



Involving Communities in Crime and Violence Prevention

working together for a safe community

ISCPS
TOOL 2 of 5



Safe Communities

toolbox

Crime and Violence Prevention for Communities
community tactics for crime and violence prevention

Involving Communities in Crime and Violence Prevention ← You are here
working together for a safe community

Community Safety Assessment
uncover the roots of your community's crime and violence problems

Community Safety Action Plan
getting your crime and violence strategies started

Tracking the progress and success of Community Projects
monitoring and evaluating the progress and impact of projects

Sources of Information

Integrated Social Crime Prevention Strategy
British Columbia's Safe Communities Kit
NICRO Research Documents

The Safe Community Toolbox was developed for the Department of Social Development by NICRO.

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What is

community participation?

Working Together to create safe communities

Community Participation is when groups of people that have a stake or interest in the same geographical area collaborate to improve the situation in the community and for its members.

People that have a stake or interest in the community could be representatives of local, provincial or national government departments, community organisations, civil society (public) and businesses that live and operate there.

Community Participation results in that those that have a stake or interest form partnerships and each bring their influence, expertise and resources to the table to build something far greater than each could have done on its own.



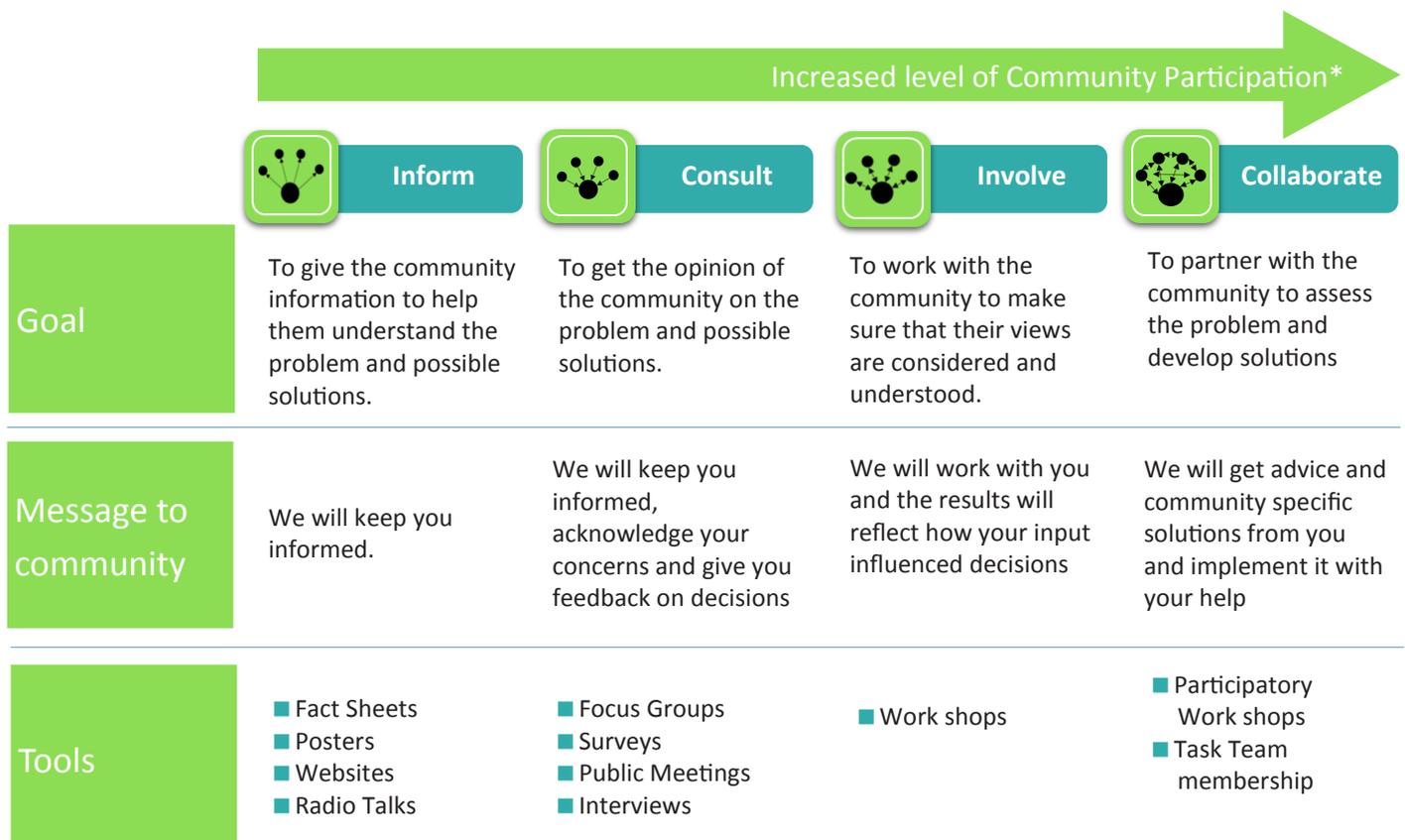
Involving

communities

To create safe communities

We are often tempted to just go ahead and do the work because it is so much faster. Getting everyone to work together takes a little bit more effort at the start, it may even be slower, but the more we involve people in our community safety projects, the better the projects will be.

If we collaborate with all the stakeholders in our communities, the project will have the added benefit that people in the community will be empowered to do the same or similar projects in future. The best expert on matters in a community will always be the people that stay and work there.



* Inspired by the Engagement Continuum of the international Association for Public Participation



What can the

community contribute?

Community members are the best experts of what is happening in their communities.

Communities are not just groups of people that stay in the same area, it could also be groups with a common interest like groups at a school or workplace.

Community members are in the best position to represent and understand the needs of their community.

The more diverse the people you involve, the more ideas, perspectives and resources become available to your projects. To mention a few examples

Community Members - can serve on committees, give and collect information, participate in surveys, participate in task teams, distribute flyers, promote the project and do some of the planned activities.

