BUILDING SAFER
COMMUNITIES

THROUGH SYSTEMIC APPROACHES
TO VIOLENCE PREVENTION

A TOOLKIT FOR PARTICIPATORY SAFETY PLANNING

**TACKLING VIOLENCE
IN SOUTH AFRICA:
BACKGROUND AND CONCEPTS**

BOOK**ONE**

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As the chair of the national steering committee for the Inclusive Violence and Crime Prevention Programme (VCP), it is my great pleasure to introduce the *Toolkit for Participatory Safety Planning*. The toolkit provides methods and tools for engaging stakeholders and residents in coordinated efforts for building safer communities through systemic approaches to violence prevention. The Department of Cooperative Governance supports the central role that local government plays in planning and initiating action for safer communities. As the sphere of government closest to the people, municipalities can make an important contribution to the safety of our communities. Within our mandate we support municipalities in utilising this resource to assist the work of Community Safety Forums and the integration of safety into Integrated Development Plans. Within the context of the local government programme of *Back to Basics*, we encourage ways in which more citizen involvement can be promoted and communities can take ownership in planning and implementation of good governance.

We are humbled by the partnership with GIZ as part of the VCP programme in their commitment to empowering South African citizens to take ownership of safety of their community spaces.

Mr Themba Fosi

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The Inclusive Violence and Crime Prevention Programme (VCP) together with a broad range of trusted partners from all spheres of government, civil society and academia, is proud to present to you the *Toolkit for Participatory Safety Planning: Building Safer Communities through Systemic Approaches to Violence Prevention*. Based on GIZ's *Handbook for Systemic Youth Violence Prevention*, this resource offers a range of engaging tools and methods that support interventions aiming towards making South African communities safer. The toolkit provides an overview on violence and crime in South Africa and offers a comprehensive framework on the systemic approach to violence prevention, the causes of violence and crime and the promotion of positive behavior change in young people. It is organised in six sections that provide tried and tested tools and methods to pick-and-mix according to the user's needs and specific context. The toolkit draws on existing knowledge, research results, guidelines and manuals to promote an integrated and holistic way of addressing the multiple causes of violence and crime.

The VCP programme would like to extend its gratitude to all our partners who were involved in the process and made the development of the toolkit possible!

Dr Tina Silbernagl

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LIST OF ABBREVIATIONS

BMZ	Federal Ministry for Economic Cooperation and Development of Germany
CBO	Community-based Organisation
CJCP	Centre for Justice and Crime Prevention
CSF	Community Safety Forum
CSVR	Centre for the Study of Violence and Reconciliation
CPF	Community Policing Forum
CSIR	Council for Scientific and Industrial Research
DSD	Department for Social Development
IDP	Integrated Development Plan
ISCPS	Integrated Social Crime Prevention Strategy
MDG	Millennium Development Goals
MRC	Medical Research Centre
NDP	National Development Plan
NGO	Non-Governmental Organisation
SAPS	South African Police Service
UNDP	United Nations Development Programme
UN HABITAT	United Nations Human Settlement Programme
UNODC	United Nations Office on Drugs and Crime
WB	World Bank
WHO	World Health Organisation – Organisation of the United Nations

Symbols used in this Toolkit

Observations which mean: "Watch out! Pay attention! Make sure you consider this observation! Possible trap or difficult situation."

Tip means: "This is a proposal. You decide whether you like it and use it".

Important note or observation.

THE SOUTH AFRICAN CONTEXT

Violence in South Africa – Facts and Figures

Violence is a global phenomenon. More than a million people die each year as a result of self-directed, interpersonal or collective violence. This makes violence one of the leading causes of death for people aged 15 to 44 years, accounting for 14% of deaths among males and 7% of deaths among females. More than one third of these deaths are caused by homicides[1]. High rates of intentional homicides have often been associated with extreme levels of inequality[2].

South Africa is among the countries with the highest inequalities worldwide – and high rates of violence. For the reporting period from March 2012 to April 2013, South Africa's national crime statistics reveal that there had been 16,259 murder cases in the country, with the highest numbers in Kwazulu-Natal (3,629) and in Gauteng (2,997), and the lowest in Mpumalanga (696).

Violence and crime are concentrated in the urban centres, like Johannesburg and Cape Town, with homicide rates of 29 and 36 per 100,000 inhabitants respectively[3]. While all areas are affected by crime, community members and households in marginalised areas are particularly vulnerable. They generally must face crime without high walls and often without facilities such as proper public lighting and less access to security services. Here, the gross discrepancies between rich and poor and the "spatial legacy of apartheid" are most obvious.

According to the National Injury Mortality Surveillance System (NIMSS), firearms were involved in 30% of the homicides documented by the NIMSS in 2008. The homicide rate in relation to firearms is declining faster than the general homicide rate, indicating a success of the gradual implementation of the Firearms Control Act of 2000[4].

> **"Attempts to mitigate fear have resulted increasingly in [...] a withdrawal from public space. [...] this 'architecture of fear' results in growing danger within the public domain and the increasing polarization of social groups"[5]**

The country's level of violence against children is among the highest in the world. There were 49,550 reported crimes against children between April 2012 and March 2013[6]. Many more cases remain unreported.

1. WHO, 2002

2. Geneva Declaration on Armed Violence, 2011

3. SAPS, 2013a

4. Small Arms Survey, 2013

5. Lemanski, 2004.

6. SAPS, 2013b

Young people are particularly vulnerable to violence. According to the **2008 Youth Lifestyle Study** conducted by CJCP, young people experience assault at more than 6 times the adult rate (8.4% for adults and 1.3% for youth), and robbery at more than double the rates observed among adults (5.7% and 2.1% respectively)[7].

Victims of violence are often violent towards others, and risk being caught up in cycles of violence[8]. Young people who have been victims of violence are six times more likely to commit a crime than those who have not been victimized[9].

In June 2009, 34,668 youths (among these, 872 were younger than 18) were incarcerated nationally – constituting 30% of the entire prison population. 55% of those incarcerated were accused of committing aggressive crime2[10].

Women and children are especially prone to becoming victims of violence: Every six hours a woman is killed in South Africa[11]. A study undertaken in Gauteng in 2010 revealed that only one in 25 rapes had been reported to the police. One quarter of women questioned in the study had been raped in the course of their lifetimes[12]. Many women are victims of domestic violence. Still, concrete figures are lacking, because domestic violence is not codified as a separate criminal offence in the South African legal system. Therefore it remains hidden in the statistical figures regarding assault.

The country´s level of violence against children is among the highest in the world. There were 49,550 reported crimes against children between April 2012 and March 2013[13]. Many more cases remain unreported.

How do South Africans perceive the situation? In this regard, perception is critical because it relates to whether people feel safe, which is a vitally important indicator. According to the 2012 National Victims of Crime Survey, almost two-thirds of households believed that violent crime levels had increased or stayed the same in their area since 2009. Gender and cultural background of the interviewees played an important role in regard to their perception of safety. 62.8% of the male interviewees felt safe when walking alone during the day, while only 37.2% of the female interviewees reported feeling safe while walking during the day. Black female-headed households felt safer (40.5%) than coloured female-headed households (32.1%), white female-headed households (23.1%) or Indian/Asian female-headed households (16.3%). About 62% of the interviewees believed that burglaries and violent crimes were likely to be committed by people from their area. More than 66.5% of the interviewees believed the perpetrators were likely to be motivated by drug-related needs[14].

7. Leoschut, L. 2009

8. World Bank, 2012

9. Burton, P., Leoschut, L., Bonora, A., 2009

10. Dept. of Correctional Services, 2009

11. MRC, 2004

12. MRC, Gender Links, 2010

13. SAPS, 2013b

14. Statistics South Africa, 2012

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In observing trends in crime statistics, some types of crime have slightly increased while others have slightly declined. However, a general reduction in violence and crime has not been achieved, despite increasing budgets for law enforcement and security. Between April 2012 and March 2013, there were 161,243 police officers (30 per 10,000 people[15] and an additional 400,000 individuals employed in the private security sector allocated to provide security for firms, houses and even police stations. The budget allocations to the SAPS increased by 61% during five years between 2007/8 and 2011/12[16].

The cost of crime in South Africa (including medical, institutional, private security, economic costs and transfers) was estimated at US$ 22.1 billion or 7.8% of the GDP in 2007[17]. The most burdensome costs of violence are carried by those who are most affected – the majority of people who cannot afford private security.

Why does Violence occur?

Violence is an extremely complex and multi-causal phenomenon. Some of the most important factors are mentioned below. The analysis of the context in which violence and crime occur is essential for us to understand and tackle violence:

- South Africa suffers one of the world´s highest levels of inequality, with a GINI coefficient[18] of 0.63. More than poverty, equality breaks down social cohesion and trust. When people who are deprived live alongside others who have excessive wealth, their sense of injustice and anger is often increased. The UK's Equality Trust, citing various sources, show the links between high inequality and higher levels of violence.

- Although it is a country with rich natural resources, South Africa has high levels of poverty – 39% of its population live on less than R418/month (poverty line). Many people cannot meet their basic needs because of insufficient income and the highly deficient delivery of basic services.

- One reason for this, and a problem still to be solved, is the chronically high unemployment in the formal sector. More than 7.5 million youths live in a precarious NEET (not in education, employment and training) situation. A 2010 OECD (Organisation for Economic Co-operation and Development) survey revealed that South Africa had the worst unemployment rate for young people between 15 and 24 among 36 countries surveyed in 2008, and that its 50% employment rate for working-age youths was lagging behind other middle-income emerging market economies, which employ about 80%.

15. SAPS, 2013

16. Civilian Secretariat for Police, 2013

17. Alda& Cuesta, 2011

18. A Gini coefficient of zero means perfect equality (e.g. everyone has the same income), while a coefficient above .5 means strong inequality. A coefficient of 1 would theoretically mean: one person possesses everything, the rest of the population nothing.
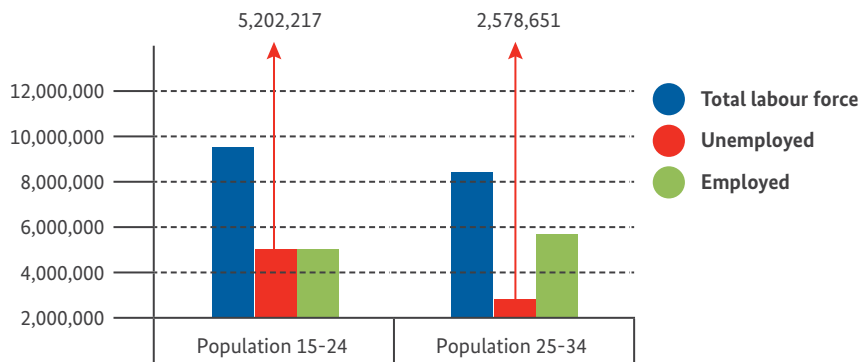
Figure 1: Unemployment by age in the 3. quarter of 2013, figures published by Statistics South Africa

The figures show that 5,202,217 young people aged between 15 and 24 are unemployed, representing a rate of 49.9% of this age group. Among those aged between 25 and 34,, there are still more than 2,500,000 unemployed, 30% of all people in that age group. When we consider the fact that half of South Africa´s population is under 25, these figures show the need for urgent action, to improve the situation for South Africa´s youth. Jay Naidoo, among others former General Secretary, Congress of South African Trade Unions, `and former Chairman of the Development Bank of Southern Africa, states in the "World Development Report 2011, Conflict, Security and Development":

"In addition to successes, there were opportunities missed which may be of use when other countries consider South Africa´s experiences. This included too little attention to job creation for youth and risks of criminal violence. It meant that we did not fully address the critical need to ensure that the new generation who had not lived through the apartheid struggle[19] as adults were provided with a strong stake – and economic opportunities – in the new democratic state".

- Employment dynamics affect not only the income but also the respect and status, involving social cohesion and economic opportunity.

   *"[...], there is research that indicates that crime, and often violent crime, is a primary means for many young South Africans to connect and bond with society, to acquire "respect", "status", sexual partners and to demonstrate "achieve*ment" among their peers and in their communities"[20].

- Social and political exclusion and marginalisation affect young people particularly, causing problems rather than opportunities. Government's "National Development Plan – Vision for 2030" starts to shift the perspective towards a positive view on youth.

- Government institutions fail to support a positive youth socialisation, e.g. within the education system.

19. World Bank, 2011

20. Pelser, E., 2008

- Masculine identities promote the use of violence, meaning "a man has a right to be violent". (see definition for gender in the Annex on p. 51).

- South Africa has one of the highest alcohol consumption levels per drinker in the world. Much of the worst violence occurs as a result of alcohol and drug abuse. Many victims are also rendered vulnerable by alcohol[21].

- Easy access to firearms contributes to high rates of armed violence.

- Many researchers on violence in South Africa speak of the legacy of apartheid and colonialism as a background relevant to high violence and crime rates in the country today. This is a complex topic: colonial racial oppression over centuries, violent state repression and institutionalised racism under the apartheid system, as well as migrant labour and influx control systems adversely affecting family structures and social cohesion, and the impunity of criminals in the townships under apartheid, are just some aspects related to violence and crime[22].

- In this context, a culture of violence is often cited as penetrating daily life everywhere. It does not mean the cultures in South Africa have a violent character, but violence has become a part of daily life.

A culture of violence – what does that mean?

Many researchers on violence concur that the core of the problem of violence and crime in SA is a culture of violence, which needs to be seen and understood in the context of an extremely violent past[23]. A culture of violence means: a majority of children and young people grow up in an environment in which violence is part of daily life. Violence within families, between parents, and parents being violent towards their children, violence at school and on the street, on TV and other media, video games glorifying violence, violence as a means to deal with one´s feeling of inferiority or as a means to create a feeling of belonging, for instance to a youth gang, violence of men against girls and women as part of masculine identity – and violence which has been considered by people supporting apartheid, and people fighting against it, as a "legitimate means" to fight for one´s political purposes over decades. In a culture of violence, violence is seen as a normal and inevitable part of daily life. This can and needs to be changed, step by step.

