

GUIDE TO DESIGNING INTEGRATED VIOLENCE PREVENTION INTERVENTIONS

Fostering Active Citizenry



national treasury

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DEUTSCHE ZUSAMMENARBEIT

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FOREWORD

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ACRONYMS

ABA Area-based approach

ABCD Asset-based community development

BMZ German Federal Ministry for Economic Cooperation and Development

CAP Community Action Plan

CDS Community delivery of services

CPTED Crime prevention through environmental design

CSPS Civilian Secretariat for Police Service

DDM District Development Model

DHS Department of Human Settlements

EPWP Expanded Public Works Programme

ESNP End Street North Park

GBV Gender-based violence

GIZ-VCP Deutsche Gesellschaft für Internationale Zusammenarbeit - Inclusive Violence and Crime Prevention Programme

IDP Integrated Development Plan

JCPZ Johannesburg City Parks and Zoo

JCSP Johannesburg City Safety Programme

JDA Johannesburg Development Agency

KfW German Development Bank

LGBTQ+ Lesbian, gay, bisexual, transgender, and queer

MURP Mayoral Urban Regeneration Programme

NMBM Nelson Mandela Bay Municipality

SALGA South African Local Government Association

SDF Social Development Fund

SGBV Sexual and gender-based violence

SMME Small, medium and micro enterprise businesses

SPUU Safety & Peace through Urban Helenvale Upgrading (NMBM)

SPUU Safety Promotion through Urban Mamelodi Upgrading (City of Tshwane) East

VPUU NPC Violence Prevention through Urban Upgrading Not for Profit Company

WPSS 2016 White Paper on Safety and Security

YSC Youth for Safer Communities

ABOUT THESE BOOKLETS

These booklets grew out of the idea that the collective knowledge about violence prevention in the technical and financial cooperation within the South African-German Development Cooperation should be shared to facilitate the institutionalisation, upscaling, adaptation of, and fostering of synergies amongst, successful violence prevention approaches.

Beginning in 2018, this collective knowledge was gathered through a dedicated joint measure, under the title: "Knowledge Management across the Field of Violence Prevention within the South African-German Development Cooperation" (hereafter: the knowledge management project). The learning exchange centred on four programmes implemented by the German Development Cooperation, on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), with South African partners:

Financial Cooperation through the German Development Bank (KfW)

- Safety Promotion through Urban Upgrading (SPUU Mamelodi East) in the City of Tshwane,
- Violence Prevention through Urban Upgrading (VPUU) in the Western Cape Province,
- Safety and Peace through Urban Upgrading (SPUU Helenvale) in Nelson Mandela Bay Municipality (NMBM), and

Technical Cooperation

- Inclusive Violence and Crime Prevention Programme implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ).

Between April and November 2019, violence prevention stakeholders from all spheres of government and selected civil society organisations in the South African-German development cooperation participated in this knowledge management project. Participants from various sectors debated and reviewed practical solutions, with the objective of providing evidence to be used in increasing community safety and preventing and reducing violence and crime in South Africa.

WHO THIS GUIDE IS FOR

This **Guide** speaks mainly to stakeholders from various sectors who are working together on area-based interventions. We refer to such stakeholder groups as "integrated teams." The **guide** is also meant for other politicians, government officials and practitioners interested in violence and crime prevention. The lessons in each of the booklets are mainly informed by the experiences of municipal officials and other implementers; but their intended audience stretches to role-players involved in violence prevention from other spheres of government and civil society. Government officials, policy-makers and elected leaders at municipal, provincial and national levels may be especially interested in these findings.



Participants exchanged lessons learned during workshops in 2019

HOW TO USE THIS GUIDE

The **Overview** of the **Guide** should be read before all of the other booklets. Once the reader has gained an understanding of the methodology and of key concepts from the **Overview**, the booklets can be read in any order. The booklets were specifically developed so that their order could be shuffled according to the needs of the reader and to avoid creating an artificial hierarchy or chronology of "first to last" chapters.

Together, the six other booklets detail an interwoven set of strategies that are crucial to effective, integrated, area-based violence prevention. To understand how each of these strategies is linked with the others, and to most effectively act upon the lessons they hold, all of the booklets ought to be read.

The **Case Study Booklet** can be referred to at any time for more information about the interventions explored in this knowledge management process.



The six booklets within the Guide

METHODOLOGY

The experiences and lessons described in these booklets were captured during

- Case study interviews for 14 case studies from the City of Cape Town, City of Tshwane, NMBM, City of Johannesburg, King Sabata Dalindyebo Municipality, Theewaterskloof Municipality and Gauteng Province;
- Two exchanges between practitioners and municipal officials from the City of Cape Town, NMBM and the City of Tshwane; and
- Two larger workshops between municipal, provincial and national officials, practitioners and other civil society actors from across South Africa.

