

DEVELOPING COMMUNITY SAFETY PLANS

A MANUAL FOR FACILITATORS



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INTRODUCTION

What is the purpose of this Facilitator's Manual?

The purpose of this Facilitator's Manual is to provide provincial and municipal officials with a quick and easy-to-use guide for facilitating community participation in safety planning. It accompanies the *Developing Safety Plans: Guidebook for provincial and municipal officials*, and offers practical guidance on how to involve community members in each stage of the safety planning process in order to ensure that plans are grounded in a thorough understanding of the risks to safety in a particular community, and that programmes and interventions respond to the specific concerns of the people who live there. Although much has been written on the topic of community safety, this manual aims to provide facilitators with various activities and tools to use in their engagements with communities to ensure that interactions are meaningful and productive. The exercises contained in this manual are not exhaustive, so please refer to the Toolkit on Participatory Safety Planning and Making South Africa Safe: A Manual for Community-based Crime Prevention for additional activities to use with communities.

Who can use this Facilitator's Manual?

This Facilitator's Manual has been specifically designed for provincial and municipal officials responsible for developing community safety plans, as well as people involved in integrated development planning (IDPs) processes. Although provincial and local government have different responsibilities when it comes to building safer communities, both are required to facilitate community participation. Therefore, strengthening capacity within these two spheres of government to meaningfully engage with people is critical to ensuring that safety plans and IDPs are relevant and responsive to peoples' needs. Although this manual has been designed for provincial and municipal officials, it can be used by any person and/or entity involved in safety planning. For example, people working for non-governmental organisations (NGOs), social service organisations, or other community-based initiatives may find this manual useful when designing safety programmes and/or interventions, or when evaluating the effectiveness of current community safety plans and other violence-prevention initiatives.

How should the Facilitator's Manual be used?

This Facilitator's Manual should be used as a tool for provincial and municipal officials to use when developing community safety plans or when engaging in community safety activities or events, such as community safety audits, community dialogues, or the integration of safety principles into IDPs. In addition to informing the methodology and approach of community safety plans, this manual can also be used to involve community members when assessing: (1) the impact and effectiveness of safety planning initiatives; (2) the extent to which IDPs address issues of safety; and (3) whether local and provincial government have facilitated meaningful participation by communities in safety planning activities. Lastly, this manual can also be used as a source of information on available tools, handbooks, manuals and other promising practices to assist people in community safety planning and other violence-prevention initiatives.

CHAPTER 1

Setting the scene for participation

How to make participation happen

Local and provincial government officials need to create conditions that enable communities to participate in all safety planning activities – such as audits, plans, implementation frameworks and monitoring and evaluation (M&E) – to ensure that safety plans and activities respond to the needs of a wide range of stakeholders. This means that municipalities need to establish mechanisms, processes and procedures that provide opportunities for people to participate in the decisions and plans that are made which affect their communities.

Below are some general tips on how to create opportunities for participation:



Planning for community safety workshops – get organised!

In order to plan a successful workshop, you need to be organised. When organising logistics, be sure to delegate different tasks to make sure that everyone understands their roles and responsibilities and comes together to ensure the workshop runs as smoothly as possible.

To plan a successful community workshop, you need to:

- Select a venue that is large enough and located in an area that is convenient for most people and suitable for a workshop (i.e. seating, lighting, access to toilets, etc.).
- Identify which materials and/or equipment will be needed for the workshop and organise them ahead of time. This includes catering services.

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- Inform community members about the workshop using different forms of communication, providing information about time and date, topics for discussion, and contact details.
- Call participants a few days before the workshop to confirm their attendance.
- Arrive at the venue one hour before the workshop begins to set up the room and materials.

Some things to consider in designing a successful workshop are:

- Think about the level of understanding and knowledge of the group you are working with. Keep things as simple as possible and as complex as necessary! You may have to work more slowly when introducing new and difficult concepts.
- Quality is more important than quantity. When a tool takes longer than anticipated, because the discussion takes longer than planned, it is worth giving it more time as long as there is a good discussion.
- Allow participants to present their own contributions. Moderation cards are a good way to facilitate this.
- Pay attention to making sure there is a good mix of theory and practical exercises.
- Encourage participation.
- Use visual aids where possible.

The following checklist is a useful point of reflection in planning your workshop.

| Objectives |
|--|
| Are the objectives clearly defined and agreed upon with the 'client' or project partner? |
| Does the final workshop design match the set objectives? Can they be achieved with the present design? |
| Have all people who are relevant for the achievement of the workshop objective been invited? |
| Time planning |
| Is sufficient buffer time considered (min. 1hr per day)? |
| Are blocks identified, which might be skipped in case a modification of the planning process is necessary? |
| Is sufficient time allocated for breaks? |
| Is the length of each block adequate and more or less balanced (e.g. no theory input longer than 15 min)? |
| Do the participants have enough time to travel to and from the venue? |
| Methods |
| Is an adequate mix planned between theory inputs, practical exercises and relaxed phases? |
| Is an adequate mix planned with regards to the methods used? |
| Are enough exercises included which support the linkage between participants' own experiences and feelings on the one hand, and theory and concepts on the other hand? |
| Are methods and language adapted to the participants' needs and interests? |
| Is the group composition for working groups well planned with reference to the desired results (mixed or separated in terms of age, gender, cultural background, stakeholders)? |
| Hand-outs and other visual guides |
| Are hand-outs of relevant presentations available to each participant? |
| Have all visual guides which will be needed been prepared (e.g. analyse which are needed throughout the workshop and where to place them)? |
| Is it clearly defined on which topics to work and what kinds of materials are needed? In the case of co-facilitation, is the role of each facilitator clearly defined for each of the workshop blocks? |



Source the Toolkit on Participatory Safety Planning and Making South Africa Safe: A Manual for Community-based Crime Prevention, available at <https://www.saferpaces.org.za/learn-how/entry/building-safer-communities-toolkit>

Qualities of an effective facilitator and tips for training

To be an effective facilitator, you need to be prepared. Take time to familiarise yourself with this manual and the content of the Toolkit on Participatory Safety Planning and Making South Africa Safe: A Manual for Community-based Crime Prevention and to identify which activities and exercises work best with communities, and practise facilitating them. Participants will want to know they are being trained by someone who cares about community safety, so the more comfortable you are with the content and exercises, the more effective you will be.

To be a successful facilitator, you need to:



REMEMBER that your role as facilitator is to integrate participants into the safety planning process by creating ways for them to make meaningful contributions. Your responsibility is to not think on their behalf, but to empower them to think for themselves. Therefore, you need to be sure to acknowledge their thoughts and feelings, and to validate their skills and experiences.

Example activities and exercises

There are various activities and exercises that can be used to assist facilitators when they begin working with communities on the topic of community safety. The Toolkit on Participatory Safety Planning and Making South Africa Safe: A Manual for Community-based Crime Prevention contains several options that can be used to help familiarise participants with the topic of safety and help them talking about it in a way that is useful for purposes of safety planning.



Below are a few examples to get you started, but for more examples and options for exercises, please refer to Book 2 of the Toolkit on Participatory Safety Planning and Making South Africa Safe: A Manual for Community-based Crime Prevention.

ACTIVITY 1: Mingle-mangle



Time

60 minutes

Rating

Requires openness and a demonstrated commitment to strengthening community safety.

