



## Community Safety Assessment

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

ISCPS  
TOOL 3 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

working together for a safe community

### Community Safety Assessment

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

← You are here

### 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



Whenever you see this icon, look for a tool at the back of this booklet

## 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.

Research by Melanie Dugmore and write-up and illustrations by Talita van der Walt.

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Why should you

# assess the safety in your community

To solve a problem, you first need to understand what the problem is

A community Safety Assessment gives a safety profile of the community. It describes the situation in the community before we implement any plans. It gives you

- A Baseline to measure your progress against
- Information on the crime problems in your community.
- Information on who is doing what in the community
- What resources is available in the community
- A starting point for planning

If a problem is understood properly, it will ensure that we plan the right projects or actions to target the needs and challenges that exists.

It will help you to

- Identify crime problem(s) in your community
- Analyze the problem(s) and come up with strategies and solutions
- Prioritise problems to focus on



The community safety assessment is the perfect starting point to get community members involved. If people are consulted about the problem, they are more likely to contribute to and participate in the solutions.

Parts of a

# community safety assessment

Your Community Safety Assessment can cover as many topics as your team like. It can be small, covering the basics or it can be extensive covering all aspects.

## Defining the community (Stakeholders)

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 or people that live elsewhere but have an interest or investment in the area like business owners, service organisations or government departments.

Defining your community helps you to decide who should be involved or can contribute to your community safety assessment with manpower, resources, perspectives, experience, expertise and insights.

Make sure to identify at least

- People who know something about crime and violence - *Local government, NGOs/CBOs, Faith based organisations, service professionals, academics etc.*
- People that are affected by crime and violence - *Victims, community members, traditional leaders, local government, school principals, youth workers, counsellors etc.*
- People who come from different cultures *Culture, nationality, language, interest groups etc.*
- People who have special needs *People with disabilities, old people, youth, children, women etc.*
- People who work in the field of crime *SAPS, Prosecutors, probation officers, parole officers, NGOs, CBOs, Faith based organisations, Shelters etc.*

 Tool 01 Partner Plotter

## Defining the problem

You may already have some ideas of what the problems are or you want to get a complete picture, either way some research is called for.

- The profile of the community *environment – land use, size, location, economic structure, political situation, infrastructure, demographics – population age, ethnic-cultural composition, diversity, employment*
- The nature and extent of crime and violence *offences, frequency, offender, victims etc.*
- Safety concerns of community *perceptions of crime, risk factors, vulnerability & of service delivery*

Tool 02 Key Issue Finder 

## Defining the services

There are likely already individuals, organisations and government departments in your community that is involved in addressing the root causes of crime and violence.

You will need to determine services levels, ease of access, staff capacity, social crime prevention programs and projects.

Identify

- Local Government departments in your area *SAPS, DSD, Health, Education etc.*
- Community Organisations *NGOs, CBO,s, Faith Based Organisations, Shelters, Neighbourhood Watch, Private Security etc.*

Tool 03 Community Map 

Tool 04 Change Makers 

What could be

# sources of data and information

The following table will give some ideas as to the types and sources of information that can be used

TYPES AND SOURCES OF DATA AND INFORMATION		
What type of crime and violence occurs in the community?		Potential Sources of Data
<ul style="list-style-type: none"> <li>What forms of violence and crime occurs in this area?</li> </ul>	<ul style="list-style-type: none"> <li>What are categories/types of violence</li> <li>Who are victims – profile –age, gender,</li> <li>Who are perpetrators – profile – age, gender, status (unemployed/employed)</li> </ul>	<ul style="list-style-type: none"> <li>Government (SAPS / police station–crime statistics); DOJCD &amp; NPA (data on prosecution trends; DV protection orders, interdicts, child justice matters)</li> <li>DCS (profile of perpetrators from community)</li> <li>DSD (at risk groups)</li> </ul>
What is contributing to crime and violence?		Potential Sources of Data
<ul style="list-style-type: none"> <li>What are causes violence</li> <li>What are risk factors</li> </ul>	<ul style="list-style-type: none"> <li>Who are victims – profile –age, gender,</li> <li>Who are perpetrators – profile – age, gender, status (e.g. employed, substance abuse related)</li> <li>Where do different forms/types of violence occur- where are hotspots?</li> <li>What time/day of week does violence occur?</li> </ul>	<ul style="list-style-type: none"> <li>SAPS</li> <li>Research data</li> <li>Community input: interviews, surveys</li> </ul>
Perceptions safety?		Potential Sources of Data
<ul style="list-style-type: none"> <li>Perceptions of safety people in area (maybe general community, particular groups)</li> </ul>	<ul style="list-style-type: none"> <li>Where do people feel safe/unsafe</li> <li>What makes them feel safe/unsafe?</li> <li>What type/types of violence/crime do they fear?</li> <li>Who are they afraid of?</li> </ul>	<ul style="list-style-type: none"> <li>Community input: interviews, surveys</li> </ul>
Understanding community dynamics?		Potential Sources of Data
<ul style="list-style-type: none"> <li>Community dynamics</li> </ul>	<ul style="list-style-type: none"> <li>What are consequences of violence</li> <li>What are major conflicts in area? What is the conflict/s about?</li> <li>Who is involved in conflicts?</li> <li>For who long have these been going on?</li> <li>What are consequences of conflict on the community?</li> </ul>	<ul style="list-style-type: none"> <li>Community input: interviews, surveys</li> <li>NGOs/CBOs</li> <li>Faith based organisations</li> <li>Stakeholders in government</li> </ul>
What are opportunities/ resources to build on?		Potential Sources of Data
<ul style="list-style-type: none"> <li>What interventions are being undertaken in area</li> <li>Government departments</li> <li>Civil Society</li> <li>Community projects,</li> </ul>	<ul style="list-style-type: none"> <li>What resources? e.g.</li> <li>Number of police officers deployed</li> <li>Programmes</li> </ul>	<ul style="list-style-type: none"> <li>Community input: interviews, surveys</li> <li>NGOs/CBOs</li> <li>Faith based organisations</li> <li>Stakeholders in government</li> </ul>
What structures exist for community engagement? gaps/weaknesses		Potential Sources of Data
<ul style="list-style-type: none"> <li>What structures exist in area for community engagement:</li> <li>Government departments</li> <li>Civil Society/ NGOs /CBOs</li> <li>Community</li> <li>Faith Based</li> </ul>	<ul style="list-style-type: none"> <li>Area</li> <li>Focus</li> <li>Drivers</li> <li>Strengths and Weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>Community input: interviews, surveys</li> <li>NGOs/CBOs</li> <li>Faith based organisations</li> <li>Stakeholders in government</li> </ul>
What needs to be done to address crime and violence in this community		Potential Sources of Data
<ul style="list-style-type: none"> <li>What are solutions?</li> </ul>	<ul style="list-style-type: none"> <li>What works?</li> <li>What can be built on?</li> <li>What can be developed?</li> </ul>	<ul style="list-style-type: none"> <li>Experts: best practice/what works/models/tools</li> <li>Practitioners working in the community can identify where interventions are required/ gaps etc.</li> <li>Communities input</li> </ul>