21. MRC, 2009

22. cf. CSVR, 2009

23. cf. Pelser, E. 2008; CSVR, 2009, DSD, 2011

Legislative, Policy and Strategic Response – Violence Prevention in South Africa

Violence and crime prevention have been priority topics for South Africa´s governments since 1994. The present government defined as one of its 12 strategic, high-level outcomes:

"All people in South Africa are and feel safe."

The *"White Paper on Safety and Security"*, developed by the South African Government in 1998, provides a helpful distinction between two perspectives and approaches to reduce and prevent violence and crime:

1. Crime prevention through effective criminal justice, including strong law enforcement on the one hand and

2. Social crime prevention on the other.

Crime Prevention through Effective Criminal Justice*	Social Crime Prevention
Reduces the opportunity for crime by making it more difficult to commit crimes, more risky or less rewarding. Effective law enforcement creates a strong deterrent to crime.	Reduces the socio-economic and environmental factors that influence people to commit crimes and become persistent offenders.
How is it achieved? • Justice system acts as a deterrent • Law enforcement • Rehabilitation and reintegration • Active visible policing (e.g. through CPFs) • Successful investigations • Victim empowerment	**How is it achieved?** • Designing out crime (Crime Prevention through Environmental Design – CPTED) • Education • Promoting social cohesion • Supporting youth and families and groups at risk • Breaking cycles of violence • Promoting individual responsibility • Socio-economic interventions to undercut causes of crime
Who is responsible? • All levels of government • All government departments, particularly those engaged in the National Crime Prevention Strategy • South African Police Service	**Who is responsible?** • All levels of government • Government departments such as Housing, Education, Welfare, Health • Municipalities • National Crime Prevention Strategy • Organisations of civil society • Citizens and residents of South Africa.
The **Community Policing Forums (CPFs)**, as a new form of partnership in policing, should serve different purposes: to consider the perceptions of the citizens regarding crime and safety in the planning of the respective SAPS stations, to strengthen co-operation between police and citizens in practical policing of neighbourhoods, and be an instrument of law enforcement and crime control.	The **Community Safety Forums (CSFs)** are designed to serve as a platform for coordination, integration and monitoring of the implementation of multi-sectoral crime prevention and community safety initiatives. The CPFs can be one of the members of the CSFs, as can CBOs or other members of civil society. The CSF is an important instrument with coordinating function in integrated safety and violence prevention programmes. The vision according to the new CSF policy points clearly in that direction.

* Table quoted from the "White Paper on Safety and Security", 1998, p., parts in blue and green letters additionally added.

During the time of writing, the "White Paper on Safety and Security (1998)" was being revised and the reviewed "Draft White Paper for Safety and Security (2015)" together with new "Draft White Paper on the Police (2015)" in the making.

Although in 1994 the government had started to develop policies and strategies based on a holistic understanding of violence and crime prevention, the perspective narrowed to an strong focus on crime control and law enforcement between 1999 and 2011, accompanied by respective strategies and policies.
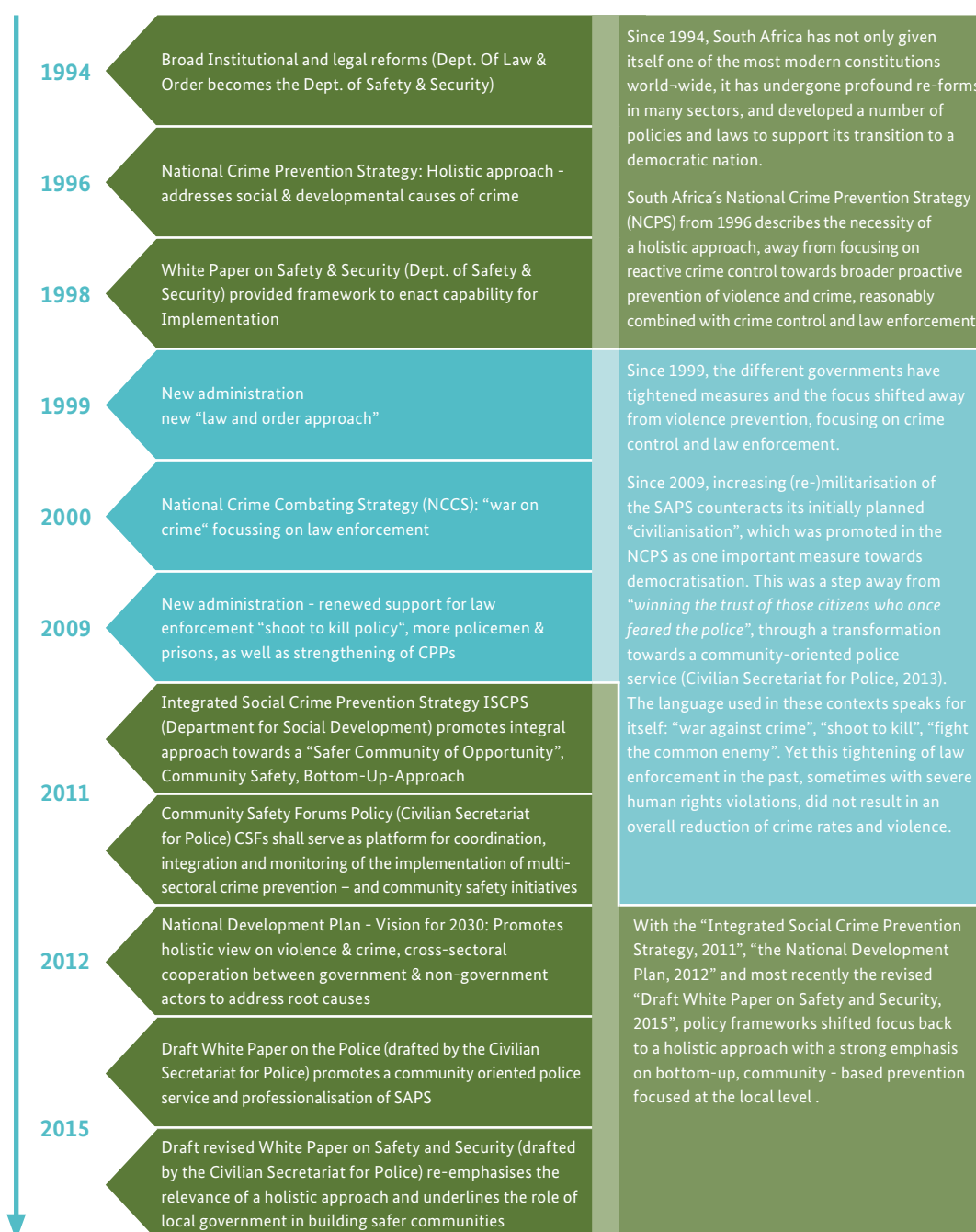
1994 — Broad Institutional and legal reforms (Dept. Of Law & Order becomes the Dept. of Safety & Security)

1996 — National Crime Prevention Strategy: Holistic approach - addresses social & developmental causes of crime

1998 — White Paper on Safety & Security (Dept. of Safety & Security) provided framework to enact capability for Implementation

1999 — New administration new "law and order approach"

2000 — National Crime Combating Strategy (NCCS): "war on crime" focussing on law enforcement

2009 — New administration - renewed support for law enforcement "shoot to kill policy", more policemen & prisons, as well as strengthening of CPPs

2011 — Integrated Social Crime Prevention Strategy ISCPS (Department for Social Development) promotes integral approach towards a "Safer Community of Opportunity", Community Safety, Bottom-Up-Approach

Community Safety Forums Policy (Civilian Secretariat for Police) CSFs shall serve as platform for coordination, integration and monitoring of the implementation of multi-sectoral crime prevention – and community safety initiatives

2012 — National Development Plan - Vision for 2030: Promotes holistic view on violence & crime, cross-sectoral cooperation between government & non-government actors to address root causes

Draft White Paper on the Police (drafted by the Civilian Secretariat for Police) promotes a community oriented police service and professionalisation of SAPS

2015 — Draft revised White Paper on Safety and Security (drafted by the Civilian Secretariat for Police) re-emphasises the relevance of a holistic approach and underlines the role of local government in building safer communities

Since 1994, South Africa has not only given itself one of the most modern constitutions world¬wide, it has undergone profound re-forms in many sectors, and developed a number of policies and laws to support its transition to a democratic nation.

South Africa´s National Crime Prevention Strategy (NCPS) from 1996 describes the necessity of a holistic approach, away from focusing on reactive crime control towards broader proactive prevention of violence and crime, reasonably combined with crime control and law enforcement.

Since 1999, the different governments have tightened measures and the focus shifted away from violence prevention, focusing on crime control and law enforcement.

Since 2009, increasing (re-)militarisation of the SAPS counteracts its initially planned "civilianisation", which was promoted in the NCPS as one important measure towards democratisation. This was a step away from *"winning the trust of those citizens who once feared the police"*, through a transformation towards a community-oriented police service (Civilian Secretariat for Police, 2013). The language used in these contexts speaks for itself: "war against crime", "shoot to kill", "fight the common enemy". Yet this tightening of law enforcement in the past, sometimes with severe human rights violations, did not result in an overall reduction of crime rates and violence.

With the "Integrated Social Crime Prevention Strategy, 2011", "the National Development Plan, 2012" and most recently the revised "Draft White Paper on Safety and Security, 2015", policy frameworks shifted focus back to a holistic approach with a strong emphasis on bottom-up, community - based prevention focused at the local level .

Figure 2: Development of Policy Framework over Time

Formerly endorsed by government in September 2012, the "National Development Plan – Vision for 2030" addresses the main problems South Africa faces today, and proposes strategies to overcome these with a long-term perspective. Crucial root causes of crime and violence, such as youth unemployment, a deficient education system, corruption, severe gaps in the system of social protection and still-prevailing unequal opportunities, as well as a high proportion of the population which cannot satisfy its basic needs, are addressed – though not under the umbrella of social crime and violence prevention.

Violence and crime prevention as "whole-government and whole-society" approach:

The strategic documents, developed since 2011, can become an important national reference frame for violence prevention and safety initiatives, which emerge from government-civil society cooperation and cooperation across sectoral boundaries. This provides opportunities for real change.

In this overarching national document, perhaps for the first time in a national document, youth is not dealt with as "a problem". Young South Africans are rather seen as "an unused opportunity and potential" for the country´s future. This can give rise to a necessary shift away from further marginalisation and stigmatisation of youth towards supporting the youth as socially responsible and productive citizens.

The building of safer communities is addressed in a specific chapter, linking safety to the necessity of strengthening the criminal justice system, including the necessity of a substantial change in the police force, like the establishment of a "code of conduct" for police service members, and a "civilianising" of the police, which "from 2000, [...] gradually started reverting to a semblance of a paramilitary force" instead of a police serving the community.

In 2015, with the new and revised "White Paper on Safety and Security" and the "White Paper on the Police", the Civilian Secretariat for Police drafted two new frameworks that help to distinguish between law enforcement and prevention approaches to violence. The integration of both approaches and the contributions of all national, provincial and local stakeholders is crucial for operationalising the vision outlined in the NDP.

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Despite an obvious paradigm shift in national strategic and political documents on violence and crime prevention since 2011, there are still many structures and policies that have not undergone this shift, including the attitudes and understanding of those involved in these structures. A closer look at the outputs, formulated for government outcome 3: 'All people in South Africa are and feel safe' reveals that none of them refers to ensuring safety in the broader sense, as described for instance in the "National Development Plan – Vision for 2030" (p. 44). They all focus on law-enforcement measures, instead of daring to emphasise measures with long-term effects, and reveal a continuing lack of coherence of policies and strategies in the prevention of violence and crime. Furthermore, it still needs a "translation" of the mentioned strategies and policies into practical and comprehensive regulations and guidelines, including programmes of capacity development. Those who are in charge with the practical realisation of integrated social violence and crime prevention on all levels, from the local to the national, need to be equipped with the necessary tools and know-how about its use.

Recent policies and strategies have significant potential to advance collaboration between human rights-protecting law enforcement, and integrated prevention of social violence and crime, with a focus on local communities.

Municipalities and the Community Safety Fora – Important Structures for Community-based Violence and Crime Prevention

> The CSFs shall provide a "platform for coordination, integration and monitoring of the implementation of multi-sectoral crime-prevention and community safety initiatives".

Developed in 2011 by the Civilian Secretariat for Police, the "Community Safety Forums Policy" concretises the role and responsibilities of the Community Safety Fora (CSFs) as an entity, which can assume a crucial role in community-based violence-prevention initiatives.

The CSFs can play a crucial role if its members clearly understand their roles and responsibilities, and have learnt how to translate them into action. Capacity development of the CSFs, access to necessary financial resources, clear definitions of roles and responsibilities of the different players involved, and an improved cross-sectoral as well as government-civil society communication, co-ordination and co-operation are essential.

