Crime and Violence Prevention for Communities

community tactics for crime and violence prevention

Safe Communities

toolbox

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

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

How to
keep your community safe

A criminal act requires three things: a target (place) or victim (person), a motivated offender and an opportunity.

Motivated Offender
- Wants/desire cash
- know how to steal
- Able and willing to rob

Bag Grabbing

Motivated Offender

Opportunity

Opportunity
- No guardians
- Places to hide
- Market for stolen goods
- Escape routes
- Offender knows area
- Low traffic /bad lighting

BROKEN

Target (A Place) or **Victim** (A Person)

Victim/Target
- Vulnerable
- Attractive & Easy
- Escapable
- Not mindful of threats
- Predictable routines

If one of these elements is missing, a crime will not occur. E.g. A girl walks alone through a dark street and her handbag is stolen by a thief that was waiting behind some bushes.
- If the girl never entered the street, the thief will wait in vain – if there is no victim, there is no crime
- If the dark street with bushes to hide behind did not exist, there would be no opportunity – if there is no opportunity, there is no crime
- and obviously, without the thief, there is no theft.

If one of the legs of the triangle is removed, we can remove the crime.

Crime and violence prevention can focus on any of the three legs.
Motivated Offender: You could work at removing the thief.

Target (place) Victim (person): We could add security measures to places or empower victims to be more vigilant.
Opportunity: You could work at environmental design by adding lighting, cutting bushes or blocking off dangerous alleys.

All of these strategies will help make your community safer but to have a long lasting effect, crime prevention experts agree that we should focus our energies on changing the social and economical conditions that create offenders and vulnerable victims.

This approach is called Social Crime Prevention and it requires patience and a long term commitment. Some results will not be immediately visible, but in the long run, communities will become safe communities that offers opportunity to all its members.

Where to
start preventing crime

SAFETY TIP

a social worker will be able to help you understand Risk Factors for crime

Destroying the root will kill the tree

Your community will benefit most if you tackle the root causes of crime. South Africa has adopted an Integrated Social Crime Prevention Strategy. It means that the aim is to reduce risk factors that start children and young people on the road to crime.

International and local research have shown us that people that get into trouble with the law has many similar child hood experiences and needs that was not met.

We call these risk factors for crime. Some examples are

Poor pre-natal care, Single mother house holds, Lack of supervision, lack of positive role models, domestic violence, child abuse or neglect, poor education, poverty, drug and alcohol abuse, belonging to gangs, unemployment and so on.

Healthy families are critical to meet the many different needs of developing babies, children, youth , adults and older people.

Responding to social issues is a slow process. It starts with research in your own community to see what your communities own unique problems and needs are .

| 3 | **Understand** NEXT EXIT |

To find an effective solution to crime and violence, we must first fully understand what the problem is. What is crime and violence, where does it occur, who does it affect, how does it continue and spread?

Safety Communities

What is

the roots of crime and violence

Risk factors are issues that are identified as the root cause of a problem.

Researchers have found common issues in the childhood and youth of offenders. These are called risk factors for crime. These factors help us to suggest which individuals or groups are more likely to commit crime or be a victim.

Risk Factors: *Negative influences in the lives of individuals or a community. These may increase the presence of crime, victimization or fear of crime in a community and may also increase the likelihood that individuals engage in crime or become victims.*

Protective Factors: *Positive influences that can improve the lives of individuals or the safety of a community. These may decrease the likelihood that individuals engage in crime or become victims.*