Remember the information you gather can be

**Objective data** – Empirical data: statistics on reported crime and violence; victims and perpetrators’ gender, age and other relevant data.

**Subjective data** – feelings of safety/ unsafe; perceptions of crime and safety.

The one is not more or less valid than the other, it is just important to note which one you are gathering as you will interpret it differently.

E.g. someone may feel that EVERY house in their street is robbed EVERY month.

This tells you the person feels (subjective) unsafe and threatened. – This is the person’s reality despite what the crime statistics (objective) of the police says.

If you want to know the actual incident of house robberies – get statistical information from an objective data source

## How to

# collect the data and information

Methods for data collection is informed by the time and resources you have available .

Your local context including the availability of resources and time, will inform the methods you will use to collect data. Try to use a combination of methods to collect your data.

### Community Participation Workshops

Workshops offer the benefit of diverse people and interest groups interacting and contributing to the full picture of the situation in the community. The same people can then help to plan, implement and monitor social crime prevention initiatives.

When you have groups of people together, the following structure could be used to collect data and information.

#### Workshop 1 - Exploration

Use tool # 07 Exploration Workshop  
& tool # 01 Partner Plotter  
& tool # 02 Key issue finder  
& tool # 03 Community Map

- Organise a one day community Participation workshop to pinpoint stakeholders, problem areas and services in the community.



#### Tool 07 Exploration Workshop

#### Task Team Meeting 1

Use Tool # 05 Community Assessment Plan.  
& tool # 04 Change Makers

- Develop a plan to process the information.
- Execute the Community Assessment Plan



#### Tool 05 Community Assessment Plan

#### Task Team Meeting 2

Use Tool # 06 Community Safety Profile Template

- Organise and analyse data and information that was Collected using the template as a guide.



#### Tool 06 Community Safety Profile Template

#### Workshop 2 - Safety Visioning Workshop

Use tool # 08 Safety Visioning Workshop  
& tool # 09 Formulating Objectives

- Organise a one day community Participation workshop to develop a shared vision and goals for Community Safety.



#### Tool 08 Safety Visioning Workshop



#### Tool 09 Formulating Objectives

### Diagrams and illustrations

Organising material in graphs, tables and visuals to demonstrate:

- trends in crime and violence by time & events
- interest groups;
- risk factors;
- who is the Stakeholder and what they are doing
- existing services and levels of access (Government, Civil society and Community Organisations

### Safety walks

Visiting the site where a problem is occurring may provide insights to the group of what is contributing to the problem. Make sure your group consist of diverse stakeholders including law enforcement stakeholders that may point out obvious problems.

### Literature and Data research:

This means that you read up on research that was done on crime and violence. Information is available from state institutions (Statistics SA, HSRC, MRC), government departments, research institutions (HSRC, MRC, Universities) and civil society organisations (NGOs, CBOs, faith based organisations, business)

### Surveys (questionnaire)

This is the most systematic way to gather information. You will have to develop questions you want to ask. Consider what you want to know about the community, crime and safety and then develop questions that will answer it.

### Interviews and telephone interviews

Talk to experts in the field, stakeholders, community leaders. Prepare a questionnaire and use it as the basis for your interview. If you ask the same questions to everyone, it will be simple to summarize your results.

### Focus groups

This is also a type of interview with specific groups of people in the community e.g. ladies, young people, police officers, people with disabilities etc. You will need a questionnaire and people that are experienced in facilitating groups to do focus groups.



Decide what information you want to present in your Community Safety Profile and then make sure that you ask enough questions in your research/ surveys/ interviews/ workshops/focus groups to get the information. See Tool 06

# What to include in the format of your Community Safety Assessment

What do you want to know?

The format of your community safety assessment is dependant on what you want to know. Ask yourself: “What questions do I want to answer?” Depending on the focus of your community assessment, the data you require will vary, but it should cover at least the following topics in some degree in order to develop a Community Safety Action Plan that is efficient an effective.

- **The profile of the community.**  
environment – land use, size, location, economic structure, political situation, infrastructure  
demographics – population age ethnic-cultural composition, diversity, employment
- **The nature and extent of crime and violence**  
What are the offences (crime and violence) that is committed most in the area, frequency, offender, victims etc.
- **Safety concerns of the community**  
How do the community perceive crime, risk, vulnerability and service delivery
- **Available resources or Service Providers**  
Who provides services (Government and Non-government) is it easy to use and accessible to the community. Is there enough service providers with adequate and equipped staff. Services include areas like Safety and Security (like Police), Justice, Health, Education, Municipal, Special needs, Housing, Welfare and so on
- **Social Crime prevention related interventions** and programmes that are already being implemented
- **Stakeholders** – government and non-government - roles, capacities and resources



Communities that participate in Community Safety Assessments are more likely to engage in solutions.

How to

## write a Community Safety Profile

Make the information gathered in the Community Safety Assessment easy to understand and use.

The reason you write a Community Safety Profile is to make the information you have gathered during your Community Safety Assessment easy to understand and useable for all stakeholders in the community.



Use visual illustrations to present results: photos, diagrams and graphs  
Keep it simple and brief and plain language  
Include a brief Executive Summary

Substantiate the findings with data (this will also provide important baseline data against which change can be measured over time)



Baseline data tells us what it looks like before we implement projects.  
E.G. Baseline is 45 housebreakings p/m. We then educate people how to make their homes difficult targets. After 6 months we can check the amount of housebreakings to see if we have made a difference.

