CRIME PREVENTION FOR ABORIGINAL COMMUNITIES

Kayleen M. Hazlehurst

Crime Prevention for Aboriginal Communities

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Crime prevention for Aboriginal Communities

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Australian Institute of Criminology

Foreword

In the past many programs designed for Aboriginal and Torres Strait Islander communities have failed because they lacked an understanding and respect of local culture and tradition. They have not recognised the unique needs and ways of doing things in each community.
This handbook and the associated video, however, adopt a positive approach and give practical direction for crime prevention by reinforcing Aboriginal customs and ways, thereby enabling Aboriginal people and Torres Strait islanders to strengthen their communities.

Duncan Chappell
Director

The sources of the T-shirt and posters at the end of this book are as follows:

This T-shirt was part of a national Aboriginal health promotion campaign for 'Koorie Drug Free Day' held a Wilcannia, New South Wales, on 26 January 1989.

Drink Safe, Health Department of Western Australia

Produced by Aboriginal and Islander People of Australia as part of the Drug Offensive.

Smoking and Health Project, February 1985, Health Department of Western Australia.

Smoking and Health Project, July 1988, Health Department of Western Australia.

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Acknowledgements

Preface

This handbook has been written to strengthen and to draw on **the special abilities** of Aboriginal and Torres Strait Islander communities. It recognises and encourages **community beliefs, customs and ways**.

The **community-based** approach to crime prevention is about making choices based on a **new vision** for the future. It is about **choosing** to live in the community without the fear of crime rather than living with it. It is about using the **abilities** we have and new ones we learn.

This handbook is only a **tool** to help make our **vision** for the future come true. It will not give us the answers for our community. The **answers lie within us**.

We have talked over several years with many Aboriginal people about **Aboriginal ways and Aboriginal solutions**. This handbook is a result of the dedication and commitment of these and other indigenous people.

> **NB:** This handbook is written in the first person to emphasise community ownership and direct participation in the program. It is designed to be read aloud and to stimulate discussion within community groups.

Part I

Getting started

1. Our vision for the future

Concepts

What follows are some concepts that need to be explained to make sure the handbook can be understood by everyone reading it. Some of the ideas are distinct to Aboriginal culture and others are distinct to non-Aboriginal culture. It is necessary to explain these things first. Have patience with these explanations.

Visions

```
There is a longing in the heart of our
people to reach out and grasp our future.
```

Our survival depends on the repair and strengthening of our identity and cultural foundations.

We want to live with **dignity and confidence** in the world we live in today.

To deal with these new pressures and change, we need to gain **new skills and to select new tools** which will carry us forward as a **united people**.

```
We need a real vision of our future. We
need to know where we are going, and what
our hopes are for our children and for our
children's children.
```

We need to **grasp our future**, to seek answers in **our own way** which will give us a new sense of worth and purpose.

Developing and building our communities requires knowing who we can become. We need a **vision** of our potential to hold up in front of us – a picture of what we are working towards.

The choices we make in life are based on our image of ourselves. When we choose to prevent crime in our

community, we first need a **vision of what our community would be like without crime.**

We see what is possible, then use our **desire** to become what we see. We use our **ability** to become what we desire. And we use our desire and ability to provide **opportunities**, in real life, **to realise our vision**.

Desire + Ability + Opportunity = Realising Our Vision

To realise our visions, we have to make a **choice** to pursue our vision - and then act on that choice.
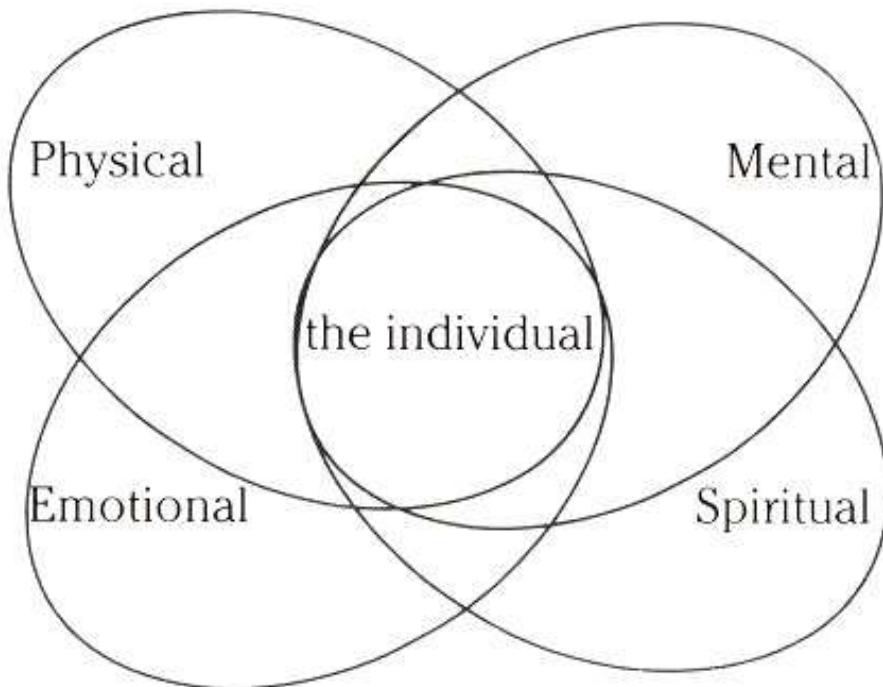
Circles of Influence

Our communities have four aspects: economic, social, cultural and political. These four parts are interrelated and each influences the others. To be prosperous, we must keep all of the four aspects equally developed. Not attending to any one of these aspects can lead to problems.

Our behaviour also reflects what is going on inside us. Good behaviour reflects that we have a healthy balance of the **four aspects of our nature**:-

physical + emotional + mental + spiritual.

Bad behaviour, such as crime, shows that inside we are confused. As individuals, or as a community, things can become 'unbalanced'. Unhealthy attitudes and unhappy ways can set in when things become unbalanced.

Crime

Crime is an act that hurts ourselves and others physically, emotionally, mentally, or spiritually.

The Australian criminal justice system has penalties for people that commit crime. How severe the penalty is depends on how much the crime hurts others. Murder, for example, hurts others very much, therefore, the penalty is most severe.

The penalty a person receives (such as a gaol sentence, community service work, probation, or a fine) is intended to help the person choose not to commit crime in the future.

Penalties also protect the community from harm in cases where a person who threatens the safety or wellbeing of others is removed from the community.

Desire and Opportunity

Penalties, however, have never been very successful in making people change their behaviour. Personal development and

personal growth is necessary in order to change behaviour.

Personal development is the growth of a person in the four aspects of their nature. Crime prevention through personal development is an effort to change what is going on inside a person to make their outward behaviour change. The criminal justice system tries to achieve this through what they call 'rehabilitation'.

The focus of personal development within the community, can be on the **desire** of the person to commit the crime. The community can do this by providing alternatives - other ways and other things for a person to do. They can introduce a new commitment in people to do good things for their people.

~~Desire~~ + Ability + Opportunity = No Crime

By removing the desire of individuals to commit crime, crime will be prevented.

When a person is removed from the community and placed in gaol they lose the **ability** to hurt others through crime.

Desire + ~~Ability~~ + Opportunity = No Crime

By removing the ability of individuals to commit crime, crime will be prevented.

Equally, removing the opportunity of people to commit crime is another way to prevent the crime from happening. This can be done by taking away the chance for someone to commit a crime such as locking up local petrol pumps or buildings, having day and night patrols to check up on kids vandalising or breaking into buildings, introducing community policing, neighbourhood watch, victim support groups and so forth. This will immediately reduce the opportunity of people to steal or to injure others.

Desire + Ability + Opportunity = No Crime

> By removing the opportunity of individuals
> to commit crime, crime will be prevented.

While few Aboriginal communities have the power to lock someone up, we all have the power to remove the desire and the opportunity of people to commit crime. We can focus on these two things.

Each has benefits and drawbacks. Removing desire will have long-lasting effects, but may take time to show results. There will still be a problem with crime until changes in the person take place.

On the other hand, removing opportunities will have immediate effects, but no permanent results. Because each of these ways to prevent crime do have weaknesses, it is best to use them both.

By removing desire and opportunity there will be both immediate and long-term results. Crime can be better prevented by using these methods together.

> The community, itself, can be the most
> powerful source for personal growth.

The individual and the community

Preventing crime in our community is both an individual and a group decision. Our individual choices have an effect on those around us. By individually choosing to better our community, others will be persuaded to make the same choice. But it must start with someone – a person who is committed to realising the **'Vision'** they have for their community.

Are you that person?

Crime Prevention

To change the physical environment in which crime is committed (that is dark streets, unlocked buildings) is called '**Situational Crime Prevention'**. Throughout Australia the most common programs of this type are `Neighbourhood Watch', `Business Watch', `Womens' Shelters', `Safe Houses' (for children) and `Architectural Design' programs (which concentrate on making buildings and streets safe).

There are some good ideas in these which we can borrow in our crime prevention program.

(*see* Appendix VI – Information resources).

Rehabilitation

Trying to change a person's behaviour after a problem has set in, or a crime has been committed, is called `Rehabilitation'. There are quite a few programs around like this too. Alcoholics Anonymous or Aboriginal detoxification programs are a good example of the rehabilitation type of program.

Community Service Orders given by courts have a rehabilitative purpose. It is the hope of the courts that by paying back the community for an offence through community service an offender will be sorry for what he or she has done and try not to offend again.

Primary Prevention

In order to be really effective we need also to think about prevention in the long term. We need to introduce preventative measures *before* problems have set in, particularly where young people are concerned. Thinking about prevention at its earliest possible stages is called `**Primary Prevention'**.

Many programs in the past have focused on poor health or problem areas. We need to think about **well-health** issues and **positive** areas as well.

> We need to think about changing the
> emotional and spiritual environment in
> which poor health and crime arises, and in
> promoting an environment in which a
> balanced and happier outlook on life is
> encouraged in the people.

Bored children or young people often commit offences for `kicks'. We need to think of other forms of recreation which are more constructive and less harmful to the community and the individuals concerned.

For example: in one community where offending was high among the kids, a self-discovery bus trip was organised and the most serious offenders were chosen to go on this trip.