The insights for these booklets were verified in a peer review session and through correspondence with each partner involved in the interventions. Data collection and analysis were framed by the themes of the **2016 White Paper on Safety and Security** (2016 WPSS), the mandate of the **Integrated Urban Development Framework**, and the social-ecological model¹.

The infographic on the right shows how the methodology of this knowledge management project relates to the policy framework [the "soil" at the bottom of the page], the interventions [the roots of the tree], and the resulting lessons learned [leaves]. The metaphor of a tree comes to mind, as the various interventions are "rooted in the soil" of the six themes of the **2016 WPSS**. The "roots" of the tree are explored in case studies of interventions featured in the Case Study Booklet. From these roots, a participatory knowledge management process grew. This process of sharing knowledge through exchanges, workshops and interviews, as illustrated by the trunk of the tree, branches off into six leaves, which are the six booklets that make up the **Guide**.

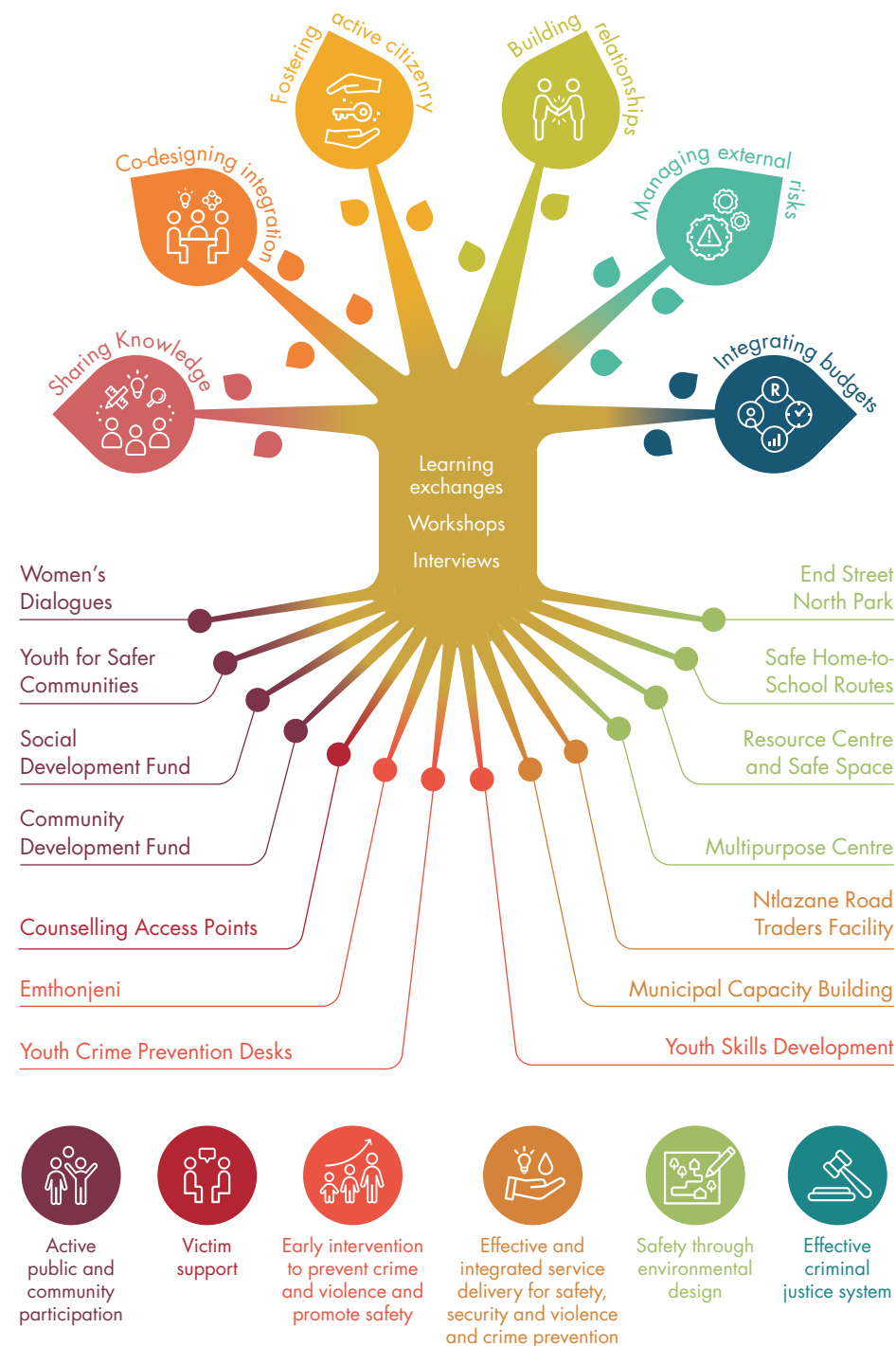
The tree stresses the importance of a "Whole-of-Government" and "Whole-of-Society" approach and of everyone playing a role in violence prevention, as is reflected in the emerging knowledge products. The most pertinent knowledge gathered stretches into six "branches" (or strategies) - from there, the "leaves" unfurl as the six booklets of the **Guide to Designing Integrated Violence Prevention Interventions**.