Purpose

Participants introduce themselves and begin sharing information about themselves and the topic of violence and/or experiences with prevention efforts in their community.

Materials

- Flip chart paper and stand
- Flip chart pens

Preparation

Write the guiding questions (listed below) on the flip chart paper so everyone is able to see.

Procedure

- Begin by asking all the participants to stand up and look for one object in the environment (inside or outside), which will be used later in the exercise.
- Give participants 10–15 minutes to pick their object:
 - » The object will represent what you associate with the work regarding safety/violence prevention in your community.
 - » Bring objects back to the room and keep them with you. The objects will be used in a presentation-sharing activity.
- When everyone is back in the room, begin by introducing yourself and answering the questions written on the flip chart. Be sure to refer to your objects and explain what each one means.

| |
|---|
| • What is your name? |
| • What brought you to this workshop? |
| • What experience do you have working on safety/violence prevention? |
| • What object did you pick as a symbol of the work you're doing on crime and violence prevention in your own community? |

- When you are finished, pick a participant and ask him/her to do the same. Go around the circle and give each person a chance to share.

Take-away

- By the end of the exercise, each participant will have:
 - » presented him/herself to the others;
 - » talked about their professional experience with violence prevention; and
 - » established a good environment for collaboration.

ACTIVITY 2: Opinion scale**Time**

30-60 minutes

Rating

Requires an ability to help re-frame narrow attitudes and/or understandings of violence.

Purpose

Participants are introduced to the topics of safety and violence prevention in relation to their attitudes and opinions.

Materials

- Two cut-out paper circles: one labelled 'Agree', the other labelled 'Disagree'.
- List of statements (see below).

Procedure

- Tell participants that you will be reading out a series of statements and asking participants to say whether they 'agree' or 'disagree' with the point being made. Emphasise that this exercise is not intended to point fingers or target anyone in the room, but to build a greater understanding of peoples' perceptions of crime and violence. Therefore, it is important for people to be respectful and to listen to one another.
- Start by going to one end of the room, standing in a particular spot, and telling participants that where you are standing signifies the 'agree' end of the scale, placing the circle labelled 'AGREE' on the ground. Then, go to the opposite side of the room, find a spot and tell participants that the area where you are standing signifies the 'disagree' end of the scale, placing the circle labelled 'DISAGREE' on the ground.



- Next, tell participants to imagine a line existing between the two ends of the spectrum signifying an 'opinion scale' and that after you read each statement, participants will respond by taking a position anywhere on opinion scale, i.e. they can stand on either end of the scale, or anywhere in between, according to their answer.
- Below are some examples of statements you can read to participants, but feel free to add others, depending on your audience. (You should spend 5-10 minutes on each statement.)
 - » All violent acts are crimes.
 - » Most crimes are committed by people who are unemployed with nothing to do.
 - » Only women/girls can be raped.
 - » Spanking a child from time-to-time is an acceptable form of discipline.
 - » Drug users are bad people who enjoy being high all the time.

Take-away

- By the end of the exercise, you should have a good indication of peoples' attitudes towards violence, which will help inform the conversation going forward. Feel free to interject comments to help re-frame peoples' attitudes towards a more developmental approach, making sure that you remain respectful and considerate at all times.

CHAPTER TWO

Collecting data and information

Types of information and methods for collecting data

Once it is clear that the people responsible for developing community safety plans and interventions, the next step is to plan for data collection. This phase requires gathering information about the conditions that give rise to violence in a given community, rather than looking at crime statistics and other sources of statistics that only speak to levels of violence. Information concerning unemployment rates, levels of inequality, access to healthcare and education, etc. will be relevant to this phase of safety planning.

Although there are various ways to collect data and information, the methods that are used to collect data, and the amount of information gathered, will depend on the availability of resources, the length of time it will take, and the context of a specific community. In this regard, it is important to identify the types of data that should be gathered, as well as potential sources of information, before you begin, so you can be as efficient and effective as possible.

Typically, there are six stages in data collection phase:



Determining which information is useful and how to collect it

The key to determining which information is useful is to have a clear understanding of the questions you are trying to answer. For example, if you want to know how to reduce levels of gang violence in a particular community, it would be useful to first identify why gangs are so prevalent in that community by looking at the different risk factors to becoming involved in a gang (i.e. limited access to education, absence of a father figure, high levels of unemployment, exposure to substance abuse, etc.). Once you have a clear understanding of the risk factors, data collection efforts should be targeted around understanding which risks are most prevalent in that particular community.

A list of potential questions to determine which information is useful and how it can be collected is provided in the table below.

| Questions that are helpful in determining which information to collect | How can the information be collected? | | |
|--|---------------------------------------|-------------------------------------|----------------------------|
| | Literature review/document analysis | Interviews/ focus group discussions | Surveys and questionnaires |
| 1. Which types of violence are common in this community? | ✓ | ✓ | ✓ |
| 2. Which groups of people are most vulnerable to becoming victims of violence? | ✓ | ✓ | |
| 3. Which groups of people are most likely to become perpetrators? | ✓ | ✓ | |
| 4. What risk factors exist at the community level? | ✓ | ✓ | ✓ |
| 5. What is the perception of people about their experiences of violence and feelings of safety? | | ✓ | ✓ |
| 6. What are the biggest drivers of young people becoming involved in gangs? | ✓ | ✓ | ✓ |
| 7. Where are the hotspots for crime and violence in the community? | ✓ | ✓ | |
| 8. Are there resources for safety? Do they provide adequate services for all members of the community? | ✓ | ✓ | ✓ |
| 9. Which groups or actors in the community are involved in violence prevention? Are they effective? | ✓ | ✓ | |
| 10. Is the municipality responsive to citizens' needs concerning safety? | | ✓ | ✓ |

Using methods for secondary data collection is especially helpful when facilitating community participation in gathering information, as it has two fundamental objectives: firstly, to collect information about a specific environment from the people who live there; and secondly, to enable people to become involved in the decision-making processes that affect conditions in their communities.

Example activities and exercises

There are various activities and exercises that can be used to assist facilitators when they facilitate community participation in the collection of data and gathering of information. The Toolkit on Participatory Safety Planning and Making South Africa Safe: A Manual for Community-based Crime Prevention contains several exercises that can be used by municipal and provincial officials to enable community members to make meaningful contributions during this phase of safety planning and intervention.



Below are a few exercises to get you started, but for more examples and options for exercises, please refer to Book 3 of the Toolkit on Participatory Safety Planning and Making South Africa Safe: A Manual for Community-based Crime Prevention.

ACTIVITY 3: Social resources and safety mapping



Time

120 minutes

Rating

Requires a thorough understanding of the types of services and resources that are required to address the underlying risk factors in a particular community.

Purpose

Participants develop a comprehensive understanding of the services available in their communities, as well as the services that may be lacking or in need of improvement.