The journey took the youth to some of the more traditional communities where they learnt about Aboriginal culture, arts, stories and dance and the young people were encouraged to develop their leadership qualities.

On their return to the town many of these young people put their energies into helping other youth and in developing programs for them. The youth offending rate in this town dropped by about 80 per cent and remained down many months after the trip. Some of the worst offenders became role models for other youth in their town.

Introducing a variety of activities for young people – sports, dances, arts and crafts, excursions, learning experiences and so forth – diverts the energies of young people away from bad activities into good activities.

We will need strong leaders in the future. Participation in community programs helps to develop leadership qualities in the young.

> Prevention is not just about stopping
> something from happening – such as too much
> drinking – its also about making something
> positive happen as well.

(See the video *Primary Prevention for Community Wellbeing: An interview with Jean* for further explanation of the primary prevention approach)

2 The working group

In order to **realise our vision**, a group of people will need to be brought together who are willing to work towards strengthening and working with the community.

This group of people, or **working group**, will be responsible for understanding community problems, and then for planning and putting into action the solutions they have come up with.

Why have a working group?

The working group will *shape the vision* of the community.
The working group will be able to define what the community's common vision is for its future. By asking the community what it is they want for themselves and their children, a common goal for all the people can be identified.

The working group will *express* community aspirations.
The working group is there to act on behalf of the community, to be the voice of the community members. The working group is the way to achieve our vision by giving community members a way to express concerns, give opinions, and offer solutions.

The working group will *identify problems* and work out solutions on behalf of the community.
The working group will work together with community councils, community members, various service agencies, and any other interested parties to find and carry out the best solution for each community problem.

The working group will *plan and organise* community activities.
The working group is needed to make decisions, to do work that needs to be done, to encourage and to invite community

participation. Without the working group there would be no community direction and the resulting confusion would eventually cause all efforts to fail.

The working group will *be responsible for the achievement* of our community's vision of the future.
The working group will work with the natural leaders of the community such as elders and the community council. These people will be relied on for guidance, participation and support for all projects. It is only through the co-operation of all people in the community that our vision can be realised.

The working group will *support and help the victims of crime* in the community.
The working group will be able to support the victims of crime in the community. Through programs, liaison work, and by monitoring the community, the working group will help reduce the fear of crime and encourage people's participation in actively solving crime problems, and in introducing positive programs for prevention.

The working group will *monitor* prevention programs.
An essential part of the working group's responsibilities will be to monitor the needs and concerns of community members and any programs that are implemented. By being aware of what is happening in the community and working closely with them, the working group will continually be aware of crime prevention needs.

(*see* Appendix I – 'What does a working group do?')

Who should be on the working group?
Anyone in our community who is dedicated to a realistic and healthy vision of our community, and who is willing to offer their time and themselves to making this vision come true should be considered for our working group.

> Each member of our community is unique and
> can offer different thoughts, ideas,
> solutions and talents.
>
> No-one should be ruled out.

Try to create a working group with representation from all groups in the community. It is important to organise the working group with people young and old, male and female, and of many different talents and backgrounds.

Consider setting up more than one team to represent the special interests of the community (such as an adult team, a women's team, a youth team for instance).

Another consideration for the working group is representation from government or other service agencies. We can invite these people to come and speak to us, or we can invite them to join the working group.

The advantages to the community is clear. With the abilities, talents, and resources that many agencies can offer, it is a good idea to have input from these community workers.

These agencies are there to serve the community. It is their job to work with the community to achieve its vision.

There is no denying that there have been problems between some agencies and the communities they work in. But this situation will not improve unless something is done about it.

By involving representatives from these agencies communication can improve and we can begin working more effectively towards solving community problems. This way we are making the most of every resource available to us.

> If certain agencies or individuals want to
> dominate, welcome their input and
> assistance, but explain to them the
> importance of **community ownership** of the
> problems, and of **community ownership** of the
> solutions.

From the very beginning it is important to teach all members of the team to make **this** program special. The ability to work together will be developed further in the members through **teamwork training**. This will be explained shortly.

The size of the working group

The size of the working group will depend on how many people in our community are interested in joining, and how many people from agencies are invited to sit on the working group. The usual number is about ten people, but we should not unwisely limit ourselves.

It is not the size that counts but whether or not the job can get done. If there are too many people wanting to sit on the working group, then form a new group, or form sub-groups according to each problem area we want to look at (that is vandalism, public disturbances) or according to each section of the community (that is youth, the elderly) we want to help.

```
Teamwork   gives   everyone   a   chance   to   be
involved.
```

Working group meetings

The working group should meet regularly. Anywhere from once every two weeks to once a month is considered average, although we may need more meetings in the beginning.

Public meetings for community members and agency representatives to meet with the working group should be held on a regular basis. These meetings are usually held less frequently (once every three to six months), but again may need to be more frequent in the beginning.

Teamwork training

One of the initial meetings should concentrate on teaching

the working group how to work as a team. Our working group will be responsible for helping the community achieve its vision. This requires that the group know how to communicate and work effectively as team players.

One of the vital new tools of the working group will be its teamwork ability. Have the working group attend a team building session with someone from within the community, or invite a skilled person from outside the community who can teach the group how to work together more effectively.

Training sessions may include topics such as: communication skills, how groups get along, group strengths and weaknesses, personality conflicts and power struggles, cooperation, problem identification and problem solving, action planning and crisis intervention, victim support and others.
(*see* Appendix II – 'Training').

Community resources

Every community has an 'infrastructure' – an interlocking set of organisations, kinship groups, and personal relationships between people.

To help form the working group and to implement the community's plan, list community members and agencies who might be able to help.

This list should represent a cross-section of various people in the community such as elders, youth, active and respected members, school teachers, welfare workers, legal aid officers, court staff, health workers, youth and child welfare workers, police and so forth.

This will help the working group understand the infrastructure of the community and to identify available resources in, or around the community, which could be used for crime prevention.
(*see* Appendix III – 'Community resources')

3 Identifying the problem

The first function of the working group is to define what our community's common vision is, and then to identify what needs to change for this vision to be realised.

This requires that the working group collect information about things that are going wrong in the community, and think about what this means for crime prevention.

There are many different ways to gather the information needed, including: looking at police statistics on the most common forms of crime in the locality, or at welfare records and statistics, conducting person to person interviews, completing surveys or questionnaires, or holding community meetings. (For the purposes of this handbook, a community meeting has been described.)

The community meeting

The purpose of the community meeting is:

- To shape the community's vision for the future
- To gather information about what crime problems need to be resolved; and
- To get input from the community about solutions for these problems

(this will be discussed further in Section 4 - Planning the program)

Because the community meeting allows everyone present to talk about their ideas, the information that is gathered will be more representative of the whole community.

Strengths and weaknesses of a community meeting could be:

Strengths

- Inexpensive to hold
- Allows anyone to speak who wants to
- Encourages community interest and participation

Weaknesses

- Turn-out may not be high
- Some people may not be comfortable enough to speak
- One group may want to dominate or influence everyone
- Some people may at first be hostile or resistant to a new program, or may feel threatened by it

Teamworkers should not be put off by lack of support in the community at the beginning of the program. This often happens, largely because the community cannot always see the advantages, has no experience of it, and has felt disappointed in the past . With time, and with the introduction of good things into the community, these attitudes almost always change.

```
This is an educative process. Keep going
back  to  the  community  and  keep  them
informed. In time more and more people will
want to give their support.
```

Preparing for the community meeting

A successful meeting requires careful attention to each step of planning. It is important to be aware of what things may go wrong and plan ways to avoid them.

The steps for arranging a community meeting are:

1. Working group defines information needs
2. Select a date, time and place for the meeting
3. Contact community and agency representatives
4. Plan meeting agenda
5. Gather all necessary resources
6. Advertise the meeting
7. Hold the meeting
8. Follow up

1.   Working group defines information needs

Decide what the working group wants to achieve before planning the meeting. For example, 'what are the most serious crime concerns of community members'. The information that is required by this meeting needs to be defined at the start. The purpose for the meeting should then be made clear to everyone involved.

2.   Select a date, time and place for the meeting

After deciding what the meeting will be about, a date, time and place must be selected. We want to have as much of our community represented as possible. Enough time should be allowed in advance of this meeting to plan, organise, advertise and gather everything that is needed.

The place where the meeting is to be held should be large enough to hold easily all who will be attending, such as a school hall. Consideration should be made to seating, sound system (if necessary), and atmosphere (that is getting rid of noise or interruptions).

3   Contact community and agency representatives

Decisions need to be made concerning who will lead the meeting, who will volunteer as helpers, and who will speak. During the meeting we may want community and agency representatives to speak to provide information on the community's present situation.

Speakers may include elders, legal aid officers, youth workers, police aids, community police or resident State police, Aboriginal Justices of the Peace or court workers, community leaders, school representatives, youth, parents, or any number of people. The individuals that are chosen will need to be contacted to inform them of the meeting, to invite their participation, and to allow them time to talk among themselves and to prepare.

It may be wise to have one or two people attend the meeting who are willing to interpret. There may be agency representatives and some of the younger generation who do not understand the language. Have interpreters so everyone can be heard and

understood. It would be a terrible loss not to have a way to communicate with the elders, as the wisdom and knowledge they can offer is most valuable.

4.   Plan meeting agenda

An agenda for the meeting should be planned ahead of time. The agenda might include arrival time, order of speakers, order of presentations if necessary (that is films, displays), question and answer time, time for community discussion and a tea break.

Some people may not feel comfortable enough to stand up and speak in a large group during the question and answer or public discussion time. One way to still get their input is by having a workshop where the large group can break off into smaller groups to discuss their ideas and solutions.

A spokesperson, chosen by each workshop group, can later share these suggestions with the meeting. If this is the chosen method, think of a quick way to divide up the larger group (for example, each row of seats is a group).

Another way to receive input from everyone is to provide all those that attend with paper and a pen/pencil. Ask them to write down their ideas on the paper and hand them in at the end of the meeting or put them in a suggestion box. This way their comments can be anonymous if they wish.