Local governments have a mandate to provide community safety, and several legal and political documents refer to its responsibilities and roles in this field (mentioned in green in Figure 3):
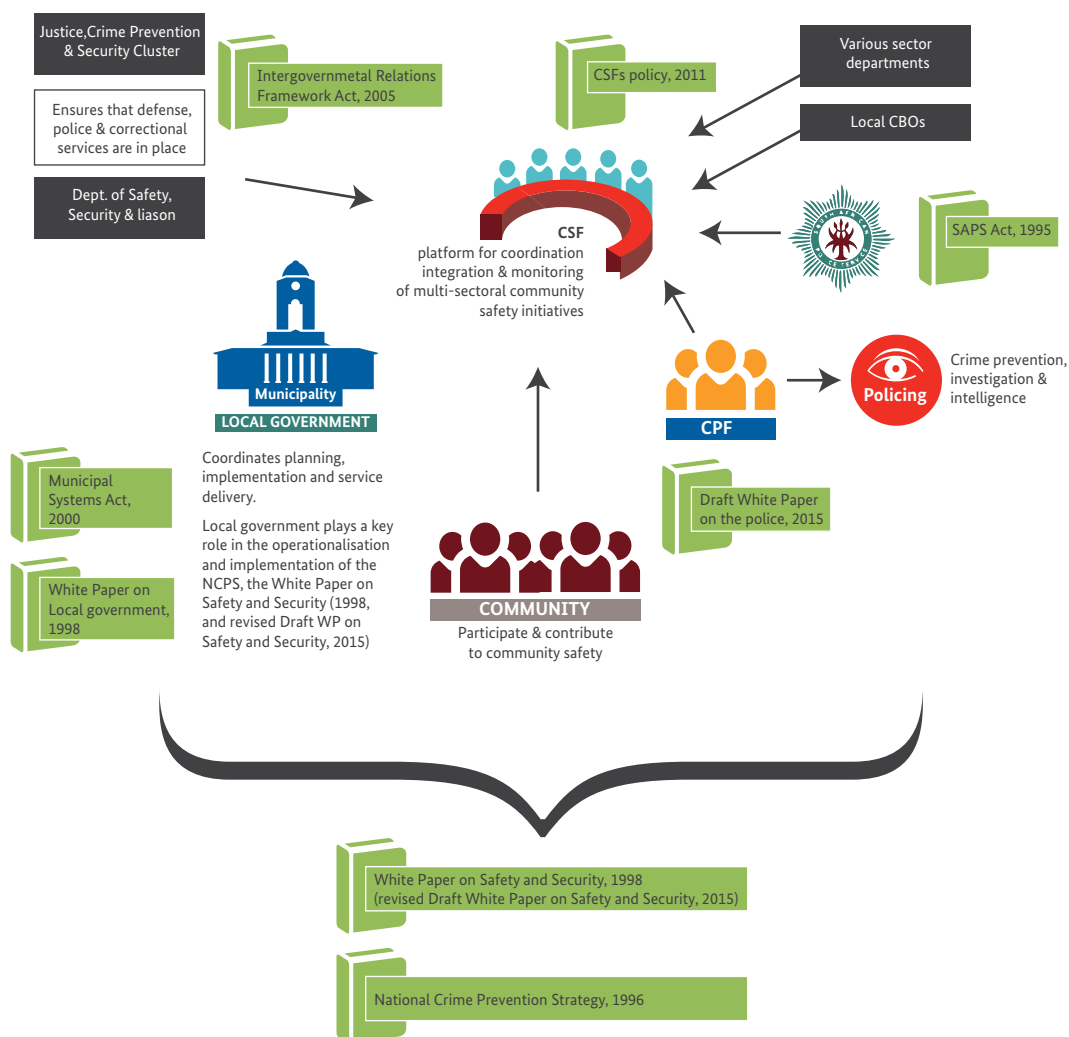

Figure 3: Some stakeholders for community safety and relevant legal and political documents

A central instrument in the hands of local governments is the Integrated Development Plan (IDP) and as part of it, the Safety Plan.

Aligning Systemic Violence Prevention with the Integrated Development Plan (IDP)

> **Integrated Development Plan (IDP)**: Integrated development planning is a process through which municipalities prepare a "single, inclusive and strategic plan for the development of the municipality" for a five-year period. A municipality must establish a forum that will enhance community participation in drafting the IDP, as well as monitoring its implementation[24].

For the development of IDPs in South African municipalities, crime is a cross-cutting issue, together with poverty and HIV/AIDS[25]. At the same time, safety and thus violence and crime prevention, is a separate sector under the IDP, with its own sector-specific safety plan. Therefore, there are two parallel ways of integrating safety into the IDP:

1. To analyse and integrate safety issues as cross-cutting issues into each of the IDP sectors: this means for instance to raise questions like: where and how is safety positively or nrgatively affected by transport, housing, gender or environmental plans, etc.?

2. To analyse safety issues and integrate strategies in a separate sector-specific safety plan, as part of the IDP. The safety plan is entirely devoted to increasing safety.

Selected tools from this toolkit can be used in both processes. The phases of systemic violence and crime prevention correspond with those of the development of a safety plan. The approach, however, is different.

Figure 4: Systemic violence and crime prevention and safety planning

24. CSIR, 2008

25. CSIR, 2008

Integrating a Process of Systemic Violence Prevention Planning with the Process of Development of IDPs
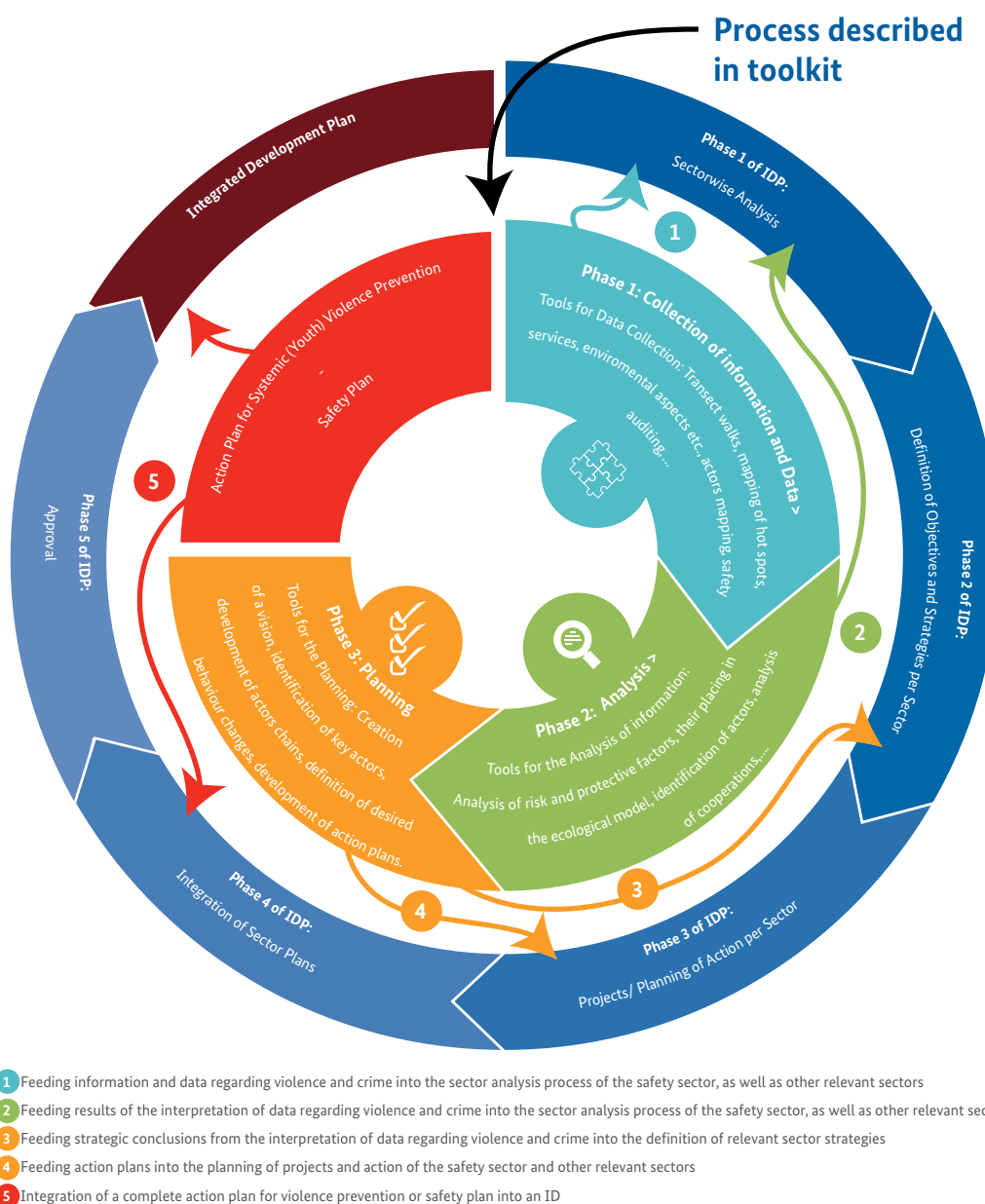

Process described in toolkit

1. Feeding information and data regarding violence and crime into the sector analysis process of the safety sector, as well as other relevant sectors
2. Feeding results of the interpretation of data regarding violence and crime into the sector analysis process of the safety sector, as well as other relevant sectors
3. Feeding strategic conclusions from the interpretation of data regarding violence and crime into the definition of relevant sector strategies
4. Feeding action plans into the planning of projects and action of the safety sector and other relevant sectors
5. Integration of a complete action plan for violence prevention or safety plan into an ID

Figure 5: Integration of systemic violence prevention in the IDP process

What Works in Violence Prevention? International Promising Practices and linkages to South Africa policies and approaches

The WHO is one of the international organisations which has undertaken research in the field of violence and violence prevention for many years. In 2010, WHO published a summary of research results on the effectiveness of violence-prevention interventions. The following table provides an overview on the evaluation results, and shows different kinds of intervention and their impact on specific types of violence[26]:

Overview of violence-prevention interventions, with some evidence of effectiveness through types of violence prevented

Intervention	Type of violence					
	CM	IPV	SV	YV	EA	S
1. Developing safe, stable and nurturing relationships between children and their parents and caregivers						
Parent training, including nurse home visitation	·			o		
Parent-child programmes	o			o		
2. Developing life skills in children and adolescents						
Pre-school enrichment programmes				o		
Social development programmes				·		
3. Reducing the availability and harmful use of alcohol						
Regulating sales of alcohol			o			
Raising alcohol prices			o			
Interventions for problem drinkers		·				
Improving drinking environments				·		
4. Reducing access to guns, knives and pesticides						
Restrictive firearm licensing and purchase policies				o		o
Enforced bans on carrying firearms in public				o		
Policies to restrict or ban toxic substances						o
5. Promoting gender equality to prevent violence against women						
School-based programmes to address gender norms and attitudes		·	o			
Microfinance combined with gender equity training		o				
Life-skills interventions		o				

26. WHO, 2010

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Intervention	Type of violence					
	CM	IPV	SV	YV	EA	S
6. Changing cultural and social norms that support violence						
Social marketing to modify social norms		o	o			
7. Victim identification, care and support programmes						
Screening and referral		o				
Advocacy support programmes						
Psychosocial interventions			o			
Protection orders		o				

Key:
•   Well supported by evidence (multiple randomized controlled trials with different populations)
o   Emerging evidence
    CM – Child maltreatment; IPV – Intimate partner violence; SV – Sexual violence; YV – Youth violence; EA – Elder Abuse,
    S – Suicide and other forms of self-directed violence.						

There is a lot that practitioners from different countries can learn from each other's experiences. And it makes sense to have a closer look at country-specific features. Each region and each community has very specific ways in which circumstances and conditions have unfolded, and a very specific set of local resources and sources of resilience to build on. This means: a thorough analysis of each situation is needed, and planning of measures by the people whose situation will be improved is essential. We cannot take a short-cut and use general evidence instead of specific analysis. Nevertheless, general conclusions can provide helpful insights for analysis and planning.

Two South African perspectives are shown in the table below:

- The national perspective of the Integrated Social Crime Prevention Strategy, with 13 prioritised focal areas for interventions on all levels, including national, provincial, district and municipal governmental structures, and

- A local perspective with nine prioritised themes for community safety.

The focus areas for intervention, proposed by the Integrated Social Crime-Prevention Strategy, 2011	Themes for the development of indicators for Community Safety from the Open Society Foundation South Africa (OSF-SA) "Crime and Safety Project"
1. Families	1. Sustainable forums for coordinated action on community safety
2. Early Childhood Development (ECD)	2. Access to essential services for safety
3. Social assistance and support for pregnant women and girls	3. A community free of drug and alcohol abuse
4. Child abuse, neglect and exploitation	4. A healthy start: pre-school children and their guardians
5. Domestic violence and victim-empowerment programmes	5. A safe and supportive environment for children and youth
6. Victim support and dealing with trauma	6. A safe and supportive environment for women
7. Community mobilisation and development	7. Safety in streets and neighbourhoods
8. Dealing with substance abuse	8. Meeting basic economic needs
9. HIV & AIDS, and feeding and health programmes	9. A weapon-free community
10. Social crime-prevention programmes	
11. Extended public works programme (EPWP)	
12. Schooling	
13. Gun violence prevention, reduction and law enforcement	

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There are numerous examples of successful violence and crime-prevention initiatives in South Africa. Very often these are community-based, with a holistic perspective on violence and crime, and their prevention.

