

# Building **Safer Communities** through the **Community Work Programme**

Sharing experiences of the CWP Social Health and Education Initiative (SHE)



*Learning by Doing!*

## Imprint

The booklet is also freely available on [www.saferspaces.org.za](http://www.saferspaces.org.za)

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# Acknowledgements

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The GIZ-Inclusive Violence and Crime Prevention (VCP) programme and the Seriti Institute would also like to express its appreciation to all the participating partners, stakeholders and service providers who were part of this exciting journey: South African Football Association Development Agency (SDA), Phaphama Initiatives, Trade & Industrial Policy Strategies (TIPS) and Infusion, as well as Stefan Moehl who produced the video on the CWP SHE Initiative. Last but not least,

thank you to all the CWP participants who made the project very special.

For all of us, creating innovative opportunities for CWP participants to get involved in new forms of useful and meaningful work has been an inspiring and interesting journey.

## Seriti Institute

The Seriti Institute strengthens community organisation for social health and local economic development. It uses large-scale participatory methods and, in its systemic interventions, forges partnerships involving communities, government departments, non-governmental organisations (NGOs), civil society and business.

The Institute's programmes are all designed to achieve social scale impact, with the participation of hundreds of people and collaboration of all actors within an activity system. A coherent theory informs Seriti's approaches, and is perhaps best expressed in the Organisation Workshop, which forges organisational literacy among a large group of participants, while creating enterprises and social cohesion.

Seriti Institute is also one of the Implementing Agents for the South African government's Community Work Programme, and was one of the main partners in the Kwanda reality TV show.

## The Inclusive Violence and Crime Prevention Programme

The Inclusive Violence and Crime Prevention (VCP) programme is a joint initiative by the South African and German governments that promotes a systemic approach towards preventing violence and crime, combining the strengths and skills of actors across many different sectors. The German contribution to the programme is implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) on behalf of the German Ministry for Economic Cooperation and Development. The programme aims to support the realisation of the government's Outcome 3, "All people in South Africa are and feel safe", through strengthening inclusive governance of safety at local level and improving the conditions for building safer communities with support from the national and provincial levels.

# Foreword

This booklet shares key experiences from the CWP Social Health and Education (SHE) Initiative piloted over a two-year period (May 2013–May 2015). ‘Social Health’ speaks to a community’s state of health with regard to education, health care, peace (absence of violence and crime), cohesion and ability to take the initiative and deal with issues affecting the community. Through reflecting on and documenting the pilot intervention, we hope to inspire stakeholders associated with the CWP, and to encourage other stakeholders to explore the many opportunities offered by the CWP.

This initiative is based on a partnership between the Seriti Institute and the Deutsche Gesellschaft

für Internationale Zusammenarbeit (GIZ) as part of the Violence and Crime Prevention (VCP) programme.

The booklet describes *what* happened during the pilot project. More information on the *how* can be found in the specific manuals developed for each activity. It provides key background information on the approach and the objectives of the CWP SHE Initiative. It also contains interesting insights concerning the new forms of CWP useful work being offered and key lessons learnt during the pilot project. The conscious strategic approach of the CWP SHE Initiative was to learn from the local level in order to inform CWP policy and its implementation framework.



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## Background: How it all began

The primary objective of the CWP is to provide an employment safety net to poor, unemployed and under-employed people by providing them with regular and predictable work opportunities, enabling them to earn a monthly wage. The CWP's intention is also to contribute to developing public assets and services in disadvantaged communities, through a community-driven and owned consultation process. It is also expected to strengthen community and economic development for people in poor areas, enhancing dignity, and promoting social and economic inclusion.<sup>1</sup> Managing a CWP site<sup>2</sup> in an efficient and effective manner that responds to local needs is both a great opportunity and a major undertaking.

An assessment in 2012 by the Seriti Institute showed that CWP anchor activities (see Box 2), especially in the social sector, were not being implemented to their full potential and were under-represented when compared to other CWP work. Of the 35 CWP Seriti sites assessed, only 15.6% of the useful work (see Box 1) fell within the social health sector, despite the pressing

social challenges facing those communities. The questions that emerged were:

- ▶ How can this mismatch be addressed?
- ▶ How can the level of activities in those sectors be increased, so that the CWP can contribute even more to community development?

### Partnership between Seriti Institute and GIZ-VCP

To address these questions, in 2013, the GIZ Violence and Crime Prevention (VCP)<sup>3</sup> programme and Seriti Institute formed a partnership. In May 2013, a two-day planning workshop was held in order to build a joint vision, understand the CWP approach and institutional arrangements, develop a plan of action and clarify respective roles and responsibilities.

<sup>1</sup> DCoG, CWP Implementation Manual, 2014–2017.

<sup>2</sup> A site is a selected local area in which the CWP is implemented, usually across two or more wards in a municipality.

<sup>3</sup> The GIZ Youth Development through Football (YDF) programme was part of the partnership until it was phased out in early 2014 and its methodology integrated into the VCP programme.

## Box 1

### The Community Work Programme (CWP)

The CWP is a government programme implemented by Implementing Agents on behalf of the Department of Cooperative Governance (DCoG) within the Ministry of Cooperative Governance and Traditional Affairs (CoGTA). It is designed to provide an employment safety net, by offering participants a predictable number of days of work per month. The programme is targeted at unemployed and/or underemployed people over the age of 18 years. Implemented locally at a 'site', the programme is designed to employ a minimum of 1000 people per site for two days a week, or eight days a month, up to a maximum of 100 days in a year. By the end of 2014/15, CWP had 185 sites in 159 municipalities covering 2302 wards.