Here is an example of a community meeting agenda:

Example Community Meeting Agenda

6:30 pm   Video and displays
7:00 pm   Chairperson begins meeting
          Introduction of speakers
          Description of the purpose of the meeting
          Outline of evening events which have been planned

          SPEAKERS

7:10 pm   Elder
7:20 pm   Police liaison representative
7:30 pm   Court representative
7:40 pm   Community member (that is youth, parent)
7:50 pm   School representative

8:00 pm   TEA BREAK

8:15 pm   Leader opens for question and answer time

8:30 pm   Workshop time: Break off into small groups
9:00 pm   Spokespeople for each workshop group share their suggestions with the meeting
9:50 pm   Call for more volunteers for the crime prevention working group

10:00 pm WRAP UP

5.   Gather all necessary resources

In order to have the meeting run smoothly, it is important to have all the resources ready that will be needed during the meeting. A quick review of the meeting agenda should provide a basic list of what is needed. Ask the speakers if there are any special items they will need during their presentation. Keep a running list of these needs right from the start to avoid missing something important.

The following is a quick check list of some of the items that may be needed:

Community meeting checklist

- Film, videotape, poster display
- film projector, screen, television
- sound system
- whiteboard and felt pens
- blackboard and chalk

- tables and chairs
- flip charts and pens
- paper and pens/pencils for everyone
- refreshments (for example, tea, coffee, snacks)
- name tags
- suggestion box

6.   Advertise the meeting

Let everyone in the community know that the meeting is happening and that it is important for them to be there. Post signs, talk about it, invite people personally, anything that will get people coming.

One method of getting the word around is to have an awareness event such as a community sports day, a picnic, or a street stall and display.

Inviting people to participate in the meeting also helps to spread the news and to get people coming. Ask them to sign up as a volunteer, to bring some snacks for the break, serve the refreshments, set up chairs, clean up the meeting area or any other task.

When advertising the meeting:- the date, time, place and especially the purpose of the meeting should be clearly stated. This allows people time to think about what they want to say and to talk among themselves about it.

```
People enjoy feeling needed. Let them know
that   this   is   their   meeting   and   that
everyone belongs here.
```

7.   Hold the meeting

We are trying to gather information directly from those who are experiencing the need for change. Let them speak. Politely make it clear to outsider speakers that their comments are welcome, but that they must not attempt to run the meeting. This is a community meeting on crime prevention. Encourage

the community to talk about their concerns and to begin offering suggestions.

Nothing is written in stone. If people begin to run over time or it becomes more appropriate to do something other than what has been laid out, do not worry. Sometimes the best laid plans are forgotten. What is important is to accomplish the purpose of the meeting. As long as this is done, we have been successful in doing what we set out to do.

Make sure that all ideas and solutions are written down. It is important that the working group have a record of everything that people say for future reference.

8.   *Follow up*

To keep the community aware of what happened, write up a list of all the suggestions that were made at the meeting. Circulate this around to everyone and allow them to give feedback or comments if they wish. This way communication between the working group and the rest of the community can be strengthened. People who were too shy before may come forward.

Identifying the problem

Attitudes about crime

When identifying the problem, we first need to look at how the community feels about crime. It is these attitudes that act as guidelines to let people know what is right and wrong.

Over the years, the general attitude of people towards crime has become more tolerant. For example, whereas vandalism used to be considered terrible, assault is now considered a terrible crime and vandalism is considered a petty crime.

The attitude of the community will dictate what crime, and how much crime, is committed. For example, if everyone felt that murder was not bad, the number of murders would increase because those committing the murders would not feel it was wrong and the community as a whole would not be telling them it was wrong.

> To be effective in crime prevention the community must begin to see all crimes as wrong.

Crime problem

The information gathered from the community should include a list of crime problems that need to be addressed. These problems may fall into one or two categories:

a) crime (that is assault, theft, vandalism)
b) causes of crime (that is alcoholism, boredom, lack of caring for each other, tolerance of crime)

These are both very valid issues when dealing with crime. In some instances, the causes of crime may be more serious and widespread than the crimes themselves.

Try to determine two or three of the most serious crime problems based on discussions with the community and input from the community meeting. These will be our **target crime** areas. These are the problems that will need to be addressed by the working group first.

However, if there were not any problems that seemed more important than the others, we may need to do some extra research into community crime statistics (that is police records). This will show us which crime is occurring at the highest rate, or has increased a lot over a short time, or maybe is most destructive or threatening. This type of information will help us choose what our target crime will be.

After choosing which crime should be targeted, it is necessary to identify which group of people are committing the crime – the **target group**. This can be done by looking at statistics, talking to community members or agencies, or it may be general knowledge already.

For example, if the problem is vandalism, we may find that the youth are the biggest offenders. Therefore, we would want to focus our program efforts on the youth in our community. Similarly, if domestic assault is the problem, we might need to focus our program on adult males if they appear to be the main offenders.

Setting goals

After identifying the target crime and target group we want to address, write these down in a few words as a **goal**. This now becomes the purpose for our planning: 'Our goal is to fix … (the target crime) among … (the target group)'.

   Why are we doing this? It may be as simple as 'to reduce the amount of assaults committed by youth in our community'.

```
Goals do not need to be lengthy or hard to
understand. all they need to do is describe
what we want to do with our program.

Write down the focus of our program – the
target crime, and the target group who are
committing these crimes.
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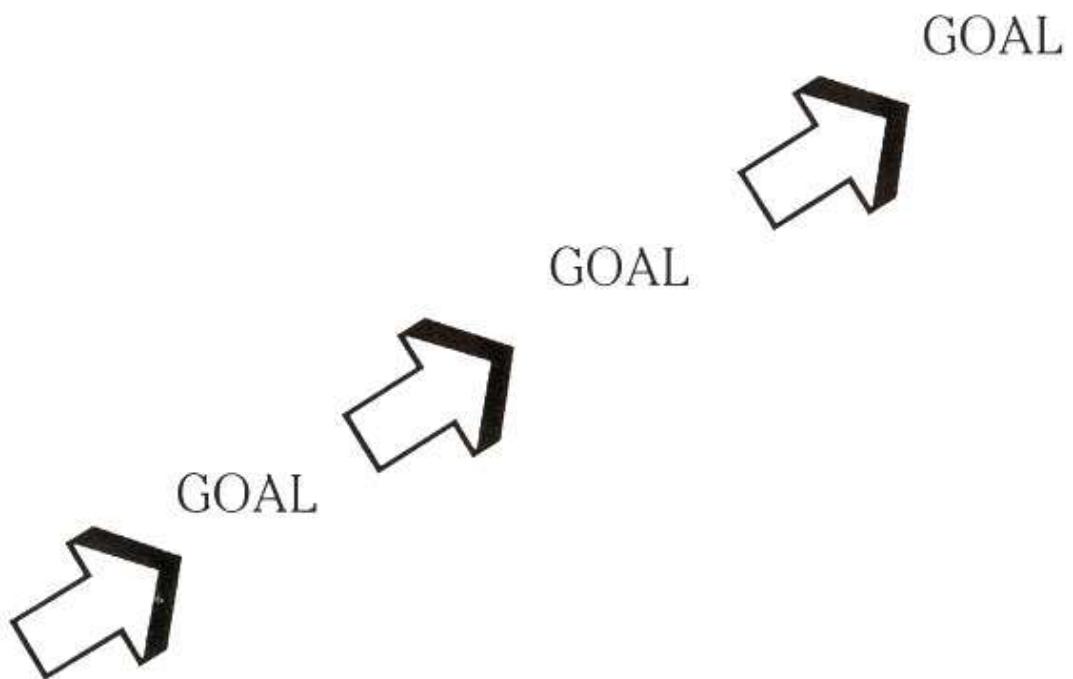
The working group would be wise to concentrate on only one or two things at a time. The confusion that could result by trying to do too many things at once may lead to many difficulties. Other problems can be addressed at a later time.

```
Often, by focusing on one area, this can
cause positive change to other areas at the
same time.
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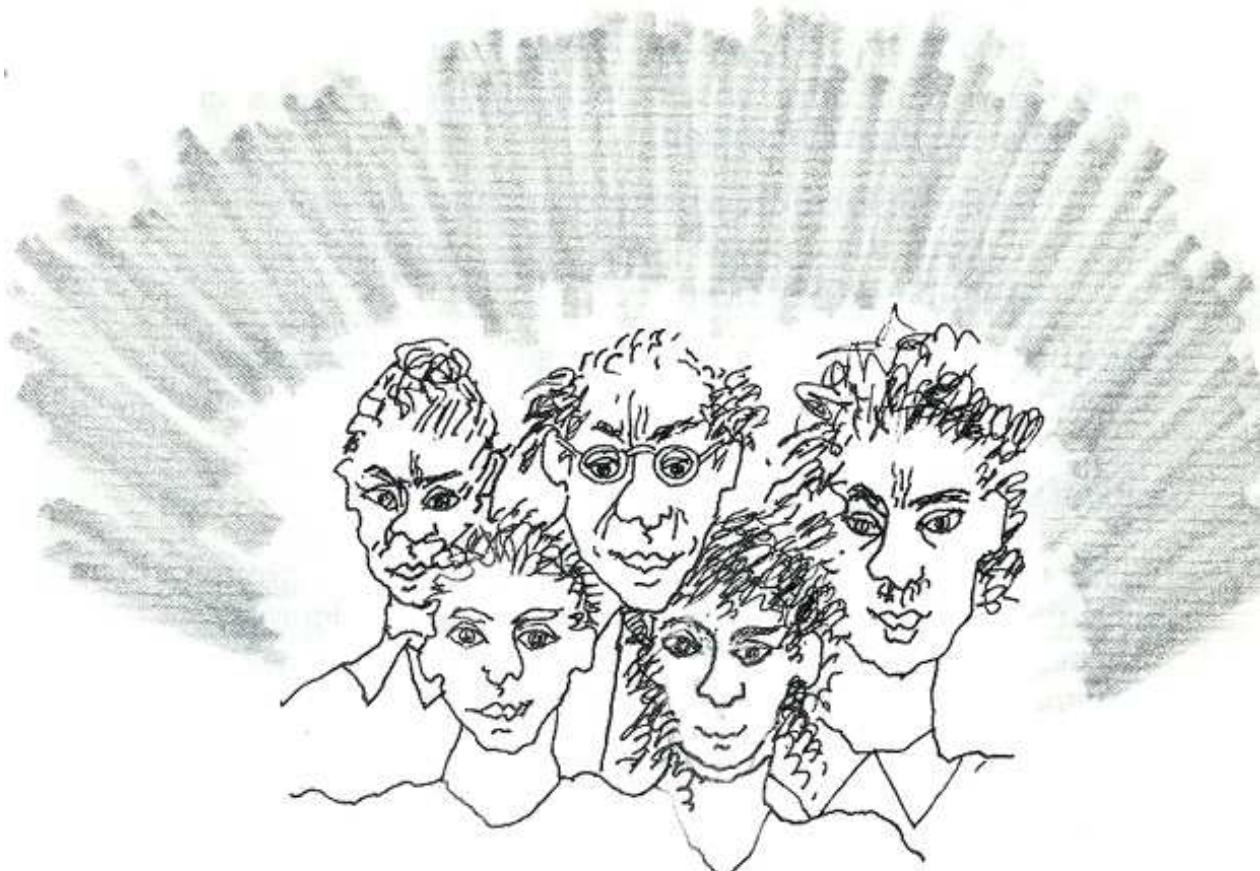
At this time we need to return to our **vision** and ask ourselves if the **goal** we have chosen and the problem we have focused on will bring us closer to realising our vision. Only if we are taking a step towards our vision should we continue on.