Risk Factors		Protective Factors
■ Early antisocial behaviour and emotional factors such as low behavioural inhibitions ■ Poor cognitive development ■ Hyperactivity ■ Alcohol/drug use ■ Illegal gun ownership ■ Violent victimisation ■ Mental health problems	Individual	■ High IQ ■ Positive social skills and orientation ■ Willingness to please adults ■ Religious and club affiliations ■ Intolerant attitude toward deviance ■ Being female ■ Perceived sanction for transgression ■ Conflict resolution skills ■ Problem solving skills
■ Inadequate or inappropriate child rearing practices, ■ Home discord ■ Family violence, Maltreatment and abuse ■ Large family size ■ Parental antisocial history ■ Poverty ■ Exposure to repeated family violence ■ Divorce / broken home / changes of caretaker ■ Parental psychopathology ■ Teenage parenthood ■ A high level of parent-child conflict ■ A low level of positive parental involvement ■ Poor parental supervision (control, monitoring) ■ Parental use of harsh punishment or erratic punishment ■ Low attachment to child ■ Absence of Father or Father figure	Family	■ Participation in shared activities between youth and family (including siblings and parents) ■ Providing the forum to discuss problems and issues with parents ■ Availability of economic and other resources to expose youth to multiple experiences ■ The presence of a positive adult (ally) in the family to mentor and be supportive ■ Consistent discipline methods ■ Positive parental behaviour and practices ■ Family and financial stability
■ Spending time with peers who engage in delinquent or risky behaviour ■ Gang involvement ■ Less exposure to positive social opportunities because of bullying and rejection	Peer	■ Positive and healthy friends to associate with ■ Engagement in healthy and safe activities with peers during leisure time (e.g., clubs, sports, other recreation) ■ Friends have intolerant attitude towards drugs
■ Poor academic/work performance ■ Drop out, low level of education ■ Enrolment in schools that are unsafe and fail to address the academic and social and emotional needs of children and youth ■ Low commitment to school/work ■ Low educational/career aspirations ■ Poor motivation	School/ Work	■ Enrolment in schools that address not only the academic needs of youth but also their social and emotional needs and learning ■ Schools/workplace that provide a safe environment ■ Sense of belonging ■ Commitment to school/work place ■ Family involved in school /workplace activities
■ Living in an impoverished neighbourhood ■ Social disorganization in the community in which the youth lives ■ High crime neighbourhoods ■ Availability and use of drugs and alcohol ■ Availability of firearms ■ Exposure to violence and racial prejudice	Community	■ A community and neighbourhood that promote provide and foster healthy leisure activities for youth ■ Relationships with neighbours ■ Good role models ■ Prohibition of selling of alcohol to under aged ■ Stable, organised neighbourhood
■ High income gaps, high rates of poverty and extreme poverty ■ Lack of good governance ■ Insufficient social security and difficulty accessing basic services ■ Culture of violence (norms and values accept, normalise and glorify violence)	Society	■ Promotion and protection of rights (including children, youth and vulnerable groups) ■ Functioning social security system ■ Functioning law enforcement

SAFETY TIP

Please note that Risk Factors DOES NOT cause crime. It only indicates that a specific person has a higher chance of getting involved in crime than people of the general population . E.g. Poverty is a risk factor but all poor people are definitely not Offenders.

People are *social* beings that live in *society*. If a problem occurs in society, we cannot expect to fix it outside of society. Individuals are inter-related to each other, to their community and to society as a whole. What happens in society influences the community, which in turn influences relationships (family, friends etc.) and ultimately influence the individual.

Individual — Relationships — Community — Society

Where to
focus to destroy the roots

Social crime prevention strategies focus on the root causes (Risk factors) of crime and violence

Families

Family life is the Cradle of nurture for children and family members. Families are the building blocks of society. Healthy families provide for the needs of their members.
- Physiological needs - food, sleep etc.
- Safety needs - security, protection, stability etc.
- Love & Belonging needs - part of a family and friends
- Esteem needs - sense of competence and value
- Self-Actualisation needs - pushing ourselves to be better

Early Childhood Development (ECD).

Research have shown that providing appropriate stimulation, nutrition, care and health services during this critical development period results in: increased primary school enrolment, enhanced school performance, lower repetition and drop-out rates, reductions in juvenile crime rates, reduced remedial medical and welfare costs, and improved economic and social productivity indicators.

Social assistance and support for pregnant woman & girls

Provide support by teaching them to be better mothers, equipping them with the tools of new motherhood, helping them bond with their new babies, protecting them and their babies from conflict, violence and neglect and preventing them from drinking alcohol, taking drugs or smoking cigarettes during pregnancy. They should also be informed on how to access grants and on the choices they have like giving the child up for adoption.

Child abuse, neglect and exploitation.