#### Key Features:

- ▶ The CWP uses participation processes to inform and consult communities and local municipalities about the establishment of a site, and to identify useful work and local priorities.
- ▶ **Useful work** is defined as an activity that contributes to the public good, community goods or social services. The work improves the area and the quality of life for the community, is generally multi-sectoral and responds to priorities set at local level. (For more information, go to [www.cogta.gov.za](http://www.cogta.gov.za)).





## Box 2

### Common CWP Anchor Activities

#### ▶ Food and Nutrition Security Support

This includes HIV and AIDS affected households, orphans and vulnerable children, child-headed households and people with disabilities. It also includes the development of community gardens and infrastructure.

#### ▶ Informal Settlement Upgrading/Urban Renewal

This includes tree planting, establishing infrastructure for food gardens, paving and water harvesting, murals and installations in public spaces, landscaping, and clearing and cleaning of public spaces.

#### ▶ Environmental Programmes

Through cooperation agreements, the CWP is able to assist other agencies with 'greening' initiatives, erosion control and other environmental services.

#### ▶ Support to Schools

Supervision of homework classes and sports activities, school-based food gardens and other support activities.

#### ▶ Miscellaneous Maintenance Tasks

These include services such as painting, repairing fences, cutting grass and clearing drains.

#### ▶ Home-based Care and Auxiliary Care Services

These include cooking and cleaning in vulnerable households, care programmes for orphans and child-headed households, and after-school programmes.

(DCoG, CWP Implementation Manual 2014–2017)

## Using CWP for Violence Prevention and Community Safety

At the May 2013 planning workshop, partners explored ideas on how to weave safety into the "DNA" of the CWP. This focus was based on the common understanding that a functional social system of communities free from violence and crime is essential for local development and social cohesion, and vice versa.

In this context, safety is seen as a human right and a public good that needs to be protected. South Africa has high rates of violence and crime. Yet the focus is mostly on law enforcement and security measures, whereas long-term sustainable approaches emphasise prevention by addressing the root causes.

Sustainable responses to violence and crime cannot be achieved overnight or by one actor alone. Violence is a multi-dimensional problem, with a multitude of risk factors influencing violent behaviour in people. Most effective prevention occurs when long-term efforts are made by actors across a wide range of sectors.<sup>4</sup> Therefore, the CWP can be a very useful and unique tool, as it provides both a safety net to participants and a wide range of useful work opportunities across sectors. The CWP can contribute to building safer communities through its impact on risk and protective factors (see Box 4).

“ In 2030, people living in South Africa feel safe and have no fear of crime. They are safe at home, at school, at work and they enjoy an active community life free of fear. Women can walk freely in the streets and children can play safely outside. [...] Safety and security are directly related to socioeconomic development and equity, affecting the development objectives of economic growth and transformation, employment creation, improved education and health outcomes, and strengthened social cohesion.

**National Development Plan (2012)**



<sup>4</sup> For more information on effective prevention, see [www.saferspaces.org.za](http://www.saferspaces.org.za).



### Box 3

## The CWP as a Vehicle for Community Safety

- ▶ The CWP can serve as a **protective factor**, giving the community a sense of power in realising its own potential to develop itself.
- ▶ The CWP can **link individuals to a broader social community** through a sense of belonging, participation, inclusion, recognition and legitimacy.
- ▶ The CWP, through its diverse offering of activities, gives the community an **alternative to crime and violence**.
- ▶ The CWP can **promote and facilitate the collaboration** between the local municipality, community leaders, faith-based organisations, health and social workers, teachers, community-based organisations and organised associations (e.g. Community Policing Forum) in dealing with the issue of community safety.

## Box 4

### Risk Factors and Protective Factors

No single reason explains why people become violent. Social research has shown that violent behaviour in people is influenced by a complex interaction of factors. The World Health Organisation (WHO) uses the ecological model to explain violent behaviour. The model differentiates between risk factors at four levels: individual, relationship, community and society. This model is useful for planning violence prevention measures because it considers both the interplay of many factors that contribute to violent behaviour and the influence of the environment people live in.

It should be noted that risk factors do not cause violence but do give an indication of the likelihood of violent behaviour. For example, a risk factor is poverty, but most people living in poverty do not resort to violence – all it means is that they are more vulnerable to violence. In contrast, protective factors help decrease the probability that a person will engage in, or be the victim of, violent behaviour. For example, a child growing up in a warm and caring family environment is less likely to resort to violence than a child who experiences violence at home.





## Understanding the CWP SHE Initiative

The purpose of the CWP SHE Initiative is to build on the strong assets of the CWP at the local level.

1. The CWP provides communities with a wide range of activities in the social health and education sectors that can be used more effectively to contribute to violence prevention (Box 2).
2. CWP participants see themselves as community workers because they work in their local communities, and their work directly benefits their community. The notion of useful work is seen in relation to community assets rather than solely in terms of the job activity.
3. The CWP has the ability to contribute to social and economic inclusion through wages, social bonds between participants and the community, dignity and enhanced employability. This may also contribute to building more cohesive, and therefore safer, communities.<sup>5</sup>
4. CWP's community-driven approach to identify useful work according to local needs is very unique and needs to be supported more strongly.