Realising our vision

Part II

Running the Program

4 Planning the program

By this stage the working group has been formed, the issues have been discussed with the community, crime problems have been identified, and the goals of the program have been defined.

The next step is to plan and develop the program. This involves seeking solutions to local problems, and then developing a **plan for action**.

```
The program that is developed should focus
on  both  the  crime  and  the  individuals
committing the crime.
```

The first chapter of this handbook dealt with the formula for crime:

Desire + Ability + Opportunity = Crime

By removing the desire of the individuals (target group) and the opportunities (target crime) to commit the crime, successful crime prevention will occur. Planning the program, therefore, requires that both the target group and the target crime be addressed.

Target group

```
Removing the desire of the target group to
commit the crime requires that the reasons
why these people want to commit crime be
examined.
```

People that commit crime behave this way because of what is happening inside them. The spiritual, mental, physical and emotional qualities of the person have been developed unequally, or have not been developed at all, and as a result the person is not complete, is not balanced and healthy.

Because behaviour is a reflection of a person's internal state,

crime and other problem behaviours will occur. In order to remove the desire of people to commit crime, development in the four aspects of their nature is necessary.

This does not mean that everyone in the community must be fully developed and 'balanced' before crime prevention can occur.

> Personal development is an ongoing process, changes in behaviour will occur as people progress along the path to good health and wellbeing.

Often problems such as alcoholism, boredom, peer pressure, and many other things, are responsible for causing people to commit the crime. These types of problems will need to be resolved by personal development and by the redirection of people's desire from doing bad things to doing good things in the community.

Personal development can be achieved through a variety of methods including: peer group committees (that is 'Youth Crime Prevention' teams), the guidance and assistance by elders, or by providing opportunities for individuals to become involved in special cleansing and self strengthening ceremonies.

These are only a few of the many possible ways. It would not be possible to write in this handbook all the options for overcoming the personal reasons why people commit crime, or on what would be best for all communities.

> Every community has unique qualities and should be encouraged to explore its own ways for healing.

Target crime

Change in a person takes time to happen. The results may last for the rest of that person's life, but it will not happen overnight. Therefore, removing the opportunity for crime should also be

used. This way there will be immediate effects on the crime problem.

> Removing the opportunity to commit the crime means that the chance for someone to commit a crime is taken away.

Each crime has many different circumstances, such as: type of crime, how severe it is, when it occurs, where it occurs, who committed the crime, and how it is done.

Taking away the opportunity to commit a crime involves deciding what kind of environment is necessary for the crime to be committed (that is a dark street, no-one being around, or no-one caring).

Change this environment, and the opportunity to commit the crime is considerably reduced.

> To be effective in crime prevention, the circumstances of the target crime must be first identified.

The circumstances of the crime that are similar in all cases in the community need to be identified.

It may be that the majority of offences occur at night, or in a certain area or time, or they may mostly involve family members. The more circumstances that are similar that can be found, the easier it will be to plan a preventative plan of action.

For instance, if it is found that the target crime is vandalism or street assault, which:

a)   usually occurs at night;

b)   around the school, council office, liquor outlet and

c)   by youth;

Now the solution becomes easier to find.

Increasing the lighting, or patrolling an area will take away the opportunity for someone to vandalise a building without

being noticed, or to attack a helpless woman on her way home.

If domestic violence and child abuse are the target crimes this may require raising people's **awareness** that this is harmful to everyone in the community and should no longer be tolerated.

The establishment of 'Men Against Violence' committees (a kind of Alcoholics Anonymous for violent men) could be set up. Community-based neighbourhood watch, or family support networks for victims, or crisis intervention and dispute resolution programs in neighbourhood or domestic disputes are also successful strategies which can be adopted.

```
We should not ignore serious and harmful
crime in our communities. These crimes are
new things and would never have been
tolerated in traditional society.

We all suffer from crime: — the victim, the
offender and the whole community.

If we work together there are things which
we can do about crime now, and for the
future.
```

Information sources

A variety of sources can be used to gather ideas for our program. The information will help us choose the program that is most suitable for our community. Some information sources are:

Written, audio-visual materials and posters

Publications and educational kits can be excellent sources of ideas which have been used in various communities to meet specific crime prevention needs. Ideas for our program can be gathered by reading these materials.

Audio-visual and display materials, such as films, videos,

slides/tapes, or posters may also be located through libraries, health and welfare agencies, police and corrections and so forth (see Appendix VI 'Information Resources').

Agencies and government departments

Agency representatives may help us either at a local level, or may be able to refer us on to regional level representatives.

Talking to local and regional agencies can result in a wide variety of **program ideas**. Officers from these agencies may have first hand knowledge of crime prevention projects, or may be able to provide additional information on crime prevention.

```
These agencies and departments exist to do
a job. If they are available to work with
our working group we should consider them
as one of our resources.
```

Word of mouth

Sometimes the best source of ideas can come from **word of mouth**. Talking about successful programs in other communities may lead to program ideas for our own community.

By **getting together** with other people who might want to set up a crime prevention program, or who have already engaged in these activities, we can gain valuable ideas for our own program. It is important to follow up whatever information leads we may have.

```
Attending     or     organising     regional
conferences   on    crime    prevention,   or
inviting   experienced   outsiders   to    our
community, can be a big help in the early
stages of our program.
```

Brainstorming

Brainstorming is another tool at our disposal. It involves

finding solutions for our crime problems through discussion. This requires people to be creative, thoughtful, and practical in thinking up program ideas.

The community can be a good source of information. The purpose of the community meeting was to list ideas about how the various crime problems could be solved.

Because community members have experienced the problems, their suggestions are valuable guides to understanding what type of program would work best in our community.

```
Solutions  which  come  directly  from  the
community are our best guide when planning
our program.


New ideas may also be useful.
```

Brainstorming is a technique which may be used by the working group to find a suitable program, to modify an existing program, or to deal with any issue or new development.

However, it is important that we are aware of possible sources of difficulty. Because our program ideas have not been tried before, we will not have any way of knowing if they will work or not.

We should look at all angles of the program plan for any weaknesses, and then find ways to resolve these potential problems before we implement the program.

Using community services and resources

We may want to 'link in' with existing services to increase community interaction and produce better programs.

Networking – communicating with, and working together with other agencies or groups, prevents duplicating existing services and benefits both the community and the service agencies.

It is also helpful to review the resources our community has at present. We can not plan our program around a

recreational centre if there is no centre.

Be realistic in planning, and consider what resources are already available. These programs should not have to cost the community a lot of money. Many programs for community action can be implemented with no more cost than the volunteer time of community members.

However, if a program plan does require some money to start up, and the community can not afford it, we may need to explore some avenues for funding.

```
Review the services and resources already
available in the community and incorporate
them into the program.
```

Our program plan could result from either modifying past or present program ideas, or by creating new ones.

The program plan we choose should represent the best solution to meet our goals and to fulfil our community's vision for the future.

Action planning

Action planning is simply the planning and staging of action towards our desired goal.

```
Many of us are naturally good at action
planning, and did not realise that this is
what we have been doing for years.
```

Action planning is an important skill of any working group. A well thought out plan will carry us through the rough patches in the program, particularly at the early stages as we gain our confidence.

With our goal in mind, we decide what steps we need to take to achieve that goal: who needs to be talked with, and who needs to be involved; what kind of program we want to set up and how we plan to go about doing this.

```
To divide the work up into smaller steps,
and   to   decide   who   will   share   the
```

responsibility for achieving these steps, will make the program seem easier and within our reach.

Support groups

Whenever we look closely at a problem we will always find a need. Where there is suffering, fear or uncertainty the setting up of support groups can be very helpful.

Support groups are a collection of **caring people** who want to help those in need. Support groups have worked very well in providing help, comfort, and a listening ear to those who are suffering.

Women's support and child support groups: Community support groups to help people suffering from domestic violence or child abuse can take many roles. In the first instance they can make a public statement of disapproval of violence (an important step in refusing to tolerate this kind of crime).

They can act to defuse domestic disputes with sound reasoning and by helping to talk people through their problems. The development of crisis intervention skills and dispute resolution skills are central to this. They can also provide shelter and protection to those suffering from abuse through setting up women's and children's refuges.

Men's support and youth support groups: Support groups can also focus on teenagers or men in need. People who suffer from deep rage and frustration need help to channel and cope with these feelings. They need the support of people who understand, and who will listen to these feelings. 'Teenage Support Groups' and 'Men Against Violence' groups have been very successful in helping offenders learn to understand the source of their personal problems and how to cope with them without resorting to hurting themselves or others.

Victim and elderly support groups: A victim support group can focus on helping anyone who has suffered from violence or other crime. It is often not realised that a victim can go on suffering long after the event of a crime. Victims, as well as the elderly, can become fearful of crime, they may lose their confidence, or they may begin to blame others around them and lose their trust.

To involve people in a support group will not only give them the help they personally need, but can also give them a new purpose in life.

> After experiencing the benefits of a support group some participants become very enthusiastic and committed to the group and end up helping others like them.

5 Implementing the program

Making it work

By this stage we will have defined our vision and have decided on a realistic and creative program plan to realise that vision. The next stage involves implementing the program plan.