Research shows that parents or caregivers, who were victims of abuse and neglect themselves may be more likely to maltreat their own children. They lack the experience of positive parenting role models

Domestic violence and victim empowerment programmes

The prevention of domestic violence plays an important role in breaking the cycle of crime and violence because it prevents violence form being normalised by individuals, families and society.

Victim support and Dealing with trauma

The aim of victim support is to assist victims in dealing with emotional trauma, participating in the criminal justice process, obtaining reparation and coping with the problems associated with victimisation.

Dealing with substance abuse

Prevention and reduction of substance abuse contribute a great deal to the prevention and reduction of interpersonal violence, domestic violence, child abuse and neglect, unnecessary deaths on the road caused by DUI, the relieve of poverty, and crime and violence in general.

Community mobilisation and development

Local groups or organisations are best positioned to identify needs, develop an action plan and then implement it.
Expected outcomes are usually improvement in community well-being, access to services, improved safety and better schooling, among others. Community development is important, not just for preventing negative incidents, but also for promoting positive outcomes in the community to encourage harmony, wellness and healing on all levels: physical, mental, spiritual, cultural, social, economic and political.

HIV & AIDS and feeding and health programmes

The HIV/AIDS pandemic is leaving many problems in its wake such as Orphaned and vulnerable children. These children need to be provided with basic requirements such as shelter, food, medical care, support, love and education.
Feeding schemes to prevent malnutrition are indicated.

Criminal Justice – Social crime prevention programmes

Diversion is a process by which a child who has been charged for having committed a criminal offence (s) is diverted away from the criminal justice system to programmes that are more restorative in nature and that hold the child accountable for his/her actions.

Extended public works programmes

Government departments have developed legislative policies and programme interventions dedicated to addressing the conditions that denied people access to assets, skills, opportunities and services. These interventions have included provision of grants, free basic services (social wage), community development income-generation projects and public employment initiatives.
The following are the EPWPs that are currently being implemented by the departments: ECD, home & community-based care and support, community safety, national TB control and management programme, data collection, school nutrition programme, maternal and child health, and mass participation.

Schooling.

Children spend 2/3rds of their waking hours at school. Schools should be safe environments that contribute to the development of social skills, healthy relationships among peers and between children and adults, sound educational outcomes positive self-esteem and a sense of identity and attachments.

Gun violence prevention, reduction and law enforcement

One of the most important ways of reducing society's fear of crime is to restore its faith in the ability of the law enforcement agents to deal effectively and efficiently with crime and offenders.

What

works in crime prevention?

Strategies that was identified by the World Health Organisation

WHO Overview of violence prevention interventions with some evidence of effectiveness by types of violence prevented[1]

1. Developing safe, stable and nurturing relationships between children and their parents and caregivers

Early relationships influence physical and social development

Positive, secure attachments with caregivers are linked to:

- Increased social skills in infancy, including greater competence, sociability, friendliness, cooperativeness, compliance, engagement with a peer, development of a conscience, ability to imitate mothers;
- Greater social activity, popularity, self-esteem, a positive outlook in childhood;
- Increased problem-solving skills and IQ in infancy, academic skills in adolescence;
- Greater ability to regulate stress in infancy; and
- Positive health and lifestyle choices in adulthood.

Intervention	Type of Violence					
	CM	IPV	SV	YV	EA	S
Parent training, including nurse home visitation	●			○		
Parent-child programmes	○			○		

2. Developing life skills in children and adolescents

Life skills can be defined as "abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life". These include cognitive, emotional, interpersonal and social skills to foster:

- **Self-awareness:** self-esteem and confidence building, self-monitoring, self-evaluation, goal setting, etc.;
- **Self-management:** anger and stress management, time management, coping skills, controlling impulses, relaxation, etc.;
- **Social awareness:** empathy, active listening, recognizing and appreciating individual and group differences, etc.;
- **Relationships:** negotiation, conflict management, resisting peer pressure, networking, motivation, etc.; and
- **Responsible decision-making:** Information gathering, critical thinking, and evaluating consequences of actions.