“ The greatest advantage of CWP is that we have manpower, we are on the ground, and if we take advantage of this we can be able to reduce the crime in the communities significantly.

**CWP Site Manager**

<sup>5</sup> The Centre for the Study of Violence and Reconciliation (CSVR) recently conducted research on CWP's role in violence prevention.

## Objective of the Initiative

The objective was to strengthen the CWP activities within the social health and education sectors and to identify possible new useful work opportunities, based on local needs and aligned with other community interventions. In brief:

To increase the level, diversity and quality of social health and education sector anchor activities within CWP, in partnership with other local stakeholders (focus on youth).

Strengthening opportunities for CWP useful work in these sectors is essential, given the pressing social health needs in disadvantaged communities.

## Focus on Youth

The CWP SHE Initiative focuses on the youth and schools. Children and youth who are exposed to (or become victims of) violence are highly likely to be violent at a later stage. In most countries, young people – particularly young men – are the majority of both perpetrators and victims of violence and crime. Violence prevention measures that have a strong focus on youth can reduce violence and crime rates across society. By addressing the root causes of youth violence and strengthening young people's resilience to risk factors, prevention ef-

forts can reduce youth's susceptibility to violence and crime, and thus increase safety for all of society. The Football4Youth (F4Y) programme and the Youth Mentorship Programme (YMP), as part of the CWP SHE Initiative, address these issues and concentrate on developing resilience in youth, which will contribute to the prevention of interpersonal and social violence.

## Approach: Learning by Doing!

As the CWP is a community-owned and driven programme, the Initiative consciously focused on engaging at local level in four selected pilot sites. The CWP is also quite complex and faces challenging implementation realities on the ground. Therefore, local experiences are critical and bring valuable insights. Through the Initiative, participating sites and local stakeholders were able to learn jointly what works, what does not work and what needs to be done to make it work eventually.

The entire pilot intervention was accompanied by an Evaluation Assessment. The assessment included a baseline study and looked closely at the implementation of specific activities and the influence on the participants, beneficiaries and the community at large.

In April 2015, the CWP SHE Initiative held a workshop aimed at sharing individual and institutional learning experiences and

observations from the last two years of planning and implementation.

In working closely with DCoG, learning and recommendations that emerged from the pilots will be used to inform the CWP System and its implementation.

## Partnerships

While the key strategic partnership was between the Seriti Institute and GIZ, the success of the pilot intervention owes much to the contribution and support of numerous operational partners and local stakeholders.

- ▶ The **Dhlahla Foundation** became a crucial part of the Initiative when CWP pilot sites in the West Rand District Municipality had to be reallocated from the Seriti Institute in April 2014. The longstanding partnership between the Seriti Institute and Dhlahla Foundation enabled the Initiative to continue.
- ▶ **SAFA Development Agency (SDA)** became a key partner for the F4Y work stream in 2014.
- ▶ **Phaphama Initiatives** added a school-based YMP, becoming a main operational partner and contributing deeply to the implementation of the CWP SHE Initiative.



## Pilot Interventions and Activities

### Pilot Communities

The CWP SHE Initiative was implemented at four CWP sites in Gauteng: Kagiso, Randfontein and Bekersdal (West Rand District Municipality) and Erasmus Extension 11 (City of Tshwane). The targeted communities are complex and live under extremely difficult conditions. The communities have limited resources and depend heavily on public services and public institutions. At the same time, public services are generally unreliable, unpredictable and erratic, and of low quality. The public institutions offering these services tend to be perceived as weak and non-responsive to the communities' basic needs. The purpose of the pilot project was to strengthen existing activities by drawing on local interventions and structures and the “manpower” of CWP.

### Engagement on a Local Level

Before the CWP SHE Initiative began, an intense consultation and engagement process took place with the CWP site management (including the coordinators) and representatives from the local and district municipalities. The purpose was to create an understanding of the Initiative, test how the Initiative resonated with the relevant actors, exchange ideas and explore further possibilities for action. The engagement also helped begin to

establish a trust relationship. The process promoted buy-in and support by various stakeholders. All the pilot communities expressed high interest in the intervention and the need for proposed activities.

### Implementation of Activities

Throughout the pilot project, the CWP SHE Initiative had to adjust to challenges and opportunities, which led to changes in the initial action plan. The fact that each community is unique also affected CWP implementation. Nevertheless, key CWP SHE activities took place, including workshops on systemic violence prevention, geographical information systems (GIS) safety mapping and safety audits, the F4Y programme and the YMP.

Activities were based on the premise that CWP participants receive a stipend to engage in work identified as useful by the members of the community and that the programmes are financially sustainable.

The activities fell within the CWP's social health and education sector and represented only a few of the possibilities available through the CWP. Through stronger cooperation at a local level, a wide range of useful work opportunities could emerge.

**Kagiso**



**Erasmus**



**Gauteng Province**



**Randfontein**



**Bekkersdal**





## Workshop on Systemic Violence Prevention

To enable effective planning and implementation of activities, the CWP SHE Initiative sought to engage multiple stakeholders from different sectors. A two-day, multi-stakeholder workshop on preventing systemic violence was held at all four CWP sites.