We put our program into action by using our abilities and the right opportunities to make things happen.

Desire + Ability + Opportunity = Realising our Vision

Ability: Use the abilities of anyone who is willing to contribute. Get the community involved. It is everyone's program. Ask for volunteers to do anything that is needed to get the program going.

Break the program plan down into easily manageable tasks and delegate the work out to whoever is willing and able to help.

Opportunity: Once everything is ready, either create or use an available opportunity to implement the program.

Make it a celebration! Spread the word, plan a community event or ceremony to `kick off' the program. It is a special time for the whole community and what is happening is because of everyone and belongs to everyone.

Continuation

Many programs fail in the first six months. There are a lot of reasons for this, but each can be avoided through commitment and dedication to realising our vision. Some problems that may affect our program are:

Too much emphasis on problems

Program is not working

People become uninterested
Working group becomes too powerful.

Too much emphasis on problems

Often programs fail because there has been too much emphasis on problems rather than on positive things. It is important to remember that our community is beautiful to begin with. Our program is a way to let that beauty grow.

Encourage and support each other. Let each other know that we are all important. Tell someone when they have done a good job.

We should not always dwell on the negative aspects of our community members or our programs. It will drag everyone down too much. See what is good too.

```
Teamworkers should take strength from each
other,   work   together   and   believe   in
themselves.
```

Program is not working

The program itself may not be doing what it was intended to do. Problems such as money being short, goals not being met, needs changing, communication being lost, or people becoming frustrated, may happen. If the program is not working, then change it so it will (*see* Section 6 – Evaluating the Program).

Encourage each other, talk to each other, and figure out why the program is not working. At this time we need to gather our strength and do what needs to be done to make our vision come true.

```
Focus on our vision.
```

People become uninterested

People lose interest if they feel they do not belong. The community needs to feel needed to stay interested in the program.

```
If ownership of the program is taken away
the people will lose interest and not want
to be involved.
```

The community must be given the chance to plan and decide for itself. They need to be encouraged to take an active part in what is going on. Do things that everyone can take part in, and encourage everyone to become involved.

```
Every person is a potential resource and
each can contribute in a special way to the
program.
```

Do not rule anyone out. Do not assume that people will say 'no'. Ask anyway, and keep on asking. If people are not interested, get them to do something they have never tried before.

```
Do not overload anyone. Delegate the work
evenly and get more people to joint the
working group.
```

Working group becomes too powerful

This can be a terrible downfall. At no time should the working group become more important than the community. The working group is simply a way to get the community organised and active. The working group should never become unapproachable, or not listen to what the community is saying.

As a working group, do not be afraid to say, `I don't know'. Invite help and input from the community continuously. The working group is there to **work and plan with the people**, not for them.

```
No group of people should become more
important than the community they are a
part of.
```

The program belongs to everyone. Our community created it, planned it, and made it happen. Keep it going by encouraging the enthusiasm and commitment of everyone to continue. It is

up to the **whole community** to heal itself, neither all the answers nor all the responsibility lies with any one person or group.

This is a community-owned program.

Let the people own it!

6 Evaluating the program

Evaluation

Evaluating our program will show us whether or not we are achieving our goals, or if the needs of the community have changed and the goals are no longer applicable.

What is an evaluation?
An evaluation is a way to find out if our program is working. We do this by measuring between where we were to where we are now. It is a way to measure any changes that have happened as a result of the program.

Problem then – amount of difference – problem now

It is good to know how much difference there is in the identified crime problem, from before the program started to the present, as a direct result of the program being implemented.

Something else happening in the community at the same time, such as new employment opportunities, could also have an impact in the reduction of the target crime. Be sure to consider this when measuring the effect of the working group's crime prevention program.

It is a good idea to write up the evaluation in a report. This will contain information about the working group's plan of action, what happened, and what needs to be changed, expanded or continued. This can be made available to other members of the community to read. Neighbouring communities may also be very pleased to read about your ideas and experiences in crime prevention.

When should the evaluation be done?
The program needs time to begin working. If we are constantly watching what happens, and keeping written records, we will probably not need an evaluation until the program has been running for one year. Leaving it longer than one year would allow the program to get too far away from its original purpose.

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If we are not keeping records as we go, it would be a good idea to do an evaluation after six months, so we do not forget what has happened. Any sooner than six months the program may not have had a chance to get up and running.

Who should do the evaluation?
It could be helpful to have an objective, outside person come in and evaluate the program. They may be able to see things which we can not, and bring in fresh ideas.   On the other hand, we may choose to evaluate our own program and make recommendations for change. It may be difficult to be objective, but it can be done. To carry out our own evaluation we will need to know how an evaluation is done.

How is an evaluation done?
A program evaluation report should include:
    history of the program
    description of the program
    observations of change in target crime/target group
    strengths and weaknesses
    recommendations for program improvement.

History
Tell the story of what was happening in the community before the program was created. Talk about the problems, anything that relates to the program. Then tell the story of how the community developed, planned, implemented and continued the program. Include why, how, who, where and what descriptions in the story.

Program description
Describe the program. Write down the reasons for setting up the program - the goals, who is responsible for what, where things happen, if it cost any money, and how the program works. Describe the committee and explain its role, members, and responsibilities. The person reading the report may have no idea who we are or what our program is, so try to be clear and detailed enough that they can understand.

Assess the change

We are trying to figure out what point our program is at and then measure what has changed. There are many different ways to do this - records we have kept, statistics, talking with people who volunteered to help on the program, and talking to people who participated in the program.

Gather enough information to describe what has changed since we began running the program. For example, if one part of our program is running weekly alcohol treatment sessions with adults, we may discover differences such as:

a) statistics - alcohol related crimes have decreased by 45 per cent in the last year.

b) records - attendance at weekly meetings has increased from an average of 3 people per meeting during the first month to an average of 18 people per meeting during the last month.

c) interviews: program volunteers - 80 per cent of the volunteers said they are glad they became involved with the program.

d) interviews: program participants - 50 per cent of the participants said they have remained sober since they joined the program.

Depending on our program, one or more of these methods will be suitable to **assess the changes** that have occurred.

```
It is advisable to review different methods
at the time of evaluation and then choose
the method which is best for us.
```

Strengths and weaknesses

Describe what the **strengths and weaknesses** of our program are. List them as `strengths' on one side, and as `weaknesses' on the other. Make sure to list as many as possible on both sides.

> Do not be ashamed of weaknesses – our
> recognition of them will make us stronger,
> wiser, and more able to cope.

Explain why we think we have certain problems. Be as **objective, truthful, and as non-personal** as possible.

> No-one is perfect, least of all a
> collection of people. Make evaluation a
> positive learning experience.

Recommendations

Based on the strengths and weaknesses we have listed, give **recommendations** for change or continuation. If there is something that is positive about the program, talk about it and recommend that it carry on. If there is something negative, explain it and recommend how it could be changed to become positive. These recommendations will be used as the basis for any changes we will want to make to our program.

Implementing changes

Our evaluation will reveal where changes need to be made in our program. Based on the recommendations in our report, discuss the solutions with the whole community. Always determine at what stage our community is at, then decide together whether something should be done.

Decide what changes will be made and how these changes could best be accomplished. Once an **action plan** for change has been decided on, implement the changes which are necessary.

Evaluations should be carried out at regular intervals (that is yearly or half-yearly). Make sure also to **monitor** what is happening with these changes to be sure they are working. Small adjustments may need to be made. **Be flexible**.

> If we have reached our goal with our
> program we may want to develop another
> program to address other needs.

7. Realising our vision

Where do we go from here?

```
Community-based crime prevention is just
one step on the journey towards the vision
of what our community wants to become.
```

This handbook was written to show us a way to prevent crime in our community. But the reason for this is far more important than just crime prevention.

It has to do primarily with our **autonomy** - with winning back control over our own lives and with creating healthier and happier environments for ourselves and our children.

```
We need to strive towards an understanding
which combines the ways of our ancestors
with new tools for our survival and self-
determination.
```
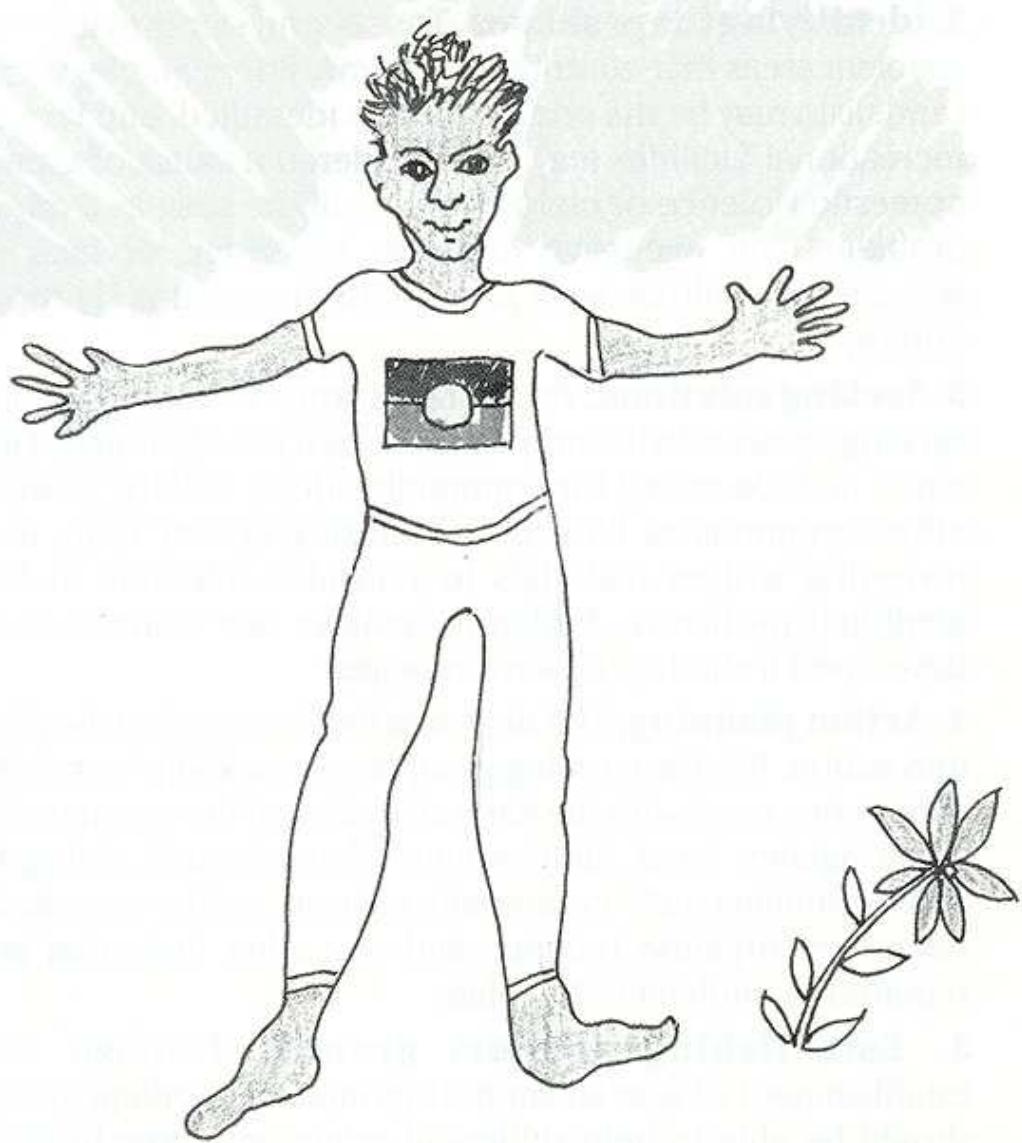
We are on the path to a new life filled with love, beauty and understanding. Follow our dreams with the faith of a child and the wisdom of an elder. We have the strength to realise our vision. Let our beauty show.