Intervention	Type of Violence					
	CM	IPV	SV	YV	EA	S
Preschool enrichment programmes				○		
Social development programmes				●		

3. Reducing the availability and harmful use of alcohol

- Examples of links between alcohol and violence
- Alcohol has a direct effect on physical and cognitive functioning, contributing to violence through, for example, reducing self-control and the ability to recognize warning signs.
- Individual and cultural beliefs that alcohol causes aggression can lead to alcohol being used to prepare for or excuse violent acts.
- Dependence on alcohol can mean individuals fail to fulfil care duties, for example towards children or elders.
- Problematic use of alcohol can develop as a coping mechanism among victims of violence.
- Prenatal alcohol exposure can affect fetal development and consequently is linked to behavioural problems in later life including delinquent behaviour and violence.
- Alcohol and violence may be linked through common risk factors, for instance an underlying anti-social personality disorder may lead to both heavy drinking and violent behaviour

Intervention	Type of Violence					
	CM	IPV	SV	YV	EA	S
Regulating sales of alcohol	○	○	○	○	○	○
Raising alcohol prices	○	○	○	○	○	○
Interventions for problem drinkers		●				
Improving drinking environments				○		

1. Information from: Violence prevention-the evidence published by WHO 2010

KEY
● Well supported by evidence (multiple randomized controlled trials with different populations)
○ 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

4. Reducing access to guns, knives and pesticides

- Evidence suggests that limiting access to firearms, knives and pesticides saves lives, prevents injuries and reduces costs to society. Homicide and suicide claim 600 000 and 844 000 human lives respectively, each year worldwide.
- Firearms: Jurisdictions with restrictive firearms legislation and lower firearms ownership tend to have lower levels of gun violence. Measures include bans, licensing schemes, minimum ages for buyers, background checks and safe storage requirements.
- Pesticides: Safer storage, bans and replacement by less toxic pesticides could prevent many of the estimated 370 000 suicides caused by ingestion of pesticides every year.
  Members of agricultural communities in low- and middle-income countries are heavily over-represented in the suicide death toll related to pesticides.

Intervention	Type of Violence					
	CM	IPV	SV	YV	EA	S
Restrictive firearm licensing and purchase policies				○		○
Enforced bans on carrying firearms in public				○		
Policies to restrict or ban toxic substances						○

5. Promoting gender equality to prevent violence against women

- **Promoting gender equality is a critical part of violence prevention.** The relationship between gender and violence is complex. Evidence suggests, however, that gender inequalities increase the risk of violence by men against women and inhibit the ability of those affected to seek protection.
- **School initiatives are well placed to prevent violence against women.** School-based programmes can address gender norms and attitudes before they become deeply engrained in children and youth.
- **Community interventions can empower women and engage with men.** Community interventions can address gender norms and attitudes through, for example, the combination of microfinance schemes for women and methods that empower men as partners against gender-based violence.
- **Media interventions can alter gender norms and promote women's rights.** Public awareness campaigns and other interventions delivered via television, radio, newspapers and other mass media can be effective for altering attitudes towards gender norms.
- **Programmes must engage males and females.** There is some evidence that microfinance schemes that empower women (without
- engaging with men) may actually cause friction and conflict between partners, especially in societies with rigid gender roles

Intervention	Type of Violence					
	CM	IPV	SV	YV	EA	S
School-based programmes to address gender norms and attitudes		●	○			
Microfinance combined with gender equity training		○				
Life-skills interventions		○				

6. Changing cultural and social norms that support violence

Cultural and social norms can encourage violence. Rules or expectations of behaviour – norms – within a cultural or social group can encourage violence. Some examples are

- *Child maltreatment* Female children are valued less in society than males, Children have a low status in society and within the family, Physical punishment is an acceptable or normal part of rearing a child, Communities adhere to harmful traditional cultural practices such as genital mutilation.
- *Intimate partner violence* A man has a right to assert power over a woman and is socially, man has a right to "correct" or discipline female, a woman's freedom should be restricted, physical violence is an acceptable way to resolve conflicts within a relationship, When a dowry becomes synonymous with purchasing and thus owning a wife.
- *Suicide and self-harm* Mental health problems are embarrassing and shameful, deterring individuals from seeking help, Individuals in different social groups within society are not tolerated – e.g. homosexuals
- *Sexual violence* Sex is a man's right in marriage, Girls are responsible for controlling a man's sexual urges, Sexual violence is an acceptable way of putting women in their place or punishing them, Sexual activity (including rape) is a marker of masculinity, Sexual violence such as rape is shameful for the victim, which prevents disclosure
- *Youth violence* Reporting youth violence or bullying is unacceptable or Violence is an acceptable way of resolving conflict.
- *Community violence* Cultural intolerance, intense dislike and stereotyping of "different" groups within society (e.g. nationalities, ethnicities, homosexuals) can contribute to violent or aggressive behaviour towards others (e.g. xenophobic or racist violence and homophobic violence).