### Objective

The workshop's main objective was to establish a local platform for strengthening cooperation and coordination among stakeholders and to unlock the potential of the CWP in preventing violence. By linking CWP to local stakeholders, the CWP SHE Initiative sought to contribute to a more systemic, integrated and multi-faceted response to violence and crime prevention in each pilot community.

### Participants

Participants who attended the workshop were: CWP site managers and coordinators responsible for social health or education sector activities, representatives from Phaphama Initiatives and the Seriti Institute, Municipal Councillors, representatives from the CWP Local

Reference Committee (LRC)<sup>6</sup>, the Department for Community Safety (provincial, district and local), the Department of Social Development, Department of Sport and Recreation and the South African Police Service (SAPS), members of the Ward Committee and the Community Policing Forum (CPF), Community Development Workers, Youth Safety Ambassadors, Youth Desk members, local NGOs, and community-based organisations.

### Participation and exchange

The workshop had a strong emphasis on participation and exchange. The facilitation was inclusive, and the various stakeholders, from government and civil society, were encouraged to participate through a variety of participatory and interactive tools.

### Key features

The two workshop days provided a good mix of informative inputs and practical group exercises and discussions. Through presentations and

interactive group work, participants gained knowledge about violence prevention. The workshop also helped participants to understand the complexity of violence and crime, their respective contexts and root causes. Participants identified and discussed risk factors and protective factors that affect especially the youth in their communities. Special attention was drawn to the need for collective responses to violence and crime in the communities where they work. This requires time and commitment from several actors from different sectors.

The workshop also helped to identify community assets, i.e. existing stakeholders, structures and activities. By creating a better understanding of each other's mandate and work, participants were able to start thinking of how best to work together and align activities more effectively. Participants were asked to imagine and draw a community free from violence and crime. This exciting visual exercise made participants aware in a playful manner of what would need to be done to achieve such a community.



<sup>6</sup>A LRC is an advisory committee at ward level that supports CWP implementation. Members should ideally include representatives from civil society and relevant sector departments in the municipality, as well as the ward committee, the Implementing Agent, community development workers, traditional leaders, and the site manager.



### Results of the workshop

- ▶ Participants reported having improved their competencies, capacities and understanding, and felt empowered.
- ▶ Stakeholders gained a mutual understanding of each other's roles and mandates. Some of the stakeholders, who were unaware of the wide range of activities offered by the CWP, referred to the workshop as a real "eye opener".
- ▶ Participants identified a range of potential violence prevention activities using the CWP, in particular the need for mentorship and recreational (sport and cultural) activities for youth.
- ▶ Participants had a strong sense that the dialogue should continue and the alignment between the CWP work and municipal activities be strengthened in the identified work streams.
- ▶ Participants understood the importance of municipal safety departments supporting

and engaging with the CWP. The case of the West Rand District was highlighted, where the municipality's public safety directorate had been the main driver, helping to facilitate follow-up meetings and implementing some of the identified activities. Individual safety officers engaged with the CWP and other local stakeholders (e.g. SAPS), while the CWP became part of the municipality's safety interventions in the West Rand District (e.g. the 16 Days of Activism, Community Safety Forum).

### Working with realities

While the workshop was successful, maintaining cooperation and collaboration may be a challenge. Some of the local municipalities have limited capacities and resources to perform their community safety functions, which the CWP SHE Initiative partly relies on. For instance, in the traffic department, officials may not be fully equipped to perform both law enforcement and community safety functions.

“ We must maintain the good relationship. There is only one thing that can strengthen it – to have more meetings with the top guys, the MEC etc. Having them on your side; we need that.

**CWP Site Manager**



## GIS Safety Mapping and Safety Audits

To collect data and information on the communities' assets and challenges regarding violence and crime, the CWP SHE Initiative piloted a GIS safety mapping exercise, including safety audits, in three of the CWP sites.



### Objective

The purpose of this pilot was to design and demonstrate an approach for using GIS as a tool for evidence-based, spatial safety planning, and monitoring and evaluation, as part of CWP implementation.

### Key features of GIS

Communities can use GIS to assist with planning, inform decisions on work and tell the story of their site. The mapping process contributes to transparency about what CWP is doing and where and how it is contributing to a community. GIS is a powerful tool for participatory planning, monitoring and evaluation, as it improves communication and provides time-relevant data. GIS allows the overlay of information on the map, which enables resources to be better allocated, resulting in possible cost savings from greater efficiency. Reporting and monitoring of CWP useful work can also illustrate changes and impact both at a qualitative and quantitative level.