Part III

Appendices

These Appendices provide a summary of ideas and sample plans for action which working groups can use during training sessions and workshops.

What does a working group do?

1. The vision. The working group is responsible for shaping the vision of the community. This involves asking the people what they want for themselves and for their children in the future. A community meeting could be called for this purpose.

2. Identifying the problems. The second step is to identify problem areas that contribute to crime. For example, youth vandalism may be the crime problem identified, and lack of recreational facilities as a cause of crime; domestic violence or child abuse could be seen as a crime problem, and excessive drinking, boredom, or lack of self-esteem could be seen as some of the reasons for these crimes.

3. Seeking solutions. The working group is responsible for seeking answers to the crime problems it has identified. This could include asking for community ideas, looking at what other communities have done, utilising agency help, and reviewing written materials to consider solutions to the identified problems. A plan to achieve our vision is then developed from the chosen strategies.

4. Action planning. The next step involves putting the plan into action. It is the working group's responsibility to recruit volunteers, work with the natural leaders of the community, invite agency input, find money (if necessary), delegate responsibilities, rally community support, gather necessary resources, organise training, and any other tasks that are required to implement the plan.

5. Establishing support groups. Through the establishment of special support groups the working group should be able to help victims of crime, and urge healing activities for offenders and the rest of the community. Through activities and liaison work the

working group will help reduce the fear of crime and encourage people's participation in actively solving crime problems, and in giving their support to positive programs for prevention.

6. Monitoring and evaluation. It is important for the working group to check up on, or to `monitor', its own programs; and to weigh up how successful these have been – to `evaluate' these programs.
This includes encouraging community feedback, strengthening communication with the whole community, and making sure they are meeting the community's vision for its future.

7. Making changes. Where it is necessary, or where community needs have changed, it may be beneficial to make some changes or adjustments to our programs. The working group should not be disheartened when a program does not achieve community acceptance or success overnight. In any exercise of community development, changes and adjustments are a normal part of growth and learning.

Training

1. Hints and training techniques

Below is a list of techniques which trainers can include in their community-based training programs.

- Ice-breaking exercises
- Clear explanations, practical examples
- Use of visual materials (posters, whiteboard, butcher's paper and pens; videos)
- Grounding discussions in community experiences
- Emphasis of community ownership of problems and of solutions
- Brainstorming (workshop activities)
- Group exercises to practice new skills (the use of role modelling)
- Summarising issues and listing goals (short simple sentences)

Above all, HAVING FUN!

2. New skills training

Below are listed new skills which can be introduced to the working group through special training programs (either offered by local or visiting trainers, or through `learning by doing' kinds of activities based on information gathering by the group).

These new skills will make our working group special, by making it more effective and a source of inspiration to other community members.

Training in new skills for the working group could include:

- Teamwork and team building
- Communication techniques
- Problem solving

- Action planning
- The primary prevention approach
- Crisis intervention
- Dispute resolution and mediation
- Negotiation
- Setting up support groups
- Networking and working with other groups

Appendix III

Community resources

Below is a list of possible community resources which could be explored for assisting our crime prevention programs.

1. Elders – Elders are usually the keepers of sacred traditions, ceremonial practices and cultural and spiritual knowledge to be passed down to future generations. They earn the respect of the community as a result of their vision, wisdom, guidance and support.

Elders can provide the following assistance:
individual and group counselling;
spiritual and cultural knowledge;
keepers of customs, traditions and spiritual ceremonies;
guidance, advice and wisdom.

2. Parents – Parents can aid in crime prevention through guidance, support and encouragement of their children and the children of their friends and neighbours. Parents can monitor their children's activities (who their friends are, where their children spend their time, and what they are doing).

The family is important in providing:
guidance, encouragement and support;
parental counselling;
community awareness;
role modeling;
volunteer help on prevention activities.

3. Youth – Youth may serve the community in many ways by actively participating in crime prevention programs, or in setting up their own groups, such as `Youth Against Crime' groups. Through such participation and involvement, these youth serve as positive role models for their peers and others.

Youth can be involved in the following ways:
   volunteers towards crime prevention programs;
   role modelling for peers;
   peer counselling and support.

4. Community councils – Community councils/land councils have skills in the management of community affairs.
   These includes
   policy planning and general organisation;
   economic planning and financial assistance;
   guidance, advice, and support.

5. Community groups and individuals – The community is a rich and often untapped resource. These people may be involved in different types of formal and informal community activities, such as youth groups, community action groups, service clubs, or voluntary organisations.
   Individuals can contribute their personal time and enthusiasm, to help organise:
   sporting activities, camping trips, and other recreational activities (dances, picnics); cultural events or traditional learning;
   volunteers to crime prevention efforts;
   informal counselling with friends and families;
   knowledge of community concerns/needs.

6. Schools – Schools have a strong influence in the development and education of the next generation. They can play a major role in crime prevention.
   Schools can:
   provide public education programs in crime prevention;
   provide the community with a facility for large meetings, physical activities, and programs;
   teachers can provide encouragement and support, individual and informal group counselling to students, and assistance and support at community functions.

7. Health officials – This group includes people such as doctors, nurses, nurse-aids and others in the medical profession.

In addition to their regular medical duties, health officials can contribute by:

educating the community in medical and social matters;

serving as resource people for groups;

counselling;

referrals;

volunteering for programs.

8. Alcohol/addiction workers – Alcohol and addiction workers serve the community by helping those abusing alcohol and other substances.

Such help may include:

workshops, seminars, and counselling;

public education on alcohol/addiction problems;

audio-visual, educational kit and poster materials.

9. Government or non-government bodies – These organisations may offer:

referral service to other agencies;

sporting and recreational activities;

cultural or artistic activities and events;

informal individual and group counselling;

places for the regional gatherings;

workshops and seminars;

interpreting services;

political, social, cultural and economic support.

10. The business community – Businessmen can help in the development of crime prevention by taking measures to secure their own businesses, and by cooperating in community crime prevention efforts.

The business community might provide:

financial and practical support (that is with sporting or other recreational activities for kids to keep them off the street);

aid in the development of appropriate public policy decisions (that is urging diversion rather than heavy handed policing tactics);

volunteer time and energy towards programs.

11. Police – The police are responsible for maintaining public safety and security through the enforcement of the law. They are the public agency responsible for responding to and investigating reported crimes, and for conducting a wide variety of peacekeeping activities.

The police can be a resource in the development of crime prevention programs by providing:

public awareness of crime and criminal justice matters;

protection, security and the investigation of crimes;

referrals to appropriate agencies;

information about specific crime problems;

workshops and seminars on crime prevention;

assistance in sports and youth activities.

12. Community police or police-aides – In some communities Aboriginal police, police-aids, or community police are hired either by the Community Council or by the State Police to assist in community policing and to help mediate between the police and the community.

Aboriginal police or Police-aids can:

assist the police in their law enforcement duties;

liaise between the community and the police;

provide patrol/security services in the town;

assist in law education programs;

provide referrals to appropriate agencies;

support and facilitate community functions;

become involved in sporting, youth club and other crime prevention activities of the community;

become part of the crime prevention program.

13. Courts and corrections – This group includes those in the legal profession such as judges, lawyers, parole and probation

officers. The legal profession, and those who serve in it, may be keen supporters of crime prevention through such things as:

suggesting crime prevention programs used elsewhere;
giving talks, advice and support on crime prevention;
referral to social service and rehabilitative agencies;
ordering community work or other diversionary sentences;
increasing public law and legal awareness.

14. Other criminal justice or social service agencies – These agencies may operate programs for Aboriginal people within the criminal justice system, or may be able to provide useful information on social or domestic problems, crime, crime prevention, or legal education:

Aboriginal and Torres Strait Islander Commission
Department of Community Services and Health
Aboriginal Legal Aid Services
Family support services
Young offender services
Police/Aboriginal liaison units
Prisoner welfare/liaison workers

15.   Communications (media) – Radio and television, newspapers, magazines, and other public communications can be instrumental in facilitating public awareness and in promoting programming and crime prevention education.

The media can help to:
educate and inform the community;
recruit   public   opinion   and   political   support.

How to go about it

Organising the community meeting

1. The meeting outline
Purpose of the community meeting:
Date:
Location:
Time:

2. Contacting community and agency representatives
Speakers:
Names and positions
Interpreters:
Names and role

3. Planning the meeting agenda
Arrival time.
Order of speakers.
Order of presentations.
Question and answer time.
Small group workshops.
Sharing ideas and discussion from workshop.
Break times.

4. Gather resources for the meeting
Make a list and then gather these items (audio-visual, posters, handouts, statistical information).