Laws and policies can assist in altering norms linked to violence. Laws and policies that make violent behaviour an offence send a message to society that it is not acceptable.

Intervention	Type of Violence					
	CM	IPV	SV	YV	EA	S
Social marketing to modify social norms		○	○			

7. Victim identification, care and support programmes

- **A range of interventions can help identify victims and initiate a response** Screening tools appear promising to identify victims of intimate partner violence and elder abuse. Violence education programmes can raise awareness of violence and increase knowledge of how to identify and support victims.
- **Advocacy services, sexual assault nurse examiner programmes and women's shelters** Advocacy programmes – which offer services such as advice, counselling, safety planning and referral to other agencies – can increase victims' safety behaviours and reduce further harm. Some psychosocial interventions such as trauma-focused cognitive behavioural therapy have been found to reduce mental health problems, such as posttraumatic stress disorder, associated with violence.
- **Criminal justice system measures to care for and support victims of violence** Protection orders, which prohibit a perpetrator from contacting the victim, can help reduce re-victimization among victims of intimate partner violence. Special courtroom measures, such as giving evidence by live video link or using an intermediary for questioning, have been shown to improve victims' experience of court. Specialist courts, which aim to improve coordination between the criminal justice and social service agencies, have been found, for instance, to increase arrests, guilty pleas and conviction rates.

Intervention	Type of Violence					
	CM	IPV	SV	YV	EA	S
Screening and referral		○				
Advocacy support programmes		●				
Psychosocial interventions	○	○	○	○	○	○
Protection orders		○				

Children

are the future

If we want society to change, we have to start with our children.

People have different needs at different life stages. The most critical stage of a human's life is however the first 33 months (9 months in womb up to two years) as so much development happens then. Childhood is our formative years. if we have love, care and support when we are young, we have a far greater chance to be mature contributing adults when we grow up. Children learn love through being loved, learn to be respectful and treat others with dignity, when they are treated with respect and dignity, and learn to be compassionate when they are treated with compassion.

Children

need families

Families are the building blocks of society

Healthy families provide for the needs of their members.

Physiological needs such as for food and sleep are dominant and the basis of motivation. Unless they are meet, there is no energy to get the other needs meet.
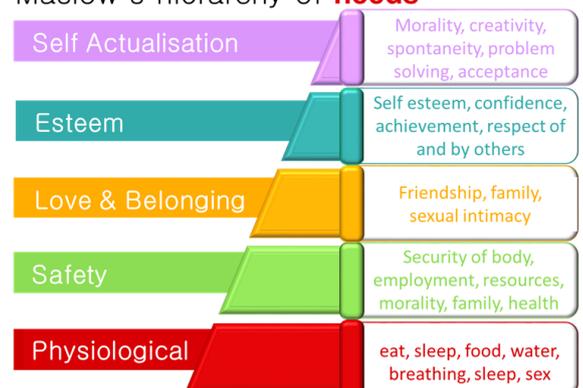
Safety needs represent the importance of security, protection, stability, freedom from fear and anxiety, and the need for structure and limits, for example, individuals who are afraid of school, peers, a superior, or a parent's reaction have their safety needs threatened and their well-being can be affected.

Love and belongingness needs refer to the need for family and friends. Healthy, motivated people wish to avoid feelings of loneliness and isolation. People who feel alone, not part of the group, or who lack any sense of belongingness usually have poor relationships with others, which can then affect their achievement in life.

Esteem needs refer to the reactions of others to us as individuals, as well as our opinion of ourselves. We want a favourable judgment from others, which should be based on honest achievement. Our own sense of competence combines with the reactions of others to produce a sense of self-esteem.