### Aspects of the pilot project

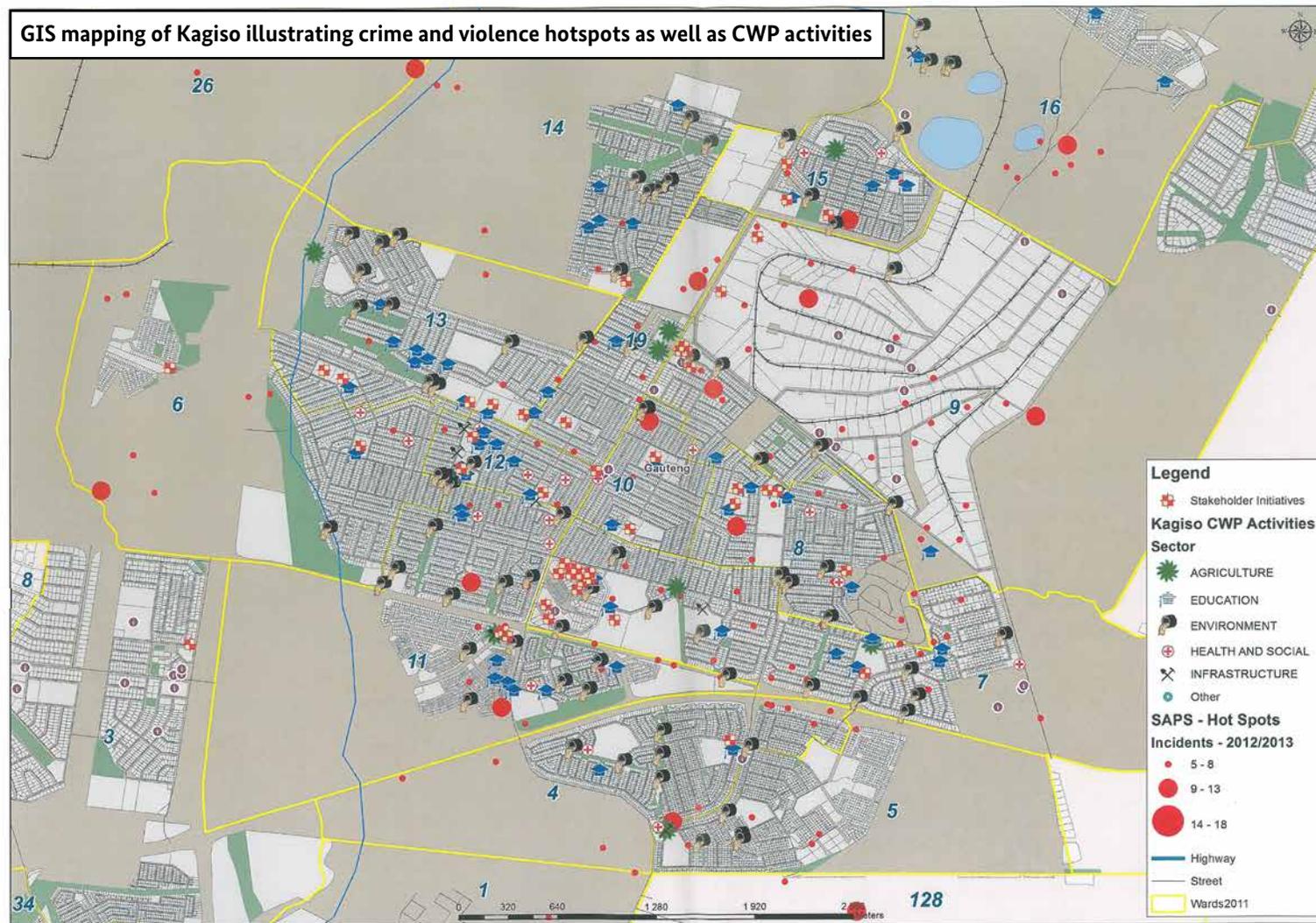
Trade & Industrial Policy Strategies (TIPS) designed a process that uses visual digital

mapping techniques to show the assets and services created at a CWP site and then link them to violence and crime hotspots and safety audits. The CWP's output reports are then linked, so that details of specific and aggregate work activities are connected to photos. Visualisation and displaying complex information in an easy-to-view form helps in understanding situations and complements lengthy reports. At several workshops, stakeholders and CWP participants used printed maps to look at their community through a spatial lens in order to identify and plan useful work based on the safety needs of their community.

### Training

Two young CWP participants from each of the three CWP pilot sites were trained in using GIS to map key safety information. The training involved understanding the process flow for capturing data, using a GPS device, completing data capturing forms and the importance of taking pictures. Participants also used printed maps to help understand the issues that need to be addressed and their impact on the community. The training formed an important part of the skills transfer process, and provided an opportunity for more skilled work within CWP.

GIS mapping of Kagiso illustrating crime and violence hotspots as well as CWP activities



## Safety audits

Safety audits were used to collect data about the safety perception of community members in certain areas of two of the pilot communities.<sup>7</sup> The audit group consisted mainly of CWP participants (as part of their useful work), West Rand District Municipality Directorate for Public Safety, SAPS, CPF and Youth Desk members. In planning meetings, key stakeholders designed a questionnaire and discussed the identified target areas. The group used roleplays to become familiar with the questionnaire.

Community members were asked to respond, among others, to the following questions:

- ▶ How do you feel about the area where you live?
- ▶ Do you feel safe walking alone at night?
- ▶ Where does crime and violence mainly occur?
- ▶ What changes would make you feel safer around the community?

In an intense debriefing session, the safety audit group shared their experiences. Generally, the group members found the audit was a very

positive and informative exercise that should form part of their useful work package, as it helped them to understand the community concerns much better.

The collaboration between CWP, SAPS and the CPF was also seen as an asset that should continue and be enhanced. One of the CPF members referred to the CWP as the “eyes and ears of the community”. Since CWP is part of the community, community members find it easier to engage on relevant and sensitive issues such as safety. Information can then be used by other stakeholders such as CPF and SAPS and translated into action.

The safety audit results were analysed and processed by TIPS and integrated into the GIS maps.

