of a survivor to receive all these services?(indicate hours). How do you monitor the quality of services offered to victims? Do you receive any complaints from victims regarding the health services offered to them or the lack of services? What is the nature of the complaints? How do you deal with complaints received from victims?	DoH / DSD/ NGO's	Victims rights are respected and protected
Substance Abuse (alcohol and other drugs)				
Objective	**Indicators to measure**	**Line of Enquiry**	**Who/Where**	**Indicators**

	progress			
Interventions in place to target consumption patterns	Random driver testing in place	Do you conduct random driver testing? How often do you conduct random driver testing? How much is spend on random driver testing? When were random driver testing implemented? Where do you conduct random driver testing? How many people were tested during the past six months? How many people have failed during the past six months? What happens to drivers who fail random driver testing? How successful are the random driver testing programme in the Province/area?	SAPS/Metro Police	Reduced consumption of alcohol
	Ban/restrict advertising	Are there any visible alcohol advertisements in the area? What is the proximity and visibility of these advertisements to schools, recreation facilities, place of worship? Who granted authorisation for the displaying these advertisements?	SAPS/NGO's/City of Cape Town	
	Media campaigns to promote responsible social behaviour	Are there media campaigns raising awareness on substance abuse in the Province/area? (For example UCT Campaign; Alcohol in HIV and DV messaging) How often are these campaigns conducted? What is the impact of these campaigns?	NGO's/ Department of Community Safety/	
	Substance abuse awareness in	Is substance abuse awareness	DoE	

	school curriculum	included in school curriculums? Are they ongoing or once off? When do they start? (High school or primary school) What is the impact of raising children's awareness of substance abuse?		
Interventions in place to restrict trade and sale	Codes of conduct in place to address trade to minors and hours of trade	What restrictions are in place to regulate sales to minors? What restrictions are in place to reduce trading hours? What is the impact of these restrictions?	SAPS/Metro Police/Liquor Board	Restricted trade and sale
	Maximum number of taverns and shebeens established and surplus shebeens/unregistered closed	How many licensed taverns/shebeens are there in the community? How many unlicensed taverns/shebeens are there in the community?	SAPS/Metro Police/Community members/Liquor Board	
	Interventions to promote responsible wholesale of alcohol identified and in place	Have the provisions of the Provincial Liquor Act relating to responsible wholesale of alcohol been implemented? What is the impact of these actions?	Liquor Board/SAPS/Metro Police	
	Interventions to promote responsible distribution of alcohol identified and in place	Have the provisions of the Provincial Liquor Act relating to responsible distribution of alcohol been implemented? What is the impact of these actions?	Liquor Board/SAPS/Metro Police	
	Interventions to promote responsible advertising identified and in place	What interventions are in place to promote responsible advertising? How are they assessed?	Liquor Board/SAPS/Metro Police/Visioning/	
	Enforcement of laws	How many checks on compliance with terms and conditions of license are carried out? How many searchers and checks are carried out on places of trade?	SAPS/Metro Police	

		Are random checks conducted? How many arrests/ withdrawal of licences have been effected during the past six months in the Province/area? What are the consequences of non-compliance?		
There is community ownership of efforts to address alcohol abuse and its impact	Community Programmes identified and supported	What community programmes are in place to address alcohol abuse and its impact? What is the level and nature of participation?	NGO's/Visioning/	Communities involved in efforts to reduce alcohol abuse
	Community mobilised to support programmes addressing alcohol abuse and misuse	Are there awareness campaigns in the community to raise awareness about alcohol abuse? How often are they conducted? Is there opportunity for broad community participation in programmes about alcohol abuse?	NGO's/DSD/Department of Community Safety	
	Police understand effects of alcohol on crime, arrest patterns and the vulnerability of victims	Are training programmes about the effects of alcohol available? Are there programmes available that assist the police understand the impact of substance abuse on their own performance? Are their programmes available to assist police with their own alcohol abuse? How often is this accessed?	SAPS/Metro Police	
Structures are in place to manage local drug and alcohol abuse	Structures are in place to manage local drug and	Are there a Local Drug and Alcohol Forum?	SAPS/ Local Government/ Liquor Board/ Visioning members	
Treatment available for abuse and misuse	Short treatment courses available	What substance abuse treatment programmes are available?	NGO's/DSD/DoH	Substance abuse treatment available and accessible

		Is the 12 step programme available (long and medium term)? Are there in and out patient programmes available? Are there programmes for young people? Are programmes registered? How many programmes are registered? How many people attend these programmes?		
	Treatment utilised	What are the criteria to enter programmes? Is there a referral system is place? What is the treatment fee? Are there enough resources? What is their capacity? How many people make use of the treatment? Where are they located?	NGO's/DSD/DoH	
	Training provided to health workers and referral networks in place	What are the skills of people running treatment programmes? What is the entry qualification? Are there in-house training available? Are there any incentives to attend training?	NGO's/DoH/DSD	
	Increase number of treatment facilities	How many substance abuse treatment facilities are there in the Province/area? Where are they located? What is the capacity of these treatment centres? How many people are currently receiving treatment? How many heath workers are employed at these treatment centres?	DoH/DSD/NGO's	
Fire arm Reduction Strategy				

Objective	Indicators to measure progress	Line of Enquiry	Who/Where	Indicators of success
Reduce the number of guns in the community	• Operations to identify and remove illegal weapons • Reduce the use of guns in domestic violence cases • Reduce gun ownership in the community • Gun amnesties	How many registered guns are there in the Province/area? Are there illegal guns in the community? How many criminal cases involve the use of guns? What other weapons (objects) are being used to commit crime in the Province/area? Is there a pattern of movement of illegal guns in and out the community?	SAPS, NGO's,/Dept of Community Safety/, visioning	Increase in the number of guns recovered Increase in the number of assessments of gun owners
	• Encourage community leaders to develop plans to remove weapons	What is the community action to remove the illegal guns in the area?	SAPS, NGO's,/Dept of Community Safety/, visioning	Improved awareness among significant community leaders of the Firearms Act and other obligations
	• Identify positive role models to discourage use of guns	Do you involve positive role models to raise awareness about guns?	SAPS, NGO's,/Dept of Community Safety/, visioning	High visibility of these role models, actively promoting healthier lifestyles
	• Sector managers are involved in the management and monitoring of guns in the area	Are sector managers consulted and informed when a person applies for a gun? Does the Sector manager have a plan to reduce the number of guns in the community?	SAPS, NGO's,/Dept of Community Safety/, visioning	
Firearm Control Act strictly enforced	• Designated Firearms Officers educate the community and firearm owners on the provisions of the Firearms Control Act. • Implementation of FFZ as provided for in the FCA.	Is there any monitoring of gun owners? Do you conduct site visits in all applications and renewals of licences? How do you monitor compliance of the FCA in your Province/area?	SAPS, NGO's,/Dept of Community Safety/, visioning	Increase in the number of applications to be declared FFZ
Gun Free Zones	• GFZ established at schools,	How many GFZ has been	SAPS,	Declaration of all public places

identified and established	public places, taxi-ranks, bars, hospitals and shopping malls etc. • Encourage private businesses to request FFZ status	established in the Province/area? Are the any campaigns to raise awareness about GFZ in the Province/area? What programmes are there to encourage the establishment of GFZ?	NGO's,/Dept of Community Safety/, visioning	Each public place has a Policy on GFZ and FFZ
Community education programme	• Educate communities about the FCA • Educate communities about GFZ and FFZ	Are there education programmes on FCA? Are the educational programmes on GFZ and FFZ?	SAPS, NGO's,/Dept of Community Safety/, visioning	Build a social movement against guns
Violence in Schools				
Objective	**Indicators to measure progress**	**Line of Enquiry**	**Who/Where**	**Indicators**
Schools provide acceptable literacy and numeracy skills	All children gain acceptable literacy and numeracy skills Increase in the pass rate in those subjects	How many teaching hours are there per week per school? What is the Teacher/ Learner ratio? What is the average number of children per class in the school? How do schools support under achievers in these subjects? How is numeracy and literacy tested? How often is it tested?	DoE	Numeracy and literature testing Assessing school's numeracy and literacy programmes Teaching hours are monitored Programmes to support underachievers School have plan in place to achieve optimal children/teacher ratio
Schools are part of community	Increased community participation in school activities Increased activities offered by schools	Are there community orientated meetings/activities at schools? What Programmes/activities are there to encourage community involvement? What kind of involvement would you like to see? Do community members use the school facilities for their own purposes? Is it for: a) recreational purposes;	School principal/visioning workshop/SGB	School and communities work together

		b) social events or c) other. Is the use of school facilities free? Who gets paid? What do you do with the money?	
Learners and educators are treated with respect	High staff retention Policies in place to address grievances and discipline at school Decrease in disputes at schools	What strategy is in place to deal effectively with student grievances? What strategy is in place to deal effectively with educator grievances? How are students disciplined? How do you rate the quality of relationship between learners and educators?(Excellent, Good, average/bad) How do you rate the quality of relationship between parent and the school?(Excellent, good, average, bad) Are there structures to report grievances for: a) Parents b) Educators c) Learners. What is the average number of	DoE/School principals/teachers/visioning workshop

		years that the teaching components have been at the school? How many school principals have there been at the school in the past 10 years?		
Secure the physical safety of learners and educators at schools	Schools have well managed boundaries and access	Has there been a safety audit? Is there a safety plan? If there is not a safety plan – why not? What action has been taken to develop a safety plan? Is there a designated person accountable for school safety issues? Are you contracted to a private security company? Is there a policy/strategy for boundary/visitor management? Was the safety plan based on a risk assessment? How many access breaches were there in past 12 months? How many incidents of violence have been reported during the past 12 months? How many incidents of theft have been reported during the past 12 months? Are there records of these incidents? How is information used? Is crime and violence being addressed? Are schools monitoring and managing instances of violence, bullying, and other crimes? Is there an agreed procedure to respond to criminal incidents (including to victims to crime):	DoE/School principal/SGB/SAPS	Decrease in violent incidents at schools Development of school safety plan Adherence to the school safety plan Increased security at schools

		c) Directly; d) Through referral. Is there a follow up? Are educators trained to monitor children receiving victim support? To what extent are learners involved in access management? What risk factors exist in the vicinity of the school? (List – shebeens) How does the Department measure school safety?		
	Gun Free zones in place	Is the school a Firearm Free Zone? If not, why not? To what extent are learners involved in the development and implementation of FFZ? How many liquor outlets are there in the vicinity of the school?	DoE/School principal/SGB/ NGO's	Schools declared GFZ's
	Alcohol and Drug Free Zones	Is your school an Alcohol and drug Free Zone? If not, why not? To what extent are learners involved in the development and implementation of an Alcohol and drug Free Zone?	DoE/School principal/SGB/ NGO's/ Liquor Board	Schools declared Alcohol and Drug Free Zones
Build capacity in school management	Assessment of school management	Is there an SMT at your school? What is the composition? What are their roles? Is there a learner support office? What is its their roles Is there a school safety officer? What is his/her role? Does he/she receive special training? How is teaching and learning time managed?	DoE/School principal/SGB/	Well managed contributing schools

	Interventions to improve class management	Do you have mechanisms to monitor classes? What are they?	DoE/School principal/SGB/ NGO's	
	Strategies available to identify children at risk of dropping out (Learner Support Officers)	What strategies are there to identify children at risk? How do you assist the children identified as being at risk? Have you identified any children as being at risk during the past year in your school? How many children have been identified as being at risk during the past year per school?	DoE/School principal/SGB/ NGO's	
	Strategies to assess teachers at risk	What strategies are there to identify teachers at risk? How do you assist the teachers identified as being at risk? Have you identified any teachers as being at risk during the past year in your school? How many teachers have been identified as being at risk during the past year per school? Do you experience any of the following problems with teachers: a) Alcohol abuse by teachers; b) Sexual abuse of learners; c) Victimisation of learners; d) Substance abuse by teachers.	DoE/School principal/SGB/ NGO's	
Improve teaching skills	Assessment of teaching capacity	How many learners are there in each class? How are there in the school? What is the average qualification of the teachers in the school? How many leave days is allocated	DoE/School principals/SGB	Improved teaching capacity

		to each teacher? Do you experience problems with absenteeism? How often do you experience these problems? What are the mechanisms to deal with these problems? How effective are these mechanisms? (List) Have all the teachers signed performance contracts? Do you performance assessments? How often do you conduct performance assessments? What do you do when you detect a deficiency in the teachers capacity? Do teachers have all the necessary y of resources Are there enough resources and support available to teachers to perform their duties? How is it monitored? How many teachers have resigned during the past year? What is the most prevalent reason for resignations?		
Programmes available for out of school youth and extra mural / after school programmes	Programmes for youth out of schools are available and accessible	What programmes are available for youth out of school in your area? Where located? How many youth enrolled during the past six months? How accessible are these programmes? (List) Has an audit of youth been undertaken? Furnish a list of the most prevalent activities that the youth engage in? What is the level of parent /primary care giver involvement in the	NGO's /Visioning exercise/DSD/Department of Sports and Recreation/Department of Labour/Local Government	Children and youth are kept busy

		programmes? Are the programmes structured according tot ages?		
	After school programmes are available and accessible to all youth	Are there any after schools programmes in your area? Where are they located? What activities do they offer? How many youth make use of these services? What are the operating times of the After School programme? Are the after school programmes over weekends and vacations? What is the level of supervision at these programmes? What is the main purpose of these programmes?	DoE/SGB/DSD/ Local Government/Department of Sport and Recreation/Department of Arts and Culture/NGO's/ School Principal	
Community Mobilisation				
Objective	**Indicators to measure progress**	**Line of Enquiry**	**Who/Where**	**Indicators**
Communities are involved in positive mobilisation initiatives	Leadership for a mobilisation campaign is in place	Who is driving mobilisation initiatives in the community? How was this person selected to drive the initiatives? What qualities are required for leaderships? What resources are available to the leadership to drive these initiatives?	NGO's/ Visioning	Increased participation of communities in mobilisation initiatives
	Supportive resources are available	How many community initiatives are there in the community? What are the objectives of these initiatives? What is the level of community participation?		

		What is the impact of these community mobilisation initiatives? How are these initiatives funded?		
	There is networking with other campaigns	Who are the role players in these initiatives? What are their roles? Is there a formal networking body in the community? Who forms part of this network? What are the benefits of networking?		
Diversion				
Objective	**Indicators to measure progress**	**Lines of Enquiry**	**Who/Where**	**Indicators**
Improve access to diversion programmes	Diversion programmes are available and accessible in local community	How many service providers are in the Province/area? What diversion options are available in the Province/area? Who are the service providers in the Province/area? What diversion programmes available in the Province/area? How many persons can these programmes accommodate? How many persons are currently accessing these programmes? How many children are diverted in the Province/area? How many adults are diverted in the Province/area? How many complete the programmes? What barriers exist? (List: referral, transport, programme design) What is the cost of the programmes? For what offences are people being diverted in the Province/area?	DSD/NGO's/NPA/SAPS/ DoJ & CD	Diversion programmes are available and accessible in local communities

		Are parents/guardians involved in diversion programmes?		
	Diversion programmes addressing violence are available	What diversion options **addressing violence** are available in the Province/area? Who are the service providers in the Province/area? What diversion programmes addressing violence are available in the Province/area? How many persons can these programmes accommodate? How many persons are currently accessing these programmes? How many complete the programmes? What barriers exist? (List: referral, transport, programme design) What is the cost of the programmes? For what offences are people being diverted in the Province/area? Are parents/guardians involved in diversion programmes?	DSD/NGO's/NPA/SAPS/ DoJ &CD	A variety of diversion programmes for adult and children are available
	Diversion programmes addressing substance abuse are available	What diversion options **addressing substance abuse** are available in the Province/area? Who are the service providers in the Province/area? What diversion programmes addressing substance abuse are available in the Province/area? How many persons can these programmes accommodate? How many persons are currently accessing these programmes? How many complete the	DSD/NGO's/NPA/SAPS/ DoJ & CD	A variety of diversion programmes for adult and children are available

		programmes? What barriers exist? (List: referral, transport, programme design) What is the cost of the programmes? For what offences are people being diverted in the Province/area? Are parents/guardians involved in diversion programmes?		
	Diversion programmes for youth are available	Which diversion options targeting youth are available in the Province/area? What programmes available? How many youth are accessing these programmes? How many complete programmes? What barriers exist? (List: referral, transport, programme design) Who provides these programmes? What is the cost of the programmes? For what offences are children being diverted? Are parents/guardians involved in these diversion programmes?	DSD/NGO's/NPA/SAPS	A variety of diversion programmes for youth are available and accessible
	Diversion programmes for adults are available	Which diversion options targeting adults are available in the Province/area? What programmes available? How many adults are accessing these programmes? How many complete programmes? What barriers exist? (List: referral, transport, programme design) Who provides these programmes? What is the cost of the programmes? For what offences are people being	DSD/NGO's/NPA/SAPS/ DoJ & CD	A variety of diversion programmes for adults are available and accessible

		diverted?		
	Use of orders (as a level 1 option)	What types of court orders are prevalent in diversion in the Province/area? Who monitors the implementation of these orders? How effective are these orders?	NPA/SAPS/DSD/NGO's/ DoJ & CD	
Improve quality of diversion programmes	Design principles include an assessment of risk and resilience	Is there a detailed assessment of the child's risk and protective factors prior to implementation? Is a standardised tool being utilized for assessing children?	DSD/NGO's/NPA/SAPS/ DoJ & CD	Quality diversion programmes are offered
	There is regular monitoring and evaluation of diversion programmes	How often is diversion programmes monitored? What tools/ criteria are used to measure progress? Is there reporting mechanisms in place for effectiveness of the programmes? Do the programmes achieve their objectives?	DSD/NGO's/NPA/SAPS	Improved monitoring and evaluation of diversion programmes
	All stakeholders are knowledgeable about diversion options and their utility	Is there a manual or brochure that set out diversion options? In what languages are diversion programmes offered? Do stakeholders receive training on referral etc? Is there a separate brochure on diversion for CJS personnel and a separate one for Offenders? What are the objectives of the manual? How do you measure the impact of the manual/brochure? How are brochures disseminated?	DSD/NGO'S	
	Service providers know and apply minimum standards	Do service providers demonstrate knowledge of the minimum standards for diversion?	DSD/NGO's	The minimum standards for diversion are complied with

		How is compliance to the minimum standards monitored? What are the consequences of non-compliance?		
Community Re entry				
Objective	**Indicators to measure progress**	**Line of Enquiry**	**Who/Where**	**Indicators**
All stakeholders should have a thorough understanding of safety issues in the community and have access to the necessary information to enable their contributions.	Data sharing protocol is established between SAPS and DCS Community Corrections	Is there a data sharing protocol between SAPS and DCS? What type of data is shared between SAPS and DCS? How often do you share data? Does the other Government Departments in the Social Cluster have access to this data? What is the purpose in the sharing of data? What are the benefits in the sharing of data?	SAPS/ DCS CC	Access to information by the relevant stakeholders to promote successful re-entry
	Data sharing protocol is established between DCS CC and DSD and NGO's providing parolee support services.	Does your organisation provide parolee support services? What type of services do you provide? Is there a data sharing protocol between your organisation and DCS? What type of data is shared between your organisation and DCS? How often do you share data? Does the other Government Departments in the Social Cluster have access to this data? What is the purpose in the sharing of data? What are the benefits in the sharing of data?	DCS/DSD/NGO 's	
Offenders have access to interventions to address	Availability of parole/offender support programmes	Are there any parolee/ offender support programmes in the	NGO's/DSD	Well supported parolee/returning offenders

risks and challenges of re entry		Province/area? Where are they located? What activities do they offer? How many parolees/offenders make use of these services? How many complete the programmes? What is the level of family participation in these programmes? What is the main purpose of these programmes? What are the benefits of these programmes to parolees/offenders?		
	Returning offenders have had an assessment and a focussed support plan	Do you conduct assessments on returning offenders? Do you use the information from the assessment to develop a focussed support plan?	DCS/DSD/NGO's	
	Focussed programmes to support employment opportunities for returning offenders are available	Does your organisation offer employment support progammes of parolees/ returning offenders? Do you offer programmes to improve the skills of returning offenders/parolees? Do you assist them in finding employment? What is extent of the employment support programmes? What is the success rate of these programmes? Which jobs are commonly offered to returning offenders/parolees?	DCS/DSD/NGO's	
Families of returning offenders have access to support facilities to deal with offender re entry	Support to families of returning offenders are available and accessible	Does your organisation offer support to families of returning offenders? What type of support do you provide? What is the uptake of the services that you provide?	DCS/NGO's /DSD	Support to families of returning offenders available and accessible

		What is the impact of the support offered to families?	
Community structures and resources are engaged and support offender re entry	Community re- entry programmes including restorative justice is supported	Does your organisation offer community re-entry programmes? What community re-entry programmes do you offer? What activities do you offer? What is the uptake of the services that you provide? How many complete these programmes? What is the impact of the programmes? What is the level of family/community participation in these programmes?	DCS/NGO's/DSD
At systemic level policy and legislation reform are being introduced to facilitate re entry	Policy inputs like expunging criminal records are being considered researched and developed	Do you consider making submissions regarding the expunging of criminal records to assist with successful reintegration of returning offenders? What will be the benefits of such amendments?	DCS

Appendix 10: Example of Questionnaire

DATA GATHERING QUESTIONNAIRE

NAME OF STAKEHOLDER – SOUTH AFRICAN POLICE SERVICE (STATION COMMISSIONERS)

AREA:

Station Commissioners are requested to complete this questionnaire and return it to Barbara Holtmann on BHoltmann@csir.co.za and to Sean Tait on sean@apcof.org.za by no later than 31 March 2009 but preferably before the Visioning Workshop set for your station . If information is not available or you are unable to obtain information from existing data base please indicate this in the spaces provided.

1. Youth Offending and Victimisation

1.1 How many children (under 7 years) were victims of crime over the past calendar year (2008) in the area?

1.2 How many children under 14 were involved as offenders in criminal activities during the past year in the area?

1.3 How many children under 18 were involved as offenders in criminal activities during the past year in the area?

1.4 List the most prevalent crime categories involving children under 18 as offenders in the area.

1.5 List the most prevalent crime categories involving children under 14 as offenders in the area.

1.6 List the most prevalent crime categories involving children under 7 as victims offenders in the area.

1.7 List the most prevalent crime categories involving children under 14 as victims in the area.

1.8 List the most prevalent crime categories involving children under 18 as victims in the area.

1.9 How are problems relating to child victims resolved at station level?

1.20 How are problems relating to child offenders resolved at station level?

1.21 What strategies have worked in addressing child offending in the precinct?

1.22 What strategies have worked in addressing child victimisation in the precinct?

1.23 What strategies have not worked in addressing child offending in the precinct?

1.24 What strategies have not worked in addressing child victimisation in the precinct?

2. <u>Victim Support and Dealing with Trauma</u>

2.1 Managing Compliance

2.1.1 How do you monitor compliance to the Victims Charter and Victim Empowerment Programme?

2.1.2 What are the consequences of non-compliance?

2.1.3 How is the quality of services to victims monitored?

2.1.4 Do you receive complaints from victims?

2.1.5 What is the nature of these complaints?

2.1.6 How do you deal with such complaints? ?

2.2 Referral Networks

2.2.1 Is there an adequate referral service/network available for victims at the police station?

2.3 Training

2.3.1 What training is provided to improve assistance to child victims at station level?

2.3.2 What victim support programmes are available in the area?

2.3.3 How do people find out about the programmes?

2.3.4 Are you aware of any gaps in the services offered?

2.3.5 Do you have volunteers assisting with victims support?

2.3.6 Do you offer training to volunteers and support staff to reduce/prevent secondary victimisation?

2.4 Victim Rooms

2.4.1 Do you have separate victim support rooms?

2.4.2 Do you have strategies and programmes in place to build up your victim room, its inventory and support services offered. If so what are they?

2.5 Victim Liaison

2.5.1How are victims updated on the developments and progress in their cases?

2.5.2 How do you monitor this service to victims?

3. <u>Gun Violence Prevention and Gun Reduction</u>

3.1 How vigilant is the station about reducing the number of guns in the area?

3.2 How many registered guns are there in the area?

3.3 How many cases of lost/stolen guns have been opened at your station during the past year?

3.4 How many guns have you recovered during the past year?

3.5 To what extent are illegal guns in the community a problem?

3.6 Is there a pattern of movement of illegal guns in and out the community?

3.7 How many criminal cases involve the use of guns in the area?

3.8 What other weapons (objects) is being used to commit crime in the area?

3.9 How many illegal weapons were recovered in the precinct in the last calendar year (2008)?

3.10 How many illegal weapons were destroyed in the precinct in the last calendar year (2008)?

3.11 Are sector managers consulted and informed when a person applies for a gun?

3.12 Is there any monitoring of gun owners in the area?

3.13 Do you conduct site visits in all applications and renewals of licences in the area?

3.14 How many applications for gun licences and renewals have been received by your station in the past year?

3.15 How many Gun Free Zones (GFZ) have been established in the area and were are they located?

4. Effective and trusted Law Enforcement

4.1 Skills Management

4.1.1 Do you have a skills audit of your station?

4.1.2 How often do you conduct a skills audit?

4.1.3 Do you use the findings to assess where the shortcomings are?

4.1.4 How do you incorporate the findings of the skills audit into your year plan?

4.1.5 Are there any shortcomings in basic policing skills at your station? List the shortcomings.

4.1.6 What is the police/population ratio at your station?

4.1.7 How many police officers are there at your station?

4.2 Performance Management

4.2.1 Has every police officer signed a performance contract?

4.2.2 How often are police officers assessed against their performance contracts?

4.1.3 What steps are taken to rectify poor performance?

4.2.4 What training programmes have been offered?

Training	**Yes/No**
Statement taking	
Evidence collection and preservation	
Driver's licences	
Public relations	
New developments in the CJS	
Other	

4.3 Community Relations

4.3.1 What strategies/plans are in place to encourage community involvement with the police?

4.3.2 On as scale of one to five how would you rate the relationship between the community and police? (5 high and 1 low).

4.3.3 What steps are taken to improve the community's perceptions of the police?

4.3.4 What steps are taken to ensure that police successes are published in the community?

4.3.5 What strategies/plans are in place to?

	Strategies/plans
Educate members of the community about • Community Policing Forums (CPF's), • Community Safety Forums (if any) (CSF's) and • Sector Policing Forum (SPF's)?	
Encourage involvement of community members in • CPS's, • CSF's and • SPF's	

4.3.6 Are there any records kept of participation in CPF's, CSF's and SPF's?

4.3.7 Rate the level of community participation in:

Forum	**Rate community participation from 1 -5 (5 high and 1 low)**
CPF	
CSF	
SPF	

4.4 Corruption

4.4.1 What reporting and encouragement for reporting structures for corruption are in place?

4.4.2 How is this information made public?

4.4.3 What is the protection offered to those who report corruption?

4.4.4 How many corrupters and corruptees have been charged in the previous calendar year (2008)?

4.4.5 Do you feel the statistics above is a true reflection of the corruption problem?

4.4.6 Are the mechanisms for the reporting of corruption tested?

4.4.7 Are there any strategies/plans/campaigns in place to reduce corruption?

4.4.8 How often is this communicated to officials and community members?

4.4.9 Do you have a barometer for corruption in your office?

4.4.10 Are the outcomes of corruption cases published? \

4.5 Effectiveness

4.5.1 How many cases have been withdrawn/removed from the court roll during the past year?

4.5.2 Are there basic policies/instructions establishing time-frames for taking statements from witnesses/victims?

4.5.3 How is adherence monitored?

4.5.4 How many cases have been withdrawn/closed due to the fact that the victims/witnesses are untraceable during the past six months?