Structure the Safety Profile to include relevant data

- **Establish community context**  
overview of area, environment, demographic, economic
- **Analysis of crime and violence**  
scale, trends and distribution
- **Profile victims and perpetrators**  
age, gender ethnic, cultural socio economic patterns
- **Risk factors for crime and violence**  
Investigate patterns of risks factors
- **Assess effectiveness of projects and services**  
health, safety (including policing), housing, welfare, education in relation to prevention
- **Identifying opportunities**  
strengths of area social capital, civil society and existing projects on which future strategies can be built.



People who know something about crime and violence

Local government, NGOs, CBOs, Faith based organisations, service professionals, academics etc.

People that are affected by crime and violence

Victims, Community members, Traditional leaders, Local government, School Principals, Youth Workers, Businesses etc.

People who come from different cultures

Culture, Nationality, Language, Interest groups etc.

People who have special needs

People with disabilities, old people, youth, children, women etc.

People who work in the field of crime and violence

SAPS, Prosecutors, Probation officers, Parole officers, NGOs, CBOs, Faith Based Organisations, Shelters etc.

# TOOL #02

## Key Issue Finder

find out what are the key issues in your community by compiling available information.

## When do you use it?

You will already know quite a bit about the problems in your community. This tool will help you find the key issues that need further investigation and assessment.

Use it before you design your community assessment survey, questionnaire or interview guidelines. And before you have a community participation event. It will help you focus discussions on key issues that is relevant in your community.

**Key Issue Finder** helps you define the problem areas in your community that needs further exploring.

## Who can use it?

- Individuals (works better with groups)
- Groups or Teams
- Workshop Facilitators

## How to use it?

Ideally this is a group tool. Gather a team consisting of people from your local SAPS office, your district court, probation, private security firms and community members. The more people you are that work on the worksheet, the more ideas you will have.

In the first column, write down the top 5 crimes in your community. You can find out what is the top 5 crimes at your local police station or on the internet. SAPS Crime Statistics @ [http://www.saps.gov.za/resource\\_centre/rc\\_index.php](http://www.saps.gov.za/resource_centre/rc_index.php). The website of the Institute for Security Studies @ <https://www.issafrica.org/crimehub/stats> have many user friendly tools to access stats per police station.

Moving vertically complete the rest of the blocks for each crime. See example below. You can do this exercise on your own or with small teams or even in small groups at a community participation workshop. Remember there is no right or wrong answers. Just come up with as many ideas as possible.

**Next step:** together with the group, decide where you need more information and then include it in your community assessment survey, questionnaire, interview guidelines or community participation workshop.

	Top 5 Crimes reported to your local police station	Hot Spots where the crime or violence is committed	Time of day / month when the crime usually occurs	Characteristics of Victim (Person) or Target (Place)	Characteristics of Offenders	Risk factors that lead to this type of crime
#1	Assault	• Behind high school	• After school • Weekends	• High from oblique • Fights out of view of passers-	• School drop outs • Not working	• Drugs available • No parental supervision/control
#2						
#3						
#4						
#5						



	Top 5 Crimes reported to your local police station	Hot Spots where this crime or violence is committed	Time of day / month when this crime usually occurs	Characteristics of Victim (Person) or Target (Place)	Characteristics of Offenders	Risk Factors that lead to this type of crime
#1						
#2						
#3						
#4						
#5						

# TOOL #03

## Community Map

explore how people experience their environment by mapping the profile, concerns and services

## When do you use it?

People's perception of the community can give a wealth of information that can not be obtained through empirical data such as stats and data. It can reveal areas people avoid or use often, areas that is important or areas that can be developed.

It is a cheap and easy tool to use with young or old. The only requirement is that you have a facilitator and someone to take notes.

**Community Map** helps you get perspective on the community, how participants use and access resources and where they feel safe/unsafe.

## Who can use it?

- Individuals (works better with groups)
- Groups or Teams
- Workshop Facilitators

## How to use it?



### You need:

- Venue - in the community that is easily accessible for all
- Participants - invite diverse people (20-30)
- Half-day (5 hours)
- Community Map handout (next page)
- Big papers - flip chart paper or unprinted news paper ( 1 per group)
- Coloured Markers or crayons
- Masking tape (doesn't leave marks) to stick maps to wall
- Space to draw. Younger people could use the floor but older people will need tables



### Step 1 - Frame and explain the exercise

"We are going to be drawing our community so that we can better understand what it offers and what it's problems are". Assure participants that this is a fun activity and that there is no right or wrong. That there is many people present because we need many different ideas and perspectives.

Divide participants in groups of 4-6 and give each group a paper and set of markers.

### Step 2 - Establish a starting point

Ask the big group what the center of their community is. Once the group agrees, ask them to make a mark in the middle of the paper representing that central point. Next ask them to mark the location of this venue (where you are doing the exercise). Thirdly ask them to each mark the location of their own house.

### Step 3 - Draw community

Participants continue to draw their map using the prompts on the handout (next page)

### Step 4 - Feedback to big group

Ask each group to send a representative to give feedback. Stick map on wall.

### Step 5 - Big group discussion

Ask a few questions (helper to take notes)

- What is most obviously the same in all the maps
- What is most obviously different in all the maps
- What have you learned about your community by drawing the map



## Handout

### Draw the Map

1. Decide in your group what is the middle point of your community and then draw a picture of it in the middle of your paper.
2. Next let each group member mark where their own house is (or office or place of business etc)
3. Next draw the main roads going through the community.
4. Add rivers, trees and parks (if any)
5. Draw neighbourhoods - you can maybe use different pictures to show if it is RDP houses, shacks, brick houses and so on
6. Show taxi and bus stops or any other public transportation

### Try to add as many of the following items as possible.

- Schools - pre-school, primary schools, high schools and any other place of learning
- Health services - clinics, hospitals, HIV Counselling, Family Planning, Pregnancy Services
- Government services in your area - SAPS, DSD, SASSA, Court etc.
- Services to your community - NGOs, CBOs, Faith based organisations, shelters, Places of Safety, Children's Homes, Counselling etc.
- Shops - food, clothes, etc. Chain stores? liquor stores, shebeens
- Churches or religious places - which?
- Places where you spend your free time (for kids, youth & teens), sports fields etc.
- Any other places that is important in your community

### Mapping out safety concerns

- Mark with a black dot (●) Where crime/ violence occurs
- Make a note which type of crime/violence?
- Mark with a green dot (●) places where you feel safe in the community
- Make a note if it is different for day and night time
- Mark with a red dot (●) places where you feel unsafe in the community
- Make a note if it is different for day and night time
- Mark with a blue block (■) places where you enjoy spending time
- Mark with a yellow star (★) places, organisations or institutions that are most important
- Make a list of places, organisations or institutions that is needed in your community

NB. You are the expert of your community and we value your ideas and opinions. Thank you so much for your participation.