Additionally, some organisations have developed helpful guidelines and manuals to support practitioners in violence and crime-prevention initiatives to plan and realise their projects. The following two tables provide an overview:

Table 1: Helpful existing Guidelines and Manuals on Violence and Crime Prevention and Their Use – An Overview

Document, Author/s, year, published by	Use		
	Conceptual Input	Collection of Data & Analysis	
Lieberman, S, K. Landman, A. Louw, and R. Robertshaw. (2000). "*Making South Africa Safe: a manual for community based crime prevention*". Published by the National Crime Prevention Centre, Department of Safety and Security & CSIR	Provides conceptual basis for development of crime prevention strategies;	Community Safety Audit: **Step 1:** Identify the crime problems in the community by collecting information. **Step 2:** Identify who is already involved in crime prevention activities in the community. **Step 3:** Analyse the social and physical characteristics of the area. **Step 4:** Decide which problems are most important. **Step 5:** Analyse the priority problems in the community.	
Described in: B. Holtmann (2010). "*Local Safety Toolkit: Enabling Safe Communities of Opportunity*", CSIR http://researchspace.csir.co.za/dspace/bitstream/10204/4244/1/Holtmann_2010.pdf Local Society Strategy Toolkit (LSST) based on Model/Concept of a "Safe Community of Opportunity"	Model provides helpful overview of each element for community safety and resp. attribution of institutional responsibilities Broad range of concepts and information reg. violence and crime, as well as safety focusing on an integrated community safety concept.	ICT based instrument provides a set of analysis tools for complex analysis With safety lens	
Noxolo Mgudlwa and Marie Ström (2010). "*Creating safe communities – A study circle workbook on dealing with crime*", IDASA	Provides broad range of concepts and information violence and crime prevention, resp. institutions and success stories; Focuses on "community safety" as whole society problem/task	Provides tools for analysis With safety lens	
Landman, K., Meicklejohn, C. and Coetzee, M. (2008). "*IDP and Safety Planning: A guideline to assist local government to integrate the process*". Pretoria, Gauteng Dept. of Community Safety. Prepared by CSIR, Built Environment	Provides conceptual context information; Refers to safety strategy for Gauteng (2009 – 2014): Pillar 1: Improving the quality of Policing; Pillar 2: Promoting Social Crime Prevention; Pillar 3: Developing Institutional Arrangements; Pillar 4: Encouraging Community Participation. Crime and security focused	Stage 1: A *community safety audit* to identify problems and understand the community Stronger focus on crime than on violence and crime and respective risk and protective factors	

	Planning & M&E	Target Group/Objectives	Approach	Observations/Description
	Planning: **Step 6:** Develop a range of focus areas **Step 7:** Identify possible partners **Step 8:** Identify possible solutions **Step 9:** Select the most suitable programmes and refine them **Step 10:** Obtain support for the programmes you select	Local governments/ municipalities	Provides guidance for the development of a local crime prevention strategy on community level promoting broad community participation/the participation of various stakeholders, planning based on the reduction of risk factors	Provides step-by-step guidance on how to develop a local crime prevention strategy in South Africa.
	Provides a set of planning tools, ICT based A tool for the facilitation of a shared vision for a Safe Community of Opportunity; Proposed indicators for performance measurement towards the achievement of a Safe Community of Opportunity	Community based; "The LSST provides sets of tools, templates and instruments that can be used by officials to develop their own strategies. The LSST provides a useful framework for social crime prevention at local level." (promoted and mentioned in Chapter 4.2. of the ISCPS by the Department of Social Development – DSD, SA)	Refers to the model of a "Safe Community of Opportunity" developed by B. Holtmann/ CSIR, integrated community safety approach, addresses unsafety as a whole-government and whole-society problem; systemic bottom-up-approach, process approach	Since ICT based, difficult to access. The model and the ICT toolkit actively promote collaboration among local role players. Data gathered in the toolkit shall be used by those for whom it has relevance, rather than the toolkit requiring users to share all information with all stakeholders, promotes shift from prevention of crime and violence to an approach that aims to enhance safety in communities
	Promotes taking action with small examples and small steps to start with and support for developing an action plan	Community members; Aims at awareness raising and community mobilization	Study circles on Crime Prevention on Community Level, parts from root causes, addresses problem of law enforcement versus crime prevention, refers as well to model of LSST;	Can be used easily; no specific knowledge required, promotes among others becoming active e.g. in CPF;
	Stage 2: Developing a strategy Stage 3: Managing and implementing the strategy Stage 4: Monitoring and evaluating the strategy	Local government, municipalities; Integration of a Safety Planning Process in the Integrated Development Planning of local municipalities – mainstreaming safety in IDPs, safety plans	As guidelines offers a description of the integration of processes, specifically the incorporation of safety planning into the IDP process by local authorities; promotes Crime Prevention through Environmental Design (CPTED) measures of local governments – to start with; Integrated development planning therefore facilitates an approach to local planning that focuses on local priority issues rather than development sectors	Promotes municipal govern<u>ance</u> instead of govern<u>ment</u> – broader understanding emphasizing importance of participation of communities, residents and stakeholders (aligned with the Municipal Systems Act), offers useful examples of the role of CPTED in relation to other spatial initiatives that may come up in the IDP process. Quite complex

Document, Author/s, year, published by	Use		
	Conceptual Input	Collection of Data & Analysis	
Karina Landman & Tinus Kruger (2008, reprint 2009). *"Crime Prevention through Environmental design – Training Manual"*; prepared for The Gauteng Department of Community Safety, by CSIR Built Environment	Conceptually congruent with above mentioned document focusing on CPTED, crime and security focused	Provides a description of the process and information needed, as well as of tools for crime analysis: community crime mapping, interview guidelines, check lists for physical analysis of neighborhood and crime hot-spot areas; Stronger focus on crime than on violence	
CJCP (2011): Department of Community Safety Learning Programme Facilitators' Guide – Pilot Training, developed by CJCP in Cooperation with the Gauteng Department of Community Safety Youth Volunteer Training – 4 volumes: a) Programme Facilitators Guide b) Learning Programme Learners Book c) Learning Assessment Workbook d) Assessment Manual Pilot Training 2011, Presented by CJCP	Provides concepts of crime and crime prevention, incl. community based social crime prevention,	Provides guidelines for a Community Safety Audit, focus on environmental aspects	
GIZ (2011) *"YDF – Manual for Violence Prevention through Football – Guidelines for teaching Football and Life Skills"*	Concepts of violence and violence prevention, mediation, etc. Are explained in the context of football, in a comprehensive way.	--	
GIZ (2010). *"Systemic youth violence prevention – Guidelines for Planning and Implementation of tailored Measures for Youth Violence Prevention"*	Provides conceptual basis for development of violence prevention strategies based on a systemic understanding of violence, focusing on youth violence;	Provides description of participatory tools, as well as ToRs for (Pre-)Study (/Audit/Assessment) on situation of violence with a safety lens;	

PARTICIPATION

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	Planning & M&E	Target Group/Objectives	Approach	Observations/Description
	Provides e.g. tools to support decision making reg. prioritizing strategies/ programmes; examples for M&E templates,	Local Government Officials Support for planning and implementing CPTED measures	Focus on situational violence prevention	Intended as a supporting document for a two-day CPTED training workshop aimed at local government officials dealing with community safety. The training has a specific focus on the implementation of CPTED by means of a strategic action plan and the process to be followed in developing such a plan
	Provides description of a problem solving process; examples: policing, environmental design, Provides information on case studies (best practices)	Facilitators & Learners (young people in urban, peri-urban and rural communities) The unit standard is for learners and practitioners interested in pursuing a career path to pre-vent/reduce conflict, deviance, crime and victimization.	Volunteers Training is part of the officially recognized qualification system esp. For learners without formal qualification within the National Qualifications framework NQF, under the South African Qualifications Authority SAQA. The facilitators work with the help of a slide show to visualize the contents of the courses.	4 days course + 1 day assessment; learning programme provides young people in urban, peri-urban and rural communities with the knowledge, skills, attitudes and behaviour to achieve the outcomes stated in the Unit Standard.
	Concrete examples for small initiatives to promote violence prevention/non-violent football playing and to use football as preventive measure	Football coaches (under the project). Provides support for combining football with life skill training (focusing on violence and violence prevention, mediation, etc.) of participating children	Part of the project: Youth Development through Football implemented by GIZ in partnership with the Dept. of Sport and Recreation South Africa (SRSA) (2007 – 2012)	Closely connected to dynamics of football/sports, therefore just useful within this context.
	Provides description of steps for systemic planning of measures/projects, based on the concept of behaviour change (of key actors who influence people at risk of using violence); supports definition of progress indicators reg. behaviour change	Consultants as well as representatives of local/regional/ national governments, NGOs, organisations of international cooperation (technical and financial)	systemic approach, definition of behaviour changes of key actors (process derived from outcome mapping), puts youth in the center, analysis and planning based on ecological model and reduction of risk factors, focus on primary and secondary violence prevention	Provides information on successful models, as well as support for the development of innovative ideas for prevention strategies through a shift of the perspective (behaviour change) esp. during the planning phase;

Table 2: Where to find concrete, combinable Tools in South African Guidelines and Manuals? A Selection

Character of the Tool	Aspects dealt with	Brief description	
Useful guiding questions	General strategic questions relevant for the planning process of a crime prevention strategies	The questionnaire provides simplified key questions and examples which are useable for a general reflection on crime prevention strategies	
Checklist on issues which should be included in the CPTED neighbourhood information collection	Gathering information regarding the characteristics of the physical environment.	The checklist provides a range of questions to gather information regarding the characteristics of the physical environment in order to identify possible links with crime patterns and crime in specific hot spots	
Key questions to consider for project management	e.g. to determine required types of management skills and in general management requirements	The list of questions determine what types of management skills will be required for the various projects and who should take responsibility for these, to identify the need of local implementers as well as to integrate CPTED with broader prevention initiatives	
Interview schedules	Guide to do interviews	The schedules provide topics and important questions to guide through an interview with the police and other potential actors reg. CPTED	
Checklist for the physical analysis of the neighbourhood	Getting and processing of relevant information about the neighbourhoods' safety aspects	This checklist is based on the five CPTED principles and offers some questions to keep in mind when recording and analysing the spatial characteristics of the neighbourhood.	
Checklist for the analysis of crime hot spots	Getting and processing of relevant information on crime hot spots	The aim of the provided questions in this tool is to identify the specific spatial and a few social characteristics of a place to determine which factors offer opportunities for the crimes to occur.	

	Target Group/Objectives/aspect of the process	Can be used in Phases			Guideline/Handbook (Author/s, title, page/s where to find the tool)
		1	2	3	
	Local governments/municipalities/guideline in the planning process	✓	✓	✓	Lieberman, S, K. Landman, A. Louw, and R. Robertshaw. (2000). "Making South Africa Safe: a manual for community based crime prevention". Published by the National Crime Prevention Centre, Department of Safety and Security & CSIR; Appendix
	Local Government Officials/Support for planning and implementing CPTED measures/ including environmental issues in the collection and analyses	✓			Karina Landman & Tinus Kruger (2008, reprint 2009). "Crime Prevention through Environmental design – Training Manual"; prepared for The Gauteng Department of Community Safety, by CSIR Built Environment, Page 31
	Local Government Officials/Implementation of a strategy/including environmental issues in the collection and analyses	✓	✓		Karina Landman & Tinus Kruger (2008, reprint 2009). "Crime Prevention through Environmental design – Training Manua"l; prepared for The Gauteng Department of Community Safety, by CSIR Built Environment, Page
	Local Government Officials/guide trough the interview process/get in contact and collecting important information from key actors	✓			Karina Landman & Tinus Kruger (2008, reprint 2009). "Crime Prevention through Environmental design – Training Manual"; prepared for The Gauteng Department of Community Safety, by CSIR Built Environment, Page 53ff, Annex 1
	Local Government Officials/keeping in mind important safety aspects during analyzing the environment/analyzing collected information about safety relevant neighbourhood information	✓	✓		Karina Landman & Tinus Kruger (2008, reprint 2009). "Crime Prevention through Environmental design – Training Manual; prepared for The Gauteng Department of Community Safety, by CSIR Built Environment, Page 57 ff Annex 3
	Local Government Officials/keeping in mind important safety aspects during analyzing hot spots/analyzing collected information about safety relevant hot spots	✓			Karina Landman & Tinus Kruger (2008, reprint 2009). "Crime Prevention through Environmental design – Training Manual; prepared for The Gauteng Department of Community Safety, by CSIR Built Environment, Page 60 ff, Annex 3

Character of the Tool	Aspects dealt with	Brief description	
Crime mapping tool	Useful tool to bring understanding of how different members of a community see and experience the space and context they live in. Focus of document is on primary social prevention	A community mapping exercise can help to identify the strengths and weaknesses of a community and make suggestions for how to improve how the community works, both spatially and socially.	
Community safety audits	Provides a checklist as guide to what one should look for while conducting the audit: General impressions, lighting, sightlines, Isolation from being seen or heard, Movement predictability, signs, Public transport stops, Overall design, maintenance and improvements.	Safety Audits allow local people to provide accurate and useful information to planners, designers and service providers.	
Problem solving process tool	Five step problem identification process: practical tool to defining what the problem and how to directly address the problem with practical solutions. Easy to follow and simple practical steps	**Step 1**: Identify and define the problem **Step 2**: Analyse the problem through gathering of information **Step 3**: Identifying, designing and planning possible solutions to the problem **Step 4**: Test ideas and put plans into action **Step 5**: Keep an eye on the project to check that it is going smoothly	

	Target Group/Objectives/aspect of the process	Can be used in Phases			Guideline/Handbook (Author/s, title, page/s where to find the tool)
		1	2	3	
	Local Government Officials/SAPS, Community, Civil society and other local stakeholders. Requires a large pool of resource from the community	✓			CJCP (2011): Department of Community Safety Learning Programme Facilitators' Guide – Pilot Training, developed by CJCP in Cooperation with the Gauteng Department of Community Safety
	Facilitators & Learners (young people in urban, peri-urban and rural communities)	✓			CJCP (2011): Department of Community Safety Learning Programme Facilitators' Guide – Pilot Training, developed by CJCP in Cooperation with the Gauteng Department of Community Safety: Learners Book, Page 28 ff
	Facilitators & Learners (young people in urban, peri-urban and rural communities)	✓	✓	✓	CJCP (2011): Department of Community Safety Learning Programme Facilitators' Guide – Pilot Training, developed by CJCP in Cooperation with the Gauteng Department of Community Safety: Learners Book, Page 25

CONCEPTUAL FRAMEWORK AND APPROACHES

What is Violence?

For effective prevention of violence and crime,, it is important to have a clear understanding of what violence is, and why it occurs. Most international organisations, as well as many South African organisations working to prevent violence and crime, have developed prevention strategies based on the definition of violence developed by WHO, and published for the first time in 2002 as part of the *"World Report on Violence and Health"*, still a central reference document when talking about violence and crime prevention.

> **Violence is "the intentional use of physical force or power, threatened or real, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation"[27].**

In order to systemise the complex phenomenon of violence in its multiple forms, WHO developed a "typology of violence". The two-page graphic on pages 30 and 31 provide an overview of the typology.

One possibility is to systemize the complexity, and facilitate the analysis of violence and its causes and effects.

WHO differentiates between three main types of violence:

1. Self-directed violence,
2. Interpersonal violence and
3. Collective violence.

> **Interpersonal violence is defined to include "violence between family members and intimate partners, and violence between acquaintances and strangers, that is not intended to further the aims of any formally defined group or cause. Self-directed violence, war, state-sponsored violence and other collective violence are specifically excluded from these definitions"[28].**

27. WHO, 2002a

28. WHO, 2004b

Self-directed violence, with suicide as its most severe form, can have an effect of interpersonal violence.

The approach described in this toolkit focuses on the reduction of interpersonal violence, independent of whether it is categorised as a crime or not. It does not tackle forms of collective violence.

> **Collective violence is defined as "the intentional use of violence by people who identify themselves as members of a group – whether this group is transitory or has a more permanent identity – against another group or a set of individuals, in order to achieve political, economic or social objectives"[29].**

Cross-cutting these three types of violence, WHO differentiates between four general categories with regard to the nature of violence: physical, sexual and psychological violence and deprivation or neglect (see categorisation in first column of the table on p. 30/31).