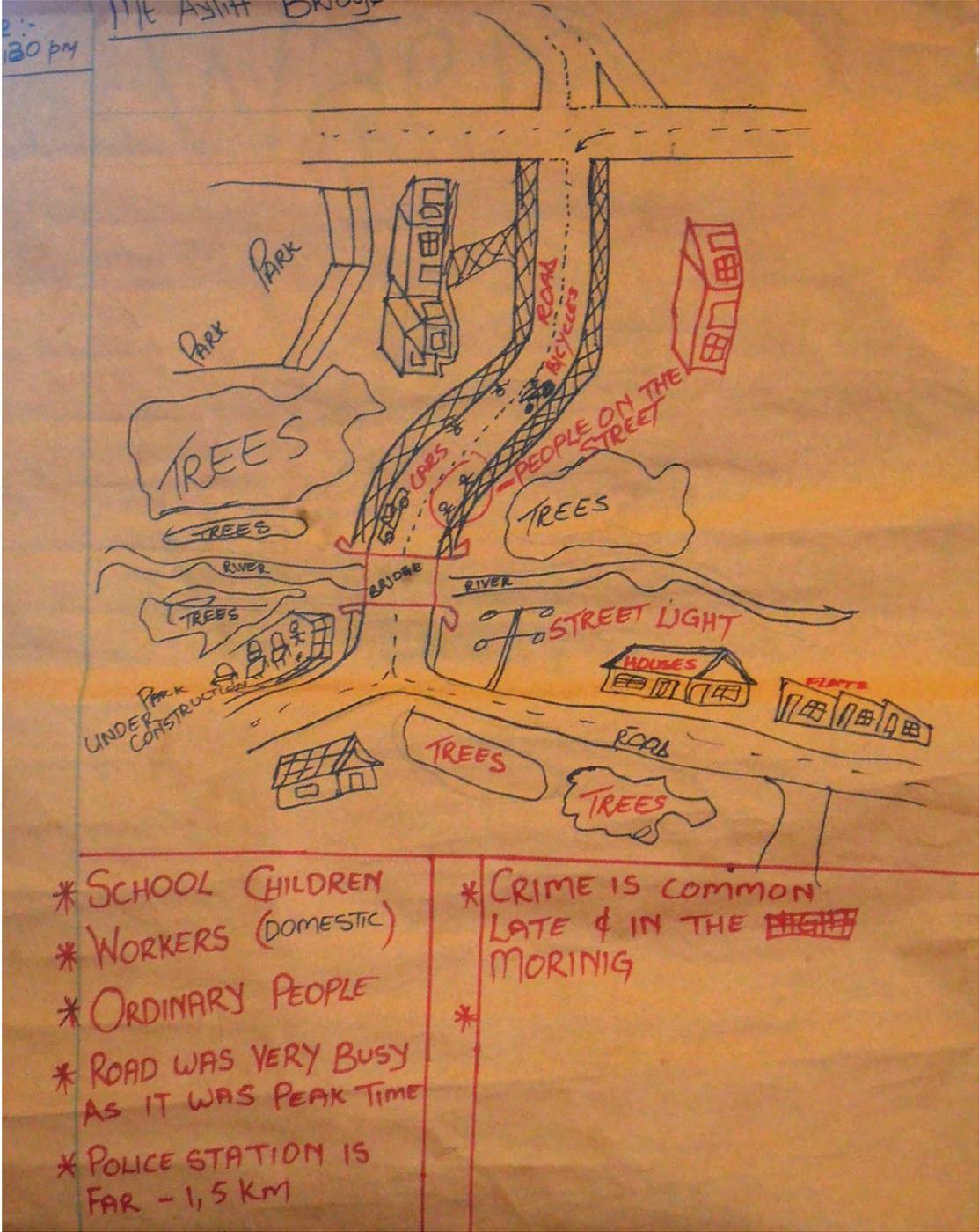
Materials

- Four large sheets of paper.
- Four sets of different colour markers (i.e. black, blue, red).

Preparation

- Prepare a legend of proposed symbols using the table below as a guide.
- Use the different colours for different meanings. For example, use the red marker to indicate negative or potentially dangerous issues, and use a blue/black marker to indicator positive or potentially neutralising issues/services.

| | | | | | | | |
|--|------------------------------------|--|--|--|--|--|---|
| | Park | | Sports field/ recreation centre | | Train station | | Taxi rank |
| | High-rise apartment building | | House | | RDP house | | Shack |
| | Hospital | | Substance abuse treatment centre | | Police station | | Neighbourhood watch/CCTV |
| | Tavern | | Shopping centre | | School | | Church/FBOs |
| | ATMS/Banks | | Parenting programmes and support for young families | | Municipal building/ Government services | | Orphanage |
| | Services for women | | Services for men | | Programmes for youth | | Counselling and mediation centres |
| | Support helplines | | Courts/advice centres | | Hotspots | | Areas of safety |



Procedure

- Split participants into four groups, giving each group a complete set of materials.
- Instruct each group to draw a map of their communities on the large piece of paper using the symbols in the legend above to mark important landmarks and/or services.
- Once the services and landmarks have been identified on each group's map, instruct participants to pay closer attention to the safety issues in their communities and to mark the following places:
 - » Safe places/routes and unsafe places/routes (blue/black for safe and red for unsafe).
 - » Police stations, security bodies, security services, protection services.
 - » Contact points for reporting infringements of rights.
 - » Advice centres (e.g. centres for the support of victims of violence and crime) and women's support centres.
 - » Formal or informal mediation or conflict resolution centres.
 - » Any other place or institution which the group considers relevant.
- Tell participants they will have 60 minutes to complete the activity, before presenting in plenary.

Plenary

- When each group is finished with their community maps, instruct the groups to lay their maps on the floor so everyone can look at the results from other groups. Encourage participants to walk around and examine the other maps, making comments or asking questions to different groups about their maps or the maps from other groups. There will be differences between the maps and, as facilitator, it will be important for you to raise these issues and to use this as an opportunity to validate other peoples' perspectives about the most prevalent threats to safety.
- While the groups are examining each other's maps, draw a large table with two columns on the flip chart. Mark the left-hand column 'Services' and mark the right-hand column 'Accessibility'.
- Bring the groups back together in plenary and ask them to help you make a list of the available services and places of safety in the community. List these services in the left-hand column of your table.
- When the list is complete, ask participants to make comments on the accessibility of these services in their communities. For example, ask participants whether there are any places or services that are reserved for certain people (i.e. women, children, the elderly, etc.), which consequently results in other people being excluded (officially or unofficially). Mark these comments in the right-hand column next to the relevant service.
- Next, on a separate piece of flip chart paper, ask participants to identify which services they would like to see added and/or improved in their community, and record these accordingly. When you have 5–10 items listed, ask the group to rank them in terms of priority, and put the corresponding numbers next to each service.

Take-away

- At the end of the exercise, participants should have a clear understanding of the safety situation in their communities, based both on their own perspectives and on the perspectives of other people in the group. In addition, participants can identify what services are available in their community, as well as limitations to their accessibility, and can prioritise which services need to be added/improved in order to make their communities safer.

ACTIVITY 4: Rights-holders and duty-bearers



Time

120 minutes

Rating

Requires familiarity with all relevant actors (state and non-state entities) in the community, as well as an understanding of their mandates and responsibilities to the community.

Purpose

Participants know who is responsible for delivering services to their communities and can identify strengths and weaknesses in how they fulfil their duties to the community.

Materials

- Four large sheets of paper.
- Four sets of different colour markers (i.e. black, blue, red).