# TOOL #04

## Change Makers

find out who is doing what in your community by surveying stakeholder projects and programs

## When do you use it?

There are likely already individuals, organisations and government departments in your community that is involved in addressing the root causes of crime and violence. Tool # 01 The Partner Plotter identified who is working or know something about the field of crime and violence in your community.

Now you want to find out what social crime prevention programs and projects they offer, what is their capacity and is their service easy to access.

**Change Makers** helps you determine what Social Crime Prevention Programs and Projects are offered in your community and to what extend it can be a resource.

## Who can use it?

- Individuals
- Groups or Teams
- Workshop Facilitators



## How to use it?

You need a representative of the organisation or institution to help you complete this tool. Use a new sheet for each place you complete this tool for. The more people you are that work on the tool, the more ideas you will have.

Questions about accessibility. When there is little blocks (□) you have to make a mark ONLY if the statement applies to the organisation. If the statement does not apply, just leave it blank.

E.g.  **Landline** - This means they have a landline  
 **Landline** - This means they do not have a landline  
 When there is bigger blocks, answer the relevant question.

E.g. What is the contact details - Landline 015 555 5555

Next complete the details about each project, programme or service they offer. In the column for ISCPs focus area, you can just write the numbers that corresponds with the list at the bottom of the page. If the organisation have more than 5 projects, simply use another tool sheet and staple it to the first one

**Next step:** Make a summary of all the Projects, Programs and Services in your community.

What do they call themselves?	Street Address	Project, Program or Service Name	How does it work - What is the activities of the Project, Program or Service?	No of people helped per month	ISCPs Focus Area(s) See list below	Human Resources employed	Government	Strategy
						Social Work 1 Police 2 Nurse 3 Counsellor 4 Other Professionals 0	Volunteers 0 Partners 0 Support Staff 1	Government <input checked="" type="checkbox"/> Non Government <input type="checkbox"/>
<b>Helping hand</b>	<b>18 church Street, Extension 18, My community</b>	<b>Brick Making</b>	<b>Train and give work to ex offenders</b>	<b>6</b>	<b>10, 11</b>			
<b>Contact Accessibility Do they have What is the Contact Details</b>	<b>015 555 5555</b>							
<input checked="" type="checkbox"/> Landline								
<input type="checkbox"/> E-Mail								
<input type="checkbox"/> Website								
<input checked="" type="checkbox"/> SMS or WhatsApp	<b>082 555 5555</b>							
<input checked="" type="checkbox"/> After hours number	<b>082 555 5555</b>							
<b>Physical Accessibility</b>								
<b>Can the community go there by</b>								
<input checked="" type="checkbox"/> Walking								
<input checked="" type="checkbox"/> Taxi or Bus - Close to Taxi/Bus stop								
<input type="checkbox"/> Train - Close to train stop								
<input type="checkbox"/> Hard to reach								
<b>How do they cater for people with disabilities</b>								
<input type="checkbox"/> Wheelchair users can access the premises								
<input type="checkbox"/> Hearing impaired can communicate								
<input checked="" type="checkbox"/> They offer signlanguage interpreting								
<input checked="" type="checkbox"/> They cannot receive people with physical disabilities								
<b>Target Group Accessibility</b>								
<b>Which Life stage groups do they target</b>								
<input type="checkbox"/> In womb	<input type="checkbox"/> 15-18 years	<input checked="" type="checkbox"/> Male						
<input type="checkbox"/> 0-2 years	<input checked="" type="checkbox"/> 19-30 years	<input checked="" type="checkbox"/> Female						
<input type="checkbox"/> 2-6 years	<input type="checkbox"/> 30-50 year							
<input type="checkbox"/> 6-12 years	<input type="checkbox"/> 60 and above							
<input type="checkbox"/> People with disabilities								
<b>ISCPs Focus areas</b> <ul style="list-style-type: none"> <li>1. Families</li> <li>2. Early Childhood Development ECD</li> <li>3. Social assistance &amp; support for program women &amp; girls</li> <li>4. Child Abuse, neglect and exploitation</li> <li>5. Domestic violence &amp; victim empowerment programmes</li> <li>6. Victims support and dealing with trauma</li> <li>7. Community mobilisation and development</li> <li>8. HIV &amp; AIDs and feeding and health programmes</li> <li>9. HIV &amp; AIDs and feeding and health programmes</li> <li>10. Social crime prevention programmes (e.g. diversion)</li> <li>11. Extended public works programmes</li> <li>12. Schooling</li> <li>13. Gain violence prevention, reduction &amp; law enforcement</li> </ul>								

What do they call themselves?



Street Address

### Human Resources employed

Social Work Professionals  
 Other Professionals

No of people helped per month

Volunteers  
 Support Staff

Government  
 Non Government

Offender  
 Victim  
 Environment

### Contact Accessibility

Do they have What is the Contact Details

Landline  
 E-Mail  
 Website  
 SMS or  
 After hours

### Physical Accessibility

Can the community go there by

Walking  
 Taxi or Bus - Close to Taxi/Bus stop  
 Train - Close to train stop  
 Hard to reach

How do they cater for people with disabilities

Wheelchair users can access the premises  
 They offer signlanguage interpreting  
 They cannot receive people with physical disabilities

### Target Group Accessibility

Which Life stage groups do they target

In womb  
 0-2 years  
 2-6 years  
 6-12 years  
 People with disabilities

13-18 years  
 19-30 years  
 30-59 year  
 60 and above

Male  
 Female

Project, Program or Service Name	How does it work - What is the activities of the Project, Program or Service?	No of people helped per month	ISCPs Focus Area(s) <i>See list below</i>	Offender	Victim	Environment