Interpersonal violence can by its nature be physical, sexual or psychological, or it can be deprivation or neglect.

Very often several types of violence exist together; they often overlap, interact and reinforce each other. For example, the nature of the violent act can be physical (harm to the body), while the effects can be psychological:

Physical violence does not only lead to physical harm, but can also have severe psychological effects: e.g. if a child is frequently victim of physical violence at home, or if a person is victim of severe physical violence, they can suffer severe mental health problems, and be traumatised as a consequence of victimisation.

Sexual violence can lead to physical harm. In most cases though, it has serious psychological effects. According to WHO, victims of sexual assault have an increased risk of:

- depression;
- post-traumatic stress disorder,
- abusing alcohol,
- abusing drugs,
- being infected by HIV or
- contemplating suicide.

Psychological violence can lead not only to mental health disorders, but also to severe physical afflictions, such as psychosomatic diseases.

Deprivation or neglect can lead to physical as well as psychological problems: under-nourishment or malnutrition, for example, has direct effects on the health of a child or older person.

Some of South Africa´s Acts of Parliament draw upon the WHO definitions, like the "Older Persons Act, 2006".

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29. WHO, 2002b

Another categorisation of violence is particularly relevant for violence and crime prevention in South Africa, and will be mentioned here:

Structural (indirect) violence

This additional category has been developed by Johan Galtung, principal founder of the discipline of peace and conflict studies. Galtung distinguishes between direct violence, where an actor or perpetrator can clearly be identified (direct violence) and violence where there is no direct actor (structural violence). All forms of self-directed violence and interpersonal violence, as well as many forms of collective violence, can therefore be defined as direct violence.

Redressing structural violence requires political changes and changes in society, as well as changes in the structures and patterns that govern people's lives.

Structural violence follows other dynamics:

"The violence is built into the structure, and shows up as unequal power – and consequently as unequal life chances. [...] ... if people are starving when this is objectively avoidable, then (structural) violence is committed..."

"Indicators of structural violence (are) exploitation, conditioning, segmentation, and marginalization/exclusion"[30].

In deeper discussions and debates about violence, many controversial viewpoints arise. Not only is the question raised whether a certain act is violent at all, and if so, is it legal or not? The moral questions of whether it´s right or wrong, and whether violence can be legitimised or not, also come to the fore.

Even if the definitions of the different types of violence are quite concrete, different answers to such questions are given in differing social, cultural, religious and legal contexts.

The following examples are selected for more clarity on the definitions.

Some examples of violence which often are not considered to be violence:

• **Did you know that the shaking an infant might result in the death of the child (especially if the child is less than nine months old)? Even if hurting the child was not intended, this is a severe form of violence.**

• **If parents or other caretakers do not comply with health-care recommendations for children, this is a form of neglect, and as such violent[31].**
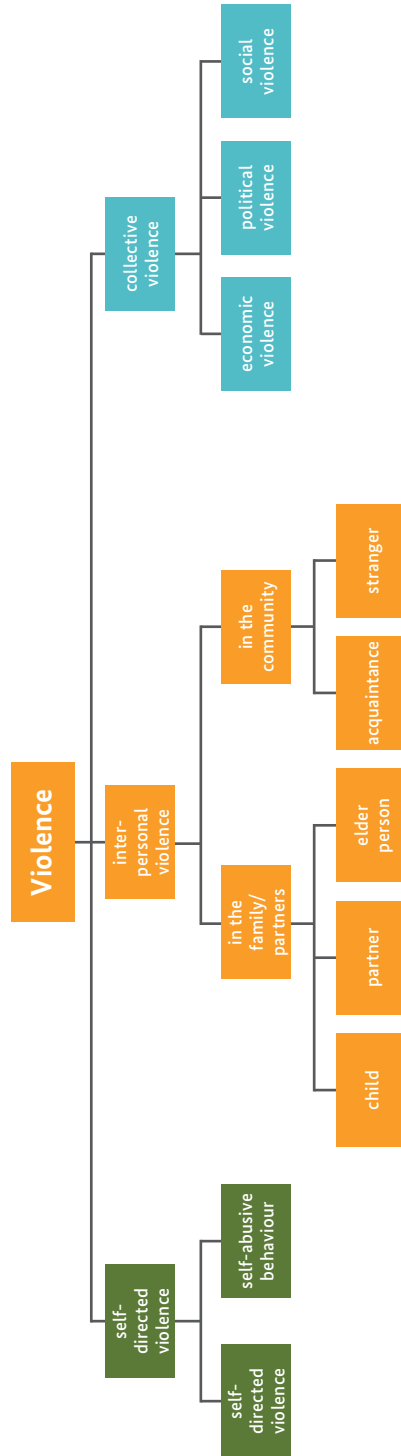
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30.   *Galtung, J., 1969 and 2010*

31.   *WHO, 2002a*

- **Many forms of so-called parental discipline behaviour are in fact a form of violence. In many cases, it constitutes severe violence, including where children are hit with an object, burnt, kicked or tied up.**

- **Did you know that all forms of abuse are forms of violence, any form of child abuse, abuse of elderly persons or abuse among family members? Alcohol, drug or substance abuse can be considered forms of self-directed violence, even if the purpose might not be to harm oneself.**

- **Any form of corporal punishment at home or in school is a form of violence, and violates the child´s right to physical integrity (as stated in the United Nations Convention on the Rights of the Child).**

  "Corporal punishment is dangerous for children. In the short term, it kills thousands of children each year, and injures and handicaps many more. In the longer term, a large body of research has shown it to be a significant factor in the development of violent behaviour."[32]

- **Did you know that more than one in four children in South Africa experiences times in childhood when physical violence at home occurs daily or weekly? Sticks and belt are often used, and children are often injured[33].**

- **Any form of verbal and psychological punishment is a form of violence, though not considered harmful. Examples include yelling and screaming at the child, calling the child names, cursing, refusing to speak to it, threatened abandonment, threatened evil spirits, etc.**

- **Despite redistribution of land and restitution, "forced displacements" still happen, often without legal persecution, and thus unpunished in South Africa. These are forms of severe violence.**

- **The misuse of power of a specific person can be a violent act, e.g., if one person with an official function misuses his/her power in order to make somebody do something, e.g., sell their own property for a low price. This is not a form of structural violence, because there are concrete and direct "person-to-person relationships" involved. However, a society characterized by structural violence may make it more possible for these types of acts happen frequently and with impunity.**

32.   WHO, 2002a

33.   MRC, 2009

The Different Faces of Violence – The WHO Typology of Violence

Violence

- **self-directed violence**
  - self-directed violence
  - self-abusive behaviour
- **inter-personal violence**
  - in the family/ partners
    - child
    - partner
    - elder person
  - in the community
    - acquaintance
    - stranger
- **collective violence**
  - economic violence
  - political violence
  - social violence

Nature of Violence	Definitions and Example		
	Violence: "The intentional use physical likelihood of resulting in injury	Force or power, threatened or actual, against oneself, another person, or against death, psy-chological harm, mal-development or deprivation	group or community, that either in or has a high
Definitions	**Self-abuse** includes acts of self-mutilation	**Suicidal behaviour** includes suicidal thoughts, attempted suicides – also called "para–suicide" or "deliberate self-injury" in some countries – and completed suicides	**Family and intimate partner violence refers** to vio-lence largely between family members and intimate partners, usually, though not exclusively, taking place in the home	**Community violence** refers to violence between individuals who are unrelated, and who may or may not know each other, generally taking place outside the home	**Collective violence** is defined as *"the instrumental use of violence by people who identify themselves as members of a group – whether this group is transitory or has a more permanent identity – against another group or set of individuals, in order to achieve political, economic or social objectives"*. Collective violence is committed to advance a particular
					Economic agenda	Political agenda	Social agenda
	Self-directed and **interpersonal violence** are forms of violence, which are defined according to the *relation between perpetrator and victim*. The subcategories of interpersonal violence refer to the victim			The respective subcategories suggest *possible motives of violence*

Nature of Violence / **Definitions and Example**

Nature of Violence	Definitions and Example								
Physical violence (s. §21)	Cutting, anorexia, bulimia often as result of experiencing or having experienced violence ♀♂	Attempted suicide, e.g. as consequence of sexual violence. Suicidal behaviour is always symptom for a deeper problem, often the experience of sever violence ♀♂	Shaking of infants (often mortal), any kind of assault, beating, whipping, kicking, tying up, torturing, threatening with a knife or gun, murder ♀♂	Any kind of assault, beating, torturing, armed violence murder	Any kind of assault, beating, torturing, armed violence murder	Any kind of assault, beating, torturing, armed violence, murder e.g. in the "peer group" (s. §25) esp. boys >15	Any kind of assault, beating, torturing, armed violence, murder e.g. as consequence of alcohol consumption in combination with a dispute ♀	Violence of regionally or nationally operating youth gangs ♂	Violence in the context of elections ♀♂; State violence ♀♂; Genocide ♀♂; War ♀♂	Xenophobic mob violence ♀♂; Dowry related violence (s. §27) ♀; Acts of so called "social cleaning" e.g. against street children ♂
Sexual violence (s. §23)	Sexual abuse of child ♀♂	Rape among intimate partners ♀	Rape of an elderly person ♀	In school e.g. sexual assault by teachers or peers ♀	Rape in public spaces by strangers ♀	Human trafficking and prostitution (as acts of organised cross-bordering crime) ♀♂	Systematic sexual violence and rape in war contexts ♀♂	Systematic sexual violence directed specifically against one ethnic group ♀	
Psychological violence (s. §20)	locking up of a child, (constant) thread of beating, humiliation, ♀♂	constant menace of physical violence harassment, intimidation, belittling, humiliation ♀	humiliate an elderly person, ♀♂	psychological violence in school e.g. bullying, cyber-bullying ♀♂; Pressure/black mailing by gang members on young people willing to leave a gang ♀♂	stalking, harassment, intimidation, threatening or blackmailing ♀♂		People living in war zones are victims of psychological violence, as they constantly have to fear for their lives ♀♂	violence through mass media and information and technologies, to which children and youth are exposed (legitimisation of violence) (s. §28-29) ♀♂	
Deprivation or neglect (s. §19)	Deprivation of care (provision of regular food, clothes, housing, personal hygiene), deprivation of shelter, -non-compliance with health care recommendations ♀♂		Deprivation of care (provision of regular food, clothes, housing, personal hygiene) ♀♂	In nursing homes which are mal-managed, in form of care (provisions of regular food, clothes, housing, personal hygiene), deprivation of shelter ♀♂		Limited access to (basic and secondary) education ♀♂; lack of job opportunities for youth ♀♂	restricted of civil and political rights, like the right of free speech or vote ♀♂	street children in their situations as such are generally subject to a bundle of forms of violence, from depreciation of food clothes and housing to severe forms of physical, violence like assault or rape (s. §33) ♂	

Legend

♀♂ Affects much more females, than males
♂♀ Affects much more males, than females
♀♂ Affects both males and females
♀ Affects mostly females
♂ Affects mostly males

Who are the Victims, who are the Perpetrators? The Dimensions of Violence

Violence is complex and we can see this clearly when we analyse its causes and effects, and examine how these are related. Its multi-layered nature can also be seen when we analyse the "actors in the play", and it has different dimensions with regard to perpetrators as well as victims. Two important dimensions of violence are:

• the age dimension

• the gender dimension.

The Age Dimension of Violence

Children, young people, adults and elderly people are affected by violence in different forms and to differing extents. If children are exposed to violence early in their lives, and if other risk factors are added as they grow up, there is a high statistical probability that they will exhibit violent behaviour themselves at a later stage.

Here are some aspects:

• 5 out of 7 children are abused in South Africa. Rates of violence against children are among the highest in the world.

• Abuse and neglect of the elderly is a widespread problem. Allegations of witchcraft in order to seize assets, or sexual violence for financial reasons, affect older women. Both are violent forms of abuse common in South African society[34].

• In most countries the murder rate among young men aged between 15 and 17, in terms of both victims and perpetrators, is at least three times higher than for those between 10 and 14[35]. Surprisingly, this abrupt increase can be observed irrespective of the general situation of violence in the country.

• A study carried out by CSVR in six areas with high murder rates in South Africa[36] showed that two-thirds of murder victims were youths with a similarly high percentage of youthful suspects. The red cone in the middle of the graphics in Figure 6, shows the cases in which victims and suspects belong to the age group of 15-34.
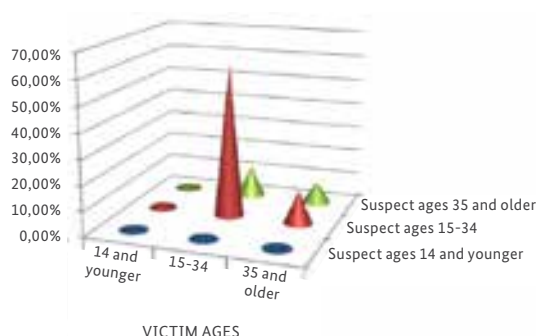

Figure 6: Age Dimension of Violence

34. Ferreira, M., Lindgren, P., 2008

35. Record of the 61st session of the General Assembly of the UN, 29/8/2006 (http://www.crin.org/docs/UN_SG_Vio_Rev.pdf)

36. CSVR, 2008

Therefore, specific attention has to be paid to youth violence. In countries like South Africa, as well several countries of Central America or Timor Leste, this includes the phenomenon of youth gangs.

Youth Violence

Drawing on the WHO definition of violence, youth violence can be identified in three major types: self-directed, interpersonal and collective violence.

Youth violence is physical or psychological harm done to people – either intentionally or as a result of neglect – which involves young people as perpetrators, victims or both, or which is a potential threat to the youth[37].

The fact that in many countries children and young people up to the age of 24 account for 50% or more of the total population, as is the case in South Africa, highlights the enormous relevance of the topic.

Young people can be victims of violence. They have fewer defences against violence than adults. The young face violence during a period in their lives closely connected with identity-building and personal development; at a time when they are assuming roles and adopting the values and attitudes that will do much to shape later behaviour patterns.