Preparation

- Create four separate tables from the chart below, listing three duty-bearers in each table. Please note the duty-bearers provided below are not exhaustive. Your local municipality might have others.

| Duty-bearers | Roles and responsibilities | Analysis of capacities | | |
|--|----------------------------|------------------------|---------------|-----------|
| | | Professionalism | Effectiveness | Resources |
| Primary caregivers (i.e. parents, close family) | | | | |
| Civil society (NGOs, CBOs, FBOs) | | | | |
| Education sector (schools, safety boards) | | | | |
| Health sector (hospitals, community clinics, treatment centres) | | | | |
| Private sector (small businesses, large employers) | | | | |
| Security sector (police, Neighbourhood Watch, private security) | | | | |
| Justice sector (courts, advice offices) | | | | |
| Social sector (social services, housing, etc.) | | | | |
| Municipal services (traffic, refuse, access to water and sanitation) | | | | |

Give each group a chart with a different set of duty-bearers.

IMPORTANT: This tool requires very good facilitation skills, as it is important to avoid casting blame on the duty-bearers for not fulfilling their responsibilities. As facilitator, you need to make sure you focus the discussion on the need for support, and help motivate participants to think about how they can better support the duty-bearers in their community.

Procedure

- Split participants into four groups, giving each group a different sheet of paper with a separate set of duty-bearers.
- Instruct the groups to write the names of organisations, institutions or individuals for each category of duty-bearer on the flip chart. The list of duty-bearers should include those at a local, provincial and national-level, and should extend beyond government actors.
- Next, tell the groups to write down the roles and responsibilities of each duty-bearer with regards to community safety, bearing in mind their role in either (1) reducing risk factors, or (2) strengthening protective factors. This is important so the discussion does not only focus on actors within the criminal justice system.
- Once the roles and responsibilities of each duty-bearer have been completed, instruct the groups to assess their capacity against the criteria provided for in the last three columns.
- Give each group 60 minutes to complete the chart, before presenting in plenary.

Plenary

- When the groups are finished, invite each group to present their chart, allocating ten minutes to each group.
- When the results are presented and discussed in plenary, allow other participants to comment and make additions to each presentation.
- Use the last 20 minutes of the discussion to identify the strongest and weakest duty-bearers in their communities. Ask participants to think about what makes the strong duty-bearers effective at fulfilling their responsibilities (i.e. strong institutional leadership, committed staff, etc.), and what makes the weaker duty-bearers ineffective at fulfilling their responsibilities. For the weaker duty-bearers, encourage the participants to come up with strategies for how they can assist in making this particular duty-bearer stronger.

Take-away

- At the end of the exercise, participants should have a clear understanding of who is responsible for the delivery of safety services in their communities, both in terms of criminal justice support as well as social services actors, and an appreciation for their strengths and capacities. While this exercise aims to identify strengths and weaknesses in duty-bearers, it also aims to encourage community members to think about ways in which they can support or strengthen duty-bearers in becoming more effective at fulfilling their roles and responsibilities.

CHAPTER THREE

Analysing the safety situation

The analysis phase

After collecting relevant data and information, the next step is to analyse the safety situation in the community, which requires a deeper examination of the risk and protective factors in line with the ecological model.



Information about risk and protective factors, as well as the ecological model, can be found in Book 1 of the Toolkit on Participatory Safety Planning and Making South Africa Safe: A Manual for Community-based Crime Prevention, as well as Chapter 2 of *Developing Safety Plans: A guidebook for provincial and municipal officials*.

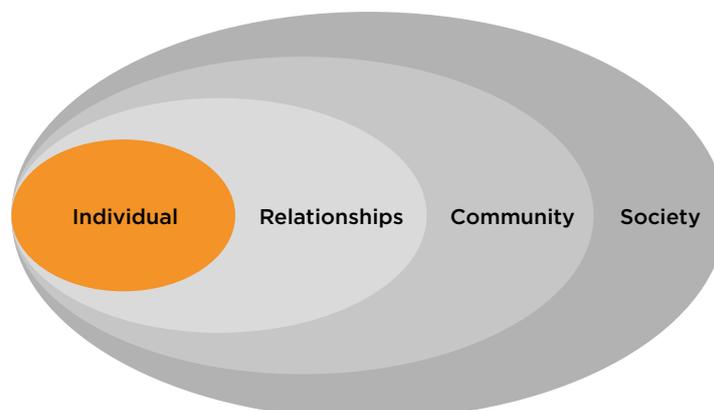
The analysis phase aims to understand the underlying drivers of violence by identifying which risk factors are present and which protective factors are absent in a given community. In addition to identifying risk factors at the individual, relationship, community and societal levels, the analysis phase also requires a deeper examination of the causal relationship between them, in order to understand the best way to address these factors within the broader system. To do this well, facilitators need to have a firm understanding of the complexity of violence and what is needed to strengthen resilience within individuals and the communities in which they reside.



To familiarise yourself with violence prevention concepts and theories, please refer to Book 1 of the Toolkit on Participatory Safety Planning and Making South Africa Safe: A Manual for Community-based Crime Prevention and Chapter 2 of *Developing Safety Plans: A guidebook for provincial and municipal officials*.

Where to focus our attention? Risk and protective factors

There are many reasons why people become violent. In an effort to help people understand the complexity of violence, the World Health Organization developed the ecological model to demonstrate the link between the various factors that drive violent behaviour.



The ecological model considers the full context of a person's life, and locates the individual in relation to their relationships, community and society in which they live. It recognises that violence results from a series of factors that interact with one another at the individual, relationship, community and societal levels, and that each level is associated with a different set of risks and protections that influence a person's behaviour.

- **Risk factors** are defined as 'characteristics, variables, or hazards that, if present for a given individual, make it more likely that this individual, rather than someone selected from the general population, will develop a tendency toward violence.'
- **Protective factors** are defined as 'factors that mediate or moderate the effect of exposure to risk factors, resulting in reduced incidence of problem behaviour.'

The presence of **risk factors** at the individual, relationship, community and societal levels increases a person's susceptibility to violence. Accordingly, the more risk factors a person is exposed to, the greater the risk that he or she will either become a victim or perpetrator of violence. Similarly, the presence of **protective factors** at the individual, relationship, community and societal levels decreases the chances of a person becoming susceptible to violence. Protective factors tend to promote resilience within individuals and communities, which consequently decreases a person's chances of experiencing some form of violence.

Accordingly, understanding the complexity of violence in terms of the ecological model and risk and protective factors is critical for the development of effective violence prevention programmes and interventions. Evidence suggests that violence can be prevented by implementing programmes that reduce risk factors and strengthen protective factors at the individual, relationship, community and societal levels of the ecological model.

Finding the right people to carry out analysis in our communities

The analysis phase is one of the most critical parts in the safety planning process. The results of the analysis phase will inform the basis of the community safety plans and interventions, and will also feed into the Integrated Development Plans (IDPs). While it is important to involve community members in this phase of safety planning, and to make efforts to build capacity in this regard, it is also important to identify people with the necessary skills to conduct a thorough analysis of the safety situation in a given community. Therefore, municipal departments should set aside a budget (which is in addition to the community workshops) to hire a person with the requisite set of skills to conduct the formal and final analysis about the community which is in line with promising practices in violence prevention, (i.e. the ecological model).