Needs for Self-actualization. By self-actualization needs, Maslow was referring to that tendency, in spite of our lower needs satisfied, we want to push ourselves to be all we can be.

Maslow's hierarchy of **needs**

Self Actualisation	Morality, creativity, spontaneity, problem solving, acceptance
Esteem	Self esteem, confidence, achievement, respect of and by others
Love & Belonging	Friendship, family, sexual intimacy
Safety	Security of body, employment, resources, morality, family, health
Physiological	eat, sleep, food, water, breathing, sleep, sex

How to
discourage crime

Remove opportunities for crime

There is two well known techniques to discourage crime:

Prevention through environmental design - it means that you find the areas that have a high crime rate and see how it can be changed to make it less attractive to criminals.

- Use fences to control access to areas and to block easy escape routes
- Increase visibility by installing lights, or cutting back shrubs
- Make it clear that the community care about the area by cleaning and beautifying it.

Community Action - like neighbourhood watch or private security patrols.

Empowering potential victims - if you know which crime's are high in your area, you could research ways to educate community members on personal, property or family safety. E.g. if there is a problem of bags getting garbed at night when ladies walk alone from the taxi stop, educate them to walk in groups, carry smaller bags, try to vary their routines and so on.

Robbery triangle diagram:

Motivated Offender
- Wants/desire cash
- know how to steal
- Able and willing to rob

Opportunity
- No guardians
- Resale opportunities
- Escape routes
- Offender knows area
- Low traffic

Target *(A Place) or* **Victim** *(A Person)*

Victim/Target
- Vulnerable
- Attractive & Easy
- Escapable
- Not mindful of threats
- Predictable routines

SAFETY TIP: A clean, neat neighbourhood sends the signal that the community stands together in caring about their area and discourages criminal activity.

SAFETY TIP: Crime is more likely to happen at a time of day when criminals do not expect that anyone will see them.   There are patterns to where and when crime happens.

Why should you
involve your community

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 best way to fully uncover the roots of your community's crime and violence problems, is to involve as many local people as possible. The more 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 and participate in surveys.

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.