Young people can be perpetrators. Violent acts of young people range from the use of violence to "solve" conflicts among peers, to criminal behaviour in urban areas and forms of group violence used by youth gangs.

When we look at the causes of youth violence, it becomes apparent that young people who resort to violence have themselves often been the victims of violence, and they often live with a profound lack of prospects, as well as social marginalisation and poverty. Having been victimised, boys are more likely to develop disorders which find outward expression, in the form of aggression, for example. Girls tend to internalise disorders, such as anxiety and depression[38].

The Gender Dimension of Violence

Women and men, girls and boys are affected by violence in different ways. Two specific aspects deserve a closer look:

1.   Young men are disproportionately more often victims and perpetrators of violence than women and girls, specifically in case of murder and assault;

2.   A high rate of women and girls are victims of sexual and gender-based violence.

37. GIZ, 2010

38. Ward, C. L., 2007

BOOKONE

TACKLING VIOLENCE IN SOUTH AFRICA:
BACKGROUND AND CONCEPTS

PARTICIPATION

INFO COLLECTION

DATA ANALYSIS

PLANNING

IMPLEMENTATION

1.   Boys and men as victims and perpetrators:

Culturally-defined roles, patriarchal power structures and a construction of masculine identity that promotes violence all contribute to the fact that, in South Africa as in many other countries, young men make up a disproportionately high number of both victims and perpetrators of violence. According to the National Crime Victimisation Survey from 2007, young males aged 16 – 24 are most prone to violent crime. According to UNODC data from 2000 – 2008, 81.5% of all victims of homicides in South Africa were male, with more than half of these were between the ages of 15 and 29[39].

The 2007 National Youth Offending and Resilience Study, conducted by CJCP, revealed that meeting gender "norms" was an important reason why young men committed crime. The possession of material goods impressed both females and other males. The findings of the CJCP study suggest that "renegotiating traditional male and female roles among young South Africans" is highly relevant to reducing violence and crime.[40]

2.   Gender-based Violence:

Girls and women are especially vulnerable to violence, and very often this violence is inflicted on them by people they know. In this regard, the home and the community is often not a safe place for women. This violence is rooted in patriarchy. Every four minutes someone is raped in South Africa. While gang rape is generally committed in public spaces, rape by only one perpetrator occurs mainly at home, and often by a family member or acquaintance. According to the Gauteng Gender Violence Indicators Pilot Project, one in four women in the province has experienced sexual violence in their lifetime[41]. According to MRC, one in six of all reported sexual abuses over longer periods of time in South Africa affect a girl under the age of 12[42]. In many cases, the murder of women is the escalation of a years-long process of violence[43]. In recent years cases of violence and crime against the LGBT community have increased in number and brutality. Attitudes towards homosexuality are still extremely conservative. This happens although South Africa has some of the world's most progressive legislation on homosexuality worldwide, including the legalisation of same-sex marriage and adoption rights for homosexuals.

Violence and Crime – What´s the Difference?

When we talk about crime, in the majority of the cases, violence is involved. We fear violent crimes the most, or what in South Africa falls under "contact crimes", namely murder, assault and rape.

What is the difference then between violence and crime?

Crime happens when law is violated.

39. UNODC, 2011

40. Jantjies, J., Popovac, M., 2011

41. MRC, Gender Links, 2010

42. Mathews, S., Loots, L., Sikweyiya, Y., Jewkes, R.,, 2012

43. Geneva Declaration on Armed Violence and Development: Global Burden of Armed Violence Report, 2011.

Violence and crime belong to different categories, but do not exclude each other. This means they can go together, but need not. Some types of crime, like the contact crimes, are violent by definition. The same is true for armed crime operating with a weapon constitutes a threat of physical violence.

Other crimes can be violent or not, like shoplifting. In other words, not every case of violence is a crime, and not every crime is violent. But violence is involved in most cases of crime, while just a minority of crime cases go without violence.

Whether an act is classified as a crime or not depends on the laws of each country, which differ, and may change due to evolving political systems and social values.

> **Examples:** "Beating a child" is a violent act, as per WHO definition. In some countries it is by now classified as a criminal act, because laws were enacted that prohibit beating a child. In many other countries beating a child is not a crime; it is seen as a necessary disciplinary measure, and justified.

In South Africa the following categories of crime belong to "serious crime":

- Contact crime: like murder, attempted murder, sexual offences, assault and certain kinds of robbery;

- Contact-related crime, like malicious damage to property;

- Property-related crime, like residential housebreaking;

- Other serious crime[44].

44. SAPS, 2013

non-violent crime

violent crime

non-criminal violence

non-violent crime:
e.g. tax evasion
("white collar crime")

violent crime: e.g. assault,
sexual offences, child and
elderly abuse and many more

violence without infringement
of the law: e.g. many forms of
psychological violence
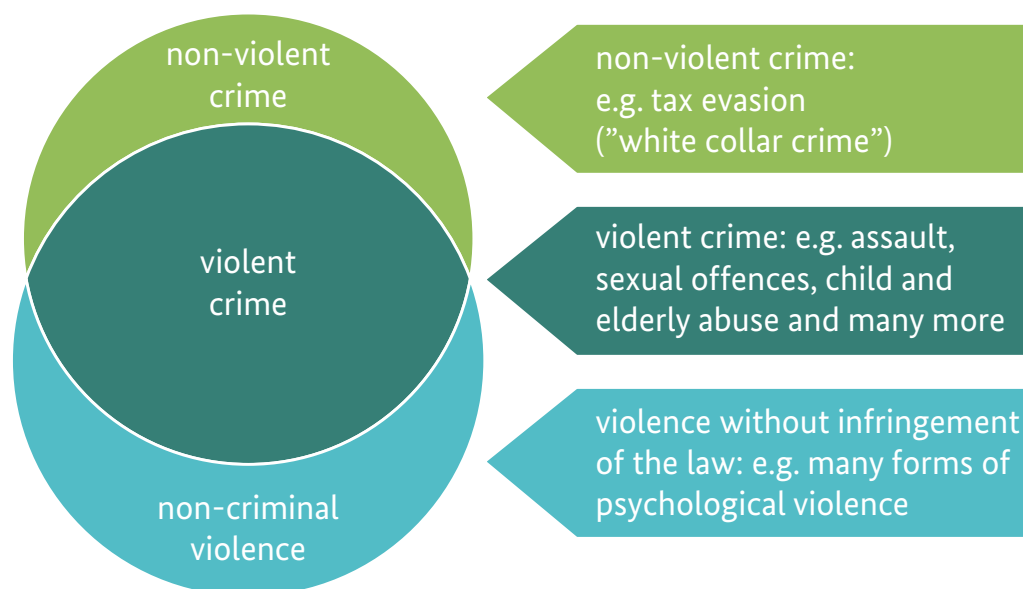
Figure 7: Violence and Crime

The Ecological Model – a way to make our complex world more easily understandable

The WHO World Report on Violence and Health from 2002 indicates that violence is an extraordinarily complex phenomenon, which develops from the interaction of many individuals, and context-specific factors that affect the world of young people. In order to explain violence, WHO developed the 'ecological model'. WHO differentiates between the individual, relationship, community and societal levels, and factors specific for each level which influence young people, and affect their behaviour. The ecological model provides a visualisation of these four levels.

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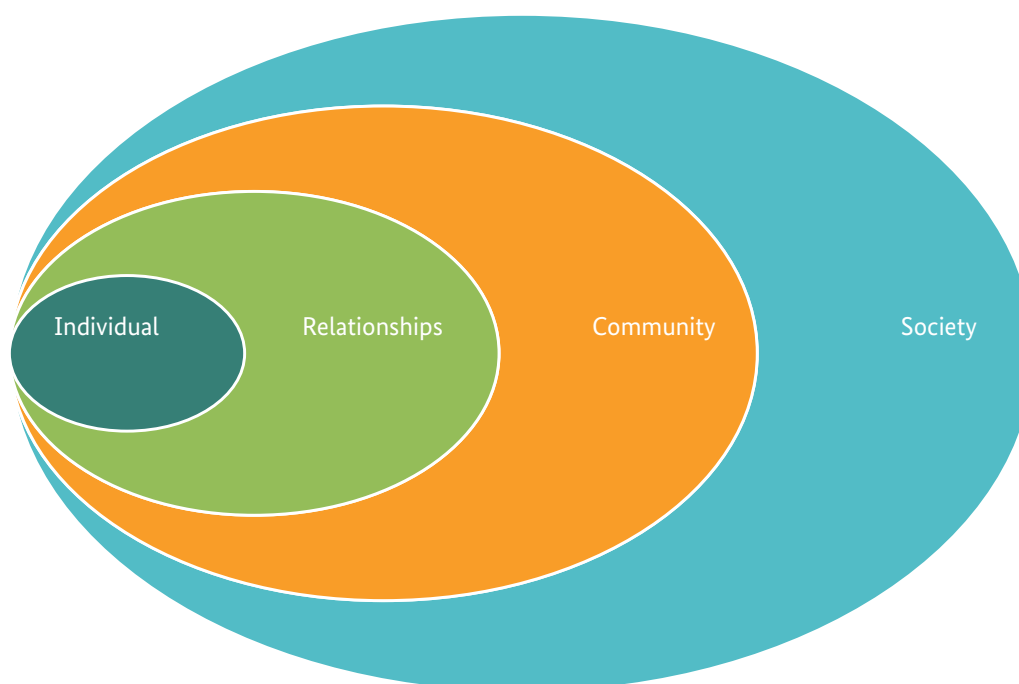
Figure 8: Ecological Model

Each level produces mutually reinforcing factors of influence over an individual. For instance, a young man or woman with an aggressive disposition (risk factor on the individual level) is more likely to take a violent stance if he or she has previously experienced violence as an apparently legitimate means of conflict resolution at home (relationship level). Likewise, consider the position of a young person living in an urban district with high levels of unemployment and crime, and a lack of leisure activities (risk factors on the community level). They have stronger forces drawing them to the use of violence violence compared with those who grow up in peaceful surroundings, with more varied and better opportunities.

The model therefore helps to differentiate between the many and varied influencing factors behind youth violence, and shows the relationships between young people and their complex environment. However, it also demonstrates that co-ordinated action is needed at several levels in order to find preventive answers to violent behaviour among young people. It also offers perspective to our idea of the socialisation of young people: they start out having relationships with other individuals, but as they grow older, they increasingly interact at community and society levels.

The ecological model will be used in this toolkit, as it provides a helpful orientation for the planning of violence-prevention measures that take into account the environment in which young people grow up.

Risk and Protective Factors – Two Counterparts

Risk Factors

> **Risk Factors** are "...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 disorder"[45].

The presence of risk factors increases the likelihood of an individual resorting to violent behaviour: the more risk factors, the higher the likelihood that someone resorts to violence.

WHO uses the ecological model to relate risk factors to different environments or "levels"– individual, relationship, community and societal. We can find specific risk factors on each level. Some examples are shown in figure 8.

Risk Factors at Different Levels of the Ecological Model

Individual	Relationships	Community	Society
Biological disposition	Insufficient supervision and guidance by parents	Existence of youth gangs in close enviroment	High income disparities and high rates of poverty and extreme poverty
Experience of misuse	Low education level of parents	Low social integration - low social capital	Lack of good governance
Lack of Selfconfidence	Low socio-economic status	Lack of posibilities for recreation	Insufficient social security and lack of or difficult avvess to basic services
Learning disability	Drug use in the Peer Group	Insufficient infrastructure for the satisfaction of needs and interests of young people	Culture of violence, norms and values which accept, normalize or even glorify violence

EXAMPLES FOR RISK FACTORS

Figure 9: Risk Factors on different levels of the ecological model

45. *Mrazek, P.J., & Haggerty, R.J. eds. 1994*

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At the **individual level**, biological dispositions and the factors of personal development are identified.

The **relationship level** refers to close relationships, e.g., between family members, friends, partners, fellow pupils and colleagues. It elaborates on to what extent these relationships increase the risk of violent behaviour.

Examples

On the relationship level, parents and other family members have a direct, strong influence on a child. A child or adolescent who experiences violence at home is more likely to resort to violent behaviour than a child who grows up in a family without violence.

The importance of the family wanes during puberty, and is replaced by friends and the peer group (friends of the same age and sex). If friends consume drugs or alcohol, a young person is likely to copy this behaviour. And drug or excessive alcohol consumption is a strong risk factor for violent behaviour.

The community level refers to the immediate social environment, such as school, the neighbourhood and the workplace. In general it can be said that young people in urban areas get caught up in violence more easily than those in rural areas, because they are exposed to more risk factors.

Specifically related to the school environment, risk factors include weak educational skills of teachers, poor school management, truancy, and forced suspension from school.

The societal level focuses on overarching factors affecting the whole of society, which contribute to a climate of violence. Some examples of risk factors on societal level are: situations of armed conflict now or in the past, violence experienced by the whole of society, and marginalisation or exclusion of certain age groups or sections of the population (ethnic or religious groups, impoverished groups, inhabitants of particular regions, etc.). It also refers to the way people talk about violence and how they look at it. On the societal level, we analyse the circumstances under which the use of violence is legitimised.

In real terms, this means that economic inequity, a lack of participation and the unequal distribution of opportunities and prospects all restrict young people's potential for development, and are strong risk factors.

Any political conditions and norms that encourage violence in the young also develop on the societal level. Youth, economic, education, security and social policies can all work to reduce the inequalities of society, and thus reduce risk on the societal level.

Note: risk factors do not cause violence. They only increase the likelihood of violent behaviour. Example: poverty is one risk factor for violence. But most people living in poverty do not resort to violence. However, they are definitely more vulnerable to violence, for a multitude of reasons: e.g. they have less means to protect themselves and avoid dangerous places and situations.

CJCP has conducted two nationally representative victimisation and lifestyle surveys among young people aged between 12 and 24, two national studies on violence in schools, and quantitative research amongst young offenders and on cyber-bullying[46]. The Medical Research Council has conducted studies on risk behaviour amongst secondary learners[47]. The results of these studies provide important, country specific information, that support the ecological model.

Protective Factors

"Protective factors shield young people from the risks of becoming violent"[48].