This person and/or persons may be employed by the municipality or provincial government, or they may be someone who works in the community, or these people may represent a partnership between the two different sectors. In this way, workshops are a useful way of identifying suitable partners within the community if there is limited capacity within the municipality or no one with the necessary skills. Regardless of where this person works, what is most important is that he/she has the right skills and understanding of violence to perform the analysis, and is supported with adequate human and financial resources by the municipality.

Example activities and exercises

There are various activities and exercises that can be used to assist facilitators when they begin working with communities to analyse the safety situation. the Toolkit on Participatory Safety Planning and Making South Africa Safe: A Manual for Community-based Crime Prevention contains several options that can be used to help build analytical skills within communities to help people understand what approaches and interventions should be taken in order to strengthen community safety and violence prevention.



Below are a few examples to get you started, but for more examples and options for exercises, please refer to Book 4 of the Toolkit on Participatory Safety Planning and Making South Africa Safe: A Manual for Community-based Crime Prevention.

ACTIVITY 5: Risk factor analysis



Time

90 minutes

Rating

Requires a thorough understanding of risk factors for violence in the ecological model.

Purpose

Participants can identify and analyse the risk factors on each level of the ecological model in their communities, and can see the impact each risk factor has on the other, making certain people especially vulnerable to violence.

Materials

- Four pin boards
- Four large sheets of paper
- Markers
- Coloured pieces of paper
- Prestik

Preparation

- Split participants into four groups, giving each group a complete set of materials.
- Instruct each group to write down each level of the ecological model (individual, relationship, community, society) using a different colour card. The different cards should be pinned equal distance apart at the top of the sheet of paper.

| Individual | Relationship | Community | Society |
|---------------|---------------|---------------|---------------|
| Risk factor 1 | Risk factor 1 | Risk factor 1 | Risk factor 1 |
| Risk factor 2 | Risk factor 2 | Risk factor 2 | Risk factor 2 |
| Risk factor 3 | Risk factor 3 | Risk factor 3 | Risk factor 3 |
| Risk factor 4 | Risk factor 4 | Risk factor 4 | Risk factor 4 |
| Risk factor 5 | Risk factor 5 | Risk factor 5 | Risk factor 5 |

- Tell participants they will have 60 minutes to complete the activity, before presenting their results in a plenary discussion.

Procedure

- Instruct each group to identify the risk factors present in their communities, writing one risk factor per card. Before participants write down any of the risk factors, tell them to identify which level of the ecological model the risk factor belongs to (individual, relationship, community or society), and to write the risk factor on the corresponding coloured card.
- Once all the risk factors have been pinned on the board, instruct each group to identify which risk factors are most prevalent in their community and/or which contribute most to violence, and to rank them under each level of the ecological model accordingly, with the most prevalent factors being pinned at the top, and the least prevalent factors being pinned at the bottom. The prioritisation of risk factors is important for the community's analysis of the safety situation and for developing safety plans and interventions.

Plenary

- When each group is finished with their risk factor analysis, invite the groups to present their results in plenary, giving five minutes to each group.
- Ask each group to focus on the priority risk factors for each level of the ecological model, and to provide

explanations as to why they are most prevalent and/or contribute the most to violence, as well as the risk factors that caused the most confusion and/or debate.

- » **NB:** Remember that risk factors are not TYPES of violence, but CONDITIONS or CHARACTERISTICS that make an individual more susceptible to violence.
- If time allows, also request participants to analyse the risk factors that affect certain genders and/or age groups more than others, so they can begin distinguishing how different risk factors make certain groups more vulnerable than others.

Take-away

- At the end of the exercise, participants understand the diversity of risk factors to violence at different levels of the ecological model and can see how they interact with each other to make certain groups of people more vulnerable than others. Participants will have a greater understanding of the underlying cause,s and an idea of where to prioritise interventions depending on the risk factors that are most present in their communities.

ACTIVITY 6: Protective factor analysis



Time

120 minutes

Rating

Requires a thorough understanding of risk factors for violence in a particular community, as well as the protective factors that are required to build resilience and strengthen community safety.

Purpose

Participants can identify and analyse protective factors on each level of the ecological model, and can identify what can contribute to increasing protective factors in their communities.

Materials

- Results from the risk factor analysis
- Markers
- Coloured pieces of paper (different from the risk factors)
- Prestik

Preparation

- Split participants into four groups, giving each group a complete set of materials.
- Instruct each group to draw four circles on the piece of paper – one very large, one large, one medium and one small, each one fitting inside the other. Mark the largest circle 'society', the second largest circle 'community', the medium circle 'relationship' and the small circle 'individual'.
- Tell participants they will have 40 minutes to complete the first part of the activity before moving onto the second part.

Procedure

- Instruct each group to go back to the risk factor analysis and identify the top three risk factors for each level of the ecological model in their communities. Write the risk factors for each level (individual, relationship, community and society) in the corresponding circle.
- Next, ask the groups to identify at least three protective factors for every risk factor in the circles. Protective factors should be written on the small set of cards, each colour corresponding to a different level of the ecological model, and pinned next to the relevant risk factor. Tell the groups to try their best not to repeat the protective factors.

- After all of the protective factors have been identified, instruct the groups to identify the actors who have, can have, or should have, a supporting influence on the protective factors at each stage of the model, (i.e. individual = self; relationship = parents, friends, etc.). Tell the groups that actors can be private individuals, government entities, organisations, or institutions (such as teachers, police officers, etc.) who can be positive influences in the community.

| Individual | | Relationship | | Community | | Society | |
|---------------|---------------------|---------------|---------------------|---------------|---------------------|---------------|---------------------|
| Risk factor 1 | Protective factor 1 |
| | Protective factor 2 |
| | Protective factor 3 |
| Risk factor 2 | Protective factor 1 |
| | Protective factor 2 |
| | Protective factor 3 |
| Risk factor 3 | Protective factor 1 |
| | Protective factor 2 |
| | Protective factor 3 |

Plenary

- When each group is finished with their protective factor analysis, invite the groups to present their results in plenary, giving five minutes to each group.
- Ask each group to present the protective factors for a different level of the ecological model. For example, Group One will present the protective factors and actors for each of the risk factors at the individual level of the ecological model.
- After each group has presented, give the other groups a chance to comment and make inputs on additional factors to consider in order to identify the full scope of potential protective factors and actors responsible for strengthening community safety.

Take-away

- At the end of the exercise, participants understand which protective factors are needed to reduce the priority risk factors present in their communities, and the actors who are responsible for, or who can contribute to, strengthening them. In this regard, participants have completed an ecological analysis of their communities, and have begun to identify the basis for primary and secondary interventions.

Choosing the priorities and focus areas

Once you have completed your analysis, and before beginning to plan the safety initiatives discussed in the next chapter, you need to chose your priorities and focus areas.

Limitations in financial and human capacity make it important to identify and focus on key priorities. This gives us the best chance to succeed at addressing the issues that are most pressing in making a community safe.

However, while it is good to focus our efforts, we must remember that there is often intersectionality between an overarching issue that is of concern. For example, making a community safe for children could mean creating safe parks and play areas, better traffic planning, restricting alcohol outlets near schools, introducing school safety programmes, setting up a youth desk at the police station and setting up after-school programmes, school feeding support and early childhood development programmes.