4.5.5 Are there any instructions/policy in place to ensure that all efforts are made to trace victims/witnesses before cases are withdrawn/closed?

4.5.6 How is it monitored?

4.5.7 Are there any instructions/policies in place directing time-frames that witnesses and victims should be informed about trial dates and subpoenaed to testify?

4.5.8 How is this monitored?

4.5.9 Who follows it up?

4.5.10 Is there a policy/instruction with time-frames relating to the finalisation of cases?

4.5.11 What are the key reasons for delays in criminal cases?

4.5.12 What actions are taken to eliminate delays?

4.5.13 How is adherence monitored?

4.6 Complaint Management

4.6.1 Do you receive complaints from?

Complainant	**Yes/No**
Dissatisfied witnesses	
Dissatisfied offenders/suspects	

4.6.2 What are the typical complaints?

4.6.3 How do you deal with them?

4.7 Trauma Support

4.7.1 Is trauma debriefing and counselling available to employees exposed to trauma incidents?

4.7.2 What percentage of staff is using it?

4.7.3 Is this sufficient

4.7.4 What more needs to be done to support officers exposed to trauma?

4.8 General

4.8.1 What do you think are the biggest obstacles to an effective Criminal Justice System in the Western Cape?

4.8.2 What suggestions would you make to fix it?

5. <u>Dealing with substance abuse</u>

5.1 Random Driver Testing

5.1.1 Do you conduct random driver testing in the precinct?

5.1.2 If not Why not

5.2 Shebeen Management

5.2.1 What restrictions are in place to reduce trading hours?

5.2.2 What is the impact of these restrictions?

5.2.3 How many licensed taverns/shebeens are there in the precinct?

5.2.4 How many unlicensed taverns/shebeens are there in the precinct?

5.2.5 How many checks on compliance with terms and conditions of license are carried out in the precinct?

5.2.6 How many searchers and checks are carried out on places of trade in the precinct?

5.2.7 Are random checks conducted in the precinct?

5.2.8 How many arrests have been affected with respect to shebeen trading during the past six months in the precinct?

5.2.9 How many withdrawals of licences have been affected with respect to shebeen trading during the past six months in the precinct?

5.3 Drug Abuse

5.3.1 How many drug outlets are there in the precinct?

5.3.2 What strategy is in place to police drug outlets?

5.3.3 What correlations do you observe between drugs and other crimes? List these crimes.

5.3.4 How many people have been arrested for drug related crime in the precinct over the past calendar year (2008)?

5.3.5 What is the percentage of dealers vs users in the arrested over the past calendar year (2008)?

5.3.6 What drugs and what is the quantity seized over the past calendar year (2008)?

5.3.7 Want is the outcome of the arrests

Outcome	Percentage
Prison term Fine Diversion	

5.3.8 What is the level of cooperation between the Station and other partners like local government in policing drugs?

5.3.9 Are there combined strategies between police precincts in policing drugs?

5.3.10 If so list them

5.3.11 What combined strategies are in place?

5.3.12 Are these strategies having an impact?

6. Child Abuse

6.1 How many cases of child abuse and neglect have been reported in the area during the past calendar year (2008)?

7. Schooling

7.1 Is there a designated person accountable for school safety issues at your station?

7.2 What partnerships exist between the police station and schools in the area?

7.3 How many incidents of violence have been reported at your police station by schools in the area during the past calendar year (2008)?

Primary schools	
Secondary schools	

7.4 How many incidents of theft from schools have been reported at your police station by schools in the area during the past calendar year (2008)?

Primary schools	
Secondary schools	

7.5 How many incidents of theft from learners have been reported at your police station by schools in the area during the past calendar year (2008)?

Primary schools	
Secondary schools	

7.6 How many incidents of shooting have been reported at your police station by schools in the area during the past calendar year (2008)?

Primary schools	

Secondary schools	

7.7 How many incidents of stabbings have been reported at your police station by schools in the area during the past calendar year (2008)?

Primary schools	
Secondary schools	

7.8 How is information used by your station***?***

7.9 Does your police station monitor and manage instances of violence, bullying, and other crimes in schools in the area?

7.10 Is there an agreed procedure to respond to criminal incidents (including to victims to crime) between your police station and schools in the area?

7.11 To what extent are learners involved with SAPS to promote school safety?

7.12 Do you have any crime prevention/ safety programmes in schools in the precinct?

7.13 What are the biggest risk factors to schools in the precinct?

Risk Factor	**Yes/No**
Shebeens	
Gang activities	
Drugs	
Prostitutes	
Other	

7.14 What actions have you taken during the past year to eliminate these risks?

Risk	**Location**	**Action**
Shebeens		
Drugs		

Other		

7.15 Are strategies like school safety volunteers having impact?

7.16 If yes what

7.17 If no why

7.18 Is training provided to school safety volunteers

7.19 How are school safety volunteers managed

8. Diversion Programmes

8.1 How many service providers offering diversion services are there in the precinct?

8.2 What diversion programmes available in the precinct?

8.3 For what type of offences are people commonly diverted in the precinct?

8.4 Is there interaction between the SAPS, Courts Prosecutorial Services and Service providers on the effectiveness and development of diversion programmes?

8.5 If yes what interaction is taking place?

9. Domestic Violence

9.1 How do you measure compliance to the provisions of the DVA?

9.2 How do you deal with non-compliance?

9.3 Do you offer programmes to communities on issues such as:

Issue	**Yes/No**	**Rate the level of community participation from 1 – 5 (5 high and 1 low)**	**Impact Rate 1 – 5 (5 high and 1 low)**
What domestic violence is			
Prevention			
The rights of victims in terms of the DVA			
What relief to expect from the CJS			
Where to report domestic violence			
Where to access information about domestic violence			
Where to access services			
The relation ship between domestic violence and HIV/AIDS and other social issues			

9.4 Do you keep record of all reported domestic violence cases?

9.5 How do you distinguish domestic violence cases from other related crimes in your records?

9.6 How many cases involving domestic violence have been reported during the past calendar year (2008)?

9.10 How many domestic violence cases with men as the victims have been reported during the past calendar year (2008)?

9.11 How many convictions on domestic violence related charges have been recorded during the past calendar year (2008)?

9.12 How many domestic violence related cases have been withdrawn by the court during the past calendar year (2008)?

9.13 How many domestic violence related cases have been withdrawn before court during the past calendar year (2008)?

9.14 What are the most common reasons for the withdrawals by the court?

9.15 What are the most common reasons for the withdrawals before court?

10. <u>Specific problems in identified areas</u>

10.1 Do you experience specific problems in the area with regard to?

- Substance abuse.
- Domestic violence.
- Child abuse.
- Gun violence.
- Corruption.
- Children in conflict with the law.
- Gang Violence
- Taxi Violence

Nature of the problem	**Describe extent of the problem**	**Describe the actions to reduce the problem**

11. Implementation

11.1 What do you think would be the best suited vehicle to implement a crime prevention strategy in your area?

11.2 Who should lead such an initiative?

Appendix 11: Example of Local Safety Plan

6. SAFETY PLANS, IMPLEMENTATION PLANS AND MONITORING AND EVALUATION FRAMEWORKS

6.1 FUNCTIONAL FAMILIES

Crime and Safety Priority	Safety Goal	Objectives
Functional Families	Caring/loving/close/ functional families	Parenting programmes are available and accessible
		Support to parents and guardians
		Support measures are developed and implemented to address domestic violence
		Provide sustained support for pregnant women/girls

IMPLEMENTATION PLAN

Objectives	Activities	Time Lines	Role Players	Budget
Parenting programmes are available and accessible	Conduct an assessment of the demand for parenting programmes		Lead Agency: DSD, Other: NGO's, CBO's, FBO's, DoH, DoE, Community members	
	Establish a data base of existing parenting programmes			
	Determine the number of parents or guardians who are in need of parenting programmes			
	Encourage parents, guardians and teenage pregnant girls to attend parenting programmes			
Support to parents and guardians	Conduct an assessment of the demand for parental support programmes		Lead Agency: DSD, Other: NGO's, CBO's, FBO's, DoH, DoE, Community members	
	Establish a data base of existing parental support programmes			
	Determine the number of parents or guardians who are in need of support			

	Encourage parents and guardians to attend support programmes			
Support measures are developed and implemented to address domestic violence	Ascertain what the extent of domestic violence in the area is (over and above the reported cases)		Lead Agency: DSD, SAPS Other: NGO's, CBO's, FBO's, Community members, NPA, DoH,	
	Advocate for accessible programmes focusing on the prevention of domestic violence			
	Ensure that support for victims of domestic violence is available and accessible (to children, women and men as victims)			
	Raise awareness and educate the community about domestic violence and where to report and access services			
	Ensure that all role players in the criminal justice system comply with the all the relevant provisions in the Domestic Violence Act – through training			
Provide sustained support for pregnant women/girls	Raise awareness of support available for pregnant women/girls		Lead Agency: DSD, DoH, DoE Other: NGO's, CBO's, FBO's, Community members	

	Develop a data base of existing support programmes			
	Provide referrals for women/girls in need of support with the relevant support programmes			

MONITORING AND EVALUATION FRAMEWORK

Objectives	Activities	Monitoring Indicators (Activities)	Evaluation Indicators (Objectives)	Role Players
Parenting programmes are available and accessible	Conduct an assessment of the demand for parenting programmes	Needs assessment conducted	Reduction in domestic violence Reduction in child abuse and neglect cases	Lead Agency: DSD, Other: NGO's, CBO's, FBO's, DoH, DoE, Community members
	Establish a data base of existing parenting programmes	Data base of existing parenting programmes developed		
	Determine the number of parents or guardians who are in need of parenting programmes	Lists of parents, guardians, young mothers in need of parenting programmes		
	Encourage parents, guardians and teenage pregnant girls to attend parenting programmes	Increase in the involvement of parents with their children		
Support to parents and guardians	Conduct an assessment of the demand for parental support programmes	Needs assessment conducted	Reduction in child abuse and neglect cases Increase in the involvement of parents with their children	Lead Agency: DSD, Other: NGO's, CBO's, FBO's, DoH, DoE, Community members
	Establish a data base of existing parental support programmes	Data base of existing parental support programmes developed		
	Determine the number of parents or guardians who are in need of support	List of parents or guardians in need of support		
	Encourage parents and guardians to attend support programmes	Available awareness raising material		

Support measures are developed and implemented to address Domestic Violence (DV)	Ascertain what the extent of DV in the area is (over and above the reported cases)	Survey of DV	Reduction in the occurrence of DV Reduction in the direct/indirect negative impact of DV on victims Increased community involvement in the prevention and reporting of DV Increased community awareness in the prevention and reporting of DV Improved service delivery in respect of DV	Lead Agency: DSD, SAPS Other: NGO's, CBO's, FBO's, Community members, NPA, DoH,
	Advocate for accessible programmes focusing on the prevention of domestic violence	Lobby and advocacy programmes taken up by community organisations, NGOs		
	Ensure that support for victims of domestic violence is available and accessible (to children, women and men as victims)	Available and accessible services for victims in area		
	Raise awareness and educate the community about domestic violence and where to report and access services	Awareness raising and educational programmes		
	Ensure that all role players in the CJS comply with the all the relevant provisions in the Domestic Violence Act – through training	Reduced number of complaints against CJS role players in respect of DV		
Provide sustained support for pregnant women/girls	Raise awareness for support of pregnant women/girls	Increase in the number of pregnant girls using the programmes	Decrease in under-five, infant, and maternal mortality rate Decrease in the number of babies born with FAS Decrease in child abuse and neglect cases Increased involvement of mothers with their children	Lead Agency: DSD, DoH, DoE Other: NGO's, CBO's, FBO's, Community members
	Develop a data base of existing support programmes	Data base of existing support progammes developed		
	Provide referrals for women/girls in need of support with the relevant support programmes	Increase in the number of pregnant girls using the programmes		

6.2 SPORT AND RECREATION ACTIVITIES AND FACILITIES FOR CHILDREN AND YOUTH

Crime and Safety Priority	Safety Goal	Objectives
Sport and Recreation	Keep children safe and busy	Promote availability and utilisation of sporting facilities
		Promote availability and utilisation of cultural activities (music, arts)

IMPLEMENTATION PLAN

Objectives	Activities	Time Lines	Role Players	Budget
Promote availability and utilisation of sporting facilities	Conduct an audit of available sporting facilities		Lead Agency: DoEd, SGB's, DoS&R,DoPW Municipality Others: NGOs, Community members, Private businesses	
	Identify the areas that have a need for sporting facilities			
	Assess the accessibility to existing sporting activities/facilities in the area			
	Establish sporting programmes catering for after-school children and out-of-school youth			
	Develop sporting strategies for youth development			
	Encourage children, youth and community members to participate in sporting activities offered in their area			
Promote availability and utilisation of cultural activities (music, arts)	Conduct an audit of the available cultural activities/facilities in the area		Lead Agency: DoE, SGB's, DoA&C DoPW Municipality Others: NGO's,CBO's, FBO's Community	
	Identify the areas that have a need for cultural activities/facilities			
	Assess the accessibility to cultural activities/facilities in the area			

	Establish cultural activities/programmes/facilities catering for after-school children and out-of-school youth		members, Private businesses	
	Develop recreational strategies for youth development			
	Encourage children, youth and community members to participate in cultural activities offered in their area			

MONITORING AND EVALUATION

Objectives	Activities	Monitoring Indicators (Activities)	Evaluation Indicators (Objectives)	Role Players
Promote availability and utilisation of sporting facilities	Conduct an audit of available sporting facilities	Audit of available sporting facilities conducted	Increase in number of sporting facilities Increased community involvement in sport activities Reduction in gangs and gang activities	Lead Agency: DoE, SGB's, DoS&R,DoPW Municipality Others: NGOs, Community members, Private businesses
	Identify the areas that have a need for sporting facilities	List of areas in need of sporting facilities		
	Assess the accessibility to existing sporting activities/facilities in the area	Report on accessibility to existing sporting activities/facilities		
	Establish sporting programmes catering for after-school children and out-of-school youth	Increase in the number of sporting programmes catering for after-school children and out-of-school youth		
	Develop sporting strategies for youth development	Sporting strategies for youth development developed and implemented		
	Encourage children, youth and community members to participate in sporting activities offered in their area	Increase in the number of children, youth and community members participating in sporting activities		

Promote availability and utilisation of cultural activities (music, arts)	Conduct an audit of the available cultural activities/facilities in the area Identify the areas that have a need for cultural activities/facilities Assess the accessibility to cultural activities/facilities in the area Establish cultural activities/programmes/facilities catering for after-school children and out-of-school youth Develop recreational strategies for youth development	Audit of available cultural activities/facilities conducted List of areas in need of cultural activities/facilities Report on accessibility to existing cultural activities/facilities Increase in the number of cultural activities /programmes/facilities catering for after-school children and out-of-school youth Recreational strategies for youth development developed and implemented	Increase in the number of cultural activities offered in the community Increase in the number of children participating in cultural activities Reduction in gangs and gang activities	Lead Agency: DoE, SGB's, DoA&C DoPW Municipality Others: NGO's,CBO's, FBO's Community members, Private businesses
	Encourage children, youth and community members to participate in cultural activities offered in their area	Increase in the number of children, youth and community members participating in cultural activities		

6.3 SKILLS DEVELOPMENT FOR YOUTH

Crime and Safety Priority	Safety Goal	Objectives
Skills Development for Youth	Availability and accessibility of skills development programmes	Provide life and employment skills training for the youth
		Support application to bursaries, sponsorships and leadership programmes

IMPLEMENTATION PLAN

Objectives	Activities	Time Lines	Role Players	Budget
Provide life and employment skills training for the youth	Conduct an audit of the need for life and employment skills development for the youth in the community		Lead Agency: DoE,DoL,DSD Others: NGOs,CBO's, FBO's Community members, Private businesses	
	Conduct an audit of existing life and employment skills development programmes offered in the community			
	Encourage the youth and community members to participate in and support the life and employment skills development programmes in their area			
Support application to bursaries, sponsorships and leadership programmes	Access the need for bursaries, sponsorship and leadership programmes in schools in the community		Lead Agency: Department of Education, SGB's Others: NGO's, private businesses, tertiary institutions	
	Identify local businesses and tertiary institutions that offer bursaries, sponsorships and financial assistance and expertise for leadership programmes			

	Encourage learners to improve their academic performance to qualify for bursaries and sponsorships			

MONITORING AND EVALUATION FRAMEWORK

Objectives	Activities	Monitoring Indicators (Activities)	Evaluation Indicators (Objectives)	Role Players
Provide life and employment skills training for the youth	Conduct an audit of the need for life and employment skills development for the youth in the community Conduct an audit of existing life and employment skills development programmes offered in the community	Skills audit conducted Data base of existing skills development programmes	Increased number of children participating in life and employment skills development programmes	Lead Agency: DoE,DoL,DSD Others: NGOs,CBO's, FBO's Community members, Private businesses
	Encourage the youth and community members to participate in and support life and employment skills development programmes in their area	Increase in the number of youth and community members participating in and supporting life and employment skills development programmes in their area	Increased number of youth with hope for the future Reduction of youth involved in gangs and gang activities	
Support application to bursaries, sponsorships and leadership programmes	Assess the need for bursaries, sponsorship and leadership programmes in schools in the community Identify local businesses and tertiary institutions that offer bursaries, sponsorships and financial assistance and expertise for leadership programmes	Report on the need for bursaries, sponsorship and leadership programmes in schools in the community Data base of local businesses and tertiary institutions that offer bursaries, sponsorships and financial assistance and expertise for leadership programmes	Increased assistance to learners who can not afford tertiary education or sporting equipment Improvement in academic performance by learners who want to qualify for bursaries and sponsorship	Lead Agency: DoE, SGB's Others: NGO's, private businesses, tertiary institutions

	Encourage learners to improve their academic performance to qualify for bursaries and sponsorships	Increase in the number of learners to improve their academic performance to qualify for bursaries and sponsorships	Reduction in gangs and gang activities	

6.4 SAFE AND ACCESSIBLE SCHOOLS

Crime and Safety Priority	Safety Goal	Objectives
Safe and accessible schools	Provide an environment where learners can learn in peace and safety, free from fear and victimisation.	Promote safe schools
		Promote efficient school management
		Promote community ownership of schools
		Develop safe passage to and from schools

IMPLEMENTATION PLAN

Objectives	Activities	Time Lines	Role Players	Budget
Promote safe schools	Establish the extent and nature of school violence in the community		Lead Agencies: DoE, SGB's Other: SAPS, NGO's, CBO's, FBO'S Community members, Learners, Teachers	
	Identify the schools at risk of crime and violence			
	Establish school safety programmes in the identified schools			
	Educate learners on the negative impact that school violence have on both perpetrators and victims			
	Establish effective partnerships between schools, communities, law enforcement agencies, parents, government departments and non-government organizations			
	Establish safety programmes to provide learners with safety zones before, during and after school hours			
Promote efficient school management	Develop a positive working relationships between management, teachers, learners, and parents		Lead Agencies: SGB's, DoE Others: Parents, Learners, Teachers, Community members	
	Establish programmes to improve the management of schools through the development of policies and practices			

	Promote the availability of counselling and other support to victims of school violence			
Promote community ownership of schools	Encourage community ownership of schools in the community by ensuring that schools become safe havens for learners		Lead Agencies: SGB's, Community members Others: CPF's, Learners, Teachers, DoE	
	Develop programmes that build community to utilization of the facilities of the schools in the community and to develop community partnerships on security issues			
Develop safe passage to and from schools	Identify the unsafe areas and risk factors or elements that threaten learners' safety on the routes to and from schools		Lead Agency: DoE, SAPS, SGB's, DoT Others: NGO's, Community Members	
	Develop action plans to eliminate the identified risk factors or elements identified on these routes			
	Encourage community members to become involved in learners' safety			

MONITORING AND EVALUATION FRAMEWORK

Objectives	Activities	Monitoring Indicators (Activities)	Evaluation Indicators (Objectives)	Role Players
Promote safe schools	Establish the extent and nature of school violence in the community	Report on the extent and nature of school violence	Increased understanding of the extent and nature of school violence in the area	Lead Agencies: DoE, SGB's
	Identify the schools at risk of crime and violence	Schools at risk identified		Other: SAPS, NGO's, CBO's, FBO'S
	Establish school safety programmes in the identified schools	School safety programmes developed and implemented at identified schools	Decrease in the incidents of school violence in the community	Community members, Learners, Teachers
	Educate learners on the negative impact that school violence has on both perpetrators and victims	Educational programmes offered on the negative impact that school violence has on both perpetrators and victims		

	Establish effective partnerships between schools, communities, law enforcement agencies, parents, government departments and non-government organizations	Functional partnerships developed between schools, communities, law enforcement agencies, parents, government departments and non-government organizations		
	Establish safety programmes to provide learners with safety zones before, during and after school hours	Safety programmes available and accessible		
Promote efficient school management	Develop a positive working relationships between management, teachers, learners, and parents	Positive working relationships between management, teachers, learners, and parents established	Well managed and efficient schools	Lead Agencies: SGB's, DoE Others: Parents, Learners, Teachers, Community members
	Establish programmes to improve the management of schools through the development of policies and practices	Programmes to improve the management of schools through the development of policies and practices are available and accessible		
	Promote the availability of counselling and other support to victims of school violence.	Counselling and other support to the victims of school violence are available and accessible		
Promote community ownership of schools	Encourage community ownership of schools in the community by ensuring that schools become safe havens for learners	Increased use of school facilities and participation by community members	Increased community participation in schools to make sure that schools are safe haven for learners Reduction in the risk factors that threatens the safety of children on route from and to schools Reduction in the number of incidents of crime involving learners on route to and from schools Reduction in the fear of children travelling to and	Lead Agencies: SGB's, Community members Others: CPF's, Learners, Teachers, DoE
	Develop programmes that build community partnerships on school safety issues	Programmes to build community partnerships developed		
Develop safe passage to and from schools	Identify the unsafe areas and risk factors or elements that threatens learners' safety on the routes to and from schools	Unsafe areas and risk factors identified		Lead Agency: DoE, SAPS, SGB's, DoT Others: NGO's, Community Members
	Develop action plans to eliminate the identified risk factors or elements identified on these routes	Action plans to address safe passage to and from schools developed		
	Encourage community members to become involved in learners' safety			

			from schools	

6.5 ALCOHOL / DRUGS ABUSE

Crime and Safety Priority	Safety Goal	Objectives
Alcohol/drugs abuse	Reduce the impact of alcohol/drug abuse	Regulate the issuing of liquor licences
		Encourage reduction in consumption of alcohol in the community
		Develop available and accessible treatment centres for drug and alcohol abuse

IMPLEMANTATION PLAN

Objectives	Activities	Time Lines	Role Players	Budget
Regulate the issuing of liquor licences	Establish partnerships between the Liquor board, SAPS and community members to regulate the issuing of liquor licences in the community		Lead Agencies: SAPS, Liquor Board, Municipality Other: Community members, Shebeen/ tavern owners	
	Conduct regular inspections of shebeens and taverns in the area to check compliance with liquor regulations and terms and conditions of liquor licences			
Encourage reduction in consumption of alcohol in the community	Establish the extent and nature of alcohol abuse in the community		Lead Agencies: DSD, DoE, DoH, SAPS, Municipality, Liquor Board Others: NGO's, CBO's,FBO's, CPF's, Community members, DoS &R, DoA &C	
	Establish a Local Drug Committee			
	Establish programmes focused on reducing alcohol consumption in the community			
	Identify early intervention and treatment programmes for vulnerable persons			
	Educate the community on the negative impact of alcohol abuse			
	Organise regular fun day events in the community to keep children/youth busy			
	Establish partnerships with government departments to develop action plans/prevention programmes for substance abuse			

Develop available and accessible treatment centres for drug and alcohol abuse	Identify the existing support structures for alcohol and drug abusers in the community		Lead Agencies: DoH, DSD, Municipality Other: DoPW, NGO's, CBO's, FBO's, Community members, Private business	
	Establish a referral system for substance abusers			
	Establish support programmes for treatment of substance abuse			
	Establish in and out patient substance abuse treatment facilitates			

MONITORING AND EVALUATION FRAMEWORK

Objectives	Activities	Monitoring Indicators (Activities)	Evaluation Indicators (Objectives)	Role Players
Regulate the issuing of liquor licences	Establish partnerships between the Liquor board, SAPS and community members to regulate the issuing of liquor licences in the community	Partnerships between the Liquor board, SAPS and community members established	Reduced number of liquor licences issued and liquor outlets in the community	Lead Agencies: SAPS, Liquor Board, Municipality
	Conduct regular inspections of shebeens and taverns in the area to check compliance with liquor regulations and terms and conditions of liquor licences	Increased number of inspections of shebeens and taverns Increase in the compliance with liquor regulations and terms and conditions of liquor licences	Increased adherence to terms and conditions of liquor licences	Other: Community members, Shebeen/ tavern owners
Encourage reduction in consumption of alcohol in the community	Establish the extent and nature of alcohol abuse in the community	Report on the extent and nature of alcohol abuse in the community	Reduced consumption of alcohol in the community	Lead Agencies: DSD, DoE, DoH, SAPS, Municipality, Liquor Board Others: NGO's, CBO's,FBO's, CPF's, Community members, DoS &R, DoA &C
	Establish a Local Drug Committee	Local Drug Committee established		
	Establish programmes focused on reducing alcohol consumption in the community	Programmes focused on reducing alcohol consumption in the community are available and accessible		
	Identify early intervention and treatment programmes for vulnerable persons	Early intervention and treatment programmes for		

		vulnerable persons are available and accessible		
	Educate the community on the negative impact of alcohol abuse	Community education and awareness programmes are available and accessible		
	Organise regular fun day events in the community to keep children/youth busy	Fund day events held in the area		
	Establish partnerships with government departments to develop action plans/prevention programmes for substance abuse	Partnerships established with government departments to develop action plans/prevention programmes for substance abuse		
Develop available and accessible treatment centres for drug and alcohol abuse	Identify the existing support structures for alcohol and drug abusers in the community	Data base for existing support structures for alcohol and drug abusers developed	Increase in the number of available and accessible substance abuse treatment centres	Lead Agencies: DoH, DSD, Municipality
	Establish a referral system for substance abusers	Referral systems for substance abusers established and utilised		Other: DoPW, NGO's, CBO's, FBO's, Community members, Private business
	Establish support programmes for treatment of substance abuse	Data base for existing support programmes for treatment of substance abuse established		
	Establish in and out patient substance abuse treatment facilitates	Substance abuse treatment facilities available and accessible		