The six booklets in the **Guide** are:

- Sharing Knowledge,
- Fostering Active Citizenry,
- Co-designing Integration,
- Building Relationships,
- Managing External Risks, and
- Integrating Budgets.

These booklets share the stories of practitioners and government officials, unfolding the lessons they have learned through implementing violence prevention interventions. Hence, the evidence collected in this project is based on experiential knowledge. These stories and lessons learnt aim to capture wisdom and qualitative data which are valuable to future violence prevention interventions. Their reflections are intended to complement more quantitative forms of monitoring and evaluation.

This **Guide** is process-oriented; but it is not a recipe for guaranteed success. It offers considerations for those designing interventions within South Africa's violence prevention landscape.



DEFINING VIOLENCE

Violence, especially interpersonal violence, is one of the leading causes of death in South Africa and disproportionately affects young people, both as victims and perpetrators. Perpetration and victimisation is also starkly gendered among men and women, respectively. People living in South Africa feel increasingly unsafe, partially because the murder rate has followed an increasing trend since 2011². Crime is distributed unevenly, with poorer areas typically experiencing more violent crimes. This social inequality between rich and poor is deeply rooted in apartheid's race-based socio-spatial injustice, which is a major contributor to violence and crime, along with other risk factors, such as:

- Areas of high unemployment, poverty and deprivation;
- Unsafe, disconnected and poorly designed environments;
- Substance abuse;
- Low social capital; or
- Poor rule of law and high corruption.

There are three categories of violence based on the identities of perpetrators and victims³:

Self-directed violence refers to violent acts a person inflicts upon him- or herself, and includes self-abuse (such as self-mutilation) and suicidal behaviour (including suicidal thoughts and acts).

Interpersonal violence refers to violence inflicted by another individual or by a small group of individuals. This includes both family and intimate partner violence and community violence.

Collective violence is the instrumental use of violence by people who identify themselves as members of one group against another group or set of individuals, in order to achieve political, economic or social objectives. This can manifest in genocide, repression, etc.

DEFINING GENDER-BASED VIOLENCE

While gender-based violence (GBV), or victimisation based on a person's gender, is prevalent worldwide, sexual gender-based violence (SGBV) and intimate partner violence by men against women and girls are particularly high and under-reported in South Africa. LGBTQ+, working-class and disabled women and girls experience even greater risks of SGBV: lesbian women living in townships have been especially targeted by male perpetrators of "corrective rape" – despite the progressive South African constitution establishing equality, regardless of gender or sexual orientation. Research has also found that foreign nationality and job precarity can put women at greater risk of experiencing physical and/or sexual abuse by their employers.

Despite high rates of victimisation, typically only knowledge of high-profile cases against women and girls ever reaches the public. Most cases of GBV are never reported and never reach the public. GBV is so widespread, yet so hidden, because it is embedded in patriarchal cultures, traditions and institutions. Like other forms of violence, it cannot only be prevented through effective policing and security measures. Preventing GBV in South Africa requires dismantling local, legal and socio-cultural norms which make it feel inevitable and which give men (and others who are systematically privileged by racism, heterosexual and cisgender norms, and the economy) power to commit such crimes.

PREVENTING VIOLENCE

Violence prevention work addresses the risk factors contributing to violence, towards a society where securitised approaches, such as more policing, are less heavily relied upon. Clamping down on violence and crime affects only their symptoms; focusing on security alone fails to address the causes of violence. A change of emphasis from security to safety is needed. Security is protection against a known or perceived threat, while safety is living without that threat or fear. Violence prevention seeks to increase the presence of protective factors – such as a caring family, a safe and nurturing school environment, a sense of belonging and access to adequate social services – which promote resilience to risk factors.

The four programmes that participated in the knowledge management project work on the following three types of violence prevention to increase protective factors:



SITUATIONAL VIOLENCE PREVENTION

Altering the environment using principles of crime prevention through environmental design (CPTED)



SOCIAL VIOLENCE PREVENTION

Early interventions, including early childhood development, opportunities for youth and building the social capital of communities



INSTITUTIONAL VIOLENCE PREVENTION

Embedding violence prevention in governance and urban management and building the capacities of community structures

DEFINING AREA-BASED APPROACHES

Efforts to prevent violence are by nature complex. An **area-based approach (ABA)** takes on a specific geographic area within which to achieve this complexity, by merging social, spatial and institutional approaches over a foundation of robust community participation and effective knowledge management. In ABA, all departments and spheres of government and all sectors may come together to focus on lived realities and place-making in a defined spatial context.