See Book 5 of the the Toolkit on Participatory Safety Planning and Making South Africa Safe: A Manual for Community-based Crime Prevention accessed at <https://www.saferspaces.org.za/learn-how/entry/building-safer-communities-toolkit> for good process suggestions to help identify and set priorities such as 'What Makes us Strong' and 'Market Place of Ideas'.

CHAPTER FOUR

Planning safety initiatives

Planning phase for prevention measures

After conducting a thorough analysis of the safety situation in a given community, the next step in the safety planning process is to develop prevention measures. This stage requires a recognition of the risk factors present in a given community, as well as the protective factors, and a broader understanding of the strengths and weaknesses in capacity of those responsible for making communities safer, in order to develop interventions that respond to the specific needs of a community.

Accordingly, the primary purpose of this planning phase is to identify the priority areas in the community and to develop interventions to respond to those specific needs and concerns. As such, it is important to start with a common vision for the community to provide guidance for the rest of the planning process.

Example activities and exercises

There are various activities and exercises that can be used to assist facilitators when they begin working with communities to plan safety initiatives. The Toolkit on Participatory Safety Planning and Making South Africa Safe: A Manual for Community-based Crime Prevention contains several options that can be used to help build useful skills within communities to help people understand what approaches and interventions should be taken in order to strengthen community safety and violence prevention.

Below are a few examples to get you started, but for more options, please refer to Book 5 of the Toolkit on Participatory Safety Planning and Making South Africa Safe: A Manual for Community-based Crime Prevention: Planning safety initiatives.

ACTIVITY 7: Imaginary walk



Time

120 minutes

Rating

Requires an imagination for achieving a safer community.

Purpose

Participants establish a shared vision for their community, which shifts from controlling crime to strengthening community safety, to direct the objectives for future prevention efforts.

Materials

- Four large sheets of paper
- Four sets of different colour markers (i.e. black, blue, red)
- Four sets of moderation cards in three different colours (i.e. green, yellow, red, blue)
- Prestik

Preparation

- Be sure to have the results of the risk factor analysis, the protective factor analysis, community-mapping and duty-bearer exercises close by for reference.

Procedure

- Split participants into four groups and explain that the purpose of this next exercise is to develop a shared vision for their community.
- Instruct the participants of each group to close their eyes and envision their community free of crime and violence, a place where everyone feels and is safe. Then read the following passage:

‘Close your eyes for a minute or two. You are in a place which is completely safe. There is no threat, and you feel completely safe everywhere. This is your community in 5 years time. Imagine how it looks. Imagine you are walking through the streets. You meet different people, men and women, old and young. You are feeling safe and you know that everybody else is feeling safe as well. You look at the children and older people, and the young people. You look at the houses. You take a footpath and see more houses and other built-up areas. You are feeling completely safe. Take some time to have a closer look. Look around. What do you see? Put the things see in your safe community, one by one, in a small imaginary memory box that you hold in your hands. Take your time and fill the box. When you’re done, come slowly back to this room and open your eyes.’

- When everyone is back, ask participants to remember what they put in the box because they will need it for the group work, which is to create a vision for their community.
- Next, ask the groups to develop a picture of their safe community, using any method they like. They may use drawings or illustrations or words arranged in certain way to depict how their community looks and feels.
- Give each group 45 minutes to build their vision for a safe community, before presenting in plenary.

Plenary

- When each group is finished with their vision, invite the groups to present their results in plenary, giving ten minutes to each group.
- Use the presentations to draw out the characteristics of a ‘safe community’, identifying commonalities and differences amongst the groups in what people have identified is a necessary part of feeling ‘safe’. Your job as facilitator is to record these elements on the flip chart for everyone to see.
- Close the session by stating the importance of building a unified vision for our community, which will serve as the basis of all future prevention initiatives. Be sure to mention that it does not matter how ideal or far-fetched it may appear to be, because this exercise is about focusing on what we want to create, not the obstacles that are in our way.

Take-away

- At the end of the exercise, participants have a clear vision of the type of community they want to live in and can recognise the key elements to safety. This vision is what we will keep going back to in all future safety planning activities and objectives.

ACTIVITY 8: Strategic planning



Time

180 minutes

Rating

Requires a thorough understanding of risk and protective factors, an identification of key actors, and an understanding of which issues need to be prioritised for planning interventions.

Purpose

Participants develop plans with specific activities that can be implemented in order to achieve a series of expected results.

Materials

- Four large sheets of paper
- Four sets of different colour markers (i.e. black, blue, red)
- Four sets of moderation cards in 3 different colours (i.e. green, yellow, red, blue)
- Prestik

Preparation

- Be sure to have the results of the risk factor analysis, the protective factor analysis, community-mapping and duty-bearer exercises close by for reference.

Procedure

- Split participants into four groups and explain that the purpose of this next exercise is to develop plans and activities to reduce the risk factors and to strengthen the protective factors that have been identified in their communities.
- Assign a specific level of the ecological model (individual, relationship, community and society) to each group. Each group is responsible for developing interventions to address the risk factors and protective factors that are present in their assigned level.
- Instruct each group to develop three interventions for their specific level of the ecological model, which is accompanied by a list of activities to be implemented.
- Each intervention must:
 - » give an overview of the intervention, which includes the specific group it aims to target and a description of the activities it will conduct and a timeline for activities;
 - » provide a rationale for the intervention by identifying the risk factors it aims to reduce as well as the protective factors it aims to enhance;
 - » list the duty-bearers responsible for conducting/supporting such intervention, as well as other key actors and partners to involve;
 - » identify the resources that will be required (human, financial, etc.) in order to make the event a success (staffing, venue, materials, etc.); and
 - » describe the impact it aims to achieve.
- Give each group 90 minutes to develop their interventions (30 minutes for each intervention), before presenting their results in plenary.

Plenary

- When each group is finished developing their interventions, invite the groups to present their results in plenary, giving 15 minutes to each group.
- Use the presentations to draw out priority areas for intervention, drawing attention to common themes and trends amongst the different groups.
- When all the groups have finished presenting, instruct the participants to select one intervention from each group to take forward into future planning activities.

Take-away

- At the end of the exercise, participants will have picked four interventions (one from each group) to integrate into future safety planning activities.

CHAPTER FIVE

Participatory monitoring and evaluation

What is monitoring and evaluation (M&E), and why is it important?

Monitoring and evaluation (M&E) is a process that assesses programmes, strategies or initiatives against a series of indicators to measure their progress and impact. In recent years, there has been growing recognition of the need to conduct M&E on all community safety plans and interventions, in order to determine whether such initiatives are achieving their intended outputs and outcomes, and consequently, are a valuable use of government resources.

In this regard, M&E seeks to answer the following questions:

- How is the programme being implemented?
- Are the approaches effective?
- Are there areas that need to be strengthened or removed?

In addition to measuring the effectiveness of a particular intervention, M&E also aims to:

- support implementation of programmes/interventions by tracking progress and taking corrective measures to address weaknesses or problems in a timely and efficient manner;
- generate evidence to demonstrate the need for more support and resources, and to advocate for the adoption of similar strategies or interventions, or for the revision of current programmes; and
- capture learnings to support/inform the design of future programmes, strategies and interventions.