**ISCPs Focus areas**

1. Families
2. Early Childhood Development ECD
3. Social assistance & support for pregnant women & girls
4. Child abuse, neglect and exploitation
5. Domestic violence & victim empowerment programmes
6. Victims' support and Dealing with trauma
7. Community mobilisation and development



Task - What must be done?	Who will do it?	By when	Done
Compile information* contained in Tool # 01 and find a telephone number for each			
Compile information* contained in Tool # 02			
Compile information gathered with Tool # 03			
Make a list of all stakeholders identified in Tool # 01 and Tool # 03 . Divide stakeholders between task team members. Complete a Tool # 04 for each stakeholder .			
Compile information gathered with Tool # 04			
Compile a list of issues that need to be assessed further			
Decide on ways to gather the information listed, design the method and gather the information			

# TOOL #06

## Community Safety Profile Template

make the information you gathered accessible by writing a summary that is easy to understand and use

### When do you use it?

When you have completed your community Safety Assessment you need to write a Community Safety Profile to make the information you have gathered during your Community Safety Assessment easy to understand and useable for all the stakeholders in the community.

You need to write it before you start any projects so that you can use the information as a baseline to measure progress and success against.

**Community Safety Profile** helps you summarise Community Safety Assessment information in a format that is usable and easily understandable.

## How to use it?

Knowing who the audience is will determine

- The information included and length of the report
- The language use, structure and tone of the report

Ask some of these questions to start thinking about the audience

- How much time will they have to read your report?
- Why does the reader need this report/ what is the goal & purpose?
- What does the reader need to know to make an informed decision?
- What is the desired response to your report?



If you aim to engage the community, the Community Safety profile should be easy to use and understand by anyone. This template could be used as it is, or if you want to include more information per heading, the structure could be used.

On the first page, complete the form by following the prompts on the left hand side. Some of these topics could be discussed at great length for internal purposes, but for outside use try to keep it brief.

There is 5 Quick Facts - sheets. One for each of the top 5 crimes Recorded by SAPS in your community. For each one of these 5 crimes complete their own sheet. Write down the name of the crime, how many cases was reported to the local police station in the last year and mark which **\*category of crime** it is.

Trend: SAPS have 10 year stats on each crime. On the left hand side write the number of cases 10 years ago and so on until the latest figure is on the far right hand. If you have someone that understands graphs, it could be nice if you draw a graph here.

Next list the 5 Hotspots for this type of crime in your community. For each of the 5 discuss the Location Profile and timing in the corresponding blocks under it.

In the following two blocks discuss the profile of victims and offenders.

Lastly complete the **\*risk factors** blocks. Although risk factors have been shown to be applicable internationally, your community will have its own unique set of risk factors that are at the root of crime and violence.

\*information on **categories of crime** and **risk factors** can be found in the Safe Communities Toolbox booklet 1.



On the last page is 13 blocks. One for each focus area of the ISPCS. Either write the name of the organisations or departments that have projects or programs in these areas or just write down a number, e.g 3 organisations works with building families. The aim is to see at a glance what services is missing or underserved in your community.



## Who can use it?

- Individuals
- Groups or Teams
- Workshop Facilitators

# Community Safety Profile

Name of your  
Community

Task Team  
Members

**Background:**

*Why was the  
assessment done?*

**Methods:**

*How was the  
information  
collected?*

**Describe the  
Community:**

**Environment**

***What does it look  
like in this  
community?***

*(land use, size,  
location,  
economic  
structure, political  
situation,  
infrastructure)*

**Demographics**

**Safety  
Concerns:**

*What issues is of  
great concern to  
the community?*

# Quick Facts on the #1 Offence

**Offence:**

**Incidents per year:**  *Latest*

This is a contact/contact related crime  
 This is a property crime  
 This is a crime detected by police action  
 Other

**Trend:**

Number of Cases recorded by SAPS

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<i>10 years ago</i> <span style="float: right;"><i>Latest</i></span>									

**Hotspots:**

*Top 5 places where this offence is committed*

<input type="text"/>				
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**Location Profile:**

*What factors created an opportunity for the crime?*

<input type="text"/>				
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**Timing:**

*Any trends in terms of time of day, week, month or year.*

<input type="text"/>				
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**Victim Profile:**

*(age, race, sex, address occupation etc.)*

**Offender Profile:**

*age, race, sex, address occupation, criminal record,*

Individual      Family      Peer      School      Community

**Risk Factors:**

*Negative influences, Root causes likely to increase this*

<input type="text"/>				
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# Quick Facts on the # 2 Offence

**Offence:**

**Incidents per year:**  *Latest*

This is a contact/contact related crime  
 This is a property crime  
 This is a crime detected by police action  
 Other

**Trend:**

Number of Cases recorded by SAPS

<input type="text"/>									
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*10 years ago* *Latest*

**Hotspots:**

*Top 5 places where this offence is committed*

<input type="text"/>				
----------------------	----------------------	----------------------	----------------------	----------------------

**Location Profile:**

*What factors created an opportunity for the crime?*

<input type="text"/>				
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**Timing:**

*Any trends in terms of time of day, week, month or year.*

<input type="text"/>				
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**Victim Profile:**

*(age, race, sex, address occupation etc.)*

**Offender Profile:**

*age, race, sex, address occupation, criminal record,*

Individual      Family      Peer      School      Community

**Risk Factors:**

*Negative influences, Root causes likely to increase this*

<input type="text"/>				
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# Quick Facts on the # 3 Offence

**Offence:**

**Incidents per year:**  *Latest*

This is a contact/contact related crime  
 This is a property crime  
 This is a crime detected by police action  
 Other

**Trend:**

Number of Cases recorded by SAPS

<input type="text"/>									
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*10 years ago* *Latest*

**Hotspots:**

*Top 5 places where this offence is committed*

<input type="text"/>				
----------------------	----------------------	----------------------	----------------------	----------------------

**Location Profile:**

*What factors created an opportunity for the crime?*

<input type="text"/>				
----------------------	----------------------	----------------------	----------------------	----------------------

**Timing:**

*Any trends in terms of time of day, week, month or year.*

<input type="text"/>				
----------------------	----------------------	----------------------	----------------------	----------------------