5. Advertise the meeting
Use different means of advertising the meeting (that is word of mouth, newspapers, personal visits to people).

6. Who is responsible

For chairing the meeting.

For taking notes.

For helping with the chairs.

For catering of the tea break.

Running the meeting

1. Recording

It is very important to have a record of what people say at the meeting for future reference.

Write down everything that happened at the meeting, including suggestions from community members, presentations and speakers' opinions, and all other information of interest.

Pass a summary of this around or place it where people can read it later, and make further comment if they wish.

2. Identifying the problem

Make a record of the crime problems which our community has identified.

Rank these crime problems in order of importance or seriousness.

Decide which of these to tackle first.

3. Identifying the target crime/target group

Identify the target crime (for example vandalism); and who is committing these crimes - the target group (that is youth and children).

4. Shaping out program goals

In short sentences summarise the goals of our program For example, **Our goals are to:**

Stop all vandalism in the community over the period of six months/one year.

Set up recreational, personal development, and leadership programs for young people.

Set up a `Youth Against Crime' working group.

Reintroduce spiritually strengthening ceremonies.

5. Follow up

Contact and invite other community members, elders and agency representatives to be involved in the working group.

Keep the community informed.

Invite community participation.

Planning the Program

1. Program goal

2. Chose our target crime

Identify the common features of the target crime.

Consider how these circumstances can be changed.

3. Identify our target group

- Identify the people committing the offences.
- List possible reasons why these people are committing the crime - personal reasons and causes of criminal behaviour.
- Consider ways of changing the attitudes and the desire of this group to commit such offences.
- Consider the personal imbalance or needs which these people might be suffering from.

4. Community services and resources

Invite agencies and community members to list what services and resources might help the working group in crime prevention. List all possible services and resources that we may be able to use in our program plan.

Write up a master list of these community services and resources which we wish to use in our program.

5. Solutions

- *Sources*: Look for different information sources on crime

prevention that may help us find solutions for reducing crime.

- *Input*: Ask for input from organisations and community members on possible solutions.
- *List ideas*: Write down any practical and realistic solutions for ways that the target crime (circumstances) and the target group (causes) can be reduced.
- *Select a manageable set of solutions*: which the working group feels it can handle with community and agency support. When starting out, keep these simple and not too ambitious.
- *New tools*: The solutions should integrate, or combine, both methods of developing the person and reducing the opportunity for the crime. What other new tools or new skills can we add to this?
- *Traditional methods*: Incorporate traditional methods for healing, with modern solutions.

6. Develop the program

Always be looking for new ways of developing and expanding your program. Fresh ideas keep people interested and enthusiastic about a program (for example, varying outings for teenagers - arrange a bus tour, picnic, football match between two towns, fun stall, invite a police spokesman).

Action planning

1. Identify program goals

2. Recruit and train working group members
(*see* Appendix II, section on New Skills Training ideas for volunteers and working group members)

3. Gather resources

Information, furniture, recreation equipment, office supplies, audio-visual equipment.

4. Advertise what is happening

Use the media to spread the word about what is happening. This will encourage public support.

5. Easy steps

Break down the program plan into easy tasks and assign different people to do them

Task   Task

Name   Name

6. Networking

Seek out and find ways of working with other groups or other communities interested in crime prevention and community development. This can strengthen and broaden the abilities and horizons of the working group.

The mutual support which networking provides can make this work exciting and very rewarding, especially when other groups become enthusiastic and want to share with us their ideas and learn from us!

Evaluating the program

1. Who will do the evaluation?

Name/group/ourselves

2. Evaluation

History
Program description
Assess the change
Program strengths and weaknesses

3. Recommendations
List the recommendations.

4. Implementing changes
Follow each recommendation with a description of how we plan to implement each of them.

5. Suggestions for monitoring change

Primary Prevention for Community Wellbeing An interview with Jean

This video was produced as part of a community-based crime prevention training package for Aboriginal and Torres Strait Islander communities by the Australian Institute of Criminology. Funding for the post production and editing of the video was generously provided by the Law Foundation of New South Wales. The federal Department of Aboriginal Affairs also kindly gave permission for the use of some stock footage from their program *Aboriginal Australia*.

The message of this video is universal. It is based on an interview with Jean Jans, a registered nurse, who has worked for many years in drug and alcohol addiction prevention in Aboriginal and Torres Strait Islander communities.

In her work with communities Jean has used the CADAP approach. CADAP (The Community Approach to Drug Abuse Prevention Project) was set up in November 1983, and assisted Aboriginal communities until December 1986. Its programs were successful, not only in reducing alcohol and drug abuse, but also in reducing rates of offending in Aboriginal communities.

In an interview with Ron Daylight, Jean Jans explains the Primary Prevention approach.

I. Primary Prevention

Primary Prevention is when a community decides to do something about their problems. It focuses upon the **social and personal factors** which lead people to abuse alcohol, tobacco, drugs and petrol fumes.

It is not just about stopping negative things from happening. Primary Prevention also **promotes good things** happening in the community.

Primary Prevention focuses on good health issues. It focuses on developing and maintaining **healthy lifestyles**. This program goes hand in hand with all other areas of community development.

II. Community-ownership

Community ownership of community problems, and community ownership of their own solutions, is a fundamental principle of Primary Prevention.

```
Local people identify their own problems
and are responsible for finding their own
solutions.
```

The community-based approach has, at its heart, the ideal of self-determination.

```
If we have ownership of programs we have
control of our own destiny.
```

III. New tools

To be effective the community must have **new tools** at its disposal. The first and most important of these new tools is the ability to work as a team.

IV. The teamwork approach

Teamwork is a specific skill which needs to be developed and encouraged. In a **Teamwork** situation people's efforts are more structured, they learn to appreciate the talents of the other members, they become more involved, and they have more fun working things out together.

```
Teamwork    improves    the   confidence    and
experience  of  working  groups,  strengthens
```

```
the community-base, and contributes to the
personal growth of individuals.
```

A community can set up youth teams, adult teams, male or female teams, or a mixture of all of these according to the kind of project they wish to undertake. Often it starts with one group of people but eventually expands to involve the whole community.

Representatives from service agencies may also be invited to join. The **common goal** of the working group unites team members no matter what their background.

V. Action planning

Another tool, which the community can acquire, is the ability to develop plans for action.

```
Action planning is a special and important
skill  for  successful  community-based
programs.
```

VI Crime prevention

Community control over alcohol and drug abuse is an important part of crime prevention.

With young people, particularly, it encourages self acceptance and a willingness to advance and to do better things with their lives.

```
Primary  prevention  teaches  people  that
there is a better way. It promotes personal
involvement  and  commitment,  and  enhances
self esteem.

Essentially,  primary  prevention  is  local
people  working  together  to  improve  their
communities.
```

Display I.

The Primary Prevention approach
helps people find ways in which they themselves can prevent drug abuse by promoting personal and social wellbeing in their communities

REHABILITATION

TREATMENT
of Drug Abuse

PREVENTION
of Drug Abuse

PROMOTION
of Actions for
Personal and
Social Wellbeing
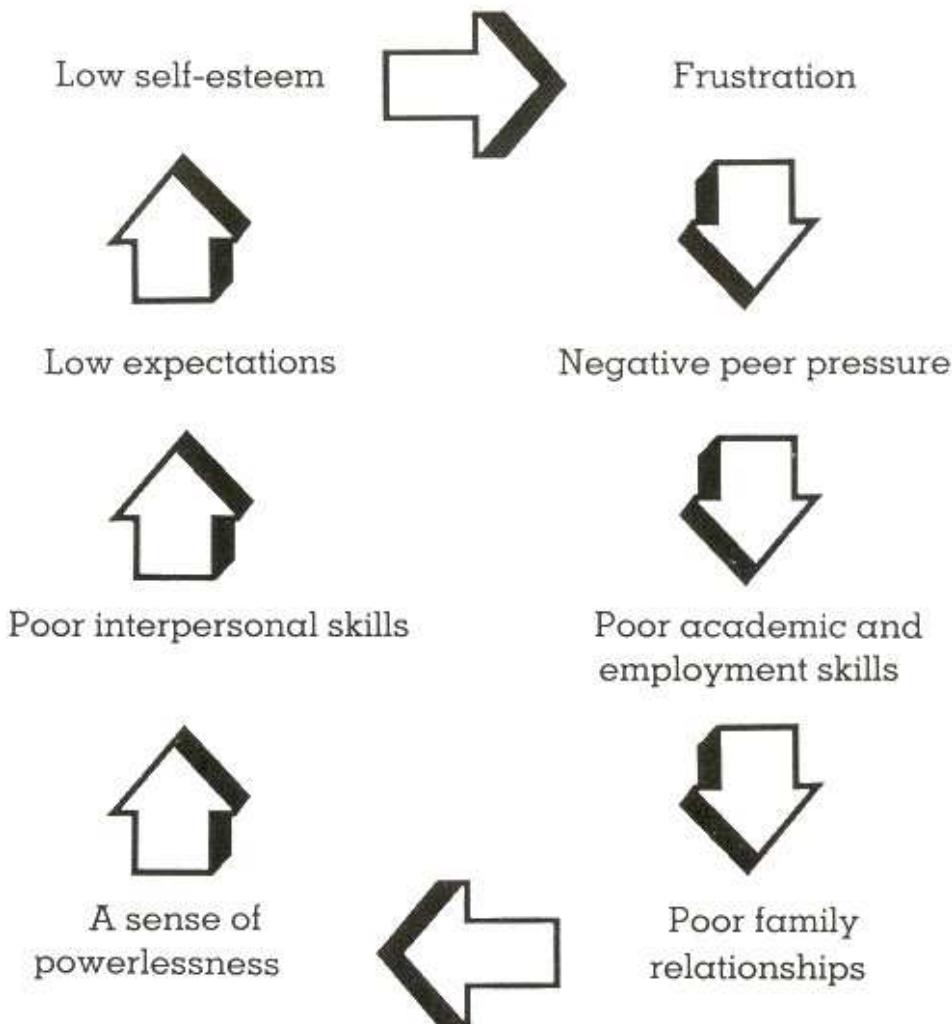
`DRUG ABUSE' includes the abuse of tobacco, alcohol, petrol, glue and fumes, and prescription or illegal drugs.

Display II.