Although government has traditionally conducted M&E in silos, communities have a critical role to play when it comes to assessing the effectiveness of a particular programme or intervention in their municipality. Accordingly, participatory approaches to M&E should be integrated into all components of the safety planning process.

Concepts and definitions

In order to develop comprehensive M&E systems, it is important to understand the difference between monitoring and evaluation. Even though these two terms are often used interchangeably, they signify two distinct components of the M&E system, both of which are required to measure progress and impact effectively.

a. Monitoring

Monitoring is a process that assesses whether a programme is on track or not on track while the programme is taking place, so that gaps can be identified and corrective action can be taken. The monitoring process is required to determine: (1) what activities have been undertaken; and (2) whether the intended outputs have been achieved. Both parts of monitoring are measured against a series of indicators while the programme or intervention is ongoing.

Accordingly, monitoring is concerned with:

- tracking progress against milestones;
- observing processes and/or changes in the programme, and reporting on them;
- identifying challenges in the implementation process; and
- providing regular and ongoing assessments and feedback to stakeholders to allow for changes/adjustments.

Because data collected during the monitoring phase will form the basis of a programme or intervention's evaluation, implementing partners will be required to keep and maintain accurate records in order to ensure that activities are completed according to agreed-upon timeframes. In this regard, evaluation will become impossible if monitoring activities are done incorrectly or in a poor or haphazard fashion.

b. Evaluation

Evaluation is a process that seeks to understand the extent to which a programme or intervention has met its intended objectives, which typically takes place after the programme has finished and is presented in the form of a report that analyses information collected during monitoring. The evaluation process is consequently required to determine the extent to which the intended outcomes have been achieved, which is also measured against a series of pre-determined indicators and should be based on verifiable sources of data and information.

Accordingly, evaluation is concerned with:

- reviewing data collected from monitoring processes in order to identify strengths and weaknesses in a given strategy and/or programme, and to develop ways to strengthen implementation;
- generating evidence to determine whether the strategy or programme has contributed to, or brought about, the intended (or unintended) consequences, and whether it has achieved its desired impact or results;
- reflecting on the programme's methodology to determine whether it was effective and, if not, thinking about how it could evolve to be improved and replicated elsewhere; and
- assessing the extent to which the strategy or programme is delivering its outputs and achieving its outcomes.

Therefore, even though M&E are two distinct processes, they are iterative (i.e. repeat in sequence) and reliant upon one another, meaning that information collected during the monitoring phase will determine whether an evaluation is reliable, and the results of the evaluation phase will determine the critical areas/issues to monitor. Accordingly, keeping good records and collecting relevant and reliable data are fundamental to the M&E process, which contributes to the shared learning, joint decision-making, co-ownership and implementation of community safety plans and initiatives.

c. Outputs and outcomes

An evaluation must concern itself with both output and outcome.

Output: This relates to the tangible result of the activity. For example your focus might be to make your local community safer for children. An activity might be to set up an after-school programme. Your output will then be that an after-school programme has been established.

Outcome: This relates to what you seek to achieve. In the example above it is related to making the community safer for young people. The output of your after-school programme could be that, as more children are completing their home work and passing their grades, there are fewer school drop-outs and hence reduced risks associated with idle children outside of school and vulnerable as both victims and perpetrators of crime.

When setting your indicators as discussed below, remember to identify both output and outcome indicators.

d. Indicators

Indicators are units of measurement used to assess whether a programme or intervention is achieving its aims, objectives, outcomes and outputs. Indicators should be selected before a programme or intervention begins to ensure information collected during the monitoring and evaluation processes is reliable and relevant to measuring its progress and impact.

Indicators should be **SMART**, meaning they are:

- **Specific:** clearly defined and accurately describe what is being measured; concise and focused on a single issue.
- **Measurable:** focused on a particular aspect that can objectively quantified to ensure measurements are based on fact, rather than feelings or perceptions; reliant on data and information that is accessible and readily available.
- **Achievable:** realistic and possible to achieve, meaning that measurable change is feasible during implementation of the initiative.
- **Relevant:** relate to important aspects of the programme or intervention, and only measure changes that are significant and useful to its aims and objectives.
- **Time-related:** linked to deadlines and interim timeframes.

Various types of indicators can be used to measure impact and performance, including input, process, output, outcome and impact indicators. Using different types of indicators not only helps measure different aspects of a programme (i.e. progress vs impact), but also helps identify weaknesses or additional areas for intervention.



For more information on different types of indicators, please refer to Book 6 of the Toolkit on Participatory Safety Planning and Making South Africa Safe: A Manual for Community-based Crime Prevention or CSIR's *Making South Africa Safe: A Manual for Community-based Crime Prevention*. Available at: https://www.saferspaces.org.za/uploads/files/VCP_Toolkit_Book6_web.pdf.

Participatory M&E

Participatory approaches to M&E (PME) aim to integrate the people living in the community where a specific programme or intervention is taking place into the process of measuring their progress and impact. PME tries to move away from external data-driven evaluations towards locally relevant and stakeholder-based information in order to determine whether plans have achieved their intended outputs and outcomes.

In this regard, PME does not reduce community members to 'recipients of services', but elevates people to becoming active participants in the decisions affecting their communities. If people are not simply seen as beneficiaries of government services, but as key sources of information for determining whether government programmes and interventions are achieving their intended outputs and outcomes, not only will it reduce tensions between community members and municipal officials, but people are also more likely to develop a sense of responsibility for making their communities safer.

The selection of indicators at the planning phase forms a critical component of PME, specifically in relation to progress indicators (i.e. output indicators) and impact indicators (i.e. outcome indicators). Community members should be given the opportunity to communicate how they think progress should be measured and invited to suggest indicators. A useful tip for getting people to think about these two types of indicators is by framing the terminology in simple terms using the following:

- 'Expect to see' activities (progress indicator) and change in quality of life (impact indicator).
- 'Like to see' activities (progress indicator) and change in quality of life (impact indicator).
- 'Love to see' activities (progress indicator) and change in quality of life (impact indicator).



For more information on PME, please refer to Book 6 of the Toolkit on Participatory Safety Planning and Making South Africa Safe: A Manual for Community-based Crime Prevention. Available at: https://www.saferspaces.org.za/uploads/files/VCP_Toolkit_Book6_web.pdf.

Example activities and exercises

There are various activities and exercises that can be used to assist facilitators when they take participatory approaches to M&E. The Toolkit on Participatory Safety Planning and Making South Africa Safe: A Manual for Community-based Crime Prevention contains several options that can be used to help familiarise participants with the M&E process in a way that is helpful to municipal and provincial officials.



Below are a couple examples to get you started, but for more examples and options, please refer to Book 6 of the Toolkit on Participatory Safety Planning and Making South Africa Safe: A Manual for Community-based Crime Prevention: Participatory monitoring and evaluation. Available at: https://www.saferspaces.org.za/uploads/files/VCP_Toolkit_Book6_web.pdf.

ACTIVITY 9: Behaviour changes: New ways of doing things; new ways of thinking



Time

120 minutes

Rating

Requires an understanding of the behavioural changes expected from key actors whose indicators for progress and impact were agreed to during the planning phase.

Purpose

Participants can assess behavioural change by key actors against agreed-upon indicators, and can identify what is necessary for effective planning and future implementation.