6.6 JOB CREATION AND EMPLOYMENT OPPORTUNITIES

Crime and Safety Priority	Safety Goal	Objectives
Job creation and employment opportunities	Create and sustain employment opportunities in the community	Promote formal and informal employment
		Promote development and use of available and accessible multi-purpose skills development centres
		Create/sustain local employment opportunities

IMPLEMENTATION PLAN

Objectives	Activities	Time Lines	Role Players	Budget
Promote formal and informal employment	Identify organisations that offer sponsorships or support to potential formal and informal entrepreneurs		Lead Agency: DoL, DoEA, DoA, Municipality Others: NGO's, Private businesses, , Community members	
	Promote and fund new formal and informal business initiatives			
	Promote and sustain partnerships within formal and informal businesses			
	Educate the community on entrepreneurship and assist them in identifying business opportunities			
Promote development and use of available and accessible multi-purpose skills development centres	Identify skills needs/shortages in the community		Lead Agency: DoL, DPSA, DoEA Others: NGO's, Municipality, Private businesses, Community members	
	Develop programmes to address needs/shortages			
	Encourage community members, private businesses and other organisations to become involved in and support skills development in the community			

Create/sustain local employment opportunities	Provide career guidance programmes at school level		Lead Agency: DoL, DoEA, DPSA,DoE Others: Private businesses, NGO's, Municipality, Community members	
	Establish linkages with initiatives that includes skills development in identified priority areas			
	Develop partnerships with corporate industries/agencies to fund projects and to offer employment			
	Provide resources to support induction and ongoing skills development			

MONITORING AND EVALUATION FRAMEWORK

Objectives	Activities	Monitoring Indicators (Activities)	Evaluation Indicators (Objectives)	Role Players
Promote formal and informal employment	Identify organisations that offer sponsorships or support to potential formal and informal entrepreneurs	Audit report of organisations offering sponsorships and promoting formal and informal business	Increased formal/informal entrepreneurs working and trading in the community Increased employment opportunities Reduction in the unemployment rate Reduction in poverty	Lead Agency: DoL, DoEA, DoA, Municipality Others: NGO's, Private businesses, , Community members
	Promote and fund new formal and informal business initiatives	Increased number of formal and informal business initiatives		
	Promote and sustain partnerships within formal and informal businesses	Sustained partnerships within formal and informal businesses		
	Educate the community on entrepreneurship and assist them in identifying business opportunities	Improved knowledge about entrepreneurship		

Promote development and use of available and accessible multi-purpose skills development centres	Identify skills needs/shortages in the community Develop programmes to address the identified skills needs/shortages	Audit of skills and skills needs/shortages conducted Skills development programmes are available and accessible	Increase in the number of skilled people in the community	Lead Agency: DoL, DPSA, DoEA Others: NGO's, Municipality, Private businesses, Community members
	Encourage community members, private businesses and other organisations to become involved in and support skills development in the community	Increased involvement in and support of community members, private businesses and other organisations in skills development in the community	Increased employment opportunities Reduction in the unemployment rate	
Create/sustain local employment opportunities	Provide career guidance programmes at school level Establish linkages with initiatives that includes skills development in identified priority areas Develop partnerships with corporate industries/agencies to fund projects and to offer employment Provide resources to support induction and ongoing skills development	Career guidance programmes offered at schools An increase in the initiates linked to skills development in the identified priority areas Partnerships formed and internships offered Resources to support induction and ongoing skills development are available and accessible	Increased employment opportunities in the community	Lead Agency: DoL, DoEA, DPSA,DoE Others: Private businesses, NGO's, Municipality, Community members

6.7 DIVERSION AND OFFENDER REINTEGRATION

Crime and Safety Priority	Safety Goal	Objectives
Diversion	Diversion programmes for children	Provide available and accessible diversion programmes focusing on the children
Reintegration of Offenders	Successful Rehabilitation and Reintegration of Offenders	Provide rehabilitation programmes for offenders that are available and accessible
		Promote community involvement in the reintegration of offenders

IMPLENTATION PLAN

Objectives	Activities	Time Lines	Role Players	Budget
Provide available and accessible diversion programmes focusing on the children	Identify existing diversion programmes available to children in the community		Lead: NGO's,DSD, NPA, DoJ&CD, Other: SAPS, Community members, FBO's, CBO's	
	Promote implementation of Minimum Standards for Diversion service providers			
	Determine the need for specific diversion programmes in the community			
	Link the specific diversion needs with specific diversion programmes			
	Encourage parents or guardians to become involved in diversion programmes			
Provide rehabilitation programmes for offenders are available and accessible	Develop a profile of offenders in the correctional facilities in the community		Lead: DSD, DCS, DoE, NGO's, Other: CBO's, FBO's, Community members, Private businesses	
	Develop a data base of existing rehabilitation programmes in the community			

	Establish rehabilitation centres/programmes in the community			
	Establish support/treatment programmes for offenders to assist in their rehabilitation and reintegration			
	Run skills development programmes to ensure that offenders can find employment after their release			
Promote community involvement in the reintegration of offenders	Educate families/community on the rehabilitation and reintegration process to enable a better understanding of and participation in the processes		Lead: DSD, DCS, Community members, Private businesses Other: NGO's, CBO's, FBO's	

MONITORING AND EVALUATION

Objectives	Activities	Monitoring Indicators (Activities)	Evaluation Indicators (Objectives)	Role Players
Provide available and accessible diversion programmes focusing on the children	Identify existing diversion programmes available to children in the community	Data base of diversion programmes available for children developed	Increase in the number of available and accessible diversion programmes focusing on children Increase in the number of children that are diverted from the CJS for petty offences Reduction in the reoffending of children diverted from the CJS	Lead: NGO's,DSD, NPA, DoJ&CD, Other: SAPS, Community members, FBO's, CBO's
	Promote implementation of Minimum Standards for Diversion service providers	Increase in the level of compliance to the Minimum Standards for Diversion by service providers		
	Determine the need for specific diversion programmes in the community	Need assessment for specific diversion programmes conducted		
	Link the specific diversion needs with specific diversion programmes	Specific needs for diversion linked with specific diversion programmes		
	Encourage parents or guardians to become involved in diversion programmes	Increase in the involvement of parents or guardians in diversion programmes		
Provide rehabilitation programmes for offenders that are available and accessible	Develop a profile of offenders in correctional facilities in the community	Profile of offenders in correctional facilities in the community developed	Increase in number of offenders successfully rehabilitated and reintegrated into the community Reduction in the reoffending rate of offenders	Lead: DSD, DCS, NGO's, Other: CBO's, FBO's, Community members, Private businesses
	Develop a data base of existing rehabilitation programmes in the community	Database of existing rehabilitation programmes developed		
	Establish rehabilitation centres/programmes in the community	Increase in the number of rehabilitation centres/programmes in the community		
	Establish support/treatment programmes for offenders to assist in their rehabilitation and reintegration	Increase in the number of support/ treatment programmes for offenders in the community		
	Run skills development programmes to ensure that offenders find employment	Increase number of offenders that get		

	after their release	employed after their release		
Promote community involvement in the reintegration of offenders	Educate families/communities on the rehabilitation and reintegration process to enable a better understanding of and participation in the processes	Improved understanding of rehabilitation and reintegration processes	Increased community involvement in the reintegration of offenders Increased involvement of families with offenders	Lead: DSD, DCS, Community members, Private businesses Other: NGO's, CBO's, FBO's

6.8 SERVICE DELIVERY

Crime and Safety Priority	Safety Goal	Objectives
Effective and efficient services	Effective and efficient services to local communities	Information on available Government services are available and accessible in community

IMPLEMENTATION PLAN

Objectives	Activities	Time Lines	Role Players	Budget
Information on available Government services are available and accessible in community	Establish an information centre in the community		Lead Agency: Community members, Depart. of Housing, DoPW, Municipality, DSD, DoH, DoE, DoJ&CD, NPA, SAPS, DoE, DoHA, DoED Other: private businesses, NGO's	
	Establish what information should be provided at the centre and who to contact if needed			
	Approach the different Government departments to provide information at the centre in the community			

MONITORING AND EVALUATION FRAMEWORK

Objectives	Activities	Monitoring Indicators (Activities)	Evaluation Indicators (Objectives)	Role Players
Information on available Government services are available and accessible in community	Establish an information centre in the community Establish what information should be provided at the centre and who to contact if needed	Information centre is established Information centre operational	Increased knowledge about the type of services that Government offers to its citizens	Lead Agency: Community members, Depart. of Housing, DoPW, Municipality, DSD, DoH, DoE, DoJ&CD, NPA, SAPS, DoE, DoHA, DoED Other: private businesses, NGO's
	Approach the different Government departments to provide information at the centre in the community	Clarity on the roles and responsibilities of the different Government departments	Increased access to the available services	

6.9 SAFE AND CLEAN ENVIRONMENT

Crime and Safety Priority	Safety Goal	Objectives
Safe and Clean Environment	A clean and safe environment	Provide safe and well maintained parks
		Reduce opportunities for crime in public places

IMPLEMENTATION PLAN

Objectives	Activities	Time Lines	Role Players	Budget
Provide safe and well maintained parks	Assess the safety risks in parks in the community		Lead Agency: Municipality, DoPW, Private businesses, SAPS, Community members Others: NGO's, CBO's, FBO's	
	Develop action plans to eliminate any safety risks identified in parks			
	Ensure that the parks are regularly cleaned			
	Ensure that public toilets are cleaned regularly, that they have sufficient lighting and that they are safe			
	Encourage community members to make use of parks			
	Enforce by-laws in parks in the community			
Reduce opportunities for crime in public places	Ensure that public places are regularly cleaned and have sufficient lighting		Lead Agency: Municipality, DoPW, Private businesses, SAPS, Community members Others: NGO's, CBO's, FBO's	
	Enforce by-laws in public places			
	Install and manage CCTV cameras in high risk areas			
	Identify unused or dilapidated buildings and contact the owners to maintain and secure these buildings			

	Develop vandalism prevention plans			

MONITORING AND EVALUATION

Objectives	Activities	Monitoring Indicators (Activities)	Evaluation Indicators (Objectives)	Role Players
Provide safe and well maintained parks	Assess the safety risks in parks in the community	Safety risks in parks identified	Availability and accessibility to safe parks	Lead Agency: Municipality, DoPW, Private businesses, SAPS, Community members
	Develop action plans to eliminate any safety risks identified in parks	Action plans to eliminate any safety risks identified in parks developed and implemented	Increased usage and enjoyment of parks by the community	
	Ensure that the parks are regularly cleaned and have sufficient lighting	Clean and safe parks		Others: NGO's, CBO's, FBO's
	Ensure that public toilets are cleaned regularly, that they have sufficient lighting and that they are safe	Clean and safe public toilets	Increased feelings of safety in the community	
	Encourage community members to make use of parks	Increased utilisation of parks		
	Enforce by-laws in parks in the community	Increased compliance with by-laws		
Reduce opportunities for crime in public places	Ensure that public places are regularly cleaned and have sufficient lighting	Clean and safe public places	Availability and accessibility to safe public places	Lead Agency: Municipality, DoPW, Private businesses, SAPS, Community members
	Enforce by-laws in public places	Increased compliance with by-laws		
	Install and manage CCTV cameras in high risk areas	Well mannered CCTV cameras in high risk areas	Increased feelings of safety in the community	
	Identify unused or dilapidated buildings and contact the owners to maintain and secure these buildings	Maintained and secure buildings		Others: NGO's, CBO's, FBO's
	Develop vandalism prevention plans	Vandalism prevention plans developed and implemented		

6.10 SAFE AND ACCESSIBLE TRANSPORT

Crime and Safety Priority	Safety Goal	Objectives
Safe and Accessible Transport	Safe and accessible transport to all members of the community	Improve road safety
		Provide safe passage between work and home for all community members (including safe bus terminals, taxi ranks and train stations)
		Improve transport safety for commuters

IMPLEMENTATION PLAN

Objectives	Activities	Time Lines	Role Players	Budget
Improve road safety	Enforce road traffic legislation and by-laws relating to road safety		Lead Agency: Municipality, DoT, NPA, DoJ&CD, SAPS Other: Community members, NGO's, Private businesses	
	Ensure that all high risk accident areas have enough and clearly visible road traffic signs and safety measures such as traffic lights, speed humps, stop signs and pedestrian crossings			
	Develop partnerships with affiliates in the transport sector to improve road safety in the community			
	Educate the community on the importance of road safety			
Provide safe passage between work and home for all community members (including safe bus terminals,	Identify the unsafe areas on the routes to and from bus terminals, taxi ranks and train stations		Lead Agency: SAPS, DoT, Taxi Associations, Municipality,	

taxi ranks and train stations)	Identify the risk factors or elements that threatens community members' safety on these routes		Transnet, Spoornet Others: NGO's, Private transport business owners, Community Members	
	Develop action plans to eliminate the risk factors on these routes and on trains			
Improve transport safety for commuters	Develop partnerships between affiliates in the transport sector and community members to improve the safety of commuters		Lead Agency: Municipality, DoT, SAPS, Taxi and bus associations, Taxi and bus owners, Transnet, Spoornet	
	Educate the community on the importance of the safety of commuters			
	Establish demarcated taxi ranks and bus terminals			
	Ensure visible police or security personnel at taxi ranks, bus terminals and train stations			

MONITORING AND EVALUATION

Objectives	Activities	Monitoring Indicators (Activities)	Evaluation Indicators (Objectives)	Role Players
Improve road safety	Enforce road traffic legislation and by-laws relating to road safety	Increased compliance with road traffic legislation and by-laws	Reduction in traffic accidents	Lead Agency: Municipality, DoT, NPA, DoJ&CD, SAPS Other: Community members, NGO's, Private businesses, Taxi and bus associations
	Ensure that all high risk accident areas have enough and clearly visible road traffic signs and safety measures such as traffic lights, speed humps, stop signs and pedestrian crossings	Decrease in high risk accident areas		
	Develop partnerships between affiliates in the transport sector to improve road safety in the community	Partnerships between stakeholders in the transport sector established		
	Educate the community on the importance of road safety	Increased awareness of the importance of road safety		
Provide safe passage between work and home for all community members (including safe bus terminals, taxi ranks and train stations)	Identify the unsafe areas on routes to and from bus terminals, taxi ranks and train stations	Unsafe areas identified	Reduction in crime incidents to and from bus terminals, taxi ranks and train stations	Lead Agency: SAPS, DoT, Taxi Associations, Municipality, Transnet, Spoornet Others: NGO's, Community Members, Private transport business owners
	Identify the risk factors or elements that threaten community members' safety on these routes	Risk factors or elements identified		
	Develop action plans to eliminate the risk factors on these routes and on trains	Action plans to eliminate the risk factors developed and implemented		
Improve transport safety for commuters	Develop partnerships with affiliates in the transport sector and community members to improve the safety of commuters	Partnerships between transport affiliates and community are established	Improved safety of commuters at taxi ranks, bus terminals and train stations	Lead Agency: Municipality, DoT, SAPS, Taxi and bus associations, Taxi and bus owners, Transnet, Spoornet
	Educate the community on the importance of the safety of commuters	Increased awareness of the importance of safety of commuters		
	Establish demarcated taxi ranks and bus terminals	Taxi ranks and bus terminal are established		

	Ensure visible police or security personnel at taxi ranks, bus terminals and train stations	Improved safety of commuters at taxi ranks, bus terminals and train stations		

6.11 INFRASTRUCTURAL DEVELOPMENT AND MANAGEMENT

Crime and Safety Priority	Safety Goal	Objectives
Infrastructural Development and Management	Improved and well managed infrastructure in communities	Well maintained and accessible roads
		Maintenance of existing and development of new infrastructure in the community
		Promote adequate housing for all families in the community

IMPLEMENTATION PLAN

Objectives	Activities	Time Lines	Role Players	Budget
Well maintained and accessible roads	Conduct an audit of roads in and around the community		Lead Agency: DoT, Municipality, DoPW Other: Private businesses, Community members	
	Compile a priority list of roads in need of maintenance and upgrading in the community			
	Regular upgrading and maintenance of roads in the community			
Maintenance of existing and development of new infrastructure in the community	Conduct an audit of the available infrastructure in the community		Lead Agency: DoT, Municipality, DoPW Other: Private businesses, Community members	
	Compile a priority list of infrastructure in need of maintenance and upgrading in the community			

	Regular upgrading and maintenance of infrastructure in the community			
	Enter into partnerships with public and private organisations to upgrade existing infrastructure and to develop new infrastructure in the community			
Promote adequate housing for all families in the community	Conduct an audit of the need for formal housing in the in the community		Lead Agency: Department of Housing, DoPW, Municipality, DSD Other: Private businesses, NGO's, CBO's, FBO's, Community members	
	Enter into partnerships with public and private organisations and communities to develop formal housing projects			
	Encourage the community to become involved			

MONITORING AND EVALUATION FRAMEWORK

Objectives	Activities	Monitoring Indicators (Activities)	Evaluation Indicators (Objectives)	Role Players
Well maintained and accessible roads	Conduct an audit of roads in and around the community	Report of roads in and around the community	Improved, accessible and well maintained roads	Lead Agency: DoT, Municipality, DoPW Other: Private businesses, Community members
	Compile a priority list of roads in need of maintenance and upgrading in the community	List of roads in need of maintenance		
	Regular upgrading and maintenance of roads in the community	Report of upgraded and maintained roads		
Maintenance of existing and development of new infrastructure in the community	Conduct an audit of the available infrastructure in the community	Audit of infrastructure	Improved maintenance of existing infrastructure in the community Increase in the infrastructural development in the community	Lead Agency: DoT, Municipality, DoPW Other: Private businesses, Community members
	Compile a priority list of infrastructure in need of maintenance and upgrading in the community	List of infrastructure in need of maintenance		
	Regular upgrading and maintenance of infrastructure in the community	Report of upgraded and maintained infrastructure		
	Enter into partnerships with public and private organisations to upgrade existing infrastructure and to develop new infrastructure in the community	Partnerships between public and private organisations are established		
Promote adequate housing for all families in the community	Conduct an audit of the need for formal housing in the community	Report on the need of formal housing	Adequate housing for all the families	Lead Agency: Department of Housing, DoPW, Municipality, DSD Other: Private businesses, NGO's, CBO's, FBO's, Community members
	Enter into partnerships with public and private organisations and communities to develop formal housing projects	Formal housing projects developed		

6.12 GUN VIOLENCE

Crime and Safety Priority	Safety Goal	Objectives
Gun Violence	Reduce the incidence of gun violence	Reduce the number of guns in the community
		Encourage the community to become involved gun reduction
		Establish gun free zones in the community

IMPLEMENTATION PLAN

Objectives	Activities	Time Lines	Role Players	Budget
Reduce the number of guns in the community	Conduct research on the nature and extent of gun violence in the community		Lead Agencies: CPF's and SAPS Others: NGO's, CBO's. FBO's, Community members	
	Establish how many registered gun owners are in the community			
	Enforce compliance with the Firearms Control Act			
	Establish partnerships between the community and SAPS to reduce gun violence in the community			
Encourage the community to become involved gun reduction	Educate the community on the provisions of the Firearms Control Act and the threat that guns pose to safety in the community		Lead Agency: SAPS and CPF's Others: NGO's, CBO's, FBO's, Community members	
	Establish a reporting structure where members of the community can report illegal possession of firearms			
Establish gun free zones in the community	Identify the number of gun free zones in the community		Lead Agency: SAPS, CPF's Others: NGO's, CBO's, FBO'S, Community members, Department	
	Identify places where gun free zones should be established			

	Educate the community about the benefits of gun free zones		of Education	

MONITORING AND EVALUATION FRAMEWORK

Objectives	Activities	Monitoring Indicators (Activities)	Evaluation Indicators (Objectives)	Role Players
Reduce the number of guns in the community	Conduct research on the nature and extent of gun violence in the community	Report on gun and gun violence in the community	Reduction in gun violence	Lead Agencies: CPF's and SAPS Others: NGO's, CBO's. FBO's, Community members
	Establish how many registered gun owners are in the community	The number of registered gun owners identified		
	Enforce compliance with the Firearms Control Act	Increased compliance with the Firearms Control Act		
	Establish partnerships between the community and SAPS to reduce gun violence in the community	Partnerships between the community and SAPS to reduce gun violence in the community established		
Encourage the community to become involved in gun reduction	Educate the community on the provisions of the Firearms Control Act and on the threat that guns pose to safety in the community	Increased community awareness guns and safety	Improved willingness of the community to report illegal possession of firearms Reduction in gun violence	Lead Agency: SAPS and CPF's Others: NGO's, CBO's, FBO's, Community members
	Establish a reporting structure where members of the community can report illegal possession of firearms	Reporting structure established		
Establish gun free zones in the community	Identify the number of gun free zones in the community	Gun free zones identified	Increase in the number of gun free zones in the community	Lead Agency: SAPS, CPF's Others: NGO's, CBO's, FBO'S, Community members, Department of Education
	Identify places where gun free zones should be established	Gun free zones established in identified areas		
	Educate the community about the benefits of gun free zones	Increased awareness of the community about the benefits of gun free zones		

6.13 LAW ENFORCEMENT

Crime and Safety Priority	Safety Goal	Objectives
Business and House robberies/burglaries	Reduce the incidence of business and house robberies/burglaries	Profile business and house robbery/burglary cases in the area
		Increase SAPS visibility in the area
		Introduce neighbourhood watch system in the area
		Sensitise community on ways to prevent business and house robberies/burglaries
Corruption	Eradication of corruption	Improve leadership across all sectors to fight corruption

IMPLEMENTATION PLAN

Objectives	Activities	Time Lines	Role Players	Budget
Profile business and house robbery/burglary cases in the area	Conduct surveys on business and house robberies/burglaries in each area		Lead Agency: Municipality Others: SAPS, NGO's FBO's, CBO's, CPF's and Community members	
	Develop a database for business and house robbery/burglary incidents			
	Communicate the business and house robbery/burglary profile report/data base to members of the community and other stakeholders			
Increase SAPS visibility in the area	Recruit ,train and deploy reservists to patrol the area		Lead Agency: SAPS Others: NGO's, CBO's, FBO's,Community members and Municipality	
	Arrange police patrols of hot spot areas			
	Establish partnerships between SAPS and communities on visible policing			
Introduce neighbourhood watch system in the area	Develop and implement a community volunteer patroller programme		Lead Agency: CPF's, SAPS Others: NGO's, SAPS, Community	
	Recruit, train and deploy volunteers in the community			

	Organise regular community meetings (including CPF's)		members	
	Establish and manage street committees			
Sensitise community on ways to prevent business and house robberies	Educate the community on the prevention of business and house robberies/burglaries		Lead Agency: CPF's Others: SAPS, NGO's, FBO's, CBO's, Department of Education, Hospitals, Schools, Community members	
Improve leadership across all sectors to fight corruption	Develop and implement strategies to fight corruption in the community		Lead Agency: Community members, Depart. of Housing, DoPW, Municipality, DSD, DoH, DoE, DoJ&CD, NPA, SAPS, DoE, DoHA, DoED, DoPW, DoCS Other: Private businesses, NGO's,FBO's, CBO;s	
	Develop and implement mechanisms (reporting and protection) for whistle blowers			
	Develop systems, procedures and policies to promote good governance and accountability at the local level.			