## Results

- ▶ The main outputs were visual maps of each community highlighting the violence prevention measures (especially from CWP), crime and violence hotspots, points of interest (schools, churches, police,

community centres, sports fields and public open spaces) and the safety perceptions of community members. Results were shared with the stakeholders participating in the project and can be used as a baseline, and possibly feed into the municipal community safety planning process.

- ▶ Participating stakeholders felt that safety audits should be part of the CWP useful work menu and systematically expanded to other areas in the community. This could support and be closely linked to the municipalities, which are responsible for conducting such audits.

## Working with realities

GIS safety mapping using the CWP offers huge potential but comes with budget implications. GIS is a resource-intensive tool that requires a qualified expert to work with the system and process the data. However, each municipality is supposedly equipped with a GIS system and, through further capacitation, the system could be enhanced and strengthened to accommodate community safety functions.

<sup>7</sup> Due to continuous service delivery protests and therefore a lack of security, a safety audit could not be conducted in Bekkersdal.





## Football4Youth Programme

The Seriti Institute's Football4Youth (F4Y) programme was implemented in all four pilot sites. F4Y is an innovative social health and education programme developed in partnership with the former GIZ's Youth Development through Football (YDF) programme, which continues through the GIZ-VCP programme.

Over the past 10 years, the GIZ-YDF programme developed considerable expertise both in South Africa (prior to the 2010 World Cup) and in nine other Southern African countries. The GIZ-YDF learning tools, manuals and methodologies were adapted and developed into the Seriti CWP F4Y programme, which combines practical sports activities with a significant social development goal – imparting life skills to children and youth in schools and local football clubs.

In terms of the Memorandum of Understanding signed by SAFA, SDA, the Seriti Institute, GIZ-VCP and GIZ-YDF, a key outcome is incorporating life-skills training into a new SAFA D licence manual. Consequently, all SAFA D licensed coaches will be equipped to transfer life skills using football coaching exercises.

## Objectives

The aim of the CWP F4Y programme is to use the passion of football to convey key life skills to children and youth in local communities (e.g. HIV&Aids awareness, violence prevention and conflict resolution, gender equality, teamwork). The programme identifies and equips CWP participants (particularly the youth) to become role models within their communities. Half of all coaches trained are female, thus addressing gender issues and promoting women's football in South Africa.

## Local stakeholder engagement

To ensure buy-in and support from key local stakeholders, an intense engagement with the CWP site management, the Regional Football Associations (RFA), the Local Football Associations (LFA) and the Department of Basic Education took place. Stakeholders were informed about the programme and how it operates. In addition, specific site plans were developed and processes for the coach selection and workshops identified.

## Selection of participants

The best 35 candidates for the F4Y programme were selected from the 60–80 pre-selected





interested candidates (LFA representatives and CWP participants) who were invited to attend the coach selection day at each site. LFA-affiliated coaches from local community teams were invited in order to draw on their experience as football coaches. Their inclusion ensures that the newly trained CWP coaches are supported by a number of experienced coaches who can mentor and assist them in the development of their football coaching skills. It also allows for cooperation between CWP, schools and SAFA LFA structures.

### Training

To become an active CWP F4Y Football and Life-skills coach, a five-day SAFA D licence training workshop was presented by one SAFA instructor and one F4Y instructor. Participants received a certificate of attendance upon completion. During the five days, the following main topics were covered:

- ▶ Role of a football and life-skills coach
- ▶ Planning and conducting a football session
- ▶ Differentiation and adequate training of different age groups
- ▶ Life-skills training (e.g. violence prevention and conflict resolution)
- ▶ Integrating life skills into the football training

On the fifth day of the workshop, the coaches agreed on an implementation plan for the next few months. Each CWP F4Y coach received basic equipment, such as footballs, markers, bibs and a whistle.

### CWP F4Y in practice

Immediately after the workshop, the new CWP F4Y coaches took part in a month-long, practical training programme to hone the skills acquired during the workshop. The new F4Y coaches met five days a week to conduct a training session, as part of their useful work. Under this mentoring model, a different coach was responsible for the training session (supported by a SAFA coach), while the other coaches were football players. In this way, each coach was trained in coaching and football skills. After the training session, the coaches in charge received feedback. In addition, each coach had to plan and implement a tournament.

After the practical training programme, CWP F4Y coaches (supported by the SAFA coaches) trained children and youth at school, club or community level for 11 hours a week. Coaching and training activities took place mostly in the afternoons and on weekends, based on the implementation plan developed at the workshop. Three hours per week were for internal mentoring between

the coaches, including planning and reporting. Participants did not work the normal CWP hours but were required to complete 16 hours work per week.

### Key results

- ▶ F4Y training is accredited and qualifies participants for a SAFA D licence.
- ▶ Through a SDA tender, the programme expanded to a total of 31 Seriti sites in six provinces, where approximately 1000 CWP participants, including SAFA coaches and local football coaches, were trained as football and life-skills coaches.
- ▶ A monitoring and support programme was developed and implemented through the newly established SDA-CWP structure.
- ▶ Effective financial and administrative tools were developed and tested, to strengthen accountability.
- ▶ F4Y Impact Assessment tools were developed, to be in alignment with the CWP MIS reporting system by the University of Johannesburg.
- ▶ A CWP-F4Y Implementation Manual was developed.