ABA is particularly appropriate to areas with a high concentration of needs. It is most effective when embedded in local plans and policies, such as Integrated Development Plans (IDPs). Research has shown that area-based initiatives are more sustainable when anchored in strong local networks. Therefore, a key part of violence prevention in ABA involves promoting social capital. Hence, embracing ABA, implementation should start with the collaborative development of context-specific plans, through meaningful engagement with residents, businesses and public sector actors.

ABA is increasingly being embraced as part of a "Whole-of-Government" and "Whole-of-Society" approach to creating safer and more sustainable communities throughout South Africa. Additionally, the District Development Model (DDM), commonly known as "Khawuleza", launched by the Presidency in 2019 emphasises the integration of service delivery as part of ABA, at district level. This relates directly to the various strategies for preventing crime and violence listed above. This approach at the district level should percolate down to the smaller scale, where most of the case studies within this knowledge management project are situated.

Participants in the knowledge management project emphasised that community participation must be part of any intervention from the start, so that community priorities can inform design. In these booklets, the term “community” or “local community” is defined similarly to the definition found in the Local Government Municipal Systems Act, and so refers to a body of persons comprising:

- "and includes, more specifically, the poor and other disadvantaged sections of such body of persons."⁴

Community ownership turns the integrated co-design process into negotiated development. Training and other mechanisms of capacitation help local citizens to participate *meaningfully* in violence prevention and other development work. Participants in the knowledge management project named three principles for area-based, participatory strategies:

- Fostering and sustaining active citizenry is not only about bridging gaps between the municipality and local leaders; it's about developing networks within communities, too.

– Sicelo Nkohl, MURP, City of Cape Town

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Active citizenry is not only necessary for planning and training, but also in the implementation and monitoring, evaluation and learning (MEL) of projects. Additionally, the participation of active citizens in violence prevention requires strong two-way communication channels. Bottom-up communication is crucial to both community-owned and government-led solutions. Top-down communication that provides clear information to local communities is also empowering. More guidance about community ownership of information can be found in the **Sharing Knowledge** and **Co-Designing Integration** booklets.

Over the course of the knowledge management project, violence prevention stakeholders emphasised youth as one of the most important local stakeholder groups upon which to focus for developing ownership, capacitation and social capital.

This booklet delves into:

- Different kinds of roles fostering active citizenry;
- The importance of understanding the context;
- Local capital investment as a means of community ownership (also known as asset-based community development [ABCD]);
- Participatory methodologies within the South African-German cooperation; and
- Encouraging citizen participation.

2 TYPES OF COMMUNITY LIAISON & CAPACITATION ROLES

The various area-based programmes within the South African-German development cooperation engage with communities in slightly different ways.

However, all of them have recognised the deep importance of participation, and have one or more champions responsible for capacitating local residents as active citizens and building trust and strong relationships with them. The table on the next page describes the distinctions between these roles.

Community Liaison And Capacitation Roles

Role	Programme	Focus	Responsibilities
Social Facilitator	SPUU Helenvale	Facilitating local community cohesion Providing target groups with the tools to empower themselves and to see their choices Psychosocial support	Coordinate youth and women's dialogues
Community Participation Coordinator	VPUU NPC	Stakeholder mapping and engagement Local capacitation Facilitating community buy-in Develop a Community Action Plan that becomes the working agreement between all parties	Hold meetings with local leadership structures, key community members, and general public Broker relationships between government and local community Train local leaders Roll-out of Social Development Fund
Coach	Youth for Safer Communities	Mentorship and facilitation of youth	Mentor youth in YSC programmes at various schools Support drama, debate or counselling activities Invite experts to meet with learners Empower learners with skills and confidence to lead their own safety campaigns and initiatives

3 CONTEXT MATTERS

Violence prevention stakeholders firmly agreed that integrated teams need to know the context of the area before they begin planning and design. The best way to do this, they said, was for team members to conduct a thorough baseline study which includes stakeholder analysis and participatory methodologies. Since communities differ and approaches cannot be uniformly implemented, changing perspectives and dynamics must shape programme or safety plan design. Projects should be planned according to the needs of residents, as well as other priorities, so that safety becomes one of many by-products.⁵

The knowledge management project participants found that levels of social cohesion, local community power dynamics and local perceptions of implementers are particularly dependent upon the context of an area, and should be given special consideration.