MONITORING AND EVALUATION FRAMEWORK

Objectives	Activities	Monitoring Indicators (Activities)	Evaluation Indicators (Objectives)	Role Players
Profile business and house robbery/ burglary cases in the area	Conduct surveys on business and house robberies/burglaries in each area	Audit report on house and business robberies/burglaries	Increased knowledge about the prevalence of business and house robberies/burglaries	Lead Agency: SAPS Others: SAPS, NGO's FBO's, CBO's, CPF's, Municipality and Community members
	Develop a database for business and house robbery/burglary incidents	Data base established for business and house robbery/burglary incidents		
	Communicate the business and house robbery/burglary profile report/data base to the community and other stakeholders	Business and house robbery/burglary profile report/data base communicated to the community and other stakeholders		
Increase SAPS visibility in the area	Recruit ,train and deploy reservists to patrol the area	Reservists paroling the area	Increased SAPS visibility in the area Decrease in vulnerable targets	Lead Agency: SAPS Others: NGO's, CBO's, FBO's, Community members and Municipality
	Arrange police patrols of hot spot areas	Visible police patrols in the hot spot areas		
	Establish partnerships between SAPS and communities on visible policing	Partnerships between SAPS and communities on visible policing		
Introduce neighbourhood watch systems in the area	Develop and implement a community volunteer patroller programmes	Community volunteer patroller programmes established and implemented	Increase in the number of neighbourhood watch systems operational in the area	Lead Agency: CPF's, SAPS Others: NGO's, Neighbourhood Watch Committee, Community members
	Recruit, train and deploy volunteers in the community	Trained volunteers deployed in the community		
	Organise regular community meetings (including CPF's)	Regular CPF meetings conducted		
	Establish and manage street committees	Street committees established and managed		

Sensitise community on ways to prevent business and house robberies/burglaries	Educate the community on the prevention of business and house robberies/burglaries	Increased knowledge on the prevention of business and house robberies/burglaries	Increase involvement of communities in the prevention of business and house robberies/burglaries	Lead Agency: SAPS, CPF's Others: NGOs, FBOs, CBOs, DoE Hospitals, Schools, Community members
Improve leadership across all sectors to fight corruption	Develop and implement strategies to fight corruption in the community	Anti- corruption strategies developed and implemented	Decrease in the incidence of corruption in the community	Lead Agency: Community members, Depart. of Housing, DoPW, Municipality, DSD, DoH, DoE, DoJ&CD, NPA, SAPS, DoE, DoHA, DoED, DoPW, DoCS Other: Private businesses, NGO's,FBO's, CBO;s
	Develop and implement mechanisms (reporting and protection) for whistle blowers	Mechanisms (reporting and protection) for whistle blowers established and implemented		
	Develop systems, procedures and policies to promote good governance and accountability at the local level.	Good governance systems developed and implemented		

6.14 FAITH-BASED/RELIGIOUS AND MORAL VALUES

Crime and Safety Priority	Safety Goal	Objectives
Faith based/religious and moral values	Respect for religious and moral values in the community	Active involvement of faith-based/religious organisations/ bodies in the community
		Assess the moral challenges in the community
		Educate community to respect each others' religion and culture

IMPLEMENTATION PLAN

Objectives	Activities	Time Lines	Role Players	Budget
Active involvement of faith-based/religious organisations/ bodies in the community	Develop partnerships with youth and the community to address moral values/ behaviour in the community		Leader Agency: Religious leaders, FBO's Others: Community members, Schools, NGO's	
	Adoption of troubled families by faith-based/religious organisations/bodies			
Assess the moral challenges in the community	Establish an action plan for the improvement of religious and moral values in the community		Leader Agency: Religious leaders, FBO's Others: Community members, Schools, NGO's	
	Develop initiatives/projects to improve morality in the community			
Educate community to respect each others' religion and culture	Raise awareness and educate the community on the diversity or different religions and cultures		Leader Agency: Religious leaders, FBO's Others: Community members, Schools, NGO's	

MONITORING AND EVALUATION FRAMEWORK

Objectives	Activities	Monitoring Indicators (Activities)	Evaluation Indicators (Objectives)	Role Players
Active involvement of faith-based/religious organisations/ bodies in the community	Develop partnerships between religious leaders, youth and the community to address moral values/ behaviour in the community	Partnerships between religious leaders, youth and the community to address moral values/ behaviour in the community developed	Increase in the involvement of faith-based/religious organisations/bodies in the community	Leader Agency: Religious leaders, FBO's Others: Community members, Schools, NGO's
	Adoption of troubled families by faith-based/religious organisations/bodies	Troubled families adopted by faith-based/religious organisations/bodies		
Assess the moral challenges in the community	Establish an action plan for the improvement of religious and moral values in the community	Action plan developed and implemented	Improved moral values in the community	Leader Agency: Religious leaders, FBO's Others: Community members, Schools, NGO's
	Develop initiatives/projects to improve morality in the community	Initiatives/projects to improve morality in the community established and implemented		
Educate community to respect each others' religion and culture	Raise awareness and educate the community on the diversity of different religions and cultures	Increased knowledge and awareness about the diversity of different religions and cultures	Respect for diverse religions and cultures in the community	Leader Agency: Religious leaders, FBO's Others: Community members, Schools, NGO's, CPF's

6.15 COMMUNITY WORKING TOGETHER

Crime and Safety Priority	Safety Goal	Objectives
Community Working Together	Partnerships within the community and coordinated and organised communities	Form functional partnerships to the benefit of the community
		Mobilise the community
		Strengthen community structures

IMPLEMENTATION PLAN

Objectives	Activities	Time Lines	Role Players	Budget
Form functional partnerships to the benefit of the community	Develop a constitution or memorandum of understanding for the partnerships between different organisations /institutions/bodies		Lead Agencies: Municipality, Community members Other: Government departments, NGO's, FBO's, Private business,	
	Develop a plan of action for the partnerships			
	Identify crime and safety issues that needs to be addresses			
	Develop initiatives / programmes to encourage community involved			
Mobilise the community	Develop initiatives / programmes to encourage involvement of the community and other role players		Lead Agencies: Municipality, Community members Other: Government departments, NGO's, FBO's, Private business,	
Strengthen community structures	Establish CPF's/street committees/neighbourhood watches		Lead Agencies: Municipality, Community members	

	Educate the community on the benefits of community structures and encourage their involvement		Other: Government departments, NGO's, FBO's, Private business	

MONITORING AND EVALUATION FRAMEWORK

Objectives	Activities	Monitoring Indicators (Activities)	Evaluation Indicators (Objectives)	Role Players
Form functional partnerships to the benefit of the community	Develop a constitution or memorandum of understanding for the partnerships between different organisations/institutions/bodies	Constitution or memorandum of understanding for the partnerships between different organisations /institutions/bodies developed	Increased community involvement in functional partnerships	Lead Agencies: Municipality, Community members Other: Government departments, NGO's, FBO's, Private business,
	Develop a plan of action for the partnerships	Plan of action developed and implemented		
	Identify crime and safety issues that needs to be addressed	Crime and safety issues that needs to be addressed identified		
	Develop initiatives / programmes to encourage community partnerships	Programmes and initiatives to encourage community partnerships established and implemented.		
Mobilise the community	Develop initiatives / programmes to encourage involvement of the community and other role players in issues concerning the community	Initiatives / programmes to encourage involvement of the community and other role players in issues concerning the community established and implemented	Improved community involvement in issues concerning the community Improved community unity and cohesion	Lead Agencies: Municipality, Community members Other: Government departments, NGO's, FBO's, Private business,
Strengthen community structures	Establish CPF's/street committees/neighbourhood watches	CPF's/street committees/ neighbourhood watches established and operational	Increased establishment of functional community structures	Lead Agencies: Municipality, Community members Other: Government

	Educate the community on the benefits of community structures and encourage their involvement	Increased knowledge and awareness about the benefits of community structures		departments, NGO's, FBO's, Private business

Appendix 12: Framework of Stakeholders, Policies and Indicators

Element	Department	Responsibility & Mandate	Resources	Suggested Indicators
1. Old people safe	Dept of Health	• Management and treatment of the elderly including mental health care and oral health	http://www.doh.gov.za • Programmes • Documents	• Sufficient specialist care and facilities • Old people busy • Frail care services • Old people integrated in families and communities
	Dept of Social Development	• Old age grant • Grant in Aid • Admission to Old Age Homes • Minimum norms and standards for services to older persons living in frail care facilities, assisted living facilities and in communities • Older Persons Act, 2006 (Act 13 of 2006) • South African Policy for Older Persons	http://www.dsd.gov.za • Programmes • Services • Documents	
	National Prosecuting Authority	• Access to justice for all • Promotion of equality and prohibition of discriminatory practices	http://www.npa.gov.za • About the NPA	
	Dept of Justice and Constitutional Development	• Access to justice for all	http://www.doj.gov.za • About • Documents • Legislation	
	NGO's	• Rendering services, assistance and support to the elderly	**South African Older Person's Forum**	

			http://www.saopf.org.za **Help Elder Abuse Line (HEAL)** 0800 0030 81	
	Dept of Transport	• Ensuring that passenger services addresses user needs, including those of pensioners and the aged	http://www.transport.gov.za/ • About • Major Projects • Library	
	Dept of Sport and Recreation	• Increase the number of participants in sport and recreation with an emphasis on the elderly	http://www.srsa.gov.za/ • Sport in SA • SRSA • SRSA Library • Publications	
	South African Police Service	• To protect everyone's rights and to be impartial, respectful, open and accountable to the community	http://www.saps.gov.za • SAPS Profile • Legislation	
2. Parents empowered Individuals with poor parental role models or those who did not have their own needs met may find it difficult to meet the needs of their children. Research show that maltreating parents or caregivers were victims of abuse and neglect themselves as children. Children who experience maltreatment or witness	Dept of Social Development	• Strategy for Families • National Family Policy • Manual on Family Preservations Programme • Manual for Families in Crises • Manual on Marriage Preparation and Enrichment • Constitution of the Republic of South Africa, 1996 (Act 108 of	http://www.dsd.gov.za • Programmes • Services • Documents	• Nurtured children • Reduction in street children • Reduction in children involved in gangs

violence between parents or caregivers may learn violent behaviour and may also learn to justify violent behaviour as appropriate. A parent's lack of knowledge about child development may play a contributing role in child maltreatment because it may result in unrealistic expectations and unmet expectations can cumulate in inappropriate punishment (abuse).		1996)		• Reduction in children involved in substance abuse • Reduction in children involved in truancy • Reduction in teenage pregnancies • Reduction in children in conflict with the law • Children busy • Reduction in child abuse • Reduction in children in need of social services • Reduction in abandoned babies
	Dept of Arts and Culture	• Promotion of children, family preservation through arts • Facilitating the development of underprivileged children and supporting the rebuilding of families	http://www.dac.gov.za/ • About us • Legislation/Policies • Projects	
	Dept of Health	• Focus on maternal, child and women's health and nutrition. • Promotion of optimal growth for all children up to the age of years, regular growth monitoring, support for breast feeding, reduction morbidity and mortal rates due to malnutrition and education regarding appropriate nutritional management of childhood diseases	http://www.doh.gov.za • Programmes • Documents	
	NGO's	• Rendering support, programmes, services and assistance to pregnant women and girls • Provision of services to families and children	**Fatherhood project** http://www.hsrc.ac.za/RPP-Fatherhood-1.phtml **The Parent Centre** http://theparentcentre.org.za **Wola Nani** http://www.wolanani.co.za/family.htm **Family Life** http://www.familylife.co.za/employee.htm	

				• Optimal growth for children • Availability of parenting support programmes
3. Protected disabled	Dept of Social Development	• Disability Grant • Grant in Aid • Residential facilities for persons with disabilities • Policy on Disability • Minimum Standards on Residential Facilities for Persons with Disabilities • Policy on Disability • Guidelines for the Implementation of the National Disability Policy Framework	http://www.dsd.gov.za • Programmes • Services • Documents	• Access to grants • Residential facilities for disabled persons • Implementation of disability framework • Increased employment opportunities for disabled persons • Increased leisure opportunities for disabled persons • Increased mobility for disabled persons • Access to public
	Dept of Health	• Prevention, management and treatment of disabilities including mental health care and oral health • Free health care to disabled persons	http://www.doh.gov.za • Programmes • Documents	
	National Prosecuting Authority	• Access to justice for all • Promotion of equality and prohibition of discriminatory practices	http://www.npa.gov.za • About the NPA	
	Dept of Cooperative Governance and	• Disability Framework for Local	http://www.dplg.gov.za	

	Traditional Affairs	Government 2009 – 2014	• About us • Strategic objectives • Our programmes	buildings and services
	Dept of Arts and Culture	• Facilitating development of disabled persons • Ensuring that disabled persons have access to the arts	http://www.dac.gov.za/ • About us • Legislation/Policies • Projects	
	Dept of Education	• Providing equal education opportunities to people with disabilities	http://www.education.gov.za • Documents • Education Management Information Systems	
	Dept of Human Settlements	• Providing housing subsidies for the needs of disabled persons	http://www.housing.gov.za • About housing • Documents • Subsidy information • Housing programmes	
	NGO's	• Rendering services, assistance and support to people with disabilities	**South African Council for the Blind** http://www.sancb.org.za/services.html **The Deaf Federation of South Africa** http://www.deafsa.co.za/ **Disabled People South Africa**	

			http://www.dpsa.org.za/ **The National Council for Persons with Physical Disabilities in South Africa** http://www.ncppdsa.co.za/ **South African Federation for Mental Health** http://www.safmh.org.za/ **Big Brothers and Big Sisters** http://www.bbbssa.org.za/index.php?q=content/about-us **Avril Elizabeth Home** http://www.avril.org.za/Site/About/about.html	
	Dept of Justice and Constitutional Development	• Access to justice for all	http://www.doj.gov.za • About • Documents • Legislation	
	South African Police Service	• To protect everyone's rights and to be impartial, respectful, open and accountable to the community	http://www.saps.gov.za • SAPS Profile • Legislation	
	Dept of Public Works	• Ensuring access to buildings for people with disabilities	http://www.publicworks.gov.za	

			• About us • Programmes • Documents	
	Dept of Transport	• Ensuring that passenger services addresses user needs, including those of the disabled	http://www.transport.gov.za/ • About • Major Projects • Library	
	Dept of Sport and Recreation	• Increase the number of participants in sport and recreation with an emphasis on persons with disabilities • Ensuring that athletes with disabilities can reach their full potential	http://www.srsa.gov.za/ • Sport in SA • SRSA • SRSA Library • Publications	
4. Nurtured children	Dept of Social Development	• National Policy Framework and Strategic Plan for the Prevention and Management of Child Abuse, Neglect and Exploitation • Children's Act, 2005 (Act 38 of 2005) • Child Care Act, 1983 (Act 74 of 1983) – sections not yet repealed. • Children's Amendment Act, 2007 (Act 41 of 2007). • Child Protection Register • Admission to Children's Home • Child Protection Services • Adoptions	http://www.dsd.gov.za • Programmes • Services • Documents	• Increased access to social support for children • Reduction in child and infant mortality • Reduction in days lost at school due to illness • Adequate foster care

		• Services to Women and Gender Issues – Counseling to Abused Women and their Children/Families • Forster Care • Admission to Children's Home • Policy Framework for Orphans and other Vulnerable Children		• Adequate children's homes • Speedy response to reports of child abuse
	Dept of Education	• Prevention and Management of Sexual Violence & Harassment in Public Schools • Reporting of suspected cases of child abuse	http://www.education.gov.za • Documents • Education Management Information Systems	• Reduce street children • Reduction in children declared in need of care
	Dept of Health	• Treatment of victims of child abuse • Reporting of suspected cases of child abuse. • Collection of evidence • Referrals of victims of child abuse	http://www.doh.gov.za • Programmes • Documents	• Active specialists NGOs, CBO's in the community
	NGO's	• Rendering services, including counselling to victims of child abuse • Protection of children's rights	**Childline** http://www.childline.org.za **Resources Aimed at the Prevention of Child Abuse and Neglect (RAPCAN)** http://www.rapcan.org.za/home/ **Big Brothers and Big Sisters** http://www.bbbssa.org.za/index.php?q=content/about-us	• No child prostitution • No access to pornography • Increased awareness of children's rights and services • Appropriate court

			Nelson Mandela Children's Fund http://www.nelsonmandelachildrensfund.com/mainMenu.php?catID=2 **The Centre for Child Law** http://www.childlawsa.com	facilities and services • Reduction in child abuse and neglect cases
	Dept of Home Affairs	• Films and Publication Board – regulate the creation, production, possession and distribution of films, games and certain publications to protect children from exposure to disturbing and harmful material	http://www.home-affairs.gov.za • Services • Documents • Projects • Information • Youth ID Campaign	• An increase in family stability • Decrease in corporal punishment • Improved performance at school • Reduction in truancy
	Dept of Cooperative Governance and Traditional Affairs	• 16 Days of Activism Campaign and 365 days of action for no violence against women and children	http://www.dplg.gov.za • About us • Strategic objectives • Our programmes	
	Dept of Justice and Constitutional Development	• To establish and maintain the system of courts to ensure that proceedings are prompt and efficient, focusing especially on fairness towards vulnerable and previously disadvantaged groups • To modernise and restructure the legal and legislative services provided to the state and the public, in order to promote justice and corporate governance • To support the provision of additional legal services, the right to which is enshrined in the	http://www.doj.gov.za • About • Documents • Legislation	

		Constitution, to guarantee independence of the administration of justice.		
	National Prosecuting Authority	• Provides a coordinated prosecutorial service, protects certain witnesses and investigates serious crime • Justice and security for children by protecting their dignity and freedom from violence and abuse • Access to justice for all	http://www.npa.gov.za • About the NPA	
	South African Police Service	• Combating crimes against women and children focusing on rape, domestic violence, assault and child abuse.	http://www.saps.gov.za • SAPS Profile • Legislation	
5.Peaceful home The prevention of domestic violence plays an important part in breaking the cycle of crime and violence because it will prevent violence from being normalised by us and by our children. Prevention will	South African Police Service	• Combating crimes against women and children focusing on rape, domestic violence, assault and child abuse. • Referrals of DV cases to DSD • Provide information of DV and the availability of services	http://www.saps.gov.za • SAPS Profile • Legislation	• Reduction in alcohol consumption • Reduction in drug consumption

prevent our children from accepting violence as an acceptable and valid means of self-assertion, obtaining cooperation, respect and compliance from others. Although not all victims of violence become offenders, offenders are most likely to have been witnesses or victims of violence.		• Victim support and assistance. • Seizure of firearms and dangerous weapons in cases of DV		• Fathers present • Increased employment • Access to justice • Access to victim support services • Sufficient shelters for victims of domestic violence • Increased awareness about violence against women and children • Early intervention for children • No guns • Reduction in children in conflict with the law
	Dept of Social Development	• Victim Empowerment Programme • Strategic Plan for Victim Empowerment Programme 2009 – 2012 • Minimum Standards for Service Delivery in Victim Empowerment • National Policy Guidelines for Victim Empowerment • National Policy Guidelines for Victim Empowerment Social Services	http://www.dsd.gov.za • Programmes • Services • Documents	
	National Prosecuting Authority	• Provides a coordinated prosecutorial service, protects certain witnesses and investigates serious crime • Effective management of sexual offences and domestic violence • Access to justice for all • Victim assistance and support	http://www.npa.gov.za • About the NPA	
	Dept of Justice and Constitutional Development	• To establish and maintain the system of courts to ensure that proceedings are prompt and efficient, focusing especially on fairness towards vulnerable and previously disadvantaged groups • To modernise and restructure the legal and legislative services provided to the state and the public, in order to promote justice and corporate governance • To support the provision of additional legal services, the right to	http://www.doj.gov.za • About • Documents • Legislation	

		which is enshrined in the Constitution, to guarantee independence of the administration of justice. • Issuing of protection orders in DV cases • Domestic Violence Act 116 of 1998		• Reduction in children involved in gangs • Old people integrated into families • Disabled persons integrated into families • Life skills programmes • Conflict resolution programmes
	Dept of Health	• Treatment of victims of domestic violence • Collection of evidence • Referrals of victims of DV	http://www.doh.gov.za • Programmes • Documents	
	NGO's	• Provisioning of shelter, life skills training, practical assistance, information of DV and counseling to victims of DV • Counseling of individuals, couples and families	**MOSAIC** http://www.mosaic.org.za **Family and Marriage Society** http://www.famsa.org.za **Lifeline** http://www.lifeline.org.za/default.aspx?link=site_home	
	Dept of Cooperative Governance and Traditional Affairs	• 16 Days of Activism Campaign and 365 days of action for no violence against women and children	http://www.dplg.gov.za • About us • Strategic objectives • Our programmes	

	Dept of Education	• Identify children at risk of DV • Provisioning of gender and conflict resolution mechanisms • Life skills education	http://www.education.gov.za • Documents • Education Management Information Systems	
6. Shelter for all	Dept of Human Settlements	• Accelerate housing delivery • The Department of Housing aims to meet government's constitutional responsibility of ensuring that every South African has access to permanent housing that provides secure tenure, privacy, protection from the elements, and access to basic services.	http://www.housing.gov.za • About housing • Documents • Subsidy information • Housing programmes	• Permanent housing • Temporary shelter for victims of violence and abuse • Subsidies transparently managed • Access to basic services
	Dept of Social Development	• Forster Care • Admission to Children's Homes • Children's Act, 2005 (Act 38 of 2005) • Child Care Act, 1983 (Act 74 of 1983) – sections not yet repealed • Children's Amendment Act, 2007 (Act 41 of 2007) • Admission to Old Age Homes • Shelter for victims of abuse and violence	http://www.dsd.gov.za • Programmes • Services • Documents	
	NGO's	• Shelter for abused women and their children	Saartjie Baartman Centre http://www.saartjiebaartmancentre.org.za	

7. Crèches	Dept of Social Development	• Registration of crèches • Payment of subsidies to registered crèches • Monitoring of registered crèches	http://www.dsd.gov.za • Programmes • Services • Documents	• Enough registered crèches • Crèches properly resourced • Small children not on streets
	NGO's	• Providing access to affordable crèches	**Early Learning Resource Units** http://www.elru.co.za **Nelson Mandela Children's Fund** http://www.nelsonmandelachildrensfund.com/mainMenu.php?catID=2	
	Dept of Education	• Ensure that crèches are properly resourced • Ensure access to funding	http://www.education.gov.za • Documents • Education Management Information Systems	
8. ECD	Dept of Education	• Providing access to ECD	http://www.education.gov.za	• Adequate ECD centres

Trough providing stimulation, nutrition, protection and care and health services to our children during the critical stages of their development we make significant contributions to a safe society because interventions such Early Childhood Development increases primary school enrolments, enhances school performance, lowers repetition and drop-out rates and reduces child offending.		centres and programmes • Ensuring quality of ECD programmes • Ensuring quality training to ECD practitioners • Developing National Early Learning and Development Standards • Developing materials for parents and caregivers on how to stimulate their children	• Documents • Education Management Information Systems	• Properly trained ECD practitioners • Children ready for school • Improved school performance
	NGO's	• Providing ECD services to children • Training for those who offer ECD services • Ensuring access to ECD services	**Early Learning Resource Units** http://www.elru.co.za **Nelson Mandela Children's Fund** http://www.nelsonmandelachildrensfund.com/mainMenu.php?catID=2	• Reduced school drop outs • Reduced truancy
	Dept of Arts and Culture	• Emphasising the importance of arts education in the early stages of learning in schools	http://www.dac.gov.za/ • About us • Legislation/Policies • Projects	• Children busy
	Dept of Social Development	• Guidelines for Early Childhood Development Services • Funding for Early Childhood Development • Integrated plan for ECD • Responsible for ECD programme for 0-4 year olds	http://www.dsd.gov.za • Programmes • Services • Documents	

9. Happy play	Local Government	• Enforcement of by-laws • Visible policing. • Promotion of a safe and healthy environment.	http://www.local.gov.za/Pages/default.aspx	• Children busy • Children involved in sports activities
	Dept of Public Works	• Maintenance and management of public places	http://www.publicworks.gov.za • About us • Programmes • Documents	• Children involved in Clubs
	South African Police Service	• Combating serious and violent crimes by adopting strategies aimed at -countering the proliferation of firearms, improving safety and security in high-crime areas, combating crimes such as taxi and gang violence and faction fighting, and maintaining security at major public events • Enforcement of by-laws • Visible policing	http://www.saps.gov.za • SAPS Profile • Legislation	• Reduction in children involved gangs • Reduction in truancy • Reduction in days lost as schools as a result of illness • Reduction in the crimes committed against children • Reduction in the children in conflict with the law • Children singing, dancing and playing

				musical instruments
	Dept of Social Development	• Child Protection Register • Child Protection Services • National Policy Framework and Strategic Plan for the Prevention and Management of Child Abuse, Neglect and Exploitation • Children's Act, 2005 (Act 38 of 2005) • Child Care Act, 1983 (Act 74 of 1983) – sections not yet repealed. • Children's Amendment Act, 2007 (Act 41 of 2007)	http://www.dsd.gov.za • Programmes • Services • Documents	
	Dept of Sport and Recreation	• Facilitate the implementation of sports in schools. • Increase the number of participants in sports and recreation	http://www.srsa.gov.za/ • Sport in SA • SRSA • SRSA Library • Publications	
10.Immunisation	Dept of Health	• Promotion of optimal growth for all children up to the age of 5 years, regular growth monitoring, support for breast feeding, reduction morbidity and mortal rates due to malnutrition and education regarding appropriate nutritional management of childhood diseases • Polio and Measles Immunisation Programme • Expanded programme on	http://www.doh.gov.za • Programmes • Documents	• Reduction in child and infant mortality • Reduced malnutrition • Reduced days lost at school due to

		immunisation		preventable diseases
	Dept of Social Development	• Registration of non-profit orginisations	http://www.dsd.gov.za • Programmes • Services • Documents	• Improved performance at school
	Local Government	• Provide local primary health care clinics	http://www.local.gov.za/Pages/default.aspx	• More children involved in sport
	NGO's	• Provide health information to members of the public • Increase awareness on the importance of health	**Health Society of South Africa** http://www.healthsoc.co.za/aboutus.asp	
11. Victim support Crime and violence have a different impact on people but they all share the need for acceptance, safety, protection and information. Victims are often left with among others: significant economical losses, serious physical injuries and psychological scars. The aim of victim support is to assist victims to deal with emotional trauma, to participate in the criminal justice process, to obtain reparation and to cope with the problems associated with victimisation. Social support and family functioning moderates the effects of exposure to violence.	Dept of Social Development	• Victim Empowerment Programme • Strategic Plan for Victim Empowerment Programme 2009 – 2012 • Minimum Standards for Service Delivery in Victim Empowerment • National Policy Guidelines for Victim Empowerment • National Policy Guidelines for Victim Empowerment Social Service Providers • Services to Youth – Counselling • Services to Women and Gender Issues – Shelter for Abused Women, Counselling to Abused Women and their Children/Families, Referrals to Legal and Medical Services	http://www.dsd.gov.za • Programmes • Services • Documents	• Access to victim support services • Improved cooperation with Criminal Justice System • Reduced repeat vicitimisation • Improved access to court services
	Dept of Health	• Treatment of victims of crime and violence	http://www.doh.gov.za • Programmes	• Reduction in secondary victimisation in Criminal Justice System

		• Collection of evidence • Referrals of victims of crime • Protection of victims' rights	• Documents	
	Dept of Justice and Constitutional Development	• Protection of victims' rights • Rendering of services, support and assistance to victims of crime • Victims Charter	http://www.doj.gov.za • About • Documents • Legislation	
	National Prosecuting Authority	• Implement victim support programmes for victims of crime • Reducing secondary victimisation of complaints and raising public awareness of the scourge of sexual offences and domestic violence • React to gender based violence and which minimise secondary victimisation	http://www.npa.gov.za • About the NPA	
	South African Police Service	• Investigate any crimes that threaten the safety and security of any community • Referrals of victims to service providers • Provide information on the availability of services • Victim support and assistance. • Protection of victims' rights	http://www.saps.gov.za • SAPS Profile • Legislation	
	NGO's	• Rendering of support, practical assistance, counselling, programmes and services to victims of crime • Intermediary services	**Restorative Justice Centre** http://www.rjc.co.za • Services	

		• Victim-Offender Conferences • Child and court support programmes	**The Trauma Clinic** http://www.traumaclinic.co.za **MOSAIC** http://www.mosaic.org.za **ProCare** http://www.procare.co.za/about.html **NICRO** http://www.nicro.org.za/ **Nelson Mandela Children's Fund** http://www.nelsonmandelachildrensfund.com/mainMenu.php?catID=2	
	Dept of Cooperative Governance and Traditional Affairs	• 16 Days of Activism Campaign and 365 days of action for no violence against women and children • Support to organisations dealing with victims of gender-based violence and child abuse	http://www.dplg.gov.za • About us • Strategic objectives • Our programmes	
	Dept of Correctional Services	• Protection of victims' rights • Providing information to victims and their families	http://www.dcs.gov.za • Organisation • Legislation • Programmes	

			• Services	
12. Accessible grants	Dept of Social Development	• White Paper for Social Welfare, 1997 • Welfare Laws Amendment Act, 1997 (Act 106 of 1997) • Social Assistance Act, 2004 (Act 13 of 2004) • Regulations Relating to the Social Assistance Act, 2004 (Act 13 of 2004) • Norms and Standards for Developmental Social Welfare Services • Strategic Plan 2009 – 2012 • Child Support Grant • Foster Care Grant • Care Dependency Grant	http://www.dsd.gov.za • Programmes • Services • Documents	• Reduced number of people living in extreme poverty • Reduced malnutrition • Documentation of all • Increased trust in social services • Single mothers access grants
	The South African Social Agency	• Integrated Community Registration Outreach Programme • Social Relief of Distress in the form of food parcels and assistance with material needs • Improved Grant Application Process • Spatial Optimisation Plan	http://www.sassa.gov.za/content.asp • About SASSA • About Social Grants • Documents	
	Dept of Home Affairs	• Issuing of Identity documents, birth certificates and adoption certificates to enable people to access grants	http://www.home-affairs.gov.za • Services • Documents • Projects	

			• Information • Youth ID Campaign	
13. Grants properly managed	Dept of Social Development	• White Paper for Social Welfare, 1997 • Welfare Laws Amendment Act, 1997 (Act 106 of 1997) • Social Assistance Act, 2004 (Act 13 of 2004) • Regulations Relating to the Social Assistance Act, 2004 (Act 13 of 2004) • Norms and Standards for Developmental Social Welfare Services • Strategic Plan 2009 – 2012 • Child Support Grant • Foster Care Grant • Care Dependency Grant	http://www.dsd.gov.za • Programmes • Services • Documents	• Reduction in spend on alcohol • Reduced malnutrition • Reduced elder abuse • Children's basic need met
	The South African Social Agency	• Integrated Community Registration Outreach Programme • Social Relief of Distress in the form of food parcels and assistance with material needs • Improved Grant Application Process • Spatial Optimisation Plan	http://www.sassa.gov.za/content.asp • About SASSA • About Social Grants • Documents	
	Dept of Home Affairs	• Issuing of Identity documents, birth certificates and adoption certificates to enable people to access grants	http://www.home-affairs.gov.za • Services • Documents	