Materials

- Four large sheets of paper
- Flip chart papers
- Markers
- Prestik

Preparation (this should be done in advance of the exercise)

- Select four actors to measure (i.e. ward committees, police officers, Neighbourhood Watches, etc.)
- Write down the pre-selected indicators (both progress and impact) for each actor on separate pieces of paper. These should be the same indicators that were selected by participants during the planning phase. The first column should be marked 'expect to see', the second 'like to see', the third 'love to see'. The fourth column should be marked 'performance at [insert date]', and the fifth column 'target performance in [6–12 months]'.
- Prepare a scale from 0–10 on the bottom of each page.

Example: Ward committees

| Progress indicators for the outcome | | | | Targeted behaviour change (outcome) for the boundary partners |
|---|---|--|-----------------------|---|
| Expect to see | Like to see | Love to see | Performance at [date] | |
| <p>Hold regular meetings.</p> <p>Invite the active participation of groups in the ward that have been previously excluded (i.e. young men and women).</p> | <p>Understand the different interests in their ward.</p> <p>Attitude towards young people has changed - more open, invite young people as citizens with potential to contribute to the community well-being.</p> <p>Organise socio-cultural events in their ward.</p> | <p>Provide space for conflict mediators.</p> <p>Address the importance of creating an enabling environment for young people.</p> <p>Get involved, and are considered representatives of their ward, e.g., by municipal administration, urban planning office, youth and social affairs office.</p> | | <p>The ward committees (WCs) actively take steps to ensure social integration in their wards, with the involvement of young men and young women. They actively represent the needs of the different population groups in their ward and make the prevention of youth violence their priority topic.</p> |

Procedure

- Split participants into four groups, assigning one actor to each group. Lay the pieces of paper down on the floor for everyone in the group to see.
- Tell participants that the purpose of the exercise is to measure the progress and impact of the actors actions against the indicators that were agreed to before the programme began, and also to identify obstacles and challenges to their effectiveness. Explain that the 0 on the scale indicates the baseline date (i.e. the situation before implementation began), and that the 10 indicates the achievement of the desired behavioural change. Any movement towards the right, however small, signifies progress and is therefore positive.
- Tell each group to rate the performance of their key actor against each of the indicators on a scale of 0–10, putting the number in the fourth column, along with a brief explanation of why the actor was given that ranking, by pointing to specific facts about their behaviour during the relevant period of time against the indicators identified in the first three columns.
- After everyone in the group agrees to the assessment given to the actor against the specific indicator, instruct each group to identify the supporting/hindering factors that contributed to this ranking and to write them down on a separate piece of paper. Remind the groups that supporting and hindering factors speak about conditions that sometimes extend beyond the actor’s control, (i.e. changes in political leadership, storms or natural disasters, unexpected increases in budget, etc.).
- After the supporting and hindering factors have been identified, ask participants to identify next possible steps. Questions that may help guide their evaluation include the following:
 - » How can the supporting factors be strengthened?
 - » How can the hindering factors be reduced?
 - » What or who else can provide future support?
- After reasons for the assessment have been identified, instruct the groups to write a target they would like to see achieved for each indicator in the next 6–12 months in light of what they’ve observed during the present assessment period. Targets are usually framed as ‘next steps’ in light of the information revealed during the assessment phase.
- Give each group 60 minutes to conduct their actor assessment before bringing them back to plenary to share their results.

Plenary

- When everyone is finished, invite the groups to present their results in plenary, giving ten minutes to each group.
- Ask each group to explain the reason for their assessments against each indicator, pointing to specific facts and acknowledging any supporting/hindering factors contributing to the rating received, as well as the target for the next 6–12 months.
- Provide five minutes for comments and questions from the other groups.

Take-away

- At the end of the exercise, participants should understand how to assess performance against a series of indicators and the importance of pointing to specific facts about the actor’s performance to justify such ratings. In addition, participants should also develop skills in understanding the broader conditions that either support or hinder an actor in performing his/her duties and to adjust programmes and interventions to respond to such conditions.

ACTIVITY 10: SWOT analysis of prevention initiatives



Time

120 minutes

Rating

Requires a thorough understanding of the intended outputs and outcomes of a specific programme or intervention.

Purpose

Participants can reflect on the progress of a specific intervention and identify its weaknesses while it is ongoing, in order to identify opportunities for improvement and future adaptations.

Materials

- Four large sheets of paper
- Flip chart papers
- Markers
- Prestik

Preparation

- Pre-select four interventions to be assessed by the SWOT analysis
- Prepare four separate flip charts with a SWOT scheme (strengths, weaknesses, opportunities and threats) for each group.

| | |
|--|---|
| Strengths | Weaknesses |
| Parts of the interventions that have worked well and continuing to do so; outcomes to repeat. | Parts of the interventions that have weaknesses and need to be improved/strengthened. |
| Opportunities | Threats |
| Things or circumstances that we can use in the future in order to strengthen our initiative. Possible support that we could use. | Circumstances that might weaken our initiative. |

Procedure

- Split participants into four groups, assigning one intervention to each group. Lay the pieces of paper down on the floor for everyone in the group to see.
- Explain that the purpose of the SWOT is to measure the effectiveness of a particular intervention, rather than the performance of a particular actor, by identifying the strengths, weaknesses, opportunities and threats to the success of that particular intervention.
- Instruct each group to write answers to the following questions in the corresponding boxes on the SWOT scheme:
 - » **Strengths:** What worked well? What are we proud of?
 - » **Weaknesses:** What didn't work well? What do we need to improve?
 - » **Opportunities:** What can we use in the future to strengthen this initiative?
 - » **Threats:** What circumstances might weaken future implementation of this initiative?
- As a final step, the group must decide whether the intervention is still worth pursuing, or if it should be adapted to better suit the needs of the community.
- Give each group 60 minutes to conduct their SWOT assessment before bringing them back to plenary to share their results.

Plenary

- When everyone is finished, invite the groups to present their results in plenary, giving 10 minutes to each group.
- In addition to summarising their answers to each SWOT question, ask groups to explain what they can do next to build on their strengths, counteract their weaknesses, use opportunities and avoid threats. Provide five minutes for comments and questions from the other groups.
- The group as a whole should agree to a list of interventions that are worth continuing, and for those that are not, think of ways to adapt them or come up with ideas for new interventions. The results of this discussion should be framed as 'next steps' and accompanied by a series of commitments by members in the group.

Take-away

- At the end of the exercise, participants will be able to identify the strengths and weaknesses of each intervention and recognise important opportunities and potential threats to future success. In addition to assessing each intervention in an objective manner, participants will build skills in reflection and understand how to provide critical and constructive feedback which will inform future planning and adaptation of programmes and interventions.

Developing Safety Plans: A facilitator's manual provides a quick and easy to use guide for facilitators and is used in conjunction with the *Developing Safety Plans: Guidebook for provincial and municipal officials*. Although much has been written on the topic of community safety, these tools offer a step-by-step process for developing community safety plans, in an accessible format, with references to other tools and resources on community safety. The tools and approaches have been tested in coordination with, and the support of, the Department of Community Safety in Gauteng, the Department of Safety and Liaison in the Eastern Cape, the Civilian Secretariat for Police Service (CSPS), and the South African Local Government Association (SALGA).



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