Department of Social Development - can help coordinate projects, advise on crime prevention strategies, can deliver services, help you understand the problem and the solution

SAPS and the Courts - can help identify the issues, serve on planning committees, participate in projects, give data, statistics and information on crime hot-spots, types of crime and community safety.

Local Government (Municipalities) - can provide information on programmes and services, provide data, access funding, interpret laws and policies, provide services like adding lights or trimming trees.

Community Based Organisations (CBO's and NGO's)- can advise on strategies, help facilitate meetings, share experience and expertise, serve on committees, help implement plans, help you identify service providers and existing projects.

Businesses - can assist with products and services, serve on planning committees, display marketing material.

Private Security Providers - can assist with identifying problems and problem areas, provide information on offenders and victims, serve on planning or task teams, promote your cause.

Faith Based Organisation and churches- can provide insights into the community, mentors, support and volunteers.

Schools - can provide space for meetings, workshops or events, allow talks at the school, put up posters, encourage youth to participate.

Local Radio and Media - can assist in promoting and supporting events, creating awareness and helping to you to plan to communicate with the public.

Local Government Departments - can assist in a variety of ways linked to their own mandates. For example the Department of Education could encourage local school principals to provide space for meetings, Department of Health could provide expertise and resources for pregnant women and girls and so on.

How to

involve partners

Give good reasons to be involved

Before you approach potential partners, make sure that you are clear on exactly what you are doing and what you want them to do. The aim is not just to get a lot of people, but to get the right people together.

It may be helpful if you write your request on a short letter to take with you when you meet with the potential partner. It will show you are approaching this project in an organised and professional manner

“Sell” the project - Help potential partners understand

- what the need is in the community
- what you plan to do
- how it will benefit the community -how it will address the need
- how they can benefit from partnering

Be specific and clear on what exactly it is you want them to do.

How to facilitate participation

Making it easy for people to participate

*facilitate means "to make it easy"



Use an experienced facilitator that is familiar with a participatory approach to facilitate your community events

Before the event

- Provide participants with a brief overview of the workshop that includes a summary of what you will be doing, date, time, length and location of the workshop.
- Familiarize yourself with the characteristics and experience level of participants.
- Select an appropriate meeting space.