			• Projects • Information • Youth ID Campaign	
14. School centre of community	Dept of Education	• Provide access to quality education and to give effect to the right to education through the exemption and elimination of school fees • Dinaledi Programme support selected schools offering Mathematics and Science • Improving the state of health and wellness of educators and learners, and includes physical education and extra-mural sport activities. Placing emphasis on the Life Skills Programme to promote healthy lifestyles among educators and learners. • Prevention and Management of Sexual Violence & Harassment in Public Schools • Improve learning outcomes through adequate infrastructure, facilities and learning resources at schools • Provisioning of adequately staffed institutions with appropriately skilled educators • Supporting schools that experience high levels of crime and violence • Contribute to enhanced learning capacity through school feeding	http://www.education.gov.za • Documents • Education Management Information Systems	• Children attend school in own community • Community protects school • Community invest in school • Parents involved at school • Children busy with extra mural activities at school • Reduced truancy • Reduced number of children in conflict with the law • School busy outside
	Dept of Sport and Recreation	• Facilitate the implementation of sports in schools. • Increase the number of participants	http://www.srsa.gov.za/ • Sport in SA	

		in sports and recreation	• SRSA • SRSA Library • Publications	school hours • Reduced incidents of vandalism at schools
	NGO's	• Provide school-based social support services	**Zane4social –psycho-social support services** http://zane4socials.co.za/dep_edu.html **ProCare** http://www.procare.co.za/about.html **Big Brothers and Big Sisters** http://www.bbbssa.org.za/index.php?q=content/about-us **Khulisa Services** http://www.khulisaservices.co.za	• Social support for teachers • Reduction in the incidents of crime and violence at schools • Food gardens
15.Support for teachers	NGO's	Works with teachers to create a South Africa in which every learner is inspired to become responsible citizens in our democracy, valuing diversity, human rights and peace.	**Shikaya** http://curriculum.wcape.school.za/site/112/page/view/667	• Teachers motivated • Teachers punctual
	Dept of Education	Strengthening curriculum training and support for teachers and education administrators at provincial and district levels. Universities, education NGOs, professional bodies and experienced teachers are involved	http://www.education.gov.za • Documents • Education Management Information Systems	• Teachers sober • Reduced conflict in schools
	Universities	Offers mentoring courses that provide practitioners with the necessary skills	**UNISA**	

		and expertise to give guidance and support to learners and to refer learners to appropriate counseling or development agencies. Stellenbosch University. The vision of IMSTUS (Institute for Mathematics and Science Teaching) IMSTUS offers intensive in-service training according to the National Curriculum Statement (NCS) policy document in selected schools to enhance teachers' subject knowledge and didactic skills; we encourage interaction among teachers from different schools (sharing exam papers, experiences, etc) because we believe teachers should not work in isolation;	http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=20052 **Stellenbosch University** http://www.maties.com/portal/page/portal/Maties/English/Info%20for%20schools/Support%20for%20teachers1	• Reduced disciplinary actions against teachers • Reduced absenteeism by teachers • Increased performance at school • Reduced vicitmisation of children
16. Peaceful learning The school is the place where children spend up to two thirds of their waking hours. It is one of the two most significant spheres of influence in the developmental pathways of children. Safe schools contribute to the development of positive social skills, healthy relationships between peers and between child and adult, sound educational outcomes, positive self-esteem and a sense of identify and sense of	Dept of Education	• Provide access to quality education and to give effect to the right to education through the exemption and elimination of school fees • Prevention and Management of Sexual Violence & Harassment in Public Schools • Supporting schools that experience high levels of crime and violence • Contribute to enhanced learning capacity through school feeding	http://www.education.gov.za • Documents • Education Management Information Systems	• Improved school results • Reduction in fear of crime • Increased support from community for local school
	South African Police Service	• Promote school safety • Awareness and educational	http://www.saps.gov.za	• ~~Youth better prepared~~

attachment.		programmes on crime prevention	• SAPS Profile • Legislation	for careers
	NGO's	• Provide programmes and services to youth and children to help them develop positive social skills, healthy relationships between peers and between child and adult, sound educational outcomes, positive self-esteem and a sense of identify and sense of attachment	**Zane4social –psycho-social support services** http://zane4socials.co.za/dep_edu.html **ProCare** http://www.procare.co.za/about.html **Big Brothers and Big Sisters** http://www.bbbssa.org.za/index.php?q=content/about-us **Khulisa Services** http://www.khulisaservices.co.za	• Reduction in truancy • Reduction school drop outs • Reduction of children in conflict with the law
	Dept of Transport	• Provisioning of affordable, safe and effective scholar transport	http://www.transport.gov.za/ • About • Major Projects • Library	

17. Social Support in Schools	Dept of Education	• Provide social support services in schools	http://www.education.gov.za • Documents • Education Management Information Systems	• Improved community cohesion • Reduced truancy • Improved school results • Children busy • Reduced early on set of substance abuse • School becomes centre of community
	NGO's	• Provide school-based social support services	**Zane4social –psycho-social support services** http://zane4socials.co.za/dep_edu.html **ProCare** http://www.procare.co.za/about.html **Big Brothers and Big Sisters** http://www.bbbssa.org.za/index.php?q=content/about-us **Khulisa Services** http://www.khulisaservices.co.za	
	Dept of Social Development	• Provide social support services in schools	http://www.dsd.gov.za • Programmes • Services • Documents	
18. Children busy Children should be offered a wide range of activities, both to keep them busy and out of immediate harm and to ensure that they learn to do things	Dept of Sport and Recreation	• Ensuring access to sport and recreational activities • Increase the number of participants in sport and recreation with emphasis on the women, children, the youth, the elderly and persons with disabilities	http://www.srsa.gov.za/ • Sport in SA • SRSA • SRSA Library	• Increase in sporting activities • Increase in the number of clubs

well, love doing them and want to do them again. Children need to feel useful and have expectations for the future. Families should spend time together to be able to understand and support each other.		• Development of sport and recreational clubs	• Publications	• Increased creative activities • Decreased substance abuse • Reduced teenage pregnancies • Reduction in children involved in gangs • Reduction in children in conflict with the law • Reduction in the number of child victims • Increased heath levels amongst children
	Dept of Arts and Culture	• Promote arts and culture and mainstream the department's role in social development	http://www.dac.gov.za/ • About us • Legislation/Policies • Projects	
	NGO's	• LoveLife's Y-Centres are multi-purpose facilities for young people, providing a range of entertainment, sports and educational opportunities. Run by loveLife the Y-Centres offer friendly clinics and counseling for teens in the promotion of healthy and positive lifestyles.	**Love Life** http://www.lovelife.org.za **Khulisa Services** http://www.khulisaservices.co.za	
	Dept of Education	• Improving the state of health and wellness of educators and learners, and includes physical education and extra-mural sport activities. • Providing sport and recreational facilities	http://www.education.gov.za	
19. Children at school	Dept of Education	• Provide access to quality education and to give effect to the right to education through the exemption and elimination of school fees • Dinaledi Programme support selected schools offering	http://www.education.gov.za • Documents • Education Management Information Systems	• Improved school results • Children better

		Mathematics and Science • Improving the state of health and wellness of educators and learners, and includes physical education and extra-mural sport activities. Placing emphasis on the Life Skills Programme to promote healthy lifestyles among educators and learners. • Prevention and Management of Sexual Violence & Harassment in Public Schools • Improve learning outcomes through adequate infrastructure, facilities and learning resources at schools • Provisioning of adequately staffed institutions with appropriately skilled educators • Supporting schools that experience high levels of crime and violence • Contribute to enhanced learning capacity through school feeding		equipped for future • Reduced school drop outs • Peaceful learning • Safe transport to and from school
	NGO's	• Strengthening programmes in schools • Rendering services/ programmes to learners	**Big Brothers and Big Sisters** http://www.bbbssa.org.za/index.php?q=content/about-us **Khulisa Services** http://www.khulisaservices.co.za	
	Dept of Sport and Recreation	• Facilitate the implementation of sports in schools. • Increase the number of participants in sports and recreation	http://www.srsa.gov.za/ • Sport in SA • SRSA	

			• SRSA Library • Publications	
	Dept of Art and Culture	• Promotion of arts education and training. • Emphasising the importance of arts education in the early stages of learning in schools	http://www.dac.gov.za/ • About us • Legislation/Policies • Projects	
	Dept of Transport	• Provisioning of affordable, safe and effective scholar transport	http://www.transport.gov.za/ • About • Major Projects • Library	

20. Children fed Feeding and health programmes do not only play an important role in a safe society because it gives our children the necessary nutrition to stimulate their brains and enhance their school performance. Malnutrition also plays an important role in the behaviour of people including their disposition to violence, anti-social behaviour and crime.	Dept of Education	• Contribute to enhanced learning capacity through school feeding	http://www.education.gov.za • Documents • Education Management Information Systems	• Improved performance of children at school • Reduction of days lost to illness • Peaceful learning • Reduction in malnutrition • Reduction of school drop outs • Reduction in teenage pregnancies • Reduction in substance abuse
	Dept of Social Development	• National Food Relief Programme	http://www.dsd.gov.za • Programmes • Services • Documents	
	Dept of Health	• Integrated Nutrition Programme • Infant and young child feeding policy	• http://www.doh.gov.za Programmes • Documents	

				• Access to potable water • Reduction in the children in conflict with the law • Food gardens
21. Basic needs met	Dept of Health	• Focus on maternal, child and women's health and nutrition. • Promotion of optimal growth for all children up to the age of years, regular growth monitoring, support for breast feeding, reduction morbidity and mortal rates due to malnutrition and education regarding appropriate nutritional management of childhood diseases	http://www.doh.gov.za • Programmes • Documents	• Children healthy • Children at school • Reduction of child and infant mortality rates • Children busy • Reduction in malnutrition • No children begging
	Local Government	• Promotion of a healthy environment.	http://www.local.gov.za/Pages/default.aspx	
	National Prosecuting Authority	• Enforcement of Maintenance Act, 1998 (Act 99 of 1998)	http://www.npa.gov.za • About the NPA	
	Dept of Justice and Constitutional Development	• Enforcement of Maintenance Act, 1998 (Act 99 of 1998)	http://www.doj.gov.za • About • Documents • Legislation	

	Dept of Social Development	• White Paper for Social Welfare, 1997 • Welfare Laws Amendment Act, 1997 (Act 106 of 1997) • Social Assistance Act, 2004 (Act 13 of 2004) • Regulations Relating to the Social Assistance Act, 2004 (Act 13 of 2004) • Norms and Standards for Developmental Social Welfare Services • Strategic Plan 2009 – 2012 • Child Support Grant • Foster Care Grant • Care Dependency Grant	http://www.dsd.gov.za • Programmes • Services • Documents	• No children present as street or homeless children
	Dept of Human Settlements	• Accelerate housing delivery • The Department of Housing aims to meet government's constitutional responsibility of ensuring that every South African has access to permanent housing that provides secure tenure, privacy, protection from the elements, and access to basic services.	http://www.housing.gov.za • About housing • Documents • Subsidy information • Housing programmes	
	Dept of Water and Environmental Affairs	• Ensuring clean and habitable environments • Delivery of free basic water	http://www.dwaf.gov.za/wfw/	

22. Safe and clean public toilets	Local Government	• Enforcement of by-laws • Visible policing. • Promotion of a safe and healthy environment.	http://www.local.gov.za/Pages/default.aspx	• Everybody uses public toilets • Girls safe in school toilets
	Dept of Public Works	• Maintenance and management of public places	http://www.publicworks.gov.za • About us • Programmes • Documents	
	South African Police Service	• Combating serious and violent crimes by adopting strategies aimed at -countering the proliferation of firearms, improving safety and security in high-crime areas, combating crimes such as taxi and gang violence and faction fighting, and maintaining security at major public events • Enforcement of by-laws • Visible policing	http://www.saps.gov.za • SAPS Profile • Legislation	
23.Well managed parks	Local Government	• Enforcement of by-laws • Visible policing. • Promotion of a safe and healthy environment.	http://www.local.gov.za/Pages/default.aspx	• Elderly use parks • Disabled persons use parks

				• Children use parks
	Dept of Public Works	• Maintenance and management of public places	http://www.publicworks.gov.za • About us • Programmes • Documents	• Communities events in parks
	Dept of Water and Environmental Affairs	• Ensuring clean and habitable environments • Promote proper waste management, minimisation, re-use and recycling through the implementation and enforcement of the National Environment Management: Waste Act.	http://www.dwaf.gov.za/wfw/	
	South African Police Service	• Combating serious and violent crimes by adopting strategies aimed at -countering the proliferation of firearms, improving safety and security in high-crime areas, combating crimes such as taxi and gang violence and faction fighting, and maintaining security at major public events • Enforcement of by-laws • Visible policing	http://www.saps.gov.za • SAPS Profile • Legislation	
24. Access to land	Dept of Public Works	• Promoting ownership of fixed properties by previously disadvantaged individuals	http://www.publicworks.gov.za • About us • Programmes	• Public space is maintained and used by communities

• Increased ownership of

			• Documents	property
	NGO's	• Support the poor and vulnerable to access resources and increasingly gain control over their lives and destinies, through the promotion of sustainable livelihoods and habitable environments, achieving basic socio-economic rights and capacitating local government.	**Afesis-corplan** http://www.afesis.org.za/ **Building Environment Support Group** http://besg.co.za/	• Guerrilla gardens • Food gardens • Community use of previously derelict land
	Dept of Agriculture, Forestry and Fisheries	• Supply agricultural starter packs to communities	http://www.daff.gov.za • About us • Programmes • Services • Legislation	
	Dept of Cooperative Governance and Traditional Affairs	• Support the development of sustainable local economies and anti-poverty initiatives	http://www.dplg.gov.za • About us • Strategic objectives • Our programmes	
	Dept of Rural Development and Land Reform	• Restitution and redistribution of land • Rural Development	http://www.dla.gov.za/home1.htm • Legislation and policies • Land reform programmes	
25. Self sustaining communities	Dept of Labour	• Alleviating poverty • Skills development and employment creation • Improved economic efficiency and productivity	http://www.labour.gov.za/ • About us • Documents • Legislation	• School is centre of community • Community gardens

	Dept of Public Works	• Expanded Public Works Programmes contribute towards the alleviation of unemployment and poverty through creation of short term work opportunities	http://www.publicworks.gov.za • About us • Programmes • Documents	• Food gardens • Increased smme's
	Dept of Social Development	• National Development Agency Act, 1998 • Community Development Policy • Community Development Toolkit • National Youth Development Agency Bill B- 2008. • National Youth Policy 2008 – 2013 • National Youth Development Strategy 2007/08 – 2011/12 • Services to Youth – Life skills training and Personal Development, Technical Skills Training • National Youth Service Programme - Masupatsela Youth Pioneer Programme • Youth Service Programme Toolkit ▪ Services to Women and Gender Issues – Skill Training and Development, Personal Development •	http://www.dsd.gov.za • Programmes • Services • Documents	• Support for new businesses • Enabling services • Community strategy for local development • Community involvement in IDP • Women's development programmes and opportunities • Increased opportunity for investment in the community
	Dept of Trade and Industry	• Ensuring that entrepreneurial skills, talent and experience are nurtured among young women and men to enhance their capacity to participate in all aspects of social, economic	http://www.thedti.gov.za/ • The dti	

		and community life • Ensuring that the young women and men are recognised as a key target group of need, and a resource in the development of small enterprises within national, provincial and local economies • Ensuring maximised access to financial and non-financial resources for young women and men who are in business or planning to enter business • Facilitate access to information and advice to small businesses • Facilitate access to marketing and procurement • Facilitate access to finance • Facilitate access to affordable physical infrastructure • Provide training in entrepreneurship, skills and management • Promotion of entrepreneurship • Improving industrial relations and the labour environment • Broadening of support programmes and streamlining of support institutions to small businesses		
	Dept of Agriculture, Forestry and Fisheries	• Agricultural starter pack, household food security programme	http://www.daff.gov.za • About us • Programmes	

			• Services • Legislation	
	Dept of Trade and Industry	• Facilitate access to information and advice to small businesses • Facilitate access to marketing and procurement • Facilitate access to finance • Facilitate access to affordable physical infrastructure • Provide training in entrepreneurship, skills and management • Promotion of entrepreneurship • Improving industrial relations and the labour environment • Broadening of support programmes and streamlining of support institutions to small businesses	http://www.thedti.gov.za • The dti	
	Dept of Cooperative Governance and Traditional Affairs	• Support the development of sustainable local economies and anti-poverty initiatives	http://www.dplg.gov.za • About us • Strategic objectives • Our programmes	
	Local Government	• Supply water to communal food gardens • Promotion of social and economic development	http://www.local.gov.za/Pages/default.aspx	
	Dept of Arts and Culture	• Provide sustainable empowerment opportunities through supporting initiatives in training, skills development and job creation in arts, culture, cultural tourism and	http://www.dac.gov.za/ • About us • Legislation/Policies	

		heritage sectors. • Support and facilitation of the Women's Development and Gender Equity Imperatives.	• Projects	
26. Community cohesion	Dept of Social Development	• Framework for Positive Values (Moral Regeneration) and Guidelines • National Development Agency Act, 1998 • Community Development Toolkit	http://www.dsd.gov.za • Programmes • Services • Documents	• Increased civic associations and networks • School as centre of community • Community involvement in IDP • Increased NGO and CBO activities in the community • Increased leisure opportunities and community events in the community • Strengthened community networks
	NGO's	• Mobilising of communities • Information sharing • Creation and facilitation of community structures and partnerships in communities.	**Independent Projects Trust** http://www.ipt.co.za/	
	Dept of Cooperative Governance and Traditional Affairs	• Strengthen good governance and community participation	http://www.dplg.gov.za • About us • Strategic objectives • Our programmes	
	Dept of Sport and Recreation	• Contribute to social cohesion and peace development through sports and recreation. • Enhance social interaction, better understanding and cooperation between different cultural groups. • Contribute to social inclusion	http://www.srsa.gov.za/ • Sport in SA • SRSA • SRSA Library • Publications	
	Local Government	• Promote integration in government's development programmes	http://www.local.gov.za/Pages/default.aspx	

		• Encourage the involvement of communities and community organisations in the matter of local government		
	Dept of Arts and Culture	• Collaboration with social partners on social cohesion and social justice programmes and campaigns	http://www.dac.gov.za/ • About us • Legislation/Policies • Projects	
	Dept of Education	• Promotion of social cohesion and national identity through celebrating unity in diversity within a South African and broader continental identity through curriculum and enrichment programmes	http://www.education.gov.za • Documents • Education Management Information Systems	
27. Good role models for youth	NGO's	• Provides mentoring services to youth	**Big Brothers and Big Sisters** http://www.bbbssa.org.za/index.php?q=content/about-us **Love Life** http://www.lovelife.org.za	• Young people ambitious • Decreased bullying • Young people in school • Increased number of school graduates to tertiary educations • Young people have
	South African Police Service	• Encourage children and youth to choose good role models and to turn away from crime	http://www.saps.gov.za • SAPS Profile	
	Dept of Education	• Promotion of healthy choices amongst school learners through the publishing of Health Mate once a quarter	http://www.education.gov.za • Documents • Education Management Information Systems	

	Dept of Sport and Recreation	• Contribute to social cohesion and peace development through sports and recreation. • Enhance social interaction, better understanding and cooperation between different cultural groups. • Contribute to social inclusion • Provide good role models for youth	http://www.srsa.gov.za/ • Sport in SA • SRSA • SRSA Library • Publications	hope • Decreased substance abuse • Reduction in teenage pregnancies • Reduction in corruption • Reduction in crime committed against children • Reduction in children in conflict with the law • Reduction in children involved in gangs
28. Second chance for young offenders	Dept of Social Development	• Interim National Protocol for the Management of Children Awaiting Trial • Child Justice Act, 2008 (Act 75 of 2008)	http://www.dsd.gov.za • Programmes • Services	• Reduction in children in conflict with the law • Decrease in recidivism

		• Probation Services Act, 1991 (Act 116 of 1991) • Probation Services Amendment Act, 2002 (Act 35 of 2002) • United Nations Convention on the Rights of the Child, 1989 • United Nations Minimum Standards for the Administration of Juvenile Justice (Beijing Rules) • Constitution of the Republic of South Africa, 1996 (Act 108 of 1996) • Guidelines on Home Based Supervision	• Documents	rate of child offenders • Increased opportunities for young offenders • Improved family relation • Decrease in school drop outs
	Dept of Correctional Services	• Provide needs-based correctional sentence plans and interventions • Address the specific rehabilitation needs of all persons who have been sentenced to community correctional supervision or remanded in a correctional centre or paroled • Facilitate the social acceptance and effective reintegration of offenders • Develop employable and productive citizens	http://www.dcs.gov.za • Organisation • Legislation • Programmes • Services	• Increase in skilled young people • Young people have hope
	Dept of Education	• Adult Basic Education and Training (ABET) • Provisioning of adequate reform schools • Basic literacy programmes	http://www.education.gov.za • Documents • Education Management Information Systems	

	NGO's	• Rendering services to children in conflict with the law and their families • Assessment of children in conflict with the law • Providing rehabilitation and re-integration programmes and support to children in conflict with the law and their families	**Restorative Justice Centre** http://www.rjc.co.za Services **Khulisa Services** http://www.khulisaservices.co.za **NICRO** http://www.nicro.co.za/home/ **Big Brothers and Big Sisters** http://www.bbbssa.org.za/index.php?q=content/about-us **The Centre for Child Law** http://www.childlawsa.com	
	Dept of Labour	• Contribute to employment creation for offenders	http://www.labour.gov.za • About us • Documents • Legislation	
	Legal Aid Board	• Provides legal representation to sentenced offenders during parole applications	http://www.legal-aid.co.za • About us • Legal services	
	Dept of Justice and Constitutional	• Child Justice Act 75 of 2008	http://www.doj.gov.za	

	Development		• About • Documents • Legislation	
	National Prosecuting Authority	• Divert children away from the Criminal Justice System • Child Justice Act 75 of 2008	http://www.npa.gov.za • About the NPA	
	South African Police Service	• Treat children in conflict with the law with respect and protect their rights	http://www.saps.gov.za • SAPS Profile • Legislation	
	Dept of Arts and Culture	• Contributing towards the rehabilitation of offenders through the Art in Prison programme. • Ensuring that marginalised sectors of society such as prisoners have access to the arts.	http://www.dac.gov.za/ • About us • Legislation/Policies • Projects	
29. Diversion programmes One of the advantages of diversion is that it prevents contact with others more hardened criminals in the criminal justice system that may cause harm to the person and it prevents the stigma that goes with being arrested and convicted. Effective diversion programmes reduces the risk of re-offending and addresses the causes of the criminal behaviour.	Dept of Social Development	• Minimum Norms and Standards for Diversion of 2004 • Child Justice Act, 2008 (Act 75 of 2008) • Probation Services Act, 1991 (Act 116 of 1991) • Probation Services Amendment Act, 2002 (Act 35 of 2002) • Interim Policy Recommendations by the Inter-Ministerial Committee on Young People at Risk • National Resource Directory on Services to Children in Conflict with the Law • Services to the Youth – Programmes	http://www.dsd.gov.za • Programmes • Services • Documents	• Decreased recidivism • Improved opportunities for young people • Improved community cohesion • Improved awareness of restorative justice opportunities

		for Youth in Conflict with the Law, Legal and Court Services		
	Dept of Justice and Constitutional Development	• Child Justice Act 75 of 2008	http://www.doj.gov.za • About • Documents • Legislation	
	NGO's	• Rendering diversion programmes/services and support to children in conflict with the law • Assessment of children in conflict with the law	**Khulisa Services** http://www.khulisaservices.co.za **NICRO** http://www.nicro.co.za/home/ **Restorative Justice Centre** http://www.rjc.co.za Services **Big Brothers and Big Sisters** http://www.bbbssa.org.za/index.php?q=content/about-us	
	National Prosecuting Authority	• Divert children away from the Criminal Justice System • Child Justice Act 75 of 2008	http://www.npa.gov.za • About the NPA	

	South African Police Service	• Treat children in conflict with the law with respect and protect their rights	http://www.saps.gov.za • SAPS Profile • Legislation	
	Legal Aid Board	• Provisioning of legal assistance to children in conflict with the law	http://www.legal-aid.co.za • About us • Legal services	
30. No guns Guns play a significant role in our lack of safety and our lack of feelings of safety. The link between guns and violent crime in our society is very clear even more so taking into account the fact that guns are the second biggest external cause of death in South Africa.	South African Police Service	• Enforcement of the Firearms Control Act	http://www.saps.gov.za • SAPS Profile • Legislation	• Reduced domestic violence • Reduced violent crime • Reduced applications for firearm licenses • Less injury associated with crime • Reduction in fear of crime • Gun free zones
	Dept of Justice and Constitutional Development	• Enforcement of the Firearms Control Act	http://www.doj.gov.za • About • Documents • Legislation	
	National Prosecuting Authority	• Enforcement of the Firearms Control Act	http://www.npa.gov.za • About the NPA	
	Dept of Social Development	• Increase awareness of the link between gender-based violence and guns	http://www.dsd.gov.za • Programmes • Services • Documents	
	NGO's	• Initiatives to reduce the number of firearms in South Africa, helping to build a safe and secure nation, free from fear. • Campaigning for strict gun control laws;	**Gun Free SA** http://www.gca.org.za/	

		• Training people to use the Firearms Control Act; • Promoting firearm-free and gun-free zones		
31. Community mediation	NGO's	• Rendering restorative justice services to victims and their families	**Khulisa Services** http://www.khulisaservices.co.za **NICRO** http://www.nicro.co.za/home/ **Restorative Justice Centre** http://www.rjc.co.za Services	• Reduction in violence • Peaceful home • Reduction in children in conflict with the law • Community cohesion • Empowered parents • Protected old persons • Nurtured children
	South African Police Service	• Encourage the community to make use of alternative dispute mechanisms in petty disputes	http://www.saps.gov.za • SAPS Profile • Legislation	
	Dept of Justice and Constitutional Development	• Community Prosecutions • Restorative Justice	http://www.doj.gov.za • About • Documents • Legislation	
	National Prosecuting Authority	• Community Prosecutions • Restorative Justice	http://www.npa.gov.za	