3.1 LOCAL SOCIAL COHESION LEVELS

In communities with deep divisions between different identity groups, it can be a challenge for local residents to unify for violence prevention. The word “community” never means complete cohesion, wholly shared objectives, strong friendships between neighbours or constant peace. But, for example, a geographically defined community with an unequal distribution of resources may struggle more to cohere through participatory processes than an area where people have been used to sharing resources for many years. While baseline studies should examine these dynamics, community-led activities should also be used to bring everyone together, with the aim of building intra-community networks that strengthen social capital. Violence prevention stakeholders have found that celebrations (such as cultural festivals) and the intentional design of functional, shared public spaces can help to bring people together.

CAPE TOWN AND TSHWANE

Development funds, such as those in the City of Cape Town and the City of Tshwane, can facilitate social cohesion through fair access to new resources.⁶



A young women's netball team accessed the Social Development Fund through VPUU NPC in Cape Town

3.2 LOCAL POWER DYNAMICS

If integrated teams, particularly community liaison and capacitation role players, engage only with politicised local structures in an area, they risk limiting who is engaged in their interventions. The best vehicle for unrestricted access and collaboration is an un-biased development approach. The violence prevention stakeholders have found the following steps to be effective in remaining apolitical, transparent and inclusive.



Enrol the Ward Councillor, and respective Ward Committee members working in violence prevention, in the process and show them that the team's work will add value.



Ensure that the integrated team includes a steering committee or forum with representatives from civil society organisations.



Do not target or respond aggressively to people who raise conflicts or dissent; consider using conflict resolution practices to address difficult issues in meetings.



Notice which voices are more dominant than others. Seek out the ideas of women, children, youth, and others who are not at the forefront.



Separate consultations with community structures in different sectors can help minimise conflict.



Work with Community Development Workers, who often have the greatest knowledge about the needs of local residents, to support auditing and collaboration with political groups in the area.

3.3 PERCEPTIONS OF NON-LOCAL TEAM MEMBERS

The identity of external stakeholders, and local perceptions of their identity and intentions, impacts implementation. Regardless of where we live and work, we all naturally categorise, and sometimes even judge, one another. It should come as no surprise, then, that local residents may be sceptical of an integrated team, or its representatives, because of political stances, apartheid or colonial legacies, recent local governance, class disparities, cultural norms around sexuality, gender and ability, or a multitude of other factors.



It is important for non-local members of integrated teams to be self-aware and to communicate their intentions. Participants in the knowledge management project suggested holding clarification meetings, to make the aims of an integrated violence prevention effort clear. These realities highlight the importance of building relationships as the first step for external team members entering the community.

SECTION SUMMARY

Building social cohesion and reacting appropriately to local power dynamics are elements of interventions in which all integrated team members must take part. Without these elements, the team will struggle to work towards the goals of an active citizenry. Additionally, non-local team members who remain self-aware and communicate openly are less likely to unconsciously disempower local residents.

4 LOCAL CAPITAL INVESTMENT

In order for projects to be effective, local ownership must be sustained through asset-based local investment in development and violence prevention. This may be an opportunity to involve the private sector, academia and other role players. In some cases within the South African-German cooperation, local residents are expected to contribute a small amount of funds. However, more usually, local residents invest their time and skills. One common method of facilitating local investment⁷ – and simultaneously generating employment – is community delivery of services. Additionally, citizens may require skills training to contribute to integrated interventions. Integrated violence prevention teams should actively provide opportunities for relevant skills development where it is wanted and needed, especially among youth.

4.1 COMMUNITY DELIVERY OF SERVICES

Community delivery of services (CDS) is a means of accessing skills development and socioeconomic opportunities as much as it is of local ownership. Examples of positions held by local residents within the South African-German development cooperation include:




Municipalities should take up the responsibility of coordinating all of these services delivered by community members. Though many services delivered in communities require paying jobs, volunteerism is a cornerstone value for budget-constrained violence prevention work. However, South African realities of slow economic growth, deep inequality, and poverty mean that many volunteers are unemployed. A great resource for CDS is the Expanded Public Works Programme, through which municipalities can pay stipends to local workers. Additionally, tapping into local

livelihood activities and private sector resources should be part of a strategy for community delivery of services.

Asset mapping can be a useful tool for determining when to implement CDS. Integrated violence prevention teams should select potential community-delivered services by finding and developing existing local champions, interests and skills. Opportunities for youth should be strongly considered.

Some government departments prefer to outsource tasks to service providers. It is important for partnering service providers to consider community ownership within their own hiring practices, too. However, this can be challenging when there are low skill levels in a particular sector within the community. That is why the MBDA⁸, in the case of SPUU Helenvale, chose to:

-  Identify small and medium micro-enterprises (SMMEs) in Helenvale
-  Negotiate with local SMMEs ahead of tender development
-  Tailor tender documents for construction projects in Helenvale to satisfy both SMME and project needs
-  Capacitate small businesses to ensure that they can complete the work.