### Working with realities

The training of CWP participants as football and life-skills coaches has attracted a lot of attention and interest. However, critical challenges remain,

including securing equipment and uniforms and holding regular training sessions on the ground. In addition, general cash-flow problems led to a delay in implementing the F4Y programme in pilot communities.

### Box 5

#### Impressions by a Football4Youth Coach

After playing soccer professionally, I needed a platform or a start to plough back to the community. The whole experience of CWP gave me hope that I will be where I want to be. They gave me a platform to do things practically. I attended courses and now have a D licence and am going for my C licence.

Every day I work with kids. As a way of ploughing back CWP gave me that platform. We cover children from schools and in the community. CWP is a safety net to be involved with children which allows children to gain knowledge and experience. It is important to plough back to the community, as I was made by the same community.

I grew up in a more routine environment which gave me something to do, whereas now children have nothing to do after school. This has a potential of leading someone to do wrong things, CWP SHE has given children something to look forward to.

Now I have a house in Kagiso, I have a family in Kagiso so children see a success story because I played professionally and then came back to give back to my community. If I don't come back to plough back, what am I saying to the kids of Kagiso? The little stipend that CWP gives to participants is important because we don't come from the same families and backgrounds, and incomes are not enough so the R600 increases the income which participants can use to support their dependents.



## Youth Mentorship Programme

Phaphama Initiatives successfully implemented the YMP in all four CWP pilot sites. Phaphama Initiatives is a NGO with longstanding experience in non-violent conflict transformation and community development work, and therefore fitted perfectly into the overall CWP SHE approach.

### Objective

YMP aims to prevent violence by changing the culture of violence that is prevalent in many schools and communities, and by keeping children constructively occupied after school hours. Ultimately the schools and community decide on the actual activities carried out by CWP participants in primary and high schools. CWP participants do not do activities for the schools but with the schools. The idea is to mainstream youth mentorship into relevant and necessary school-based activities.

### Local stakeholder engagement process

As part of the overall CWP SHE Initiative, the YMP was introduced to the local stakeholders (CWP site management, local and district government departments, SAPS, Youth Desks, and local civil society organisations), requesting

their support and buy-in. Information about the YMP was also shared with school principals with a view to obtaining their commitment to host CWP youth mentors in their schools.

### Selection process

The most suitable candidates were selected jointly with the CWP site management. The selection requirements were: a Grade 10 certificate, a certified ID copy and a motivation letter stating why participants wished to do this work. On the selection day, individual interviews were held and a small group process was done, in which participants demonstrated the challenges facing the youth in their communities.

### Training

The Phaphama Initiatives' approach seeks to change the patterns of behaviour that keeps young people in conflict. The 10 days of training targeted up to 30 CWP participants and was split into two parts, with a free week in between the training weeks. The training emphasised effective communication (both listening and expressive skills) and included skills in patience, speaking with confidence, dissecting problems, being mindful of people's emotions and the importance of mutual support. The training of





CWP participants to be youth mentors is based on the “Alternatives to Violence Project (AVP)”, which is an international training programme that enables participants to deal with potentially violent situations in new and creative ways.

The workshop manual contained detailed instructions for each activity and process.

Each day of the 10-day workshop had a different focus:

- ▶ **Day 1** – Affirmation
- ▶ **Day 2** – Youth mentorship in community
- ▶ **Day 3** – Constructive communication
- ▶ **Day 4** – Transforming power
- ▶ **Day 5** – Practical tasks
- ▶ **Day 6** – Validation
- ▶ **Day 7** – Gender awareness
- ▶ **Day 8** – Mediation
- ▶ **Day 9** – Mentorship in schools
- ▶ **Day 10** – Way forward and closure

At the end of week 1, participants had to complete homework in the free week before the next five days of training. The homework included writing tasks (for example, writing on a check-in

topic); practical tasks (practising some skills with CWP colleagues and young people); and simple research (finding pictures in newspapers or magazines contrasting functional and dysfunctional communities, and analysing the differences).

The training evaluation showed that participants grew in confidence and appreciated the training. Participants spoke of how the group made them feel at home, and that they were treated with respect and could open up with one another. Through the training and practice, they come to appreciate the mentoring process and the contribution of “a significant other” in a person’s life, particularly for children and youth.

### CWP YMP in practice

Following the workshop, the mentors had to practise their newly learned skills with their CWP colleagues. This was very well received, both by the mentors and by the colleagues, who enjoyed learning how to listen and how to resolve conflicts. After internal mentoring sessions, mentors began working in at least one school in each site and in various other community contexts, such as the hostel in Bekkersdal and an orphanage in Kagiso.

In Bekkersdal, CWP mentors worked in hostels with a group of 50 children. They had discussions

around the social challenges and made a roleplay about this. The safety officer for the West Rand District Municipality helped by linking the mentors to other initiatives, through the Greater Westonaria Safety Promotion Forum.

In Kagiso, CWP mentors ran YMP sessions and helped with various school-related activities. They also undertook other creative initiatives, such as offering to speak on the community-radio station about their work. The mentors worked closely with the two assigned social workers from the DSD.