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

2014/2015 SAPS National Crime Statistics per Crime Category
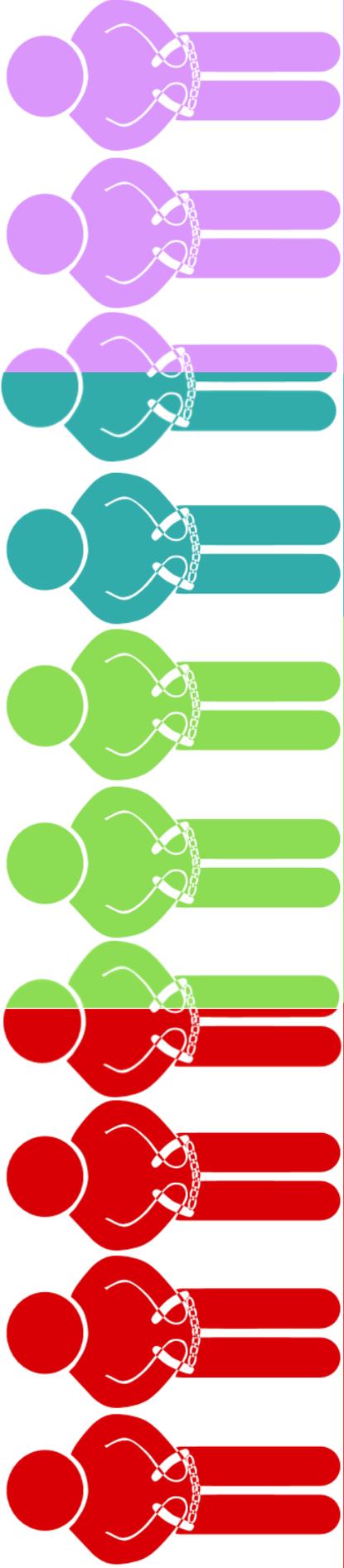
Crimes against a person – violent crimes
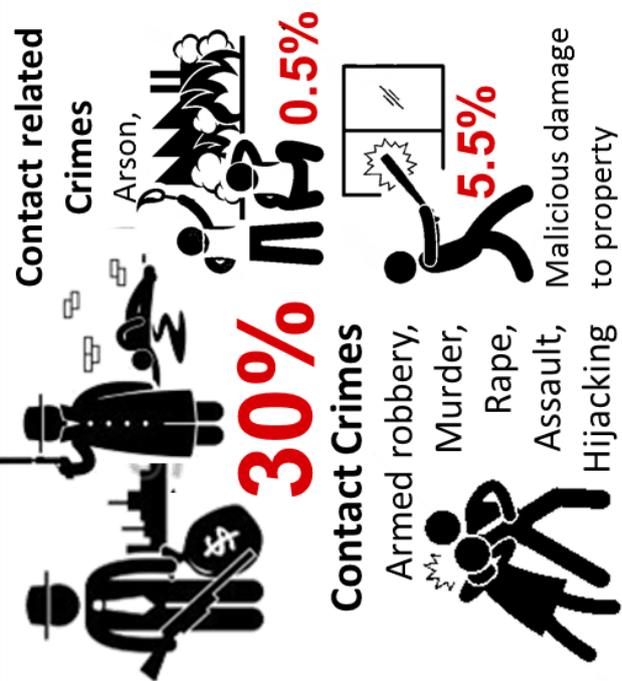
Crimes against property
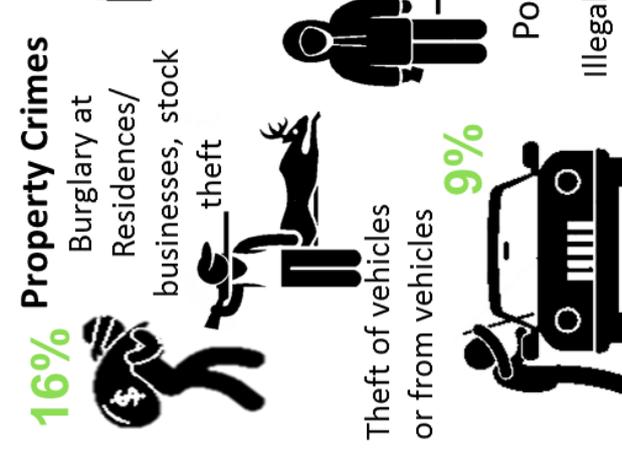
Crimes detected by police action

Other Serious Crime

Contact related Crimes

Contact Crimes
Armed robbery,
Murder,
Rape,
Assault,
Hijacking

30%

Arson,

0.5%

Malicious damage to property

5.5%

Property Crimes
Burglary at Residences/ businesses, stock theft

16%

Theft of vehicles or from vehicles

9%

Theft of property

3%

Driving Under the influence

12%

Drug related
Possession, dealing

1%

Illegal possession of firearms

Fraud, corruption and Shoplifting

16%

7%

How to
get to a safe place

"If you don't know where you are going, you wont know when you get there".

1 **Tactics**
NEXT EXIT

- Get an overview of crime and violence prevention tactics.
(This tool)

ISCPS Tool 1 | **Crime and Violence Prevention for Communities**
community tactics for crime and violence prevention

2 **Form a team**
NEXT EXIT

- Identify members
- Allocate roles
- Form a team

ISCPS Tool 2 | **Involving Communities in Crime and Violence Prevention**
working together for a safe community

3 **Understand**
NEXT EXIT

- Assess capacity and needs
- Collect information
- Analyse the results

ISCPS Tool 3 | **Community Safety Assessment**
uncover the roots of your community's crime and violence problems

4 **Plan**
NEXT EXIT

- Determine priorities
- Formulate objectives
- Write Action plan

ISCPS Tool 4 | **Community Safety Action Plan**
getting your crime and violence strategies started

5 **Track Progress**
NEXT EXIT

- Identify indicators
- Monitor progress
- Evaluate impact

ISCPS Tool 5 | **Tracking the progress and success of Community Projects**
monitoring and evaluating the progress and impact of projects

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 - (this tool) gives an understanding of Crime Prevention and the process of making communities safe.

Tool 2 - Gives information, advise 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 indepth 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