HELENVALE, NELSON MANDELA BAY

The MBDA contracted local SMMEs to develop three child-friendly pedestrian routes in Helenvale to safely connect children to schools.⁹



Safe home-to-school route construction

4.2 COMMUNITY CAPACITATION

The sustainability of violence prevention initiatives requires community empowerment. Effective capacity-building builds trustful relationships between local residents and partners. Participants in the knowledge management project recommend that, when the necessary skills to deliver services do not yet exist within the area, integrated violence prevention teams should:

1. Assess existing local skills;
2. Identify missing skills and opportunities to further develop existing skills required for implementation;
3. Build training for on-the-ground teams into funding and project scope;
4. Attract diverse individuals from the community to facilitate greater peer-to-peer mentorship, especially for youth development activities;
5. Contractually require people to attend to skills development opportunities;
6. Coordinate periodic skills development opportunities; and
7. Set up support structures for all stakeholders, such as debriefing groups, learning forums or reflection spaces.¹⁰

In communities that are traumatised by crime and violence, many residents need more than skills. The MBDA's capacitation of Helenvale residents for SPUU involves providing psychosocial space to "be there for people." Although social facilitation and psychosocial programmes are critical to the well-being of local residents, they are often underrated. Such interventions require dedicated resources.

Community capacitation is extremely prevalent within the South African-German development cooperation, and nearly every programme involves training, up-skilling or otherwise developing local residents.¹¹

4.3 ACTIVATING SPACES

Part of the appeal in integrated interventions is pairing social crime prevention activities with spaces created using principles of Crime Prevention through Environmental Design (CPTED). The natural surveillance component of CPTED is only possible if people use the space. The presence of activities throughout the day is essential to improving people's perceptions of safety and ensuring safe access to resources. Moreover, activation and other placemaking processes can be a catalyst for drawing investment to an area for economic growth. Citizens, especially youth, lead the way in activation activities.

Stipended workers in the Expanded Public Works Programme (EPWP) can support the activation of spaces through social interventions. EPWP is as an important resource for communities to be engaged by their neighbours.

SECTION SUMMARY

Any citizen can invest their time, skills, and/or willingness to learn in violence prevention efforts. Integrated teams may facilitate local investment in on-the-ground violence prevention through CDS, capacity-building and activation opportunities.

THEEWATERSKLOOF MUNICIPALITY

In Villiersdorp, VPUU's Active Boxes, like the Resource Centre, are sustained in partnership with the municipality, neighbours, NGOs and provincial departments. When people use the Resource Centre, it further enhances the design principles chosen by the co-designers to make it a socially activated, safe space:

- Development of the public realm into a safe space with good and constant social activation;
- On-going operation and maintenance;
- Sense of ownership;
- Good surveillance; and
- Defined movement and access.

The results of this process are known as 'safety through activation' and 'placemaking for the common good'.

Additionally, youth from the community work at the Resource Centre, through stipends funded by the EPWP.



Youth leaders at Villiersdorp Resource Centre

5 PARTICIPATORY PLANNING METHODOLOGIES

Many approaches to community-owned co-design exist and can be used to develop and plan integrated, area-based interventions. This section details the six methodologies used to plan violence prevention programmes across the South African-German development cooperation. These methodologies should especially be considered for engaging youth.

5.1 PARTICIPATORY MAPPING

The Youth for Safer Communities, Participatory School Environment Safety Audit, VPUU and Municipal Capacity-Building ward-based safety audit interventions all use participatory mapping¹² to engage citizens in collecting data about their communities to inform safety planning. The strength of crime and violence mapping is that it involves residents from inception. Violence prevention stakeholders have found that such buy-in from the beginning fosters stronger ownership, in addition to providing valuable information for baseline studies.

5.2 COMMUNITY ACTION PLAN (CAP)

Many within the South African-German development cooperation agree that integrated teams cannot start off with a perfect plan: they must first train and be trained by mobilised local communities as equal partners for negotiated solutions. Community Action Plans (CAPs), such as those used by VPUU NPC and the City of Tshwane, are drafted together with local leadership and local government. These documents are not always official; they may be wish lists that can be integrated in line departments' strategies and plans.

Ideas for priority projects come from community needs and desires, and are informed by baseline studies and local profiles. The VPUU NPC CAP is based on short-, medium-, and long-term community aims. They are most effectively integrated into official line department documentation when line departments are involved in CAP development from the beginning. In an ideal situation, the community can use the CAP to advocate to influence the production of Integrated Development Plans (IDPs).¹³

5.3 COMMUNITY-BASED DIALOGUES

SPUU Helenvale holds weekly community dialogues with youth and women¹⁴ – groups that were identified from the outset for their positive contributions to safety and peace. These dialogue meetings are informal spaces without structures, constitutions or hierarchies, which can stifle conversations. The groups are an effective way to:



SHARE KNOWLEDGE

Exchange information about the services offered by the programme and other opportunities in the community;



STRENGTHEN NETWORKS

Facilitate cohesion, emotional solidarity and peer support;



ACHIEVE QUICK WINS

Support the implementation of low-cost projects according to citizens' priorities; and



TRANSFER SKILLS

Capacitate members to be leaders in their communities.