In Randfontein and Erasmus, mentors worked at a primary school, taking care of learners during free periods, assisting with homework, resolving classroom conflicts and mentoring (which is mostly done after work and includes family interventions). Family interventions involve identifying a troubled learner and working with them one-on-one to determine their challenges. With the learner's consent, the mentor then lets the teacher know, and the school invites the learner's parent to a counselling session. That is done with the support of a social worker.

The mentors were supported in their work through bi-monthly reflection meetings facilitated by Phaphama Initiatives and with a range of sport, art and craft and stationery material.

### Key results

- ▶ For the mentors, mentoring, together with the related training and ongoing support, had a tremendous impact on the way they view their own capabilities, their contribution to their respective communities, and their influence on their families.
- ▶ Mentees reported that the CWP mentors have positively influenced their attitude and commitment to school. CWP mentors are always available to listen to their problems and offer advice.

### Working with realities

Although the great success of the YMP shows that CWP can be used for mentorship programmes, in some sites building a formal relationship with the schools was difficult. Nevertheless, it can be done by ensuring formal approval is received from both education authorities and parents. Mentors who work with vulnerable children would also require professional and psychosocial support, as well as a functional referral system.

“ I am in grade 8 and I am proud to have a mentor. My mentor has helped me by making sure that I make good choices in life and not let my peers control my life. She really brings the best out of us. She is the most understanding, kindest person I have ever met. She is great and her personality is phenomenal. What she is able to do is great, she can put a stop to an uncontrollable situation.

**Grade 8 Learner,  
AB Phokompe Secondary School**

# Key Principles to Promote the Sustainability of CWP SHE Useful Work



The following were crucial factors in achieving the CWP SHE Initiative's objective – of strengthening the CWP activities at the pilot sites and identifying possible new useful work opportunities in the social health and education sectors – and can be considered at all other CWP sites.

## 1. Multi-stakeholder engagement and collaboration

Consultation with a broad range of stakeholders ensures that the CWP SHE work benefits the community and is based on local needs. The CWP SHE work is multi-sectoral, making cooperation and collaboration across sectors important, especially with those not directly associated with the CWP.

At the pilot sites not all relevant local stakeholders, in particular municipal departments, were aware of the range of activities and “manpower” that CWP can offer to the community.

By facilitating closer cooperation, community activities and resources are aligned more effectively at local level, and so limited resources can be used better.

## 2. Use of organisational structures and community processes

Making more effective use of organisational structures helps to align activities and strengthen cooperation between the CWP and relevant local stakeholders. This multi-sectoral approach requires strong coordination. Here, the CWP LRCs play a key role in supporting the CWP. Ideally, the CWP could be represented in the local Community Safety Forum (CSF), which is a “platform for coordinating, integrating and monitoring the implementation of multi-sectoral crime prevention and community safety initiatives” within municipalities, and/or other functional community-based forums.

In some cases, local coordinating structures may be weak and need strengthening (rather than duplicated). However, in other instances, interim supporting structures may need to be established. Equally important is to strengthen the alignment to the Integrated Development Plan (IDP), which is a five-year “inclusive and strategic plan for the development of the municipality’s”.

In addition to basic management and administration, the CWP site manager needs to

look at the actual useful work implemented by CWP participants and how it is organised within a site. The CWP SHE Initiative highlighted that sophisticated internal organisation and planning are required.

## 3. Training and capacitation

Capacitating and supporting the CWP participants, site managers, provincial managers and local stakeholders enables a range of (new) useful work to be organised and implemented. Providing meaningful, qualitative useful work requires special skills, and so targeted training, tools and materials were offered in pilot sites. CWP provides the infrastructure, which benefits other departments and stakeholders. To optimise those benefits, other stakeholders should

ideally make complementary investments in (for example) training and capacitation.

## 4. Accountability

Strengthening the monitoring and evaluation system further enhances accountability. The CWP Management Information System (MIS) needs to integrate both quantitative and qualitative methods that measure the actual impact of services provided. The impact may be on the CWP participants themselves but also on their beneficiaries and the community as a whole. Analysing the M&E data can inform future CWP projects and enable more evidence-based planning of activities. Overall, measuring impact supports learning and quality improvement.

“ The better the quality of the work done by the CWP, the more beneficial it will be for community development. At its best, where the CWP is doing high-quality useful work, this can give people in the community confidence about their ability to change their own lives for the better.

**CSVSR Project on the Community Work Programme and Violence Prevention,  
Policy Brief I**



## Conclusion and Next Steps

The CWP SHE Initiative has shown how CWP can be used to catalyse new innovative useful work opportunities in the field of violence prevention. On an individual level, CWP participants and site management appreciated the new activities, including skills development. In addition, local stakeholders recognised the potential of CWP as a massive community resource to be used and supported more strongly.

The pilot also showed that CWP is a very complex programme to implement and requires functional support and implementation systems throughout. The four success factors for increasing the level, quality and diversity of CWP social, health and education work are:

- 1. The allocation of financial and technical resources** to support evidence-based planning and the implementation of new forms of useful work or to strengthen existing useful work.
- 2. A strong commitment to partnerships**, with other line departments, civil society and businesses, in order to jointly implement CWP useful work activities.

- 3. Stronger basic functioning of the CWP** to ensure that the CWP can achieve its potential as a community development tool.
- 4. Stronger monitoring and evaluation** through integrating impact-focused measures.

The lessons from the pilot intervention will be taken forward in further consultative processes with a broader range of stakeholders, including further engagement with DCoG.



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