32. Reduced alcohol The successful prevention, reduction and treatment of substance abuse will not only relief poverty because all available money will no longer be poured into it, but it will also prevent the other evils such as crime and violence that are part and parcel of it. Prevention and reduction of substance abuse will contribute a great deal to the prevention and reduction of interpersonal violence, domestic violence, child abuse and neglect, and unnecessary deaths on our roads caused by driving under the influence of alcohol or drugs, to mention only a few. Furthermore, alcohol and drugs not only act as drivers of crime and violence, but it also make victims more vulnerable to crime and violence and causes people (especially young people) to lose their inhibitions to engage in all kinds of risky behaviour such as unprotected sex.	Dept of Social Development	• Minimum Norms and Standards for Inpatient Treatment Centers • Prevention of and Treatment for Substance Abuse Bill B12 of 2008 • National Drug Master Plan 2006 – 2011 • Policy on the management of substance abuse • Model for the treatment of substance dependent youth in residential facilities • Resource directory on alcohol and drug related services and facilities • Integrated Ke Moja • Strategy • Services to Youth – Treatment of Substance Abuse	http://www.dsd.gov.za • Programmes • Services • Documents	• Peaceful home • Nurtured children • Protected elderly • Protected disabled persons • Children's basic needs met • Peaceful learning • Reduced gang activities • Reduced prostitution • Reduced FAS • Reduced teenage pregnancy
	Dept of Health	• Substance abuse prevention • Providing treatment centres and programmes to substance abusers	http://www.doh.gov.za • Programmes • Documents	
	Local Government	• Enforcement of by-laws	http://www.local.gov.za/Pages/default.aspx	
	South African Police	• Combating organised crime, focusing on drug trafficking	http://www.saps.gov.za	
	Dept of Education	• Health Education- promotion of health in education focusing on drug and substance abuse	http://www.education.gov.za • Documents • Education Management Information Systems	

	Dept of Trade and Industry	National Liquor Authority within the Dept of Trade and Industry is responsible for: • Registration of macro-manufacturers and distributors of liquor • Education of all stakeholders about the Liquor Act • Inspection services to ensure compliance with the Liquor Act and Regulations • Make recommendations to the minister regarding applications for national manufacturing and distribution licences	http://www.thedti.gov.za • The dti • National Liquor Authority	• Reduced child abuse • Reduced school drop outs • Reduction in children in conflict with the law • Less road deaths and accidents
	Liquor Board	• Regulation of Liquor legislation • Regulation of issuing of liquor licences	**Gauteng Liquor Board** http://www.gautengonline.gov.za/web/guest/1152 or (011) 355 8006 **Western Cape Liquor Board** http://www.capegateway.gov.za/wclb **KwaZulu-Natal Liquor Board** http://www.kznded.gov.za/Default.aspx?tabid=201 **Mpumalanga Liquor Board**	

			Nelspruit Tel: (013) 752 3761 **Limpopo Liquor Board** http://www.ledet.gov.za/index.php?page=liquor_affairs • Business Regulation and Governance **Eastern Cape Liquor Board** http://www.deaet.ecape.gov.za **Northern Cape Liquor Board** (043) 701 8500	
	NGO's	• Provisioning of treatment and rehabilitation services/ • programmes/ • centres for substance abusers • Awareness and educational programmes focusing on the prevention of substance abuse	**The South African National Council of Alcoholism and Drug Dependency (SANCA)** http://www.sancanational.org.za/services.htm **South African Depression and Anxiety Group (Sadag)** http://www.sadag.co.za/ or 0800 121314 **Alcoholics Anonymous** http://www.aanonymous.org.za/	
33. Many leisure choices	Dept of Sport and Recreation	• Ensuring access to sport and recreational activities • Increase the number of participants in sport and recreation with emphasis on the women, children, the youth, the elderly and persons with disabilities	http://www.srsa.gov.za/ • Sport in SA • SRSA • SRSA Library	• Reduced substance abuse • Improved community cohesion

		• Development of sport and recreational clubs	• Publications	• Reduced teenage pregnancies • Reduced gang activities in the community • Peaceful homes
	Dept of Arts and Culture	• Promote arts and culture and mainstream the department's role in social development	http://www.dac.gov.za/ • About us • Legislation/Policies • Projects	
	Local Government	• The community services provided by local municipalities are of great value to the public through improving social conditions and the well-being of the community. These services include community halls, sport and recreational facilities, bathhouses and toilets, libraries, arts and culture, resorts, beaches and pools, child care, old age homes, cemeteries and crematoria.	http://www.local.gov.za/Pages/default.aspx	
	Dept of Education	• Improving the state of health and wellness of educators and learners, and includes physical education and extra-mural sport activities. • Providing sport and recreational facilities	http://www.education.gov.za • Documents • Education Management Information Systems	
34. No illegal shebeens	Local Government	• Enforcement of by-laws	http://www.local.gov.za/Pages/default.aspx	• Reduced under aged drinking • Reduced teenage pregnancies • Reduced drug trafficking
	South African Police	• Combating organised crime, focusing on drug trafficking	http://www.saps.gov.za • SAPS Profile • Legislation	
	NGO's	• Provisioning of treatment and rehabilitation services/ • programmes/	**The South African National Council of Alcoholism and Drug Dependency (SANCA)** http://www.sancanational.org.za/services.htm	

		• centres for substance abusers • Awareness and educational programmes focusing on the prevention of substance abuse	**South African Depression and Anxiety Group (Sadag)** http://www.sadag.co.za/ or 0800 121314 **Alcoholics Anonymous** http://www.aanonymous.org.za/	• Children's basic needs met • Peaceful home • Reduced fear of crime
	Liquor Board	• Regulation of Liquor legislation • Regulation of issuing of liquor licences	**Gauteng Liquor Board** http://www.gautengonline.gov.za/web/guest/1152 or (011) 355 8006 **Western Cape Liquor Board** http://www.capegateway.gov.za/wclb **KwaZulu-Natal Liquor Board** http://www.kznded.gov.za/Default.aspx?tabid=201 **Mpumalanga Liquor Board** Nelspruit Tel: (013) 752 3761 **Limpopo Liquor Board** http://www.ledet.gov.za/index.php?page=liquor_affairs	• Increased trust in police • Reduced prostitution

			• Business Regulation and Governance **Eastern Cape Liquor Board** http://www.deaet.ecape.gov.za **Northern Cape Liquor Board** (043) 701 8500	
35. Safe transport	Dept of Transport	• Provisioning of safe, reliable, effective, efficient and fully integrated transport operations and infrastructure which will best meet the needs of freight and passenger customers at improving levels of service and cost in a fashion which will support government strategies for economic and social development whilst being environmentally and economically sustainable • Ensure that passenger transport services addresses user needs, including those of commuters, pensioners, the aged, scholars, the disabled, pregnant women, and commuters with children. • Improvement in safety and security measures on public transport. • Improvement in the access to public transport	http://www.transport.gov.za/ • About • Major Projects • Library	• Children at school • Reduced fear of crime • Improved mobility for elderly • Improved mobility for disabled persons • Increased opportunities for women and girls • Reduced road deaths and accidents
	Local Government	• Enforcement of traffic legislation	http://www.local.gov.za/Pages/default.aspx	
	South African Police Service	• Combating serious and violent crimes such as taxi and train violence • Railway police secure railways	http://www.saps.gov.za • SAPS Profile • Legislation	
	National Prosecuting Authority	• Prosecution of traffic offences	http://www.npa.gov.za	

			• About the NPA	
36. Friendly Police	South African Police Service	• Community Policing	http://www.saps.gov.za • SAPS Profile • Legislation	• Improved faith in Criminal Justice System
	Local Government	• Enforcement of by-laws	http://www.local.gov.za/Pages/default.aspx	• Improved cooperation between community and police • Improved crime

				detection rate • Improved conviction rate • Reduction of stress of police officers • Improved community cohesion
37.Trustworthy policing The need for effective and trusted law enforcement plays an important role in our feelings and perceptions of safety/unsafety. Communities need to cooperate with and participate in the criminal justice system, have confidence in the criminal justice system and have access to the criminal justice system.	National Treasury	• Fighting crime and corruption by convening an integrated review each year of the justice sector budgetary issues and key initiatives. • Procurement reform initiatives of National Treasury aim to ensure a transparent, fair and corruption-free public sector procurement environment.	http://www.treasury.gov.za • National Treasury Information • Publications • Legislation • Divisions	• Reduction in corruption • Greater respect for the rule of law • Improved relationship between community and police • Reduction in the fear of crime
	Local Government	• Enforcement of by-laws	http://www.local.gov.za/Pages/default.aspx	
	South African Police Service	• Corruption and Fraud Prevention Strategy	http://www.saps.gov.za • SAPS Profile • Legislation	
38. Visible police	South African Police Service	• Combating serious and violent crimes by adopting strategies aimed at -countering the proliferation of firearms, improving safety and security in high-crime areas, combating crimes such as taxi and gang violence and faction fighting, and maintaining security at major	http://www.saps.gov.za • SAPS Profile • Legislation	• Reduction of petty and opportunistic crimes • Reduction of drug

		public events • Combating organised crime, focusing on drug and firearm trafficking, vehicle theft and hijacking, commercial crime and corruption • Combating crimes against women and children focusing on rape, domestic violence, assault and child abuse.		trafficking • Reduction of the fear of crime • Early intervention for interpersonal violence
	Local Government	• Enforcement of by-laws	http://www.local.gov.za/Pages/default.aspx	
39. Speedy and equitable justice	National Prosecuting Authority	• Provides a coordinated prosecutorial service, protects certain witnesses and investigates serious organised crime • Ensure that trials are finalised as soon as possible	http://www.npa.gov.za • About the NPA	• Increased faith in the criminal justice system • Decreased vigilante actions
	Dept of Health	• Treatment of victims of crime • Collection of evidence • Reporting of suspected cases of violence	http://www.doh.gov.za • Programmes • Documents	• Improved access to justice • Access to justice for all
	Dept of Social Development	• Provides victim support services to victims of crime and violence	http://www.dsd.gov.za • Programmes • Services • Documents	• Reduction in case backlog
	NGO's	• Rendering of support, practical assistance, counselling, programmes	**Restorative Justice Centre**	

		and services to victims of crime • Intermediary services • Victim-Offender Conferences • Child and court support programmes • Court preparation programmes for victims	http://www.rjc.co.za • Services **The Trauma Clinic** http://www.traumaclinic.co.za **MOSAIC** http://www.mosaic.org.za **ProCare** http://www.procare.co.za/about.html **NICRO** http://www.nicro.org.za/ **Nelson Mandela Children's Fund** http://www.nelsonmandelachildrensfund.com/mainMenu.php?catID=2	
	Dept of Correctional Services	• Ensure that offenders adhere to parole conditions • Supervise community based sentences	http://www.dcs.gov.za • Organisation • Legislation • Programmes • Services	
	Dept of Justice and Constitutional	• To establish and maintain the system of courts to ensure that	http://www.doj.gov.za	

	Development	proceedings are prompt and efficient, focusing especially on fairness towards vulnerable and previously disadvantaged groups • To modernise and restructure the legal and legislative services provided to the state and the public, in order to promote justice and corporate governance • To support the provision of additional legal services, the right to which is enshrined in the Constitution, to guarantee independence of the administration of justice.	• About • Documents • Legislation	
	South African Police Service	• Gather evidence, ensure that accused persons and witnesses are present at criminal trials and present evidence in criminal trials • Provide finger print identifications and criminal records of accused persons to the court • Gather intelligence with a view of detecting crimes	http://www.saps.gov.za • SAPS Profile • Legislation	
40. Rehabilitation and reintegration The successful reintegration of offenders back into society has a significant impact on crime and public safety. The responsibility to help offenders reintegrate not only lies with the criminal justice system and	Dept of Social Development	• Interim National Protocol for the Management of Children Awaiting Trial • Child Justice Act, 2008 (Act 75 of 2008) • Probation Services Act, 1991 (Act 116 of 1991) • Probation Services Amendment Act,	http://www.dsd.gov.za • Programmes • Services • Documents	• Reduction in recidivism rates • Families ready to support ex offenders • Community acceptance

the families of offenders but also with every member of society. Effective and adequate rehabilitation programmes is essential to a safe community.		2002 (Act 35 of 2002) • United Nations Convention on the Rights of the Child, 1989 • United Nations Minimum Standards for the Administration of Juvenile Justice (Beijing Rules) • Constitution of the Republic of South Africa, 1996 (Act 108 of 1996) • Guidelines on Home Based Supervision		of ex offenders • Opportunities for ex offenders
	National Prosecuting Authority	• Divert children away from the Criminal Justice System • Child Justice Act 75 of 2008	http://www.npa.gov.za • About the NPA	
	Dept of Correctional Services	• Provide needs-based correctional sentence plans and interventions • Address the specific rehabilitation needs of all persons who have been sentenced to community correctional supervision or remanded in a correctional centre or paroled • Facilitate the social acceptance and effective reintegration of offenders • Develop employable and productive citizens • Prepare offenders preparation for release; • Ensure their effective supervision after release on parole and correctional supervision; • Direct sentences for correctional supervision; and • The facilitation of their social reintegration into their	http://www.dcs.gov.za • Organisation • Legislation • Programmes • Services	

		communities		
	Dept of Education	• Adult Basic Education and Training (ABET) • Provisioning of adequate reform schools • Basic literacy programmes	http://www.education.gov.za • Documents • Education Management Information Systems	
	NGO's	• Rendering services to children in conflict with the law and their families • Providing rehabilitation and re-integration programmes and support to children in conflict with the law and their families • Providing rehabilitation and re-integration programmes and support to adult offenders and their families	**Khulisa Services** http://www.khulisaservices.co.za **NICRO** http://www.nicro.co.za/home/	
	Dept of Labour	• Contribute to employment creation for offenders	http://www.labour.gov.za • About us • Documents • Legislation	
	Legal Aid Board	• Provides legal representation to sentenced offenders during parole applications	http://www.legal-aid.co.za • About us • Legal services	
	Dept of Arts and Culture	• Contributing towards the rehabilitation of offenders through the Art in Prison programme. • Ensuring that marginalised sectors of society such as prisoners have access to the arts.	http://www.dac.gov.za/ • About us • Legislation/Policies • Projects	
41. Community support	Dept of Social Development	• Framework for Positive Values (Moral Regeneration) and	http://www.dsd.gov.za	• Improved community

		Guidelines • National Development Agency Act, 1998 • Community Development Toolkit	• Programmes • Services • Documents	cohesion • Sustainable community
	NGO's	• Mobilising of communities • Information sharing • Creation and facilitation of community structures and partnerships in communities.	**Wola Nani** http://www.wolanani.co.za/family.htm **Family Life** http://www.familylife.co.za/employee.htm **Independent Projects Trust** http://www.ipt.co.za/	• School as centre of community • Many leisure choices in communities • Entrepreneurial opportunities in community
	Dept of Cooperative Governance and Traditional Affairs	• Strengthen good governance and community participation	http://www.dplg.gov.za • About us • Strategic objectives • Our programmes	• Improved relationship between community and local government
	Dept of Sport and Recreation	• Contribute to social cohesion and peace development through sports and recreation. • Enhance social interaction, better understanding and cooperation between different cultural groups. • Contribute to social inclusion	http://www.srsa.gov.za/ • Sport in SA • SRSA • SRSA Library • Publications	
	Local Government	• Promote integration in government's	http://www.local.gov.za/Pages/default.aspx	

		development programmes • Encourage the involvement of communities and community organisations in the matter of local government		
	Dept of Arts and Culture	• Collaboration with social partners on social cohesion and social justice programmes and campaigns	http://www.dac.gov.za/ • About us • Legislation/Policies • Projects	
	Dept of Education	• Promotion of social cohesion and national identity through celebrating unity in diversity within a South African and broader continental identity through curriculum and enrichment programmes	http://www.education.gov.za • Documents • Education Management Information Systems	
42.Drug prevention and support The successful prevention, reduction and treatment of substance abuse will not only relief poverty because all available money will no longer be poured into it, but it will also prevent the other evils such as crime and violence that are part and parcel of it. Prevention and reduction of substance abuse will contribute a great deal to the prevention and reduction of interpersonal violence, domestic violence, child abuse and neglect, and unnecessary deaths on our roads caused by driving under the influence of alcohol or drugs, to mention only a few. Furthermore, alcohol and drugs not only act as drivers of crime and	Dept of Social Development	• Minimum Norms and Standards for Inpatient Treatment Centers • Prevention and Treatment of Drug Dependency Act, 1992 (Act 20 of 1992 • Prevention of and Treatment for Substance Abuse Bill B12 of 2008 • National Drug Master Plan 2006 – 2011 • Policy on the management of substance abuse • Model for the treatment of substance dependent youth in residential facilities • Resource directory on alcohol and drug related services and facilities • Integrated Ke Moja	http://www.dsd.gov.za • Programmes • Services • Documents	• Local drug action committee • Referral network for early intervention • Treatment services • School centre of community • No illegal shebeens

violence, but it also make victims more vulnerable to crime and violence and causes people (especially young people) to lose their inhibitions to engage in all kinds of risky behaviour such as unprotected sex.		• Strategy • Services to Youth – Treatment of Substance Abuse		• Many leisure choices • Reduced prostitution • Reduced gang activities • Convictions for drug related crimes • 12 step programmes • Improved school performance • Reduced school drop outs • Reduced teenage pregnancies • Peaceful homes • Reduction in property
	National Prosecuting Authority	• Enforce the Prevention and Treatment of Drug Dependency Act, 1992 (Act 20 of 1992	http://www.npa.gov.za • About the NPA	
	Dept of Justice and Constitutional Development	• Administrative rehabilitation orders	http://www.doj.gov.za • About • Documents • Legislation	
	Dept of Health	• Substance abuse prevention • Providing treatment centres and programmes to substance abusers	http://www.doh.gov.za • Programmes • Documents	
	Dept of Correctional Services	• Provisioning of treatment and rehabilitation services/ programmes for offenders	http://www.dcs.gov.za • Organisation • Legislation • Programmes • Services	
	Local Government	• Enforcement of by-laws	http://www.local.gov.za/Pages/default.aspx	
	South African Police	• Combating organised crime, focusing on drug trafficking	http://www.saps.gov.za • SAPS Profile • Legislation	

	Dept of Education	• Health Education- promotion of health in education focusing on drug and substance abuse	http://www.education.gov.za • Documents • Education Management Information Systems	theft
	NGO's	• Provisioning of treatment and rehabilitation services/ programmes/centres for substance abusers • Awareness and educational programmes focusing on the prevention of substance abuse	**The South African National Council of Alcoholism and Drug Dependency (SANCA)** http://www.sancanational.org.za/services.htm **South African Depression and Anxiety Group (Sadag)** http://www.sadag.co.za/ or 0800 121314 **Alcoholics Anonymous** http://www.aanonymous.org.za/ **Khulisa Services** http://www.khulisaservices.co.za	
43. Safe sex	Dept of Education	• Promotion of healthy choices amongst secondary school learners through the publishing of Health Mate once a quarter	• http://www.education.gov.za Documents • Education Management Information Systems	• Reduced HIV/AIDS • Reduced teenage pregnancies • Empowered parents
	NGO's	• Information on sexual and reproductive health, HIV and where to access services • Run by loveLife the Y-Centres offer friendly clinics and counseling for teens in the	**MOSAIC** http://www.mosaic.org.za	

		promotion of healthy and positive lifestyles •	**Love Life** http://www.lovelife.org.za	• Young people make good choices • Less school drop outs
	Dept of Health	• Family Planning Clinics • Distribution of Condoms and contraceptives	http://www.doh.gov.za • Programmes • Services	
	Dept of Social Development	• Information on sexual and reproductive health, HIV and where to access services	http://www.dsd.gov.za • Programmes • Services • Documents	
44. Young people make good choices The promotion of healthy lifestyles contributes to decreases in birth, under-five and maternal mortality rates and eases the effects and burdens that HIV/AIDS, TB and other diseases place on society.	Dept of Education	• Promotion of healthy choices amongst secondary school learners through the publishing of Health Mate once a quarter	http://www.education.gov.za • Documents • Education Management Information Systems	• More school graduates to tertiary education • Young people have skills useful in economy • Reduction of youth violence • Reduction of substance abuse • Reduction of teenage
	Dept of Social Development	• Framework for Positive Values (Moral Regeneration) and Guidelines	http://www.dsd.gov.za • Programmes • Services • Documents	
	NGO's	• Assist young people in making good choices about their bodies	**MOSAIC** http://www.mosaic.org.za **Love Life** http://www.lovelife.org.za	

	Dept of Labour	• Alleviating poverty • Skills development and employment creation • Improved economic efficiency and productivity	http://www.labour.gov.za • About us • Documents • Legislation	pregnancies • Reduction of HIV/AIDS
	Dept of Sport and Recreation	• Ensuring access to sport and recreational activities • Increase the number of participants in sport and recreation with emphasis on the women, children, the youth, the elderly and persons with disabilities • Development of sport and recreational clubs	http://www.srsa.gov.za/ • Sport in SA • SRSA • SRSA Library • Publications	• Empowered parents • Increased job opportunities
	Dept of Arts and Culture	• Promote arts and culture and mainstream the department's role in social development	http://www.dac.gov.za/ • About us • Legislation/Policies • Projects	
45. Job opportunities	Dept of Public Works	• Expanded Public Works Programmes contribute towards the alleviation of unemployment and poverty through creation of short term work opportunities • Ensuring that infrastructure is provided in a way that creates jobs, empowers communities and develops human resources.	http://www.publicworks.gov.za • About us • Programmes • Documents	• Less unemployment • Young people not doing nothing on streets • Empowered parents
	Dept of Labour	• Alleviating poverty • Skills development and employment	http://www.labour.gov.za • About us	• Basic needs met

		creation • Improved economic efficiency and productivity	• Documents • Legislation	• Increase in smme's • Sustainable community
	Dept of Home Affairs	• Issuing of Identity documents, to enable people to obtain employment	http://www.home-affairs.gov.za • Services • Documents • Projects • Information • Youth ID Campaign	
	Dept of Social Development	• National Development Agency Act, 1998 • Community Development Toolkit • Services to Women and Gender Issues – Skill Training and Development, Personal Development •	http://www.dsd.gov.za • Programmes • Services • Documents	
	Dept of Trade and Industry	• Ensuring that entrepreneurial skills, talent and experience are nurtured among young women and men to enhance their capacity to participate in all aspects of social, economic and community life • Ensuring that the young women and men are recognised as a key target group of need, and a resource in the development of small enterprises within national, provincial and local economies • Ensuring maximised access to financial and non-financial	http://www.thedti.gov.za • The dti	

		resources for young women and men who are in business or planning to enter business • Facilitate access to information and advice to small businesses • Facilitate access to marketing and procurement • Facilitate access to finance • Facilitate access to affordable physical infrastructure • Provide training in entrepreneurship, skills and management • Promotion of entrepreneurship • Improving industrial relations and the labour environment • Broadening of support programmes and streamlining of support institutions to small businesses		
	NGO's	• Provisioning of life skills, training and job opportunities in communities		
	Dept of Arts and Culture	• Provide sustainable empowerment opportunities through supporting initiatives in training, skills development and job creation in arts, culture, cultural tourism and heritage sectors. • Support and facilitation of the Women's Development and Gender Equity Imperatives.	http://www.dac.gov.za/ • About us • Legislation/Policies • Projects	

	National Treasury	• Advance economic growth and income redistribution through economic, fiscal and financial policies that stimulate investment and trade, create employment and allocate budget resources to the targeted beneficiaries. • Support economic growth • Addressing poverty and vulnerability through overseeing targeted poverty relief and job creation allocations.	http://www.treasury.gov.za • National Treasury Information • Publications • Legislation • Divisions	
46. Economy supports skilled youth and adults	Dept of Public Works	• Expanded Public Works Programmes contribute towards the alleviation of unemployment and poverty through creation of short term work opportunities	http://www.publicworks.gov.za • About us • Programmes • Documents	• Job opportunities • Reduction in unemployment rate • Reduction in poverty levels • Peaceful families • Young people have hope • Young people make good choices
	Dept of Labour	• Alleviating poverty • Skills development and employment creation • Improved economic efficiency and productivity	http://www.labour.gov.za • About us • Documents • Legislation	
	Dept of Social Development	• National Development Agency Act, 1998 • Community Development Toolkit • National Youth Development Agency Bill B- 2008. • National Youth Policy 2008 – 2013 • National Youth Development Strategy 2007/08 – 2011/12 • Services to Youth – Life skills	http://www.dsd.gov.za • Programmes • Services • Documents	

		training and Personal Development, Technical Skills Training • National Youth Service Programme - Masupatsela Youth Pioneer Programme • Youth Service Programme Toolkit • Services to Women and Gender Issues – Skill Training and Development, Personal Development		
	NGO's	• Rendering youth development services/ • Programmes and support and services to the youth • Provisioning of life skills, training and job opportunities in communities	**Love Life** http://www.lovelife.org.za **Big Brothers and Big Sisters** http://www.bbbssa.org.za/index.php?q=content/about-us **Khulisa Services** http://www.khulisaservices.co.za	
	Dept of Education	• Provision of National Student Financial Aid Scheme, Higher Education, further education and training (FET), basic literacy programmes to youth including out of school youths • Enhance rural education • Further Education and Training (FET) • Adult Basic Education and Training (ABET)	http://www.education.gov.za • Documents • Education Management Information Systems	

		• Basic literacy programmes for adults • Provide skills development projects in agriculture, building and construction industry and hospitality skills		
	Dept of Arts and Culture	• Promotion of a culture of service and civic responsibility and facilitation of youth development through youth enrichment. • Encouraging youth to take an active role in their own development and that of their communities. • Provide sustainable empowerment opportunities through supporting initiatives in training, skills development and job creation in arts, culture, cultural tourism and heritage sectors. • Support and facilitation of the Women's Development and Gender Equity Imperatives.	http://www.dac.gov.za/ • About us • Legislation/Policies • Projects	
	Dept of Trade and Industry	• Ensuring that entrepreneurial skills, talent and experience are nurtured among young women and men to enhance their capacity to participate in all aspects of social, economic and community life • Ensuring that the young women and men are recognised as a key target group of need, and a resource in the development of small enterprises within national, provincial and local economies • Ensuring maximised access to financial and non-financial resources for young women and men who are in business or planning to enter business • Facilitate access to information and	http://www.thedti.gov.za • The dti	