5.4 STRENGTHENING LOCAL LEADERSHIP

Most of the participating programmes in the knowledge management project work on developing leadership structures with a range of local stakeholders, albeit in slightly different ways. These processes empower local actors to become better leaders with the skills required to effectively co-design interventions¹⁵. The table below compares these different structures. In all cases, it is important that leadership is accountable to the broader local community. Meeting minutes should be publicised to increase transparency.

Leadership Structure Name	Programme	Responsibilities
Facility Advisory Committee (FAC)	VPUU NPC	Participation in co-design of facility Participation in advising VPUU on operations, management and maintenance of facility
Ward Councillor	Municipal Capacity-Building	Involve community members in safety auditing, participation processes and IDP participation
Project Steering Committee (PSC)	VPUU NPC	Ensure constant communication and community ownership of programmes and facilities
Safe Node Area Committee (SNAC)	VPUU NPC	Regular (bi-monthly) stakeholder meetings Report on successes and failures A second layer of leadership, the Standing Committee, meets more frequently

5.5 PLACEMAKING

Placemaking¹⁶ is a community-driven and research-based approach to designing, developing, activating and maintaining public spaces, where diverse people can identify, create, maintain, access and enjoy a place. Effective placemaking processes are a catalyst for community ownership of the improvement of public spaces, which turns more eyes to the street, providing natural surveillance to increase safety. Additionally, social and other activities that take place in these spaces - such as theatre performances, ECD, awareness campaigns, etc. - themselves can be violence prevention interventions that benefit the wider community. Within the South African-German development cooperation, placemaking methodologies have been used by VPUU NPC and the partners on the End Street North project.

5.6 SCHOOL SAFETY WORKSHOPS

The Youth for Safer Communities project holds school safety workshops for youth to analyse safety conditions and to nominate peer representatives to bring solutions back to their schools and communities to address the challenges they face. These workshops are the epicentre of a paradigm shift for schools to begin working with learner-driven, research approach and use safety promotion language. The workshops empower learners with skills such as:

- Leading their peers,
- Understanding root causes of violence in schools and communities,
- Planning for interventions to promote positive behaviour,
- Conducting school safety audits and participatory mapping (see above), and
- Implementing safety plans.



A YSC School Safety Workshop

SECTION SUMMARY

The six participatory methodologies above are useful ways for active citizens to work with integrated teams and channel their efforts towards a shared vision for their area.

6 EMBRACING COMMUNITY PARTICIPATION

While it was clear that fostering active citizenry through community participation practices will help to prevent violence, some participants in the knowledge management project noted that they still struggle to gain government recognition of the meaningful role that communities must play. For example, some municipalities do not allow public engagement until much later in the design of a public space or programme. Participants acknowledged that insufficient community participation is sometimes the result of an internal skills deficit. However, sometimes key role players resist meaningful community participation because they believe that it requires giving people exactly what they want – which many agree is an impossible task. Lastly, at a practical level, meaningful or more broad-based participatory processes often take a long time and need to happen in the evenings and on weekends, which presents a challenge for many officials and to project timelines.

Yet, without effective community participation processes, the sustainability of a project is compromised. Rather than refraining from engaging citizens in a meaningful way to preclude unmet expectations, all members of integrated teams should be up-front about their abilities, commitments and priorities. To obtain buy-in from a variety of people, approach stakeholders in both bottom-up and topdown fashion, before plans are even made. Whether engaging councillors and politicians or local community members, documented meetings are key.

If you only put 3% of your budget into community participation, you are gambling the other 97%.

Like many things in integrated violence prevention, it is not yet easy to bridge the gap between theory and practice in participatory governance, especially when local-level policy directives for meaningful community participation are rare. But it is worth the effort to secure community ownership for sustainability in the long-term.

LINKS TO OTHER STRATEGIES

The effectiveness of integrated, area-based violence prevention interventions rests on the empowerment of local citizens as agents of change and decision-makers in development. Their involvement is crucial to



SHARING KNOWLEDGE

Democratising information and data is crucial to the participation of active citizens in violence prevention. There are many ways to involve local residents in gathering, analysing and sharing data, including participatory mapping and hiring local residents as data collection fieldworkers.



CO-DESIGNING INTEGRATION

The ownership of active citizenry in co-design turns the process into negotiated development.