The ideal training venue has:

- △ Adequate free parking
- △ Enough light, but also the possibility to make it dark enough to see slides if you want to use PPT
- △ Air conditioning
- △ A place to prepare and serve tea and refreshments
- △ Limited disturbances
- △ Good acoustics (so that your voice will carry)
- △ Enough space to comfortably accommodate your group and their movement, including small group discussions.
- △ Toilet facilities
- △ Accessibility for people with disabilities where necessary

Familiarise yourself with the venue before hand :

- △ Check for enough electrical outlets for a laptop and data projector.
- △ Check that you can set up the room as you require
- △ Plan for your position with table etc.
- △ Check that there is either a screen or a smooth wall to project against if you plan to use a data projector. Check to see that it works so you can make a plan B before the audience arrives

- Check any needed equipment.

Try to have the following available

- △ Flipchart stand
 - △ Flipchart Paper and Markers (two or three different colours)
 - △ Prestik or masking tape
- △ Laptop and data projector. (if relevant)
 - △ Print out of slides in case of power or equipment failure
 - △ Relevant extension cables and adaptors

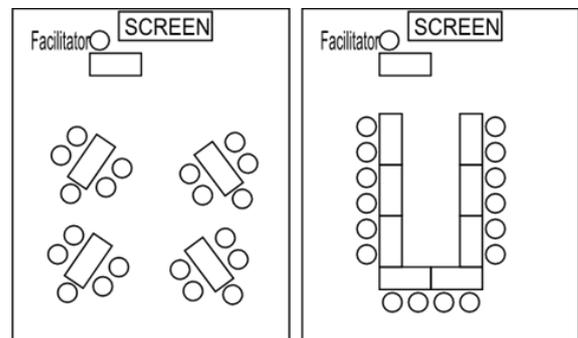
A data projector is the easiest way to accommodate the fact that people are visually minded. It is however not the only way. Should you not have that available make sure that you make use of the flipchart to write or draw from time to time.
- △ Name Tags and pens for participants
- △ The most important tool is you.
 - △ See that you are neatly dressed and groomed.
 - △ Use movement wisely and engage your audience with gestures and facial expressions.

- Prepare participant materials including handouts and other information before the workshop begins.

During the event

- Arrive early to allow time to set up the room and make last minute preparations.

The ideal room setup permits easy viewing of the presenter and slide projections. The facilitator should be able to move about and engage the audience. It should also facilitate ease of group discussions. Here are some examples of possible arrangements:



Provide a registration sign-in sheet and name tags.

- Introduce yourself to the group, providing a brief overview of your training experience and mentoring background, etc.
- Use icebreakers at the beginning of the session to ease tension to allow participants to become acquainted.
- Provide clear instructions and time frames for activities.
- Follow the agenda and designated time frames to the extent possible. Avoid exceeding the amount of time allotted for the workshop.
- Demonstrate your knowledge and enthusiasm for the subject matter.
- Allow for informal breaks in instruction throughout the session. Any session lasting for two hours or more should include a formal break.

Create a supportive environment

- call each participant by name (give name cards to wear)
- each person's questions and viewpoints should be heard (even if in small groups)
- be courteous and patient, do not ridicule or belittle people's opinions
- be encouraging and affirm effort and progress
- ensure that participants are comfortable and that their physical needs are addressed (ensure frequent breaks, changes in activities)

Facilitators responsibilities

- Be a neutral servant of the group
- Focus the group on an agreed upon task (as per agenda)
- Suggest methods and procedures for achieving the task
- Protect group members from personal attack
- Remain non-defensive and accept feedback
- Help the group to reach win-win consensus

After the event

- Thank participants, summarize key points, and evaluate workshop.
- Debrief the workshop with the co-facilitators and other leaders.