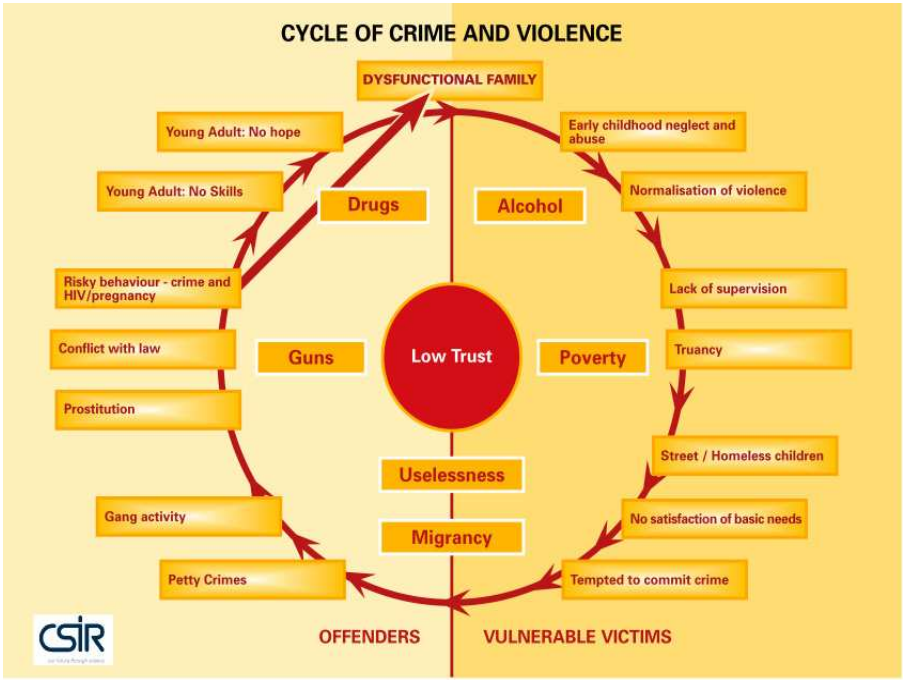
		advice to small businesses • Facilitate access to marketing and procurement • Facilitate access to finance • Facilitate access to affordable physical infrastructure • Provide training in entrepreneurship, skills and management • Promotion of entrepreneurship • Improving industrial relations and the labour environment • Broadening of support programmes and streamlining of support institutions to small businesses		
	Local Government	• Promotion of social and economic development	http://www.local.gov.za/Pages/default.aspx	
	National Treasury	• Advance economic growth and income redistribution through economic, fiscal and financial policies that stimulate investment and trade, create employment and allocate budget resources to the targeted beneficiaries. • Support economic growth • Addressing poverty and vulnerability through overseeing targeted poverty relief and job creation allocations.	http://www.treasury.gov.za • National Treasury Information • Publications • Legislation • Divisions	
47. HIV treatment and support	Dept of Health	• Coordinate integrated plan for HIV/AIDS • HIV/AIDS and STI Strategic Plan for SA 2007 - 2011	http://www.doh.gov.za • Programmes • Documents	• Reduced HIV/AIDS infection rates • Reduced mortality

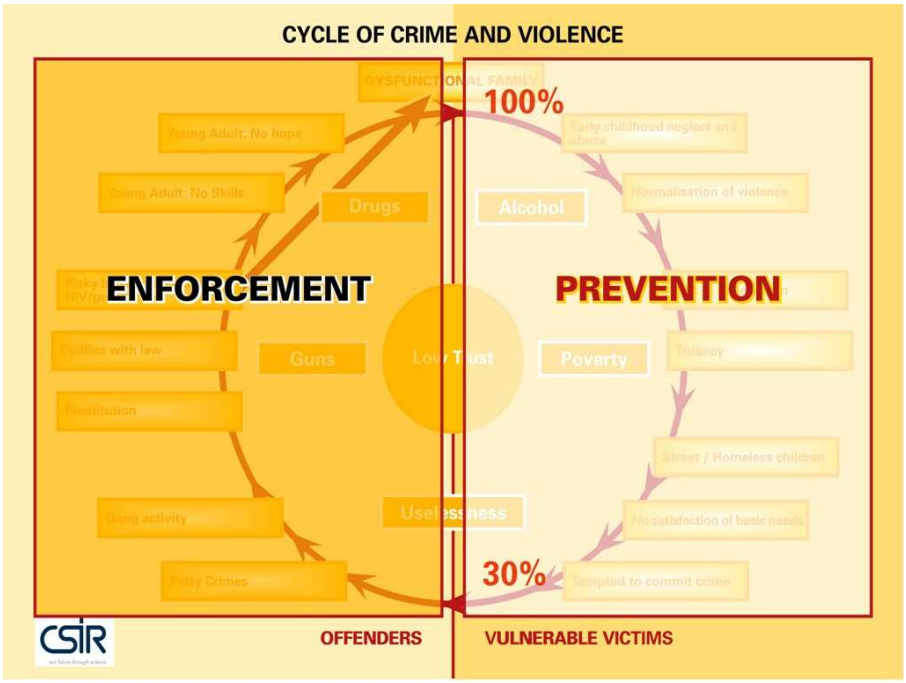
				rates
	Dept of Education	• Reduce the number of HIV infections through peer education • Mitigate the impact of HIV infections on learners, educators and school communities through the implementation of treatment, care and support initiatives	http://www.education.gov.za • Documents • Education Management Information Systems	• Reduced trauma and loss • Children nurtured
	NGO's	• Provision of services to families and children • Information on sexual and reproductive health, HIV and where to access services • AIDS Awareness Prevention and Home-based Care giving	**MOSAIC** http://www.mosaic.org.za **Family and Marriage Society** http://www.famsa.org.za **Love Life** http://www.lovelife.org.za **Lifeline** http://www.lifeline.org.za/default.aspx?link=site_home **Big Brothers and Big Sisters** http://www.bbbssa.org.za/index.php?q=content/about-us	• Sustainable communities
	Dept of Cooperative Governance and Traditional Affairs	• Handbook for facilitating development and governance responses to HIV and AIDS	http://www.dplg.gov.za • About us	

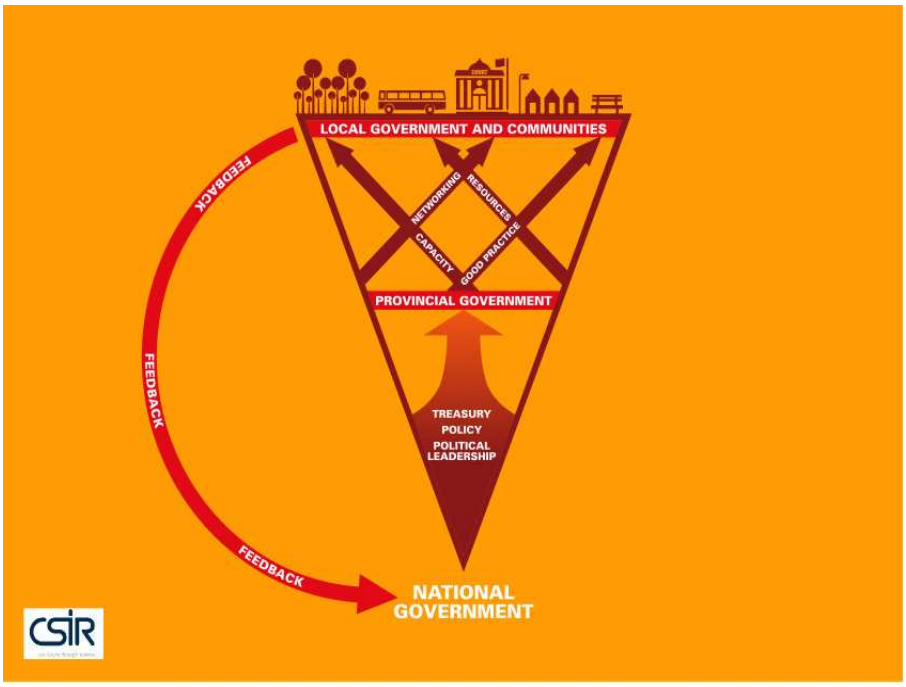
			• Strategic objectives • Our programmes	
	Dept of Social Development	• Guidelines for establishing Child Care Forums • Policy Framework for Orphans and other Vulnerable Children • Home/Community- Based Care and Support Manual • Home/Community-Based Care • Services to the Youth - HIV/AIDS Counselling • Services to Women and Gender Issues –HIV/AIDS Counselling • Guidelines for establishing Child Care Forums • National Guidelines for Social Services to Children Infected and Affected by HIV/AIDS • National Norms and Minimum Standards for Home and Community Based Care and Support Programme • HIV Prevention Strategy and Action Plan	http://www.dsd.gov.za • Programmes • Services • Documents	
48. Family planning	NGO's	• Provision of services to families and children • Information on sexual and reproductive health, HIV and where to access services	**MOSAIC** http://www.mosaic.org.za **Family and Marriage Society** http://www.famsa.org.za	• Young people make good choice • Reduced accidental pregnancies

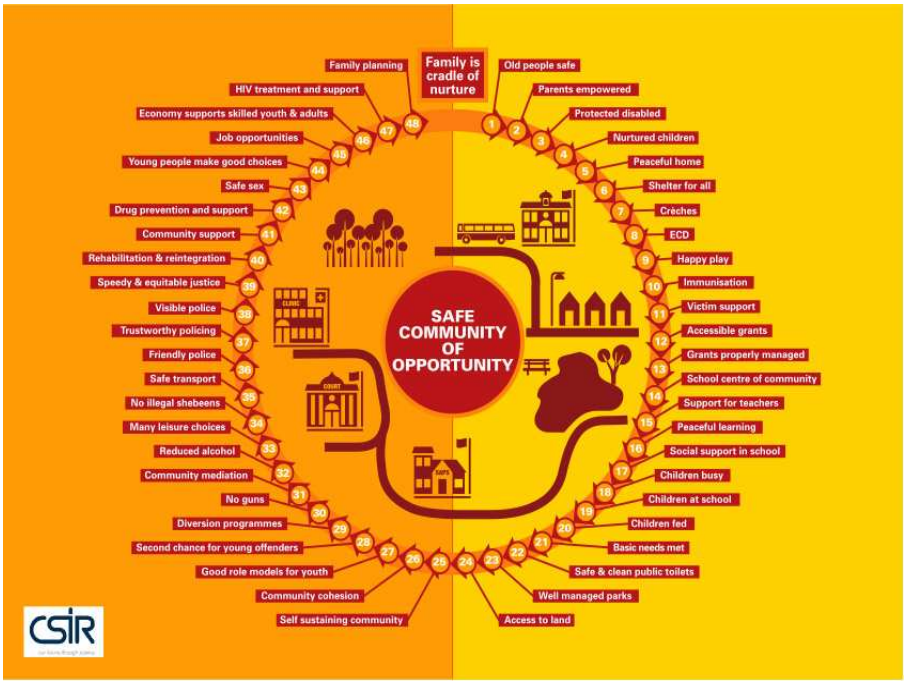
			Love Life http://www.lovelife.org.za **Lifeline** http://www.lifeline.org.za/default.aspx?link=site_home **Big Brothers and Big Sisters** http://www.bbbssa.org.za/index.php?q=content/about-us	• Empowered parents • Reduced HIV/AIDS • Sustainable community • Children's basic needs met • Children nurtured • Reduction in crime
	Dept of Health	• Family Planning Clinics • Distribution of Condoms and contraceptives • Sterilizations	http://www.dplg.gov.za • About us • Strategic objectives • Our programmes	
	Dept of Education	• Promotion of healthy choices amongst school learners • Life Orientation	http://www.education.gov.za • Documents • Education Management Information Systems	
	Dept of Social Development	• Information on sexual and reproductive health, HIV and where to access services	http://www.dsd.gov.za • Programmes • Services • Documents	

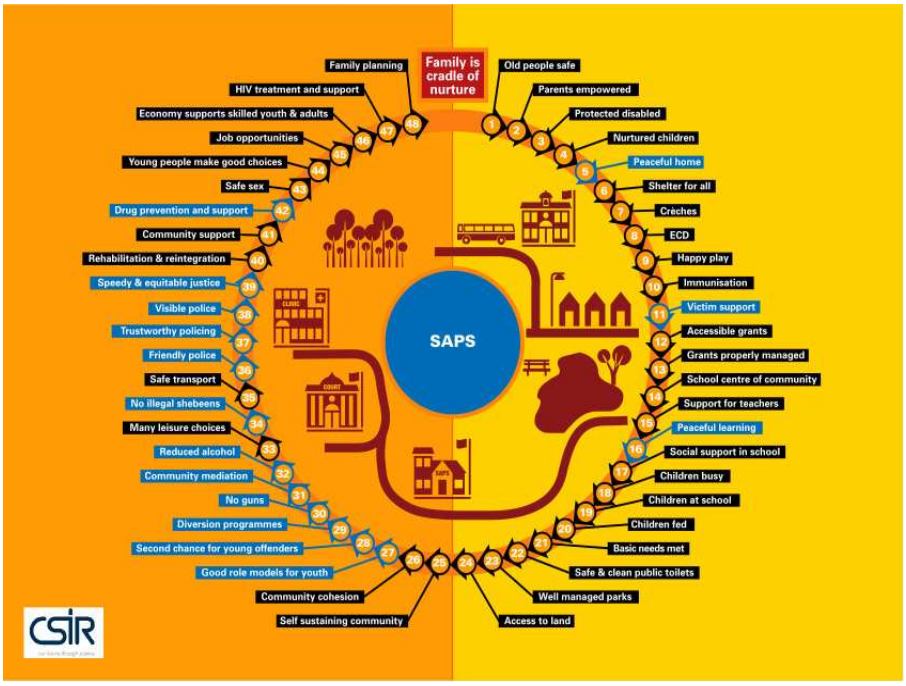
Appendix 13: Slide Presentation "Safe Community of Opportunity"






LOCAL GOVERNMENT AND COMMUNITIES
NETWORKING
RESOURCES
CAPACITY
GOOD PRACTICE
PROVINCIAL GOVERNMENT
TREASURY
POLICY
POLICAL LEADERSHIP
FEEDBACK
FEEDBACK
NATIONAL GOVERNMENT


Family is cradle of nurture
Old people safe
Parents empowered
Protected disabled
Nurtured children
Peaceful home
Shelter for all
Crèches
ECD
Happy play
Immunisation
Victim support
Accessible grants
Grants properly managed
School centre of community
Support for teachers
Peaceful learning
Social support in school
Children busy
Children at school
Children fed
Basic needs met
Safe & clean public toilets
Well managed parks
Access to land
Family planning
HIV treatment and support
Economy supports skilled youth & adults
Job opportunities
Young people make good choices
Safe sex
Drug prevention and support
Community support
Rehabilitation & reintegration
Speedy & equitable justice
Visible police
Trustworthy policing
Friendly police
Safe transport
No illegal shebeens
Many leisure choices
Reduced alcohol
Community mediation
No guns
Diversion programmes
Second chance for young offenders
Good role models for youth
Community cohesion
Self sustaining community
SAFE COMMUNITY OF OPPORTUNITY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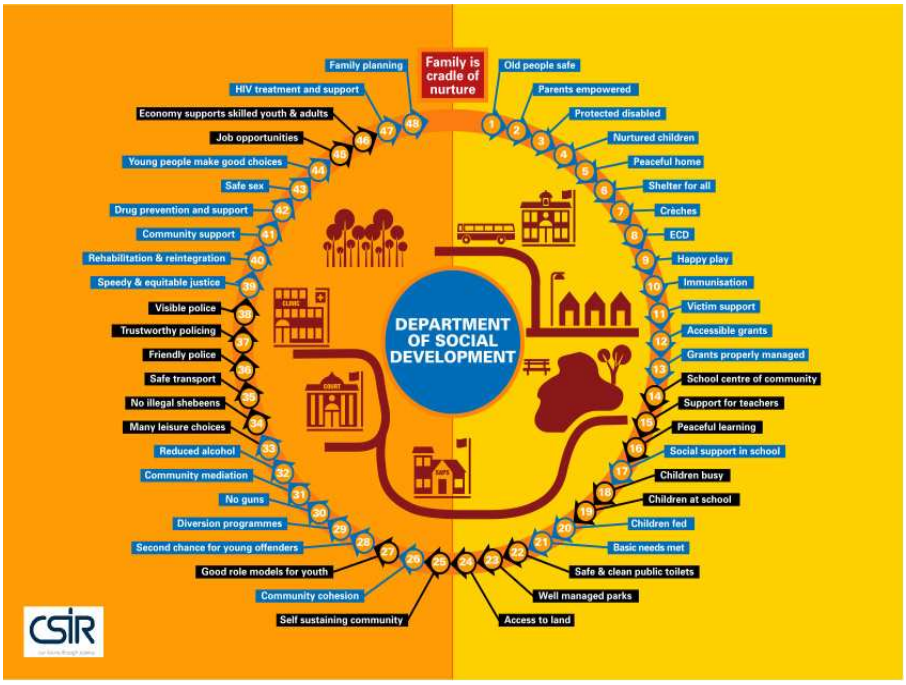
Community support
Drug prevention and support
Safe sex
Young people make good choices
Job opportunities
Economy supports skilled youth & adults
HIV treatment and support
Family planning
SAPS
CSIR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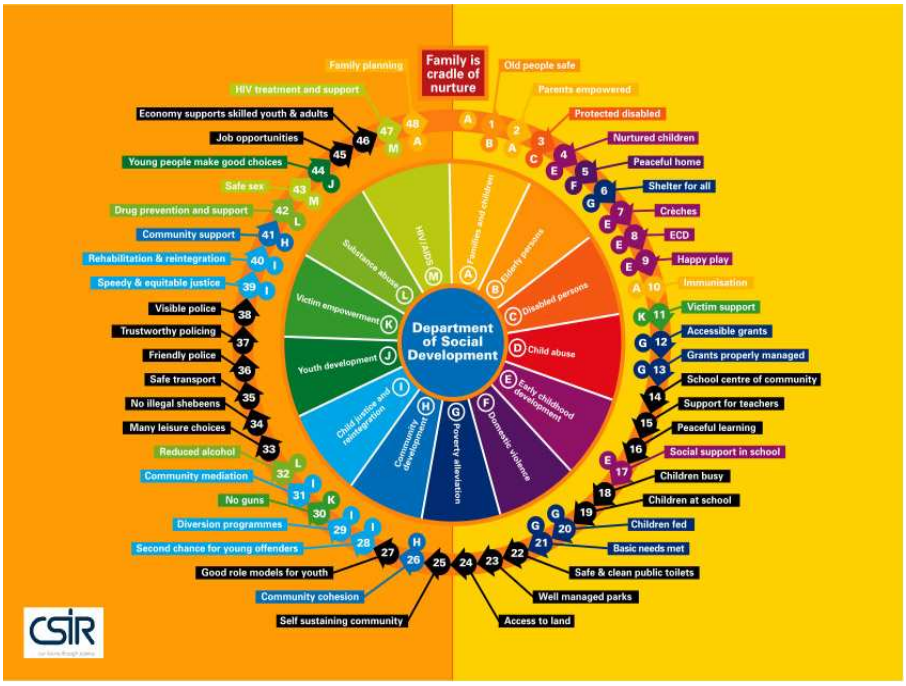
Drug prevention and support
Safe sex
Young people make good choices
Job opportunities
Economy supports skilled youth & adults
HIV treatment and support
Family planning
DEPARTMENT OF SOCIAL DEVELOPMENT
CSIR