OUR PRINCIPLES

1. PRIMARY PREVENTION focuses on the social and personal factors that lead people to abuse drugs:
Factors such as:

Low self-esteem → Frustration

Low expectations ↑   Negative peer pressure ↓

Poor interpersonal skills ↑   Poor academic and employment skills ↓

A sense of powerlessness ← Poor family relationships

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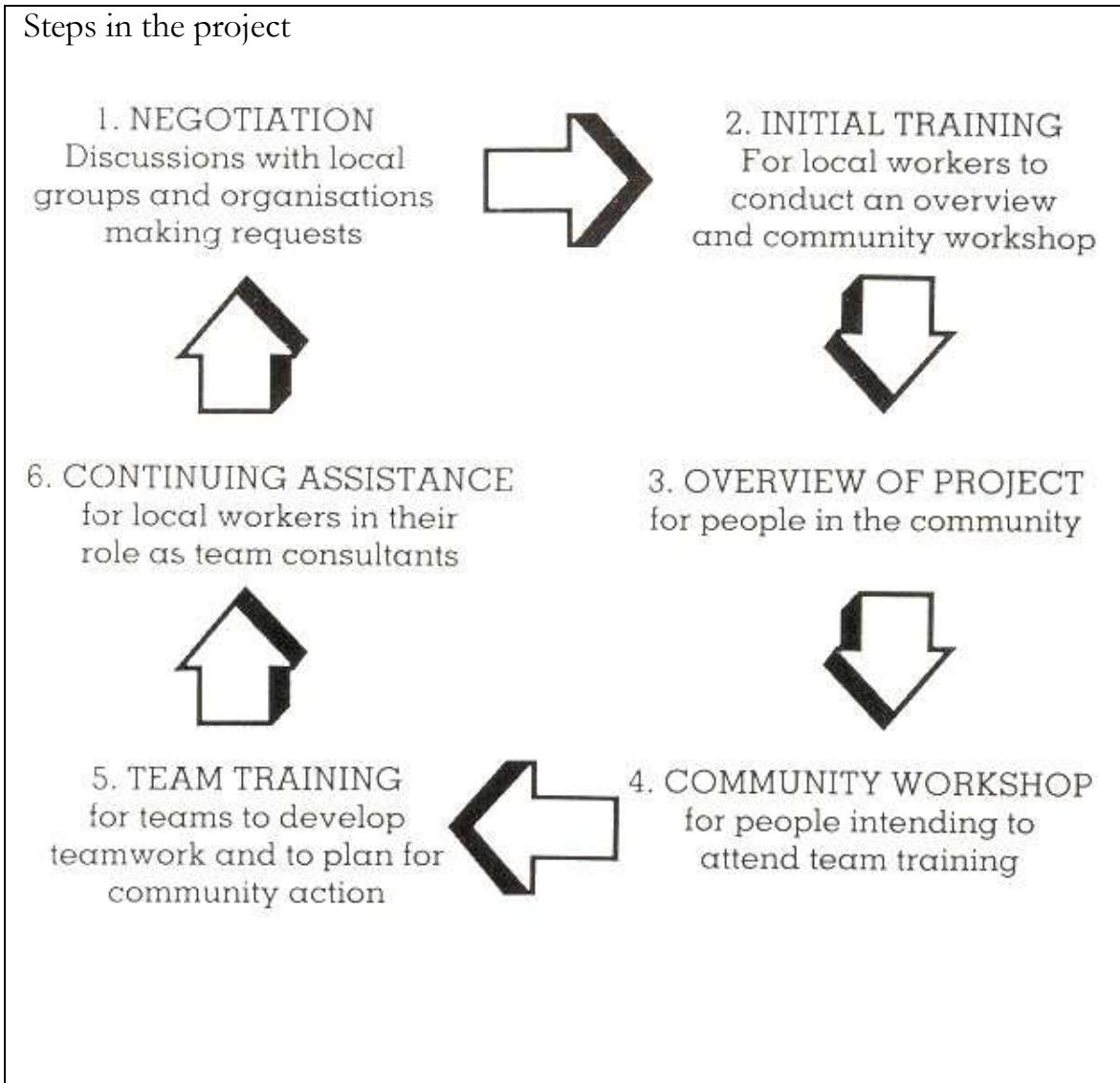
2. Local people know what is happening in their communities and can work out local prevention activities better than anyone else.

---

3. People become committed to preventative activities which they develop themselves.

---

4. Action and change happens quickly when people work together in teams

Display III.

Steps in the project

1. NEGOTIATION
Discussions with local
groups and organisations
making requests

2. INITIAL TRAINING
For local workers to
conduct an overview
and community workshop

6. CONTINUING ASSISTANCE
for local workers in their
role as team consultants

3. OVERVIEW OF PROJECT
for people in the community

5. TEAM TRAINING
for teams to develop
teamwork and to plan for
community action

4. COMMUNITY WORKSHOP
for people intending to
attend team training

Display IV.

HOW PRIMARY PREVENTION WORKS

---

1. COMMITMENT

- The commitment of local communities to taking action in Primary Prevention is the key element of this approach.

---

2. TRAINING

- Training of professional staff of key organisations.
- Training of local groups and community members.
- Training these people as the trainers.

---

3. COMMUNITY TRAINING

- Assisting the trainers to take these methods to the local community.
- These methods include skills in team building;
- Identifying factors which lead to drug abuse and crime in the community;
- Planning and carrying out preventative activities.

---

4. WORKING GROUPS AND CONSULTANCY SERVICE

- Setting up a working group in the community;
- Providing a consultancy service in these methods for other groups or communities;
- Providing further training and support to working groups when needed;
- Maintaining contact with groups and local professionals;
- Promoting links with other groups and organisations.

Information Resources

Suggested reading

Australian Institute of Criminology Materials
Materials available for purchase from:

The Publication Section,
Australian Institute of Criminology,
PO Box 2944, Canberra, ACT 2601.
(ph. (06) 274 0200):

(Discounts available for bulk orders: contact Managing Editor)

Chappell, Duncan 1989, *Violence, Crime and Australian Society*, (National Committee on Violence), Violence Today No. 1, Australian Institute of Criminology, Canberra.

Dwyer, Kim & Strang, Heather 1989, *Violence Against Children*, (National Committee on Violence), Violence Today No. 3, Australian Institute of Criminology, Canberra.

Geason, Susan & Wilson, Paul R. 1988, *Crime prevention: theory and practice*, Australian Institute of Criminology, Canberra.

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Hatty, S.E (ed.) 1986, *National Conference on Domestic Violence*, Vols 1 and 2, Australian Institute of Criminology, Canberra.

Hazlehurst, Kayleen M. (ed.) 1985, *Justice Programs for Aboriginal and other Indigenous Communities*, Seminar Proceedings No. 7, Australian Institute of Criminology, Canberra.

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Hazlehurst, Kayleen M. 1990, *Crime Prevention for Aboriginal Communities*, Australian Institute of Criminology, Canberra, with *Primary Prevention for Community Wellbeing:* A Video. Australian Institute of Criminology, Canberra

Hazlehurst, Kayleen, M. (forthcoming), *Crime prevention for migrant communities: A Manual*, Australian Institute of Criminology, Canberra.

Mason, Gail & Wilson, Paul R. 1989, *Alcohol and Crime*, Trends and Issues No. 18, Australian Institute of Criminology, Canberra.

Mason, Gail & Wilson, Paul R. 1989, *Sport, Recreation and Juvenile Crime*, Australian Institute of Criminology, Canberra.

Mugford, Jane 1986, *Alternative Dispute Resolution*, Australian Institute of Criminology, Canberra.

Mugford, Jane 1989, *Domestic Violence*, (National Committee on Violence), Violence Today No. 2, Australian Institute of Criminology, Canberra.

Snashall, R (ed.) 1987, *National Conference on Child Abuse*, Australian Institute of Criminology, Canberra.

Wyles, Paul 1988, *Missing Children* (advice, information and preventative action for parents, teachers and counsellors), Australian Institute of Criminology, Canberra.

Other accessible materials

Briggs, Freda 1986, *Child Sexual Abuse - Confronting the Problem*, Pitman, Melbourne.

Daley, Pat 1987, *The Neighbourhood Crime Prevention Handbook*, Angus and Robertson Publishers, Unit 4, Eden Park, 31 Waterloo Road, North Ryde, NSW 2113. (recommended reading for communities wanting to set up Neighbourhood Watch and similar programs)

NRMA 1987, *Car Theft: Putting on the Brakes*, Proceedings of Seminar on Car Theft, NRMA, Sydney in association with the Australian Institute of Criminology, Canberra.

NRMA `Make Life Hell for a Car Thief', public education campaign, NRMA, Sydney.

NSW Department of Housing 1987, Home Security Policy, Government Printer, Sydney.

Queensland Centre for Prevention of Child Abuse, A series of leaflets which include: *Facts about Child Abuse; Facts about Child Neglect; Facts about Emotional Abuse of Children; Facts about Physical Abuse of Children; Facts about Sexual Abuse of Children; Prevention of Child Abuse: A new Strategy; Facts about Personal Safety*; G.P.O. Box 806, Brisbane, Qld 4001.

Stannard, Bruce 1986, *How to Beat the Burglar*, Ellsyd Press, Sydney.

Vincent, Christine 1984, *Teenage Runaways: What Can a Parent Do?,* YMCA Outreach, Frankston, Melbourne, Vic.

Kits, manuals, videos, leaflets and posters
Kits, Manuals and Videos

`Alcohol Education for Aboriginal Offenders': manual, posters and four videos. A guide for presenters on alcohol abuse, prepared by Jim Holland and David Higgins (1987) for the Institute of Applied Aboriginal Studies, Western Australian

College of Advanced Education and the Department of Corrective Services, WA.

Keep Children Safe: A book for grown-ups who want to protect children from the risks of child sexual abuser and other dangers by Freda Briggs 1988, Longman Cheshire Pty Ltd, Longman House, Kings Gardens, 95 Coventry Street, Melbourne, Vic 3205.

`Care for a Child, Care for Yourself', Child Protection Information Kit, Department of Community Welfare, Adelaide, SA.

`Care Kit', teacher's manual, puppets, and pictorial cards for school children. 36 Ophir Street, Orient Point, Nowra, NSW 2540.

Crime Prevention for