Facilitation

tools

Get people actively participating

Use facilitation methods that require active participation

- activities to be participant-centred and participatory (group discussions and exercises)
- encourage feedback
- limit presentation of information to mini-lectures

Provide structure

- provide paper and pen for note taking, and exercises
- provide participants with the relevant materials to facilitate group discussions

The Safe Community Toolbox contains materials and resources that will facilitate discussions and small group exercises. See the front cover or next page of this booklet for information on each of the five booklets in the Toolbox



Dealing with challenging participants



troubleshooting

Challenging Behaviour	Ideas
<p>The Dominating Talker Constantly interrupts, talks over others, is sure that their point of view is most important, puts down others</p>	<p>Use a talking stick (only the person holding the stick is allowed to talk and must then pass it on so all get a chance to talk. You can even suggest a time limit of 1 minute)</p> <p>Use talking currency(give each participant 5 matches . Each match represents a speaking turns, they have to use it wisely)</p> <p>Remember not to be rude in how you handle the situation. Always show respect.</p> <p>Set up ground rules from the beginning such as... a person can only speak twice after everyone else has had a chance to talk ...or set time limits for each person to talk.</p> <p>Wait for a pause then say, "Now that's an interesting point...let's see what the group thinks."</p> <p>Clarify that everyone's input is important.</p> <p>Paraphrase what has been said and move on to another topic.</p> <p>Ask another participant directly by name for their ideas.</p> <p>Ask closed-questions of the talkative participant (require only a 'yes' or a 'no' answer.)</p> <p>Acknowledge enthusiasm by saying, "I appreciate your enthusiastic response, but Jabu still needs to finish his sentence."</p> <p>Tactfully state, "It is difficult to hear two people at the same time."</p> <p>Stop them by putting your hand up indicating you will hear them in a minute.</p>
<p>The Inarticulate Talker They can't put their thoughts into words, you are unsure what they mean</p>	<p>Allow silence, some people take a little bit more time to put their thoughts into words</p> <p>Paraphrase what you think they are saying and ask them to confirm it</p> <p>Don't let others interrupt and say what they think this one is saying.</p>
<p>The Joker Makes jokes all the time, it can be appropriate or inappropriate</p>	<p>Acknowledge the joke and move on</p> <p>Consider if you need to take a body break</p> <p><i>Some humour can help as laughing brings oxygen to the brain and revive people's energy.</i></p>
<p>The Silent Participant Sits quietly, reluctant to join discussions.</p>	<p>Use a talking stick (so all get a chance to talk)</p> <p>Use talking currency(each gets a set amount of speaking turns, they have to use it)</p>
<p>Argumentative Talker Passionate about his/her own ideas, stubborn and inflexible</p>	<p>Keep your own temper in check</p> <p>Use silence, don't provide fuel for an argument</p> <p>Find something positive in his/her points, summarize them and move on</p> <p>Shift the focus by asking another participant directly for ideas</p>
<p>The critic Puts down other's ideas, annoys other students, lowers the morale of the group</p>	<p>Show interest in the idea/person being put down.</p> <p>Ask other participants their thoughts or ideas relating to the original idea.</p>
<p>Cell phone disruptions</p>	<p>Let group formulate rules at beginning of session</p> <p>Remind offending participant of rule</p>

How to get to a safe place

“If you don’t know where you are going, you won’t know when you get there”.



Safe Communities

toolbox

The Safe Community toolbox was developed by DSD as a tool to implement South Africa’s Integrated Social Crime Prevention Strategy (ISCP).

The toolbox is divided into 5 tools that each addresses a part of the process of developing and implementing a community Safety Action Plan.

Tool 1 - Gives an understanding of Crime Prevention and the process of making communities safe.

Tool 2 - (this tool) Gives information, advice and tools on working together.

Tool 3 - Gives information and tools on how to do a Community Safety Assessment.

Tool 4 - Gives information and tools on developing a Community Safety Action Plan.

Tool 5 - gives information and tools on monitoring and evaluating projects.

The tools are available to anyone that wants to initiate a project in their community. It can be used as a resource or as information pieces for interested parties.

In addition to this toolbox, DSD also have training material that gives more in-depth information on all the topics covered in this toolbox.

Contact your nearest DSD office for more information and tools.

Ask for the District Social Crime Prevention Functionary