Resilience

"... may be defined as the 'process of, capacity for, or outcome of, successful adaptation, despite challenging or threatening circumstances' – as health despite adversity"[49].

Protective factors strengthen the capacity of children and young people to refrain from violent behaviour. They reduce the likelihood that young people will develop a willingness to use violence, or indulge in delinquent behaviour later on. Constant and reliable relationships with figures of authority, positive experiences, supportive environments and positive individual characteristics are protective factors.

Some examples:

A caring environment at home, parents who look after their children, as well as teachers who have a positive influence on their students, through communicating positive values, can be protective on a relationship level.

A community which offers opportunities for youth to get involved in community activities or service, the existence of good role models in the village or ward, as well as strict prohibition of selling alcohol to under-age youth, can strongly protect individuals on a community level.

46. Leoschut, L. 2009; Burton, P., Leoschut, L., 2013.

47. Reddy, S.P:, James, S., Sewpaul, R., Koopman F., Funani N.I., Sifunda, S., Josie, J., Masuka, P., Kambaran, N.S., Omardien, R.G., 2010.

48. Violence Prevention Alliance and Education Development Center, 2011

49. Masten, Best, Garmezy (1990)

Laws limiting access to firearms, or TV shows communicating positive values and avoiding violence can be protective factors at the level of society.

Until now, little research has been done into resilience and the impact of protective factors. Nevertheless, there are scientific findings to suggest that the presence of just a few protective factors can minimise risk factors.

Like the risk factors, protective factors can also be listed according to the levels of the ecological model.

Protective Factors on Different Levels of the Ecological Model (Some Examples)

Individual	Relationships	Community	Society
Good self-confidence and self-esteem	Loving and respectful interactions within the family	Safe open spaces for children and young people	Promotion and protection of the rights of children and youth

National policies for the protection and promotion of children and youth |
| A sense of norms and values

Good performance at school and a school certificate | Support for good school performance on the part of the parents | Positive influence of social workers

Functioning social networks in the neighbourhood and the community | A functioning social security system |
| Good self-expression and communication skills | Parental supervision

Good relationships and ties to adults outside the family | Opportunities for participation in school and at community level

A sense of belonging to, and identification with one's school and community | A national strategy for the comprehensive prevention of violence and functioning institions for its implementation |
| An ability to discuss problems and resolve conflicts | Positive role models

Reliable and stable friendships | Availabililty of childcare services

Supervised leisure activities after school | Functioning law enforcement

Solidarity within society |

EXAMPLES FOR PROTECTIVE FACTORS

Figure 10: Protective Factors on Different Levels of the Ecological Model

Risk factors and protective factors play a crucial role in effective prevention of violence and crime.

> **This toolkit is based on the following premise:**
>
> A reduction of risk factors and/or a strengthening of protective factors leads to the prevention of violence and crime.
>
> Prevention is most effective if co-ordinated efforts are made in different sectors (eg., early childhood development, education, family care, health care, youth work, social services), and different levels of the ecological model.

Violence and Crime Prevention – Some Definitions

Strategies for the prevention of violence operate at different levels to reduce the risk factors promoting violence, or strengthen protective factors that prevent violence; they aim to discourage the emergence of violence and to confront existing violence.

Measures to prevent violence are categorised in a number of ways. Depending on the stage at which prevention begins (before, during or after violent behaviour), we can distinguish between primary, secondary and tertiary prevention approaches.

Primary Violence Prevention

"refers to aspects that will address risk factors in the general population known to be associated with criminal trends, such as youth unemployment or lack of economic opportunities for women. It is aimed at strengthening and building capacity and self-reliance in a child within the family by providing public education and awareness campaigns, strengthening community-based responses and family preservation, and ensuring that children remain in school"[50].

Primary violence prevention is directed at people who have not yet experienced or used violence.

Secondary Violence Prevention

"refers to aspects that target situations where people or neighbourhoods are particularly at risk, such as helping youth at risk, or providing extra public health nurses for teenage mothers in disorganized communities. Services delivered at this level make use of developmental and therapeutic programmes to ensure that children who have been identified as being at risk are assisted before they require statutory services"[51]. Secondary violence prevention easures support young people heavily exposed to risk factors encouraging violence, or who have already demonstrated violent behaviour.

50. DSD, 2011

51. ibid.

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Tertiary Violence Prevention

"refers to strategies that prevent recidivism[52] by assisting with the social reintegration of offenders, and other preventive mechanisms (reintegration programmes)"[53]. Tertiary violence prevention can be:

a) perpetrator-oriented, with the objective of facilitating their reintegration into society, and preventing them from entering the spiral of violence.

b) victim-oriented, with the objective of helping overcome the trauma of victimization.

The next two categories follow a different logic, but can be related to the three approaches above. Both can follow a primary as well as secondary violence-prevention approach, depending above all on the target group and area of intervention.

Situational Violence Prevention

"refers to the physical and spacial environment, e.g., to the recovery of public spaces through participatory urban planning and provision of infrastructure; with the objective to reduce opportunities for crime and violence arising from environmental factors." In South Africa it is also called Crime Prevention Through Environmental Planning (CPTEP).

Social Violence and Crime Prevention

The Social Development sector in South Africa "defines social crime prevention as a way of strengthening social cohesion and social fabric, by encouraging and empowering individuals, families and communities to participate in their development and decision-making (DSD National Consultative Workshop, 2010).

"Furthermore, these are all areas that contribute to a safer society through improving individual attitudes and actions, based on respect for the rule of law and shared core values, commitment to strong social fabric, and a healthy, caring and peaceful lifestyle for individual, family and communities. In other words, social crime prevention means interventions designed to modify the risk factors among individuals or groups of individuals (as opposed to situations or places) by using psychological, sociological or community-oriented measures"[54].

Note: Don´t mix up "social violence" as one type of violence according to the WHO and "social violence prevention". In the first term, "social violence", the word social refers to possible motives or background of violence, whereas in the second term "social violence prevention", the word "social" refers to the type of intervention.

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52. *Recividim describes the act of a person repeating an undesirable behaviour, in this context violent or criminal behaviour.*

53. *ibid.*

54. *DSD, 2011*
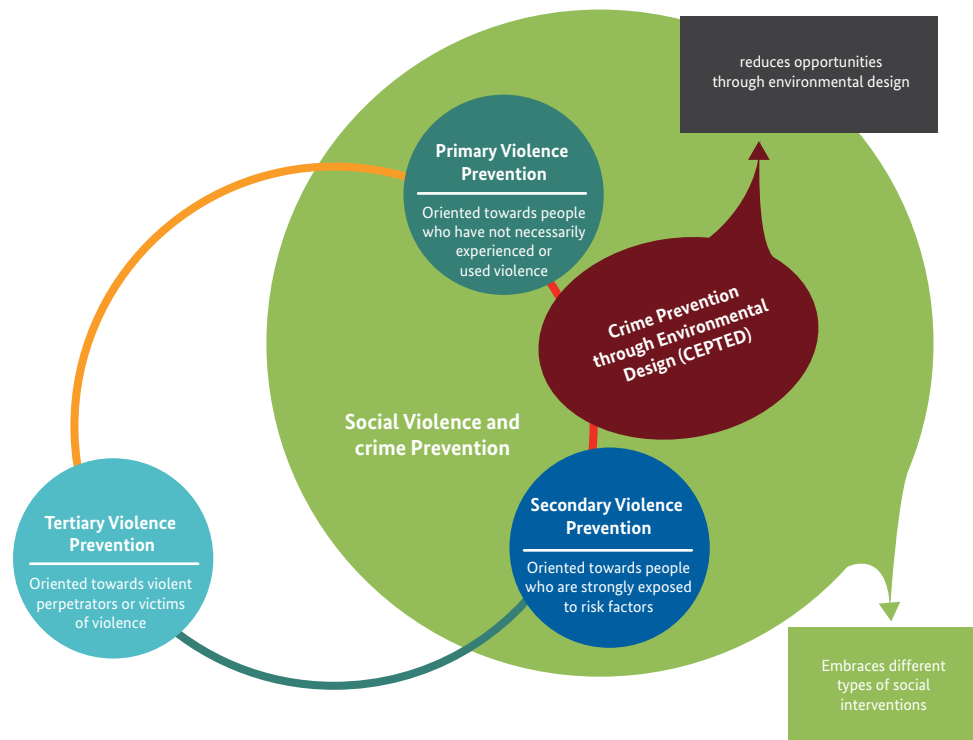
Figure 11: Different categories of Violence and Crime Prevention

Community Safety – The South African Concept

Safety and Community Safety

The National Planning Commission, responsible for the National Development Plan – Vision for 2030, refers to "safety" as a core human right.

Safety, as described in the National Development Plan – Vision for 2030 (NDP):

"In 2030, people in South Africa feel safe and have no fear of crime [...] at home, at school, at work and they enjoy active community life free of fear. [...] Safety and security are directly related to socio-economic development and equity, affecting the development objectives of economic growth and transformation, employment creation, improved education and health outcomes, and strengthened social cohesion".

Following the NDP, safety is not merely the absence of crime. The concept of safety in South Africa includes physical security, but additionally it comprises other important social dimensions. Barbara Holtmann describes the opposite, unsafety, as:

"an agglomeration of vulnerabilities, of which crime and violence, neglect and abuse are only some", with further characteristics being "a lack of social support, low opportunity for education, poor access to health care, inadequate delivery of services, and inequitable criminal justice"[55].

Closely connected is the concept of community safety.

Community Safety in South Africa is group-oriented rather than focused on the individual only. It embraces a broad range of social, cultural, economic and political aspects, and promotes a multi-stakeholder approach driven by an analysis of local needs.

Community safety speaks to the community as a whole in two ways:

1. the community with its different stakeholders (see definition in box) as important actors in violence and crime prevention, with responsibilities to contribute to the security and safety of every individual, and;

2. the community as a social system with its inner dynamics and social cohesion, which needs to be protected or restored in order to protect and ensure security and safety of its members – in other words: a "sound community" as a condition for security and safety of its members.

South African approaches to addressing community safety in an integrated way chime with other international experiences:

"Emerging evidence from low- and middle-income countries suggests that the best chances of success come from comprehensive public safety and community security programmes that broadly address the political, economic and social drivers of violence, and have both national and local support and ownership"[56].

Several South African cities, like Johannesburg and Durban, participate in the UN Habitat´s "Safer Cities Programme". The Safer Cities approach addresses crime and violence, acknowledging that law enforcement and crime control alone cannot cope with increasing urban violence and crime. It considers safety as a condition for poverty reduction. It attributes a key role to local governments in co-ordinating community-wide prevention strategies and activities, in which safety and security are issues of good governance.

UN Habitat`s Global Network on Safer Cities has three pillars:

1. **Social prevention actions** aimed at groups at risk: e.g., develop integrated municipal youth policies;

2. **Law enforcement**, including e.g., community mediation and conflict resolution;

3. **Urban Design, Planning and Management**, e.g., community management of public spaces.

55. Holtmann, B., 2010

56. UNDP, 2010a

The Systemic Approach of Violence Prevention

The causes of violence and specifically youth violence are multi-layered and complex. Taking steps to prevent it requires a specific approach when analysing the problems, causes and risk factors of violence, and when planning measures for its prevention – in this case, the systemic approach as promoted by the Deutsche Gesellschaft für Interantionale Zusammenarbeit (GIZ) is used.

What does this mean in reality?

The systemic approach is derived from the so-called systems theory. When we look with a "systemic lens" on violence and crime, violent perpetrators as well as their victims are elements of a social system with complex interactions. We all are elements of such a social system. Perpetrators and victims are participants, and react to the actions of others in this system.

This social system is multi-layered. The ecological model provides a helpful structure to make it more easily understood (see p. 37 and one dimension of the systemic cube in Figure 12). We can identify multiple interactions and different interdependencies between the elements of the system, the actors, within a level and between the levels. These social interactions have different direct and indirect effects on role-players in the system and on the people living in it.
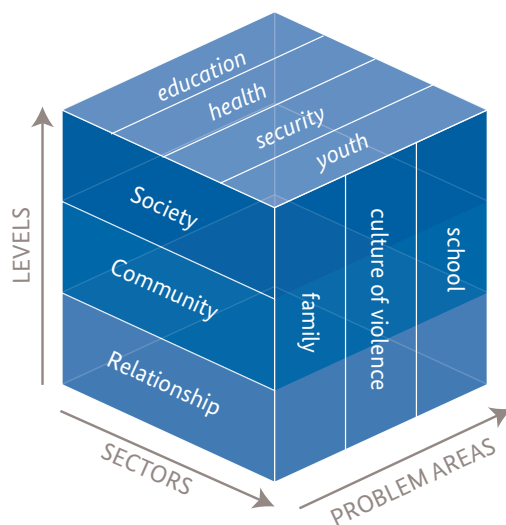
Figure 12: Systemic Cube

In the analysis phase, we have a closer look at these interactions and their causes and effects on relationships, in order to better understand why we face the problem of violence at all. And we do this from various perspectives and through the participation of different stakeholders, including young people, who play a crucial role in violence-prevention efforts.

The planning phase involves bringing together different actors from different sectors, and with different backgrounds and skillsets, like governmental and civil society actors, in order to plan and bring about changes that promise to have sustainable effects identified as most relevant in the analysis phase.

The systemic approach encourages networking and active cross-sectoral co-operation among key contributors, from the local to the national, working together to tackle the different problem areas.

The proverb of Aristotle gets a specific meaning in this context:
"*The whole is more than the sum of its parts.*" Aristotle

It might also be translated as follows: The whole project with its different efforts is more than the sum of the efforts. Through co-operation and co-ordination we achieve much more than having everyone act independently to achieve the same objective.

A central characteristic of the approach described in this toolkit is that it focuses o attention is on young people. Their situation is analysed, having a closer look at the immediate direct and indirect environment.

The approach supports the shift of one´s perspective from the youth as "evil" perpetrator to the youth who need support from the beginning, so that he/she can develop positive values and social skills needed for the development of a personality resistant to violence and crime.

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What does this mean for this toolkit?