**Victim Profile:**

*(age, race, sex, address occupation etc.)*

**Offender Profile:**

*age, race, sex, address occupation, criminal record,*

Individual      Family      Peer      School      Community

**Risk Factors:**

*Negative influences, Root causes likely to increase this*

<input type="text"/>				
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# Quick Facts on the #4 Offence

**Offence:**

**Incidents per year:**  *Latest*

This is a contact/contact related crime  
 This is a property crime  
 This is a crime detected by police action  
 Other

**Trend:**

Number of Cases recorded by SAPS

<input type="text"/>									
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*10 years ago* *Latest*

**Hotspots:**

*Top 5 places where this offence is committed*

<input type="text"/>				
----------------------	----------------------	----------------------	----------------------	----------------------

**Location Profile:**

*What factors created an opportunity for the crime?*

<input type="text"/>				
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**Timing:**

*Any trends in terms of time of day, week, month or year.*

<input type="text"/>				
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**Victim Profile:**

*(age, race, sex, address occupation etc.)*

**Offender Profile:**

*age, race, sex, address occupation, criminal record,*

Individual      Family      Peer      School      Community

**Risk Factors:**

*Negative influences, Root causes likely to increase this*

<input type="text"/>				
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# Quick Facts on the # 5 Offence

**Offence:**

**Incidents per year:**  *Latest*

This is a contact/contact related crime  
 This is a property crime  
 This is a crime detected by police action  
 Other

**Trend:**

Number of Cases recorded by SAPS

<input type="text"/>									
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*10 years ago* *Latest*

**Hotspots:**

*Top 5 places where this offence is committed*

<input type="text"/>				
----------------------	----------------------	----------------------	----------------------	----------------------

**Location Profile:**

*What factors created an opportunity for the crime?*

<input type="text"/>				
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**Timing:**

*Any trends in terms of time of day, week, month or year.*

<input type="text"/>				
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**Victim Profile:**

*(age, race, sex, address occupation etc.)*

**Offender Profile:**

*age, race, sex, address occupation, criminal record,*

Individual      Family      Peer      School      Community

**Risk Factors:**

*Negative influences, Root causes likely to increase this*

<input type="text"/>				
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# Services per ISCPS focus area

Names of organisations, individuals and government Departments that are rendering services, projects and programmes in each of the ISCPS focus areas.

Families

Early Childhood Development

Support Pregnant Women & Girls

Child Abuse, Neglect

Domestic Violence VEP

Victim Support

Community Mobilisation

Substance Abuse

HIV/AIDS & Feeding Schemes

Social Crime Prevention (Diversion)

Extended Public Works Programmes

Schooling

Gun violence Prevention

# TOOL #07

## Exploration workshop

pinpoint stakeholders, problem areas and services in the community by facilitating the participation of community members

## When do you use it?

Finding a starting point for your Community Safety Assessment can be daunting. There is so many possible things that could be investigated.

This community participation workshop use the community as experts of their environment to pinpoint issues that can be explored.

Some issues will be explored on the day, others will be identified and then explored by a task team after the workshop.

**Exploration Workshop** use community members to pin point stakeholder, problem areas and services in the community

## Who can use it?

- Individuals
- Groups or Teams
- Workshop Facilitators

## Before

**Identify Facilitators:** you will need an experienced facilitator to facilitate a community participation workshop. In addition you need a co-facilitator to take notes of the group discussions and feedback. The facilitators need to prepare by

- Reading the 5 booklets in the Safe Community Series
- Reading the tools and instructions for this workshop (this sheets)

**Identify Participants:** Use Tool # 01 Partner Plotter as a guideline to identify as many people as possible to attend the Day 1 Workshops. (At least 5 per category)

**Identify Venue:** find a venue that is in the community

**Workshop Arrangements:** make necessary arrangements for workshop e.g. refreshments, meals, stationary, relevant copies of toolbox and tools, arrange for facilitator and 2 or 3 note takers. (Remember to check for special needs of people with disabilities)

**Get Statistics:** find out what is the top 5 crimes in this community from the local SAPS or internet.

## You will need

- A copy per participant of the first (red) booklet in the Safe Communities Toolbox. 1. Crime and Violence Prevention for Communities.
- Pen per participant
- Registration form and name stickers
- 10 copies of Tool # 01 Partner Plotter
- 10 copies of Tool # 02 Key Issue Finder
- 10 copies of Tool # 03 Community Map
- Flip chart papers or unprinted newspaper roll ends (ask at your local newspaper)
- Masking tape
- Coloured markers or crayons
- Pens and notepaper for co-facilitators (note takers)
- Box and 3 Big envelopes to collect tool sheets and maps used in the workshop
- Lunch for Participants
- Water and tea and coffee available somewhere in the room



**Set the scene:****30 minutes**

- Give each participant a copy of the first booklet in the Safe Communities Toolbox. 1. Crime and Violence Prevention for Communities.
- Set the scene for the day by doing a 30 minute presentation on the concepts in the booklet.

**Define the community:****90 minutes**

- Use Tool #01 Partner Plotter.
- Divide participants into small groups of ± 5 people.
  - Make sure they understand the concept of brainstorming.
  - Let each small groups complete the tool by brainstorming
  - Feedback to bigger group.
  - Note takers to collect sheets from each group and compile a combined list

**Define the Problem:****90 minutes**

- Use Tool #02 Key Issue Finder.
- Divide participants into small groups of ± 5 people.
  - Give them the stats on the top 5 Crimes in the community.
  - Let each small groups complete the tool by brainstorming
  - Feedback to bigger group.
  - Note takers to collect sheets from each group and compile a combined list

**Define the Services:****120 minutes**

- Use Tool #03 Community Map.
- Divide participants into small groups of ± 5 people.
  - Follow instructions on the Tool.
  - Let each small groups complete the tool by brainstorming
  - Feedback to bigger group.
  - Note takers to take notes on feedback.
  - Collect Maps

**Define what needs to be assessed further:****30 minutes**

- Divide participants into small groups of ± 5 people.
- Ask participants to list (in the light of the day's exercises) what else we need to find out to understand the problem of crime and violence in this community so that we can come up with strategies to deal with it.
- Ask random feedback. note takers to take notes
- Collect lists from group

**Elect task team:****30 minutes**

- Ask participants to nominate 5-10 people to process the information that was gathered during the day. Confirm that the nominees are willing to serve on the task team, if not, ask for another nominee. Try to include people that work in the field of crime and crime prevention on the task team.