Family is cradle of nurture
Department of Social Development
Family planning
HIV treatment and support
Economy supports skilled youth & adults
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Young people make good choices
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Drug prevention and support
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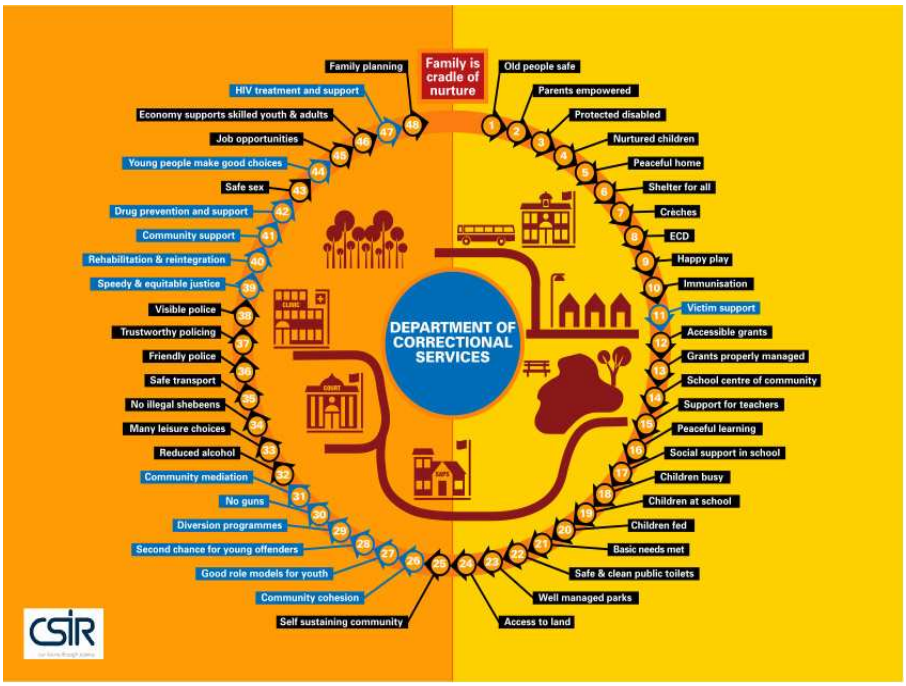
Basic needs met
Safe & clean public toilets
Well managed parks
Access to land
HIV/AIDS
Families and children
Elderly persons
Disabled persons
Child abuse
Early childhood development
Domestic violence
Poverty alleviation
Community development
Child justice and reintegration
Youth development
Victim empowerment
Substance abuse
CSIR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DEPARTMENT OF CORRECTIONAL SERVICES
Family planning
HIV treatment and support
Economy supports skilled youth & adults
Job opportunities
Young people make good choices
Safe sex
Drug prevention and support
Community support
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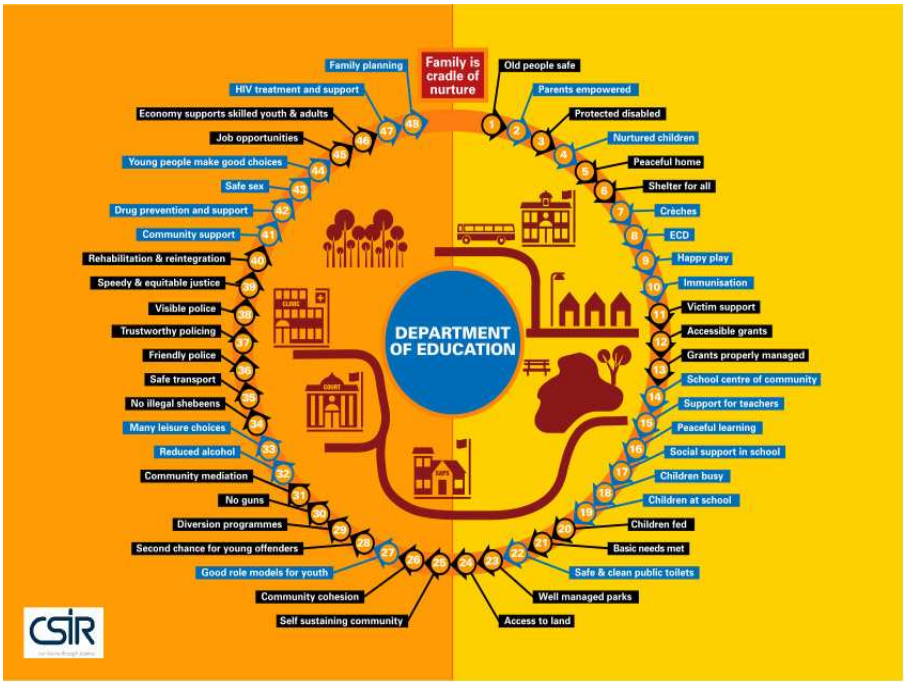
CSIR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DEPARTMENT OF EDUCATION
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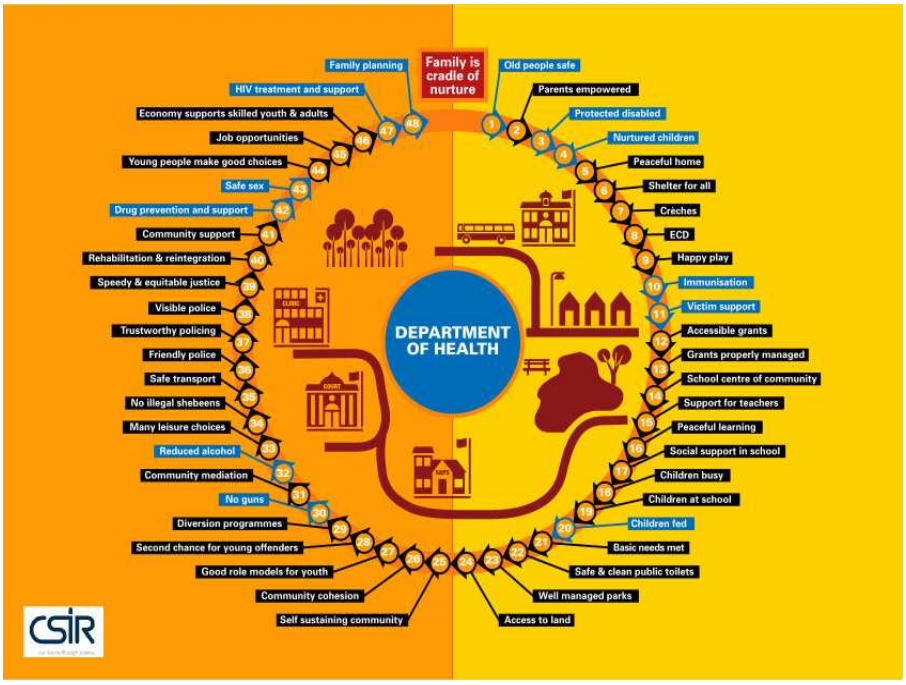
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DEPARTMENT OF HEALTH
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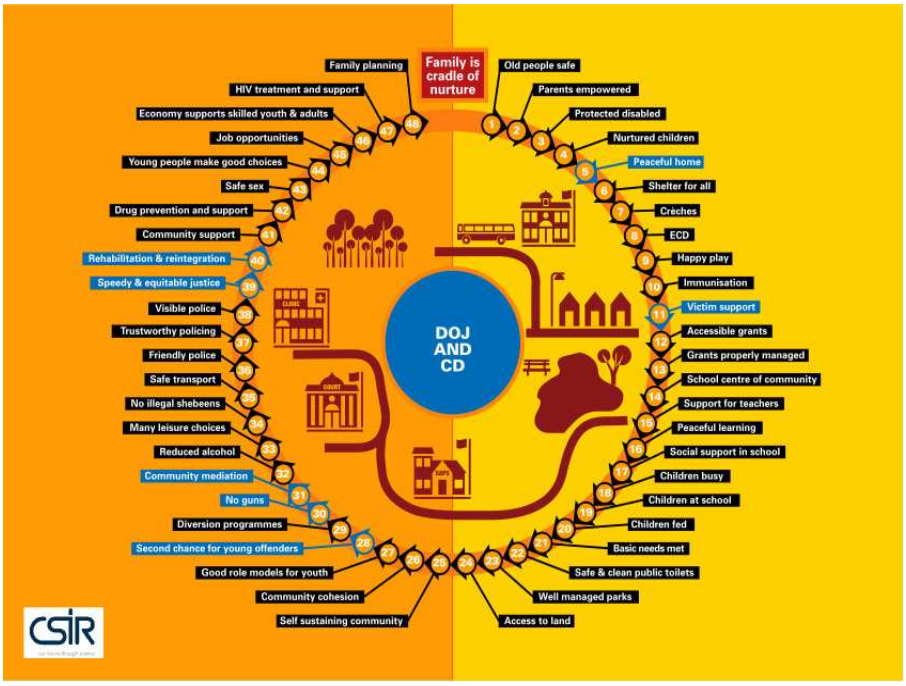
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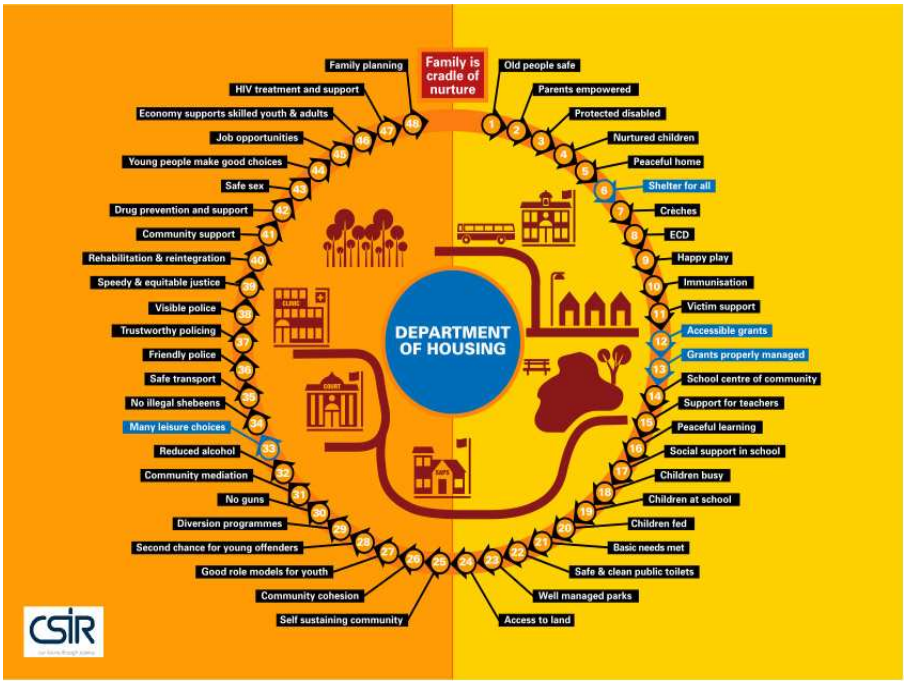
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DEPARTMENT OF HOUSING
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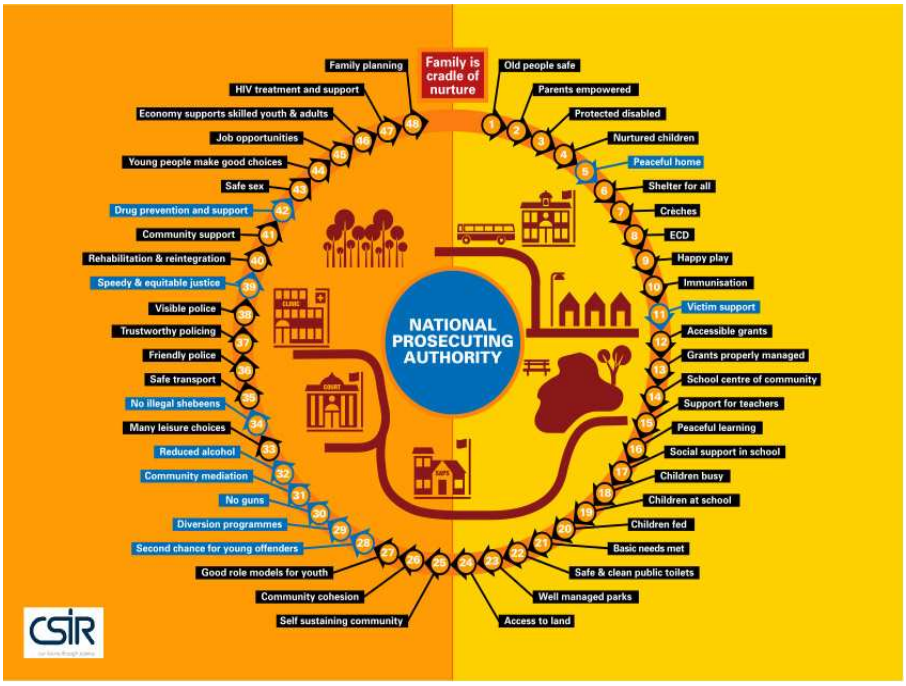
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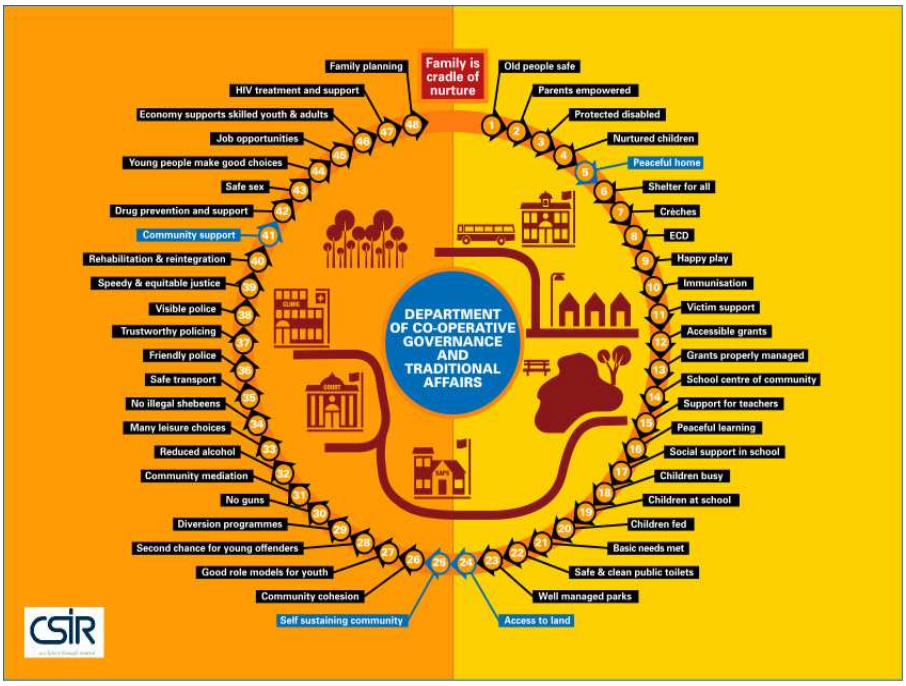
NATIONAL PROSECUTING AUTHORITY
CSIR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DEPARTMENT OF CO-OPERATIVE GOVERNANCE AND TRADITIONAL AFFAIRS
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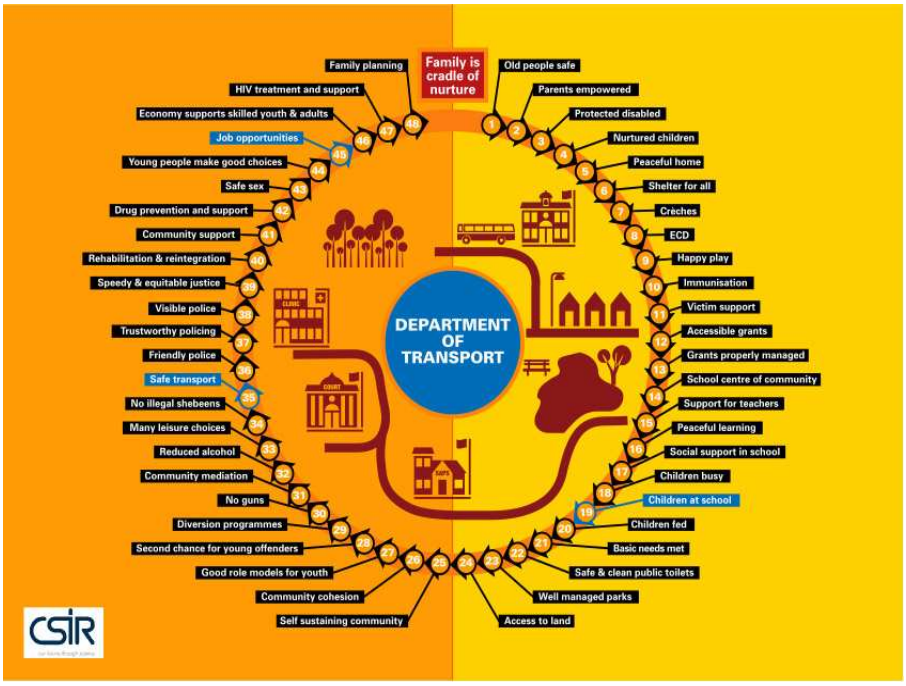
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Basic needs met
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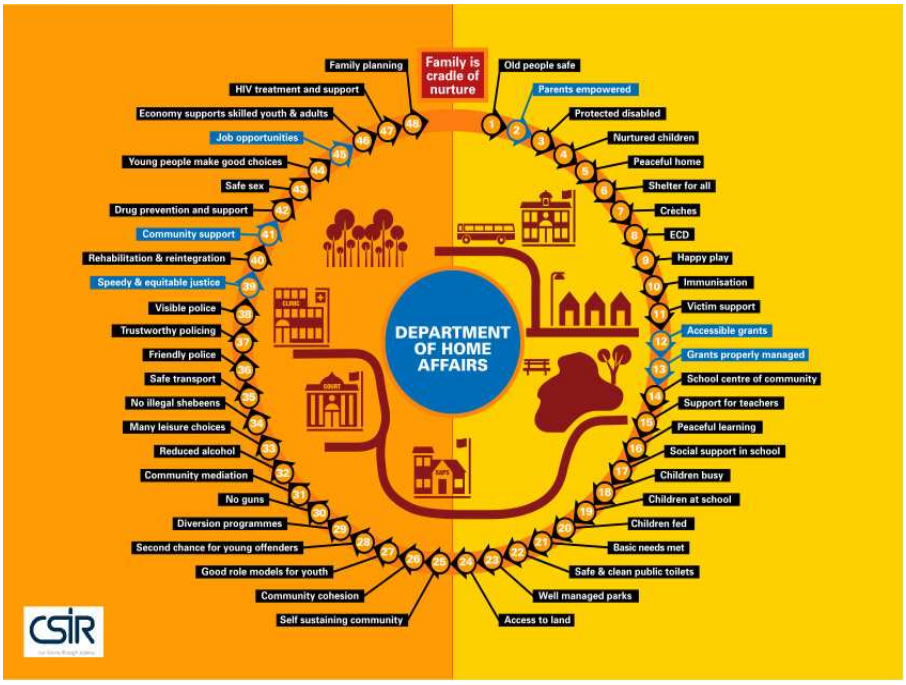
Access to land
DEPARTMENT OF TRANSPORT
CSIR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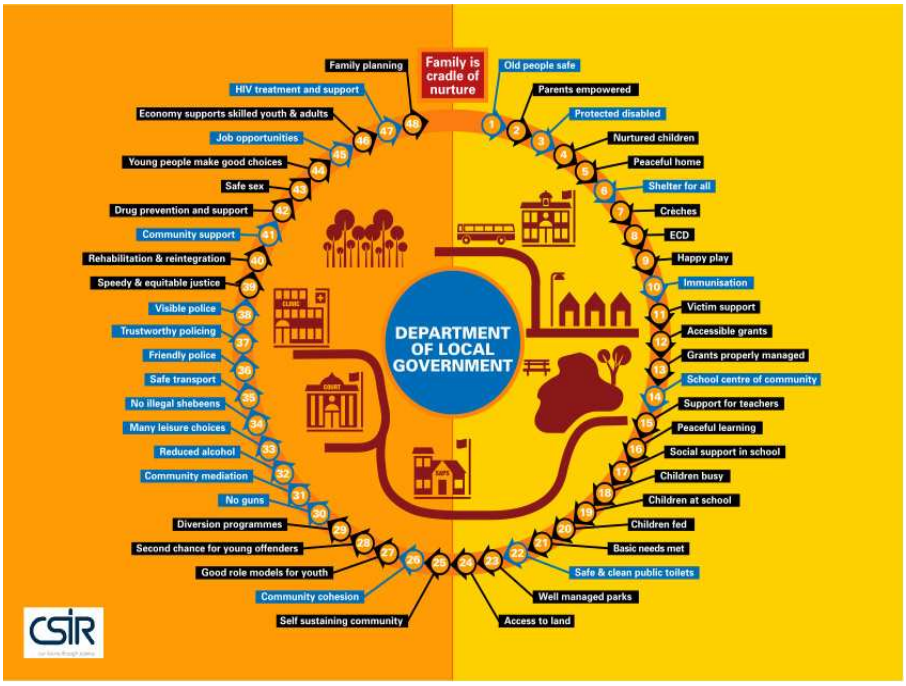
DEPARTMENT OF HOME AFFAIRS
CSIR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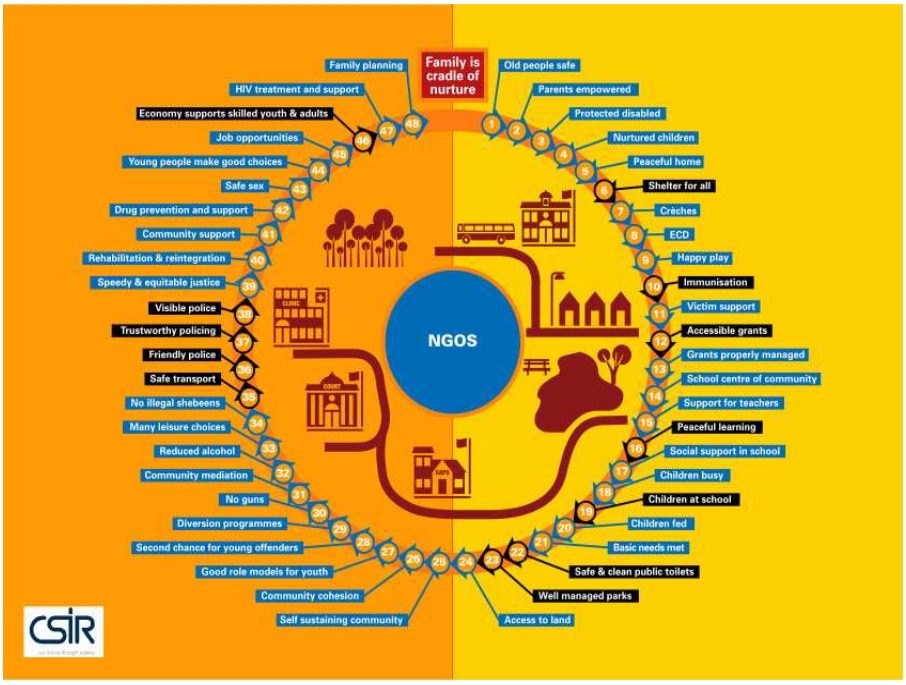
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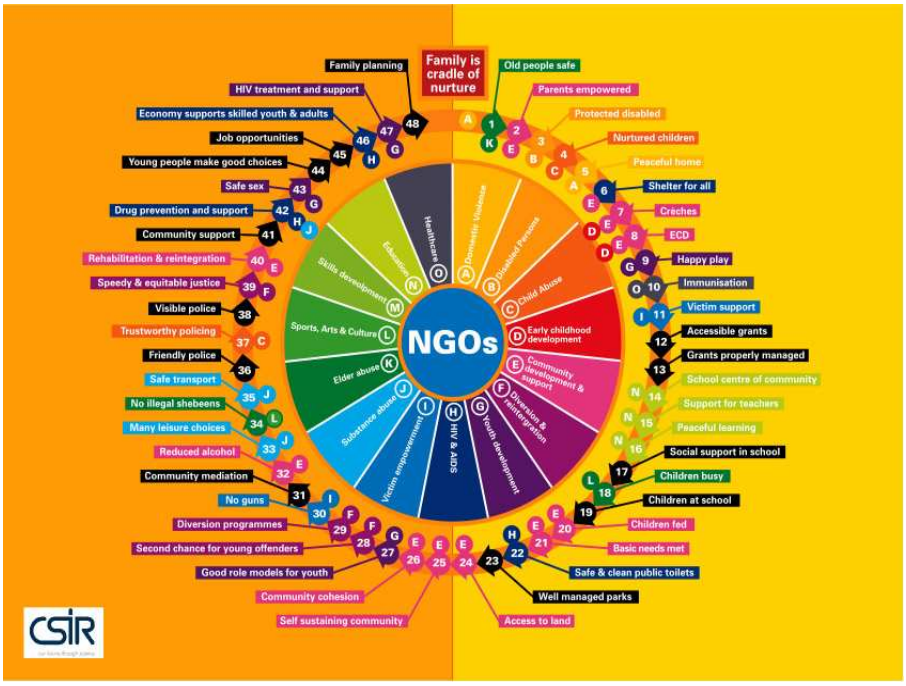
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Education
Skills development
Sports, Arts & Culture
Elder abuse
Substance abuse
Victim empowerment
HIV & AIDS
Youth development
Diversion & reintegration
Community development & support
Early childhood development
Child Abuse
Disabled Persons
Domestic Violence
CSIR

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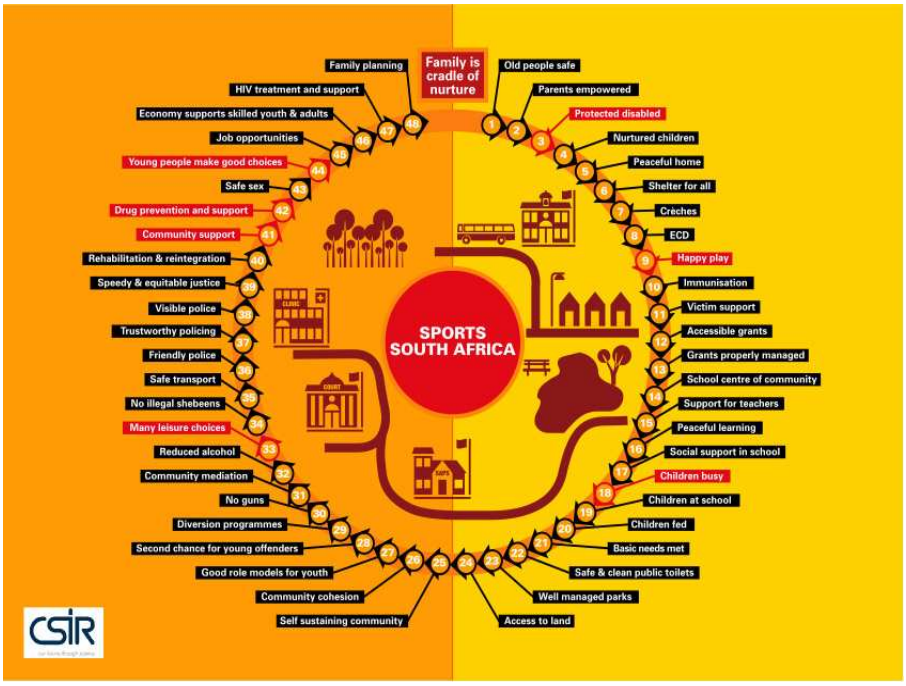
CSIR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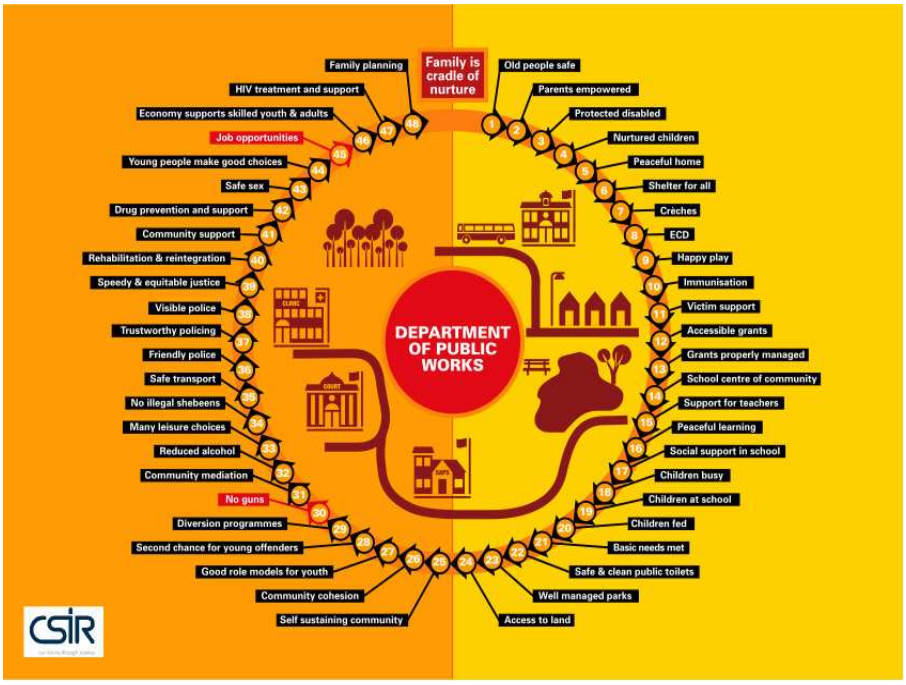
SPORTS SOUTH AFRICA
CSIR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DEPARTMENT OF PUBLIC WORKS
CSIR

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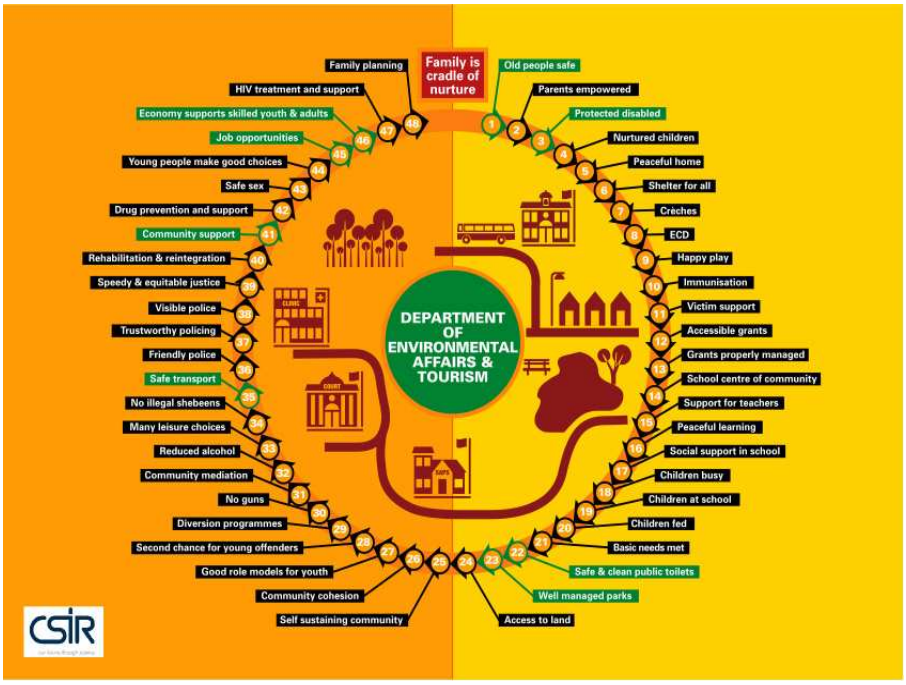
DEPARTMENT OF LABOUR
CSIR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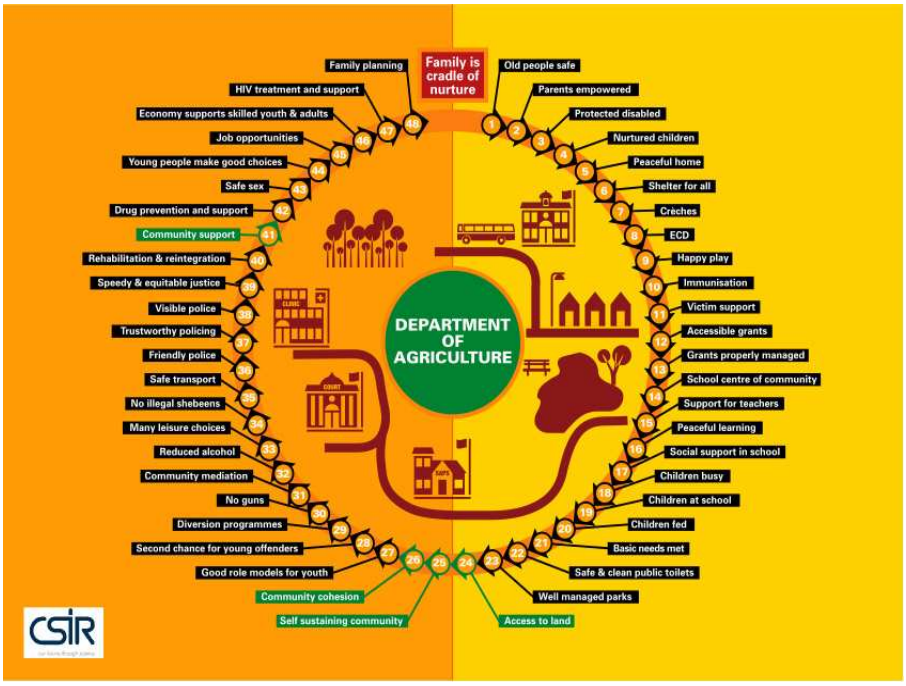
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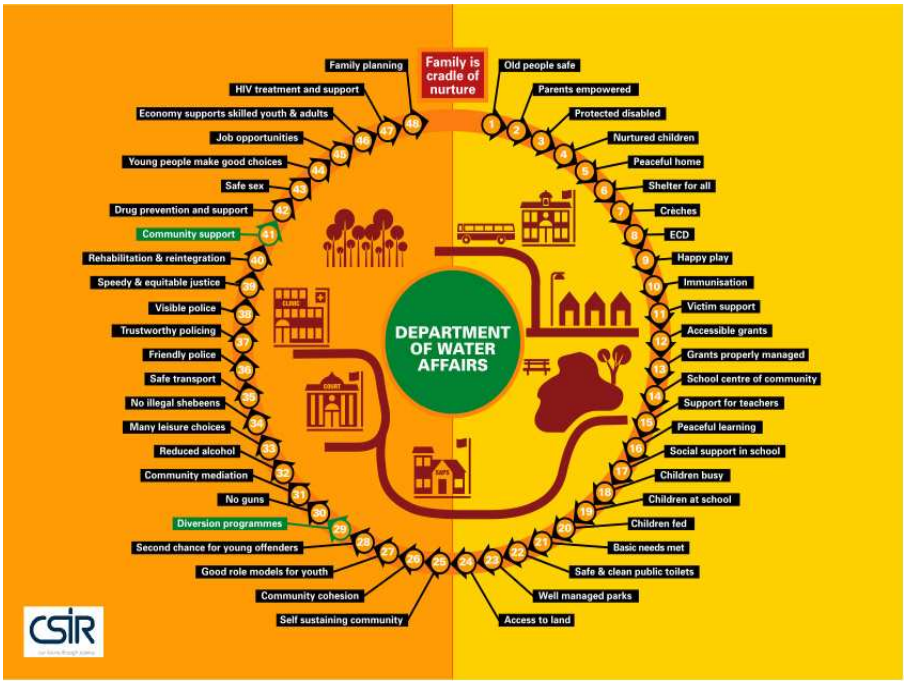
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