The application of the toolkit helps us to:

- **broaden the perspective** of analysis;

- **consider interdependencies** in a systemic way (different environments and influences);

- Identify problem areas and sectors and relevant key actors;

- Analyse and plan measures with an approach that requires behaviour change among key actors.

</div>

New Ways of Thinking and New Ways of Doing Things – Reducing Violence through Working towards Behaviour Change

We want to achieve a behaviour change in young people who resort to crime and violence, or who are at risk of doing so. An important aspect of behaviour and "behaviour change" is the experiences of young people in their community, in the family, among friends, and in school. This local experience has a direct impact on the attitudes of young people.

"… local experience, what is felt and seen and understood of the way other people in the immediate environment do things, shapes one's own view of what is "normal", "routine" and "everyday". This then provides the framework for the development of self-identity, and understanding of what is required to "connect" or "fit" or "achieve" in the "normal" environment. It is in this way that a "culture" develops and is replicated"[57].

It needs opportunities, positive role models, alternative ways of dealing with conflicts, among others, to create a positive framework and value system to which young people can relate.

If we change the "local experience", we can have influence on the attitudes, the mind-set and value system of young people. We can support and encourage a behaviour change towards non-violent behaviour.

The central premise of this process is:

The behaviour change of young people at risk of resorting to violence requires the behaviour change of others. These are key actors, for instance parents and teachers, or decision makers in the community and outside, with direct or indirect influence on the environment, in which children and young people grow up.

We select some of those "influential" key actors, which we call boundary partners.

Boundary partners belong to the direct target group of a project. They are individuals, groups, organisations and/or institutions with which the project/measure interacts directly in order to effect a behaviour change on their part, and in co-operation with them. It is assumed that their behaviour change will prompt behaviour changes in others, up to and including behaviour changes among the youth. These behaviour changes will have mitigating or preventive effects on the phenomenon of violence, specifically youth violence. Boundary partners are called by this name because they are inside the circle of those role players that a project can directly influence. But if boundary partners change their behaviour, they can in turn influence behaviour change among others. A boundary partner is closer to the project. But boundary partners help to reach actors and processes further away, influencing positive change with them.
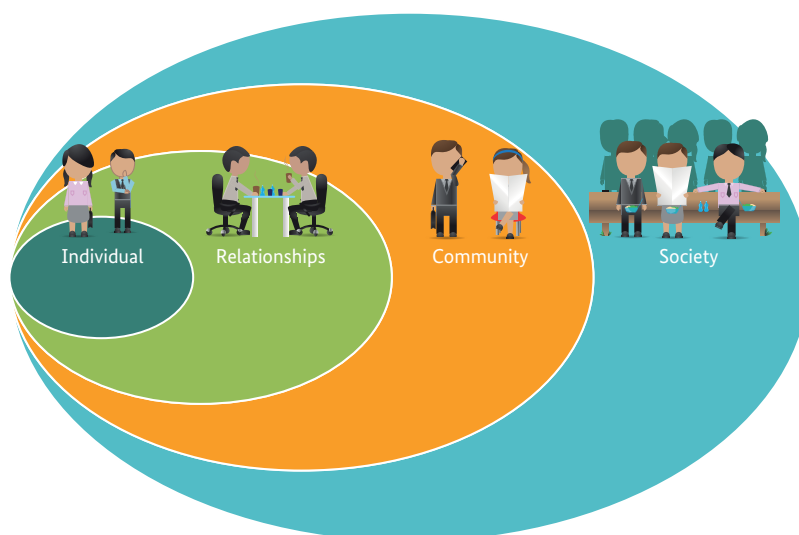
57. Pelser, 2008

Figure 13: Levels of the Ecological Model

We might have one boundary partner to start with, for instance an actor on the level of community, like the school director with the ability to influence the teachers´ behaviour, and thus reach the students. We might have two or three partners on different levels. This depends on our access to identified partners, and their willingness and capacity to co-operate.

> Behaviour change stands at the end of a learning process and, in a best-case scenario, it will emerge as the result of a project intervention. In general terms, this can be expressed as follows:
>
> *"Outcomes are defined as changes in the behaviour, relationships, activities, or actions of people, groups, and organisations with whom a programme works directly".* **58**

Based on the approach which aims to change the behaviour of identified key actors, our general project logic is as follows:

In our example below we have selected school teachers as boundary partners. Thus the impact chain, depicted in the figure below through the four dark green boxes, is shortened, since teachers already belong to the immediate environment of young people.

58. *Earl, S., Carden F., Smutylo, T., 2001*

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① If project activities are realised (example: training on non-violent conflict management, and other activities for teachers) then;

② a certain output will be produced or delivered (example: 25 teachers trained on …).

③ We assume that the boundary partner will use this output.

④ If so, the boundary partners (the teachers) change their behaviour, which is the outcome of the intervention (example: they manage conflicts in school in a non-violent way, and teach their students how to do so).

⑤ Optimally, teachers are now skilled and motivated enough to teach their students in a very effective way and;

⑥ the students can integrate this acquired knowledge into their lives and change their behaviour.
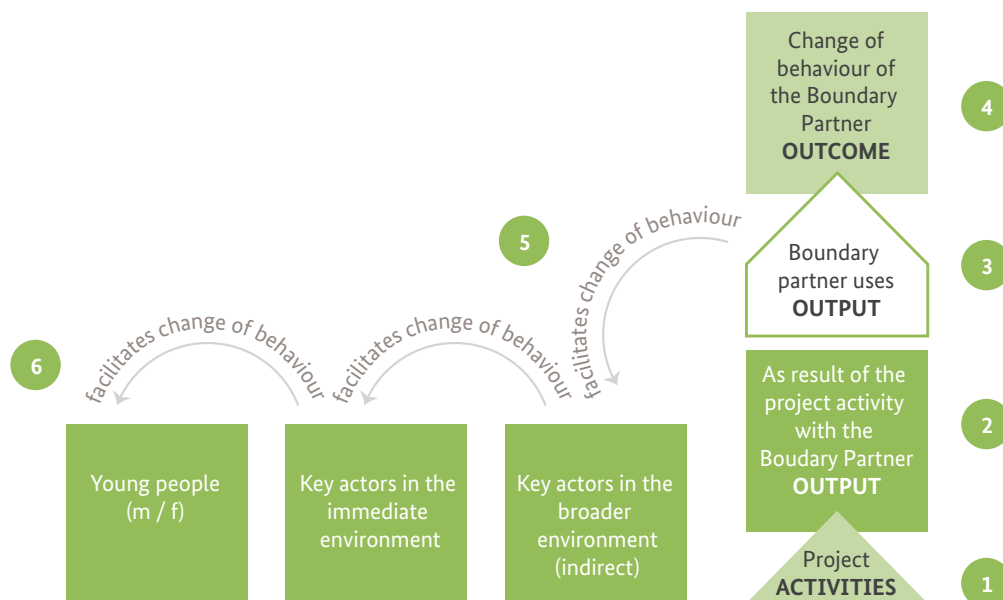
Figure 14: Impact Chain

ANNEX 1 TO BOOK 1

Glossary

Behaviour change	stands at the end of a learning process and, in a best-case scenario; it will emerge as the result of a project intervention. In general terms, this can be expressed as follows:
Outcomes	are defined as changes in the behaviour, relationships, activities, or actions of people, groups, and organisations with whom a programme works directly"[59].
Boundary partners	belong to the direct target group of a project. They are individuals, groups, organisations and/or institutions with which the project/measure interacts directly in order to effect a behaviour change on their part, and in co-operation with them. It is assumed that the change in their behaviour will prompt behaviour changes in other actors, up to and including behaviour changes among the youth. These behaviour changes will have mitigating or preventive effects on the phenomenon of violence, specifically youth violence.
Collective violence	is defined as "the intentional use of violence by people who identify themselves as members of a group – whether this group is transitory or has a more permanent identity – against another group or a set of individuals, in order to achieve political, economic or social objectives"[60].
Community safety	in South Africa is group-oriented rather than focused on the individual only. It embraces a broad range of social, cultural, economic and political aspects, and promotes a multi-stakeholder approach driven by an analysis of local needs.
Crime	happens where law is violated.
Ecological model	is a model to systemize social interactions. It has four levels: individual, relationship, community and society, on which risk and protective factors for violent behaviour can be localized.
Gender	'Gender' refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women. Gender describes what boys and men – and girls and women – should or should not do, look like, say, etc. These 'roles' change from society to society, and over time. 'Sex', however, refers to the biological and physiological characteristics that define men and women.
Interpersonal violence	is defined to include violence between family members and intimate partners, and violence between acquaintances and strangers not intended to further the aims of any formally- defined group or cause. Self-directed violence, war, state-sponsored violence and other collective violence scenarios are specifically excluded from these definitions"[61].

59. *Earl, S., Carden F., Smutylo, T. (2001)*

60. *WHO (2002b)*

61. *WHO (2004a)*

Primary violence prevention	refers to aspects that will address risk factors in the general population known to be associated with violent behaviour. Primary violence prevention is directed at people who have not necessarily experienced or applied violence. The aim of primary prevention measures is to discourage violence even before it develops by identifying the conditions that lead to violence and then changing them.
Protective factors	"buffer young people from the risks of becoming violent"[62].
Resilience	"... may be defined as the 'process of, capacity for, or outcome of successful adaptation, despite challenging or threatening circumstances', ie., health despite adversity"[63].
Risk factors	are "those characteristics, variables, or hazards that, if present for a given individual, make it more likely that they, rather than someone in the general population, will develop a disorder"[64].
Safety	as described in the National Development Plan – Vision for 2030 (NDP): "In 2030, people in South Africa feel safe and have no fear of crime [...] at home, at school, at work and they enjoy active community life free of fear. [...] Safety and security are directly related to socio-economic development and equity, affecting the development objectives of economic growth and transformation, employment creation, improved education and health outcomes, and strengthened social cohesion."
Secondary violence prevention	refers to aspects that target situations where people or neighbourhoods are particularly at risk, such as helping youth at risk, or providing extra public health nurses for teenage mothers in disorganized communities. Services delivered at this level make use of developmental and therapeutic programmes to ensure that children who have been identified as being at risk are assisted before they require statutory services"[65].
Self-directed violence	is subdivided into suicidal behaviour and self-abuse. The former includes suicidal thoughts, attempted suicides and completed suicides. Self-abuse, in contrast, includes acts such as self-mutilation[66].
Situational violence prevention	refers to the physical and spatial environment, e.g., to the recovery of public spaces through participatory urban planning and provision of infrastructure; aims at reducing opportunities for crime and violence that arise from environmental factors. In South Africa it is also called Crime Prevention through Environmental Planning (CPTEP).

62. *Violence Prevention Alliance and Education Development Center (2011)*

63. *CJCP (2009)*

64. *Mrazek, P.J., & Haggerty, R.J. eds. (1994)*

65. *DSD (2011)*

66. *WHO (2002a)*

Social violence and crime prevention	The Social Development sector in South Africa defines social crime prevention as: "a way of strengthening social cohesion and social fabric, by encouraging and empowering individuals, families and communities to participate in their development and decision-making[67]. "Furthermore, these are all areas that contribute to a safer society through improving individual attitudes and actions, based on respect for the rule of law and shared core values, commitment to strong social fabric, and a healthy, caring and peaceful lifestyle for individual, family and communities. In other words, social crime prevention means interventions designed to modify the risk factors among individuals or groups of individuals (as opposed to situations or places) by using psychological, sociological or community-oriented measures"[68].
Stakeholders	are individuals, groups, organisations and/or institutions that stand in any kind of relation to a project or measure and who have interests pertaining to it. This includes target groups, affected persons (people on whom the project has unintended, positive or negative impacts), organisations responsible for management and/or implementation of the project, other interest groups, etc. Also included are actors who have a negative attitude towards the project for whatever reason.
Structural violence	follows other dynamics: "The violence is built into the structure and shows up as unequal power and consequently as unequal life chances. [...] ... if people are starving when this is objectively avoidable, then (structural) violence is committed ..." "Indicators of structural violence (are) exploitation, conditioning, segmentation and marginalization/exclusion"[69].
Systemic approach	The systemic approach is a holistic approach to analysis that focuses on the way a system's parts or elements interrelate. It also analyses how systems work over time and within the context of larger systems. The systemic approach contrasts with traditional analysis, which studies systems by breaking them down into their separate elements.

67. *National Consultative Workshop, DSD, 28:2010*

68. *DSD (2011)*

69. *Galtung, J., (1969), Galtung, J. (2010)*

Tertiary violence prevention	refers to strategies that prevent recidivism[70] by assisting with the social reintegration of offenders and other preventive mechanisms (reintegration programmes)"[71]. Tertiary violence prevention can be: a) perpetrator-oriented, with the objective of facilitating their reintegration into society and preventing them from entering the spiral of violence; and it can also be: b) victim-oriented, with the objective of helping overcome the trauma of victimization.
Violence	is "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation"[72].
Youth	In South Africa youth is defined as all young people aged between 15 and 34 years old. These are about 19,368,500 young people, more than 35% of the population.
Youth violence	is physical or psychological harm done to people – either intentionally or as a result of neglect – which involves young people as perpetrators, victims or both, or which is a potential threat to the youth[73].

70. *Recividim describes the act of a person repeating an undesirable behaviour, in this context violent or criminal behaviour.*

71. *DSD (2011)*

72. *WHO (2002a)*

73. *GIZ (2010)*

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More Helpful Links:

The Open Society Foundation South Africa´s Crime and Safety Project website offers relevant policy briefs, eg., on community participation and M&E of community safety projects. http://osf-crimeandsafetyproject.org.za/?page_id=463

The OSF-SA´s Key Findings Booklet provides an overview of the main learnings from three project sites. It summarises the findings as well as the suggestions for improvements in each of nine safety themes developed by each community, and after extensive research into international best practice.

WHO poster series:

"Violence in Red" depicts different forms of violence under:
http://www.who.int/violence_injury_prevention/publications/violence/red/en/index.html

"Explaining Away Violence" puts another focus, under
http://www.who.int/violence_injury_prevention/publications/violence/explaining/en/index.html

All CSVR studies are available on the CSVR homepage:

CSVR:
www.csvr.org.za/index.php/

Internet sites last accessed on 03.04.2014

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