# TOOL #08

## Safety Visioning workshop

develop shared vision and goals for community safety by facilitating the participation of community members



## When do you use it?

You have had an exploration workshop where you have identified stakeholders, problem areas and services in the community.

A task team have developed and implemented a community Assessment plan. They have analysed and sorted the data and now have a Community Safety profile to present to the community.

**Safety Visioning Workshop** use community members to develop a shared vision and goals for Community Safety

## Who can use it?

- Individuals
- Groups or Teams
- Workshop Facilitators

## Before

**Identify Facilitators:** you will need an experienced facilitator to facilitate a community participation workshop. In addition you need a co-facilitator for every 20 people to take notes of the group discussions and feedback. The facilitators need to prepare by

- Reading the 5 booklets in the Safe Community Series
- Reading the tools and instructions for this workshop (this sheets)

**Identify Participants:** invite all the people that attended the 1st Exploration workshop and invite all partners and stakeholders that was identified with Tool # 2 in the 1st Workshop.

**Identify Venue:** find a venue that is in the community

**Workshop Arrangements:** make necessary arrangements for workshop e.g. refreshments, meals, stationary, relevant copies of toolbox and tools, arrange for facilitator and 2 or 3 note takers. (Remember to check for special needs of people with disabilities)

## You will need

- A copy per participant the Community Safety Profile
- 20 copies of Tool #09 Formulating Objectives
- Pen per participant
- Registration form and name stickers
- Flip chart papers or unprinted newspaper roll ends (ask at your local newspaper)
- Masking tape
- Coloured markers or crayons
- Notepaper for participants to write discussions and feedback on
- 4-5 different colours of sticky notes
- Pens and notepaper for co-facilitators (note takers)
- Box to collect tool sheets and maps used in the workshop
- Lunch for Participants
- Water and tea and coffee available somewhere in the room

## 1. Develop a common Vision

60 minutes

- Divide participants into small groups of ± 5 people. Give them big papers and coloured markers or crayons and ask them to imagine that it is now 10 years later and their community is the safest, crime free community in this country. Ask them to draw, write or symbolise what the community would look like.
- Feedback to bigger group. Stick each map to the wall and leave it there.
- Note takers to take notes of feedback and compile a combined list.

## 2. Present Community Safety Profile:

30 minutes

- Give each participant a copy of the Community Safety Profile
- Present the information in the Community Safety Profile in 30 minutes

## 3. Safety Profile Discussion

60 minutes

- Divide participants into small groups of ± 5 people ask them to discuss the Community safety profile using the following three questions
  1. What information surprised you most
  2. What information did not surprise you at all
  3. Is there any information in the Community Safety Profile that is inaccurate.
- Feedback to bigger group
- Note takers to collect sheets from each group and compile a combined list

## 4. Goals and Strategies brainstorm:

90 minutes

- Do a sticky note brainstorm. On the walls put 3 big papers in different areas.  
Paper one write a heading: Victim Based Strategies  
Paper two write a heading: Offender Based Strategies  
Paper three write a heading: Environment Based Strategies
- Frame the exercise by telling participants that they now know what they want their community to look like (maps from fist exercise) they also know what is the problems at the moment and who is the partners already doing some things, (presentation on Community Safety Profile). We now want to find the things we as a community can do to get from how it is now to the desired future that was drawn on the maps.

- Divide participants into as many groups as you have different colour sticky notes for. (most blocks have at least 4 colours so you will have a yellow group, green group, orange group and so on).

- Give each group 2 stacks of their relevant colour sticky notes and a pens. Explain the group have to come up with ideas of what can be done to make their community a safe community. Each idea is written on a separate sticky note and someone goes and sticks it on the wall under the relevant category. The group with the most sticky notes (under all three headings) win! (maybe they can be in the front of the lunch que)

- Once the brainstorm is completed, each participant have to vote for their two favourite ideas on each of the three papers (6 votes) by making their initial on the sticky note.

- Facilitator count votes and stick sticky notes in order of most votes to least votes.

## 5. Develop the Goals:

30 minutes

- Use Tool # 09 Formulating Objectives.
- Divide participants into six groups.
  - Follow instructions on the Tool.
  - Let each small groups complete the tool by brainstorming
  - Feedback to bigger group.
  - Note takers to take notes on feedback.
  - Collect tools

## 6. Elect task team

- Ask participants to nominate 10-15 people to develop a Community Safety Action Plan. Confirm that the nominees

30 minutes

are willing to serve on the task team, if not, ask for another nominee. Try to include people that work in the field of crime and crime prevention on the task team.

# TOOL#09

## Formulating Objectives

formulate smart objectives by describing exactly what you want to achieve

## When do you use it?

Someone once said: If you don't know where you are going, how will you know that you got there?

Well formulated objectives lead to successful measurable projects.

When you have established what are the priority issues you want to address in your community, you need to formulate an objective for each one of these priorities

**Developing Objectives** helps you describe what you want to achieve

## Who can use it?

- Individuals
- Groups or Teams
- Workshop Facilitators



## How to use it?

Complete a "Formulating Objectives Sheet" for each objective.

Before you start, ask yourself the following questions:

- What is the problem you want to fix
- Is there anything that can be changed in the environment to stop or reduce the problem
- What behaviour needs to change (of the victim or the offender) to stop or reduce the problem.
- Who is already working towards this same objective or can assist.

Follow the prompting questions on the top of each block.

Do not complete the blocks in sequence, e.g. you will only know what resources you need once you know what activities you are going to do. This sheet has space for three activities to reach the objective. If you want to add more activities, simply use another sheet and staple the two together.