BUILDING RELATIONSHIPS

Strengthening and establishing relationships among local residents and between them and other stakeholders is fundamental to an area-based approach.

Local asset mapping and
capacitation are key to
meaningful partnerships.

every step of violence prevention, including initial talks aligning projects with government policies; community mobilisation; planning; implementation; and monitoring, evaluation and learning. The table below demonstrates how community participation processes are interwoven with the other layers of integrated violence prevention explored in this series.



MANAGING EXTERNAL RISKS

Without effective community participation processes, the sustainability of a project is compromised. Obtain buy-in through both bottom-up and top-down approaches.

Strong local ownership
increases the protection of
facilities.



INTEGRATING BUDGETS

Invest resources into community participation processes. If you only put 3% of your budget into community participation, you are gambling the other 97%.

FROM LEARNING TO PRACTICE

After reading this booklet, what three things should you change about how you foster active citizenry in your own work?

1. _____

2. _____

3. _____

Which of these three things is most feasible to do in the next 100 days? How will you do it?

ENDNOTES

Page 14

- 1 See **Case Study Booklet**.

Page 16

- 2 Maluleke, Risenga (2018) Victims of Crime Survey 2017/18. Stats SA. [Accessed on 13 March 2019 at <http://www.statssa.gov.za/publications/P0341/presentation.pdf> .
- 3 SaferSpaces (2020) What is violence? <https://www.saferspaces.org.za/understand/entry/what-is-violence> .

Page 19

- 4 Republic of South Africa. 2000. Local Government Municipal Systems Act 32 of 2000.

Page 22

- 5 See **Co-Designing Integration** for more about prioritising projects.
- 6 See pages 24 and 32 in the **Case Study Booklet**.

Page 24

- 7 Page 24 in the **Case Study Booklet** has more information about the local financial capital investment in Cape Town.

Page 25

- 8 Pages 38, 44, 58, 68, 72 and 76 in the **Case Study Booklet** have more information about how JCPZ, MBDA and VPUU NPC facilitate paid community delivery of services.

Page 26

- 9 See page 72 in **Case Study Booklet**.
- 10 See **Sharing Knowledge** for more ideas for supporting community capacitation through MEL activities.
- 11 Pages 20, 28, 38, 44, 48, 52, 58, 72 and 76 in the **Case Study Booklet** have more information about how GIZ-VCP, Masifunde Learner Development, MBDA, SAPS and VPUU NPC build community capabilities.

Page 28

- 12 Community ownership of data, including data gathered through participatory mapping, is discussed further in **Sharing Knowledge**.
- 13 Page 38 in the **Case Study Booklet** has more information about an intervention developed through a CAP.
- 14 Page 20 in the **Case Study Booklet** has more information about the Women's Dialogues in Helenvale.

Page 29

- 15 See **Co-Designing Integration booklet**.

Page 30

- 16 Pages 68 and 76 in the **Case Study Booklet** have more information about placemaking in the City of Johannesburg and Theewaterskloof Municipality.

USEFUL RESOURCES

Annika Agger, Parama Roy & Øystein Leonardsen (2016) Sustaining area-based initiatives by developing appropriate "anchors": the role of social capital, *Planning Theory & Practice*, 17:3, 325-343, DOI: 0.1080/14649357.2016.1195435

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Civilian Secretariat for Police Service (CSPS) (2018) Implementation Framework for the *2016 White Paper on Safety and Security: A Strategy for Building Safer Communities*. Consultation Draft. Republic of South Africa.

Department of Cooperative Governance and Traditional Affairs (2016) *Integrated Urban Development Framework*. Republic of South Africa.

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Harrison, Kirsten and Rosa, Solange (2017) *Promoting Safety and Violence Prevention through Informal Settlement Upgrading: Lessons from different informal settlement interventions for practitioners and policy makers*. African Centre for Cities, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, Isandla Institute and VPUU NPC. <https://www.saferspaces.org.za/resources/entry/promoting-safety-and-violence-prevention-through-informal-settlement-upgrad>

JCPZ (Johannesburg City Parks and Zoo). 2019. *Transforming Public Parks into Safe and Inclusive Community Spaces: Lessons on collaboration and participation from the City of Joburg*. JCPZ: Johannesburg.

Leaviit, Mike and McKeown, Rich (2013) *Finding Allies, Building Alliances: 8 Elements that Bring - and Keep - People Together*, Jossey-Bass.

VPUU NPC (2014) *Violence Prevention through Urban Upgrading: A manual for safety as a public good*. http://vpuu.org.za/wp-content/uploads/2017/05/VPUU_a-manual-for-safety-as-a-public-good.pdf

ICON CREDITS

Several icons were sourced from the Noun Project website and used in this document either in their original design or modified to better represent the content. Icons that are not part of this list were developed by Mariana Chicaybam, VPUU NPC.

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