See the Safe Communities Toolbox **Book 5 Tracking the progress and success of Community Projects** for information on the concepts in this tool

Goal: **Safe community**

Objective: **Reduce the amount of car accidents due to DUI by 5 per month by end of march**

Influences	Inputs	Outputs	Responsibility	Monitoring	Outcomes
<b>Problem or issue</b> Lots of car accidents due to DUI	<b>What resources do we need to do the project activities?</b> Human Resources Police officers traffic officer SANCA	<b>Target:</b> What is the result or product of your activity Increase law enforcement Busts of shebeens roadblocks Educational Talks at 2 high schools Youth 16-18 yrs	<b>Who is responsible to do this by when?</b> Who SAPS End October By When SANCA End January By When	<b>Performance indicators:</b> How can we check that the benefits to target audience activity happened? Police stats	<b>Short Term Outcome:</b> Benefits to target audience because of the activity Less car accidents due to DUI Young people empowered to make better decisions
<b>Who or what is part of the problem?</b> Youth u 18 shebeens that give them alcohol	<b>Material Resources</b> Internet to do research for talk				
<b>Who or what can help with the solution?</b> SAPS and Traffic SANCA					

**Goal:**  
A goal is the big picture, what you want to achieve with many projects  
For us it is: a Safe Community

**Objectives:**  
Each objective is a step you need to take reach the goal

**Activities:**  
Are the different things we do or deliver (produce) to achieve the objective



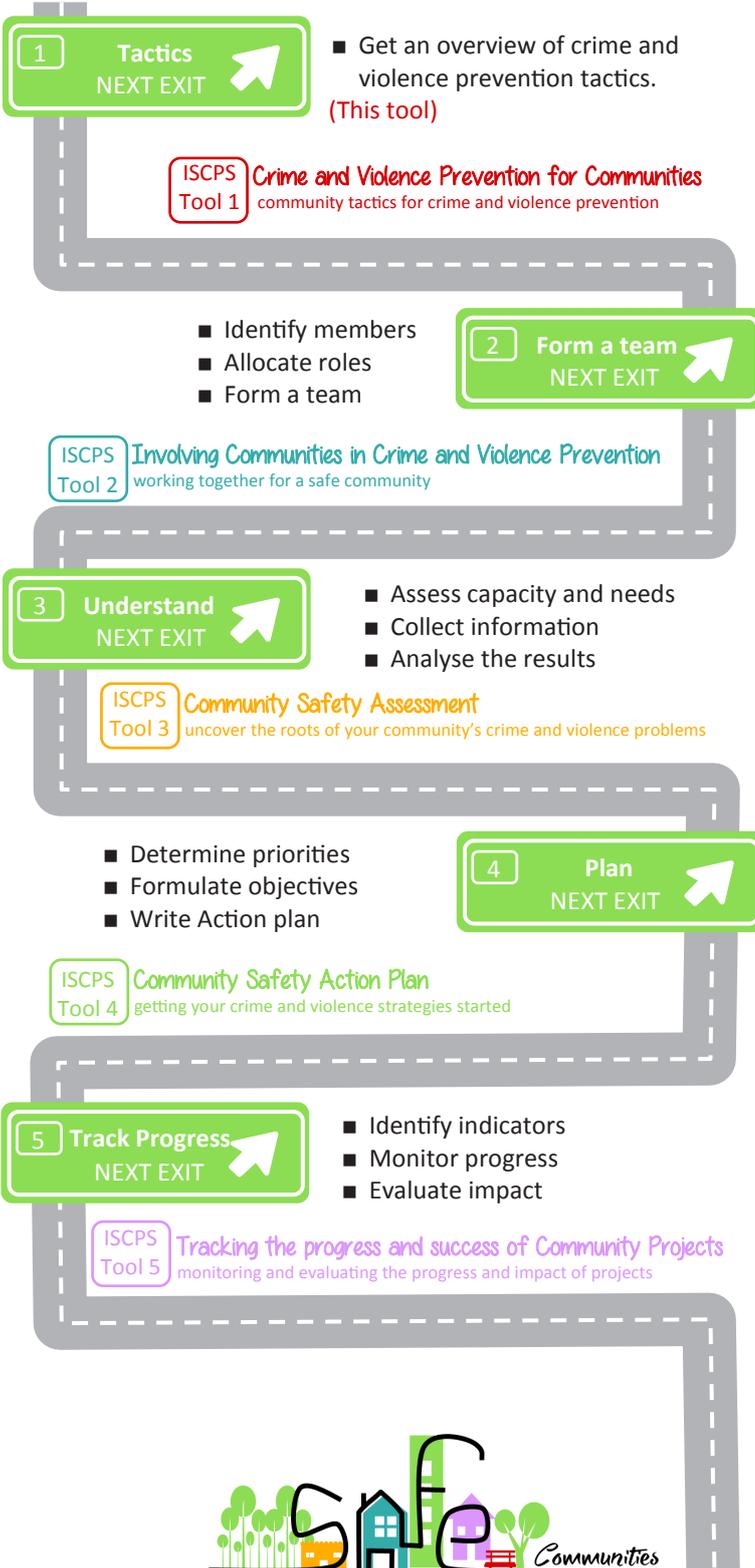
**Goal:** *Safe community*

**Objective:**  
*Who will make what change, by how much, where and by when*

Influences	Inputs	Outputs			Responsibility	Monitoring	Outcomes
<p><b>Problem or issue</b> <i>What is the problem or issue we want to address:</i></p>	<p><i>What resources do we need to do the project activities?</i></p> <p><b>Human Resources</b></p>	<p><b>Activity:</b> <i>What do we need to do to address the problem?</i></p>	<p><b>Target:</b> <i>Who or what will benefit</i></p>	<p><b>Output:</b> <i>What is the result or product of your activity</i></p>	<p><b>Who is responsible to do this by when?</b></p> <p>Who   By When</p>	<p><b>Performance Indicator:</b> <i>How can we check that the activity happened?</i></p>	<p><b>Short Term Outcome:</b> <i>Benefits to target group/place because of the activity</i></p>
<p><b>Who or what</b> <i>is part of the problem?</i></p>	<p><b>Material Resources</b></p>				<p>Who   By When</p>		
<p><b>Who or what</b> <i>can help with the solution?</i></p>					<p>Who   By When</p>		
<p><b>Medium Term Outcome</b> <i>Changes in Individuals/spaces</i></p>		<p><b>Long Term Outcome:</b> <i>Changed Community</i></p>		<p><b>Impact</b></p>			<p><b>Objective's Strategy:</b></p> <p><input type="checkbox"/> Victim based</p> <p><input type="checkbox"/> Offender based</p> <p><input type="checkbox"/> Environment based</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 (ISCPS).

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 - Gives information, advice and tools on working together.

Tool 3 - (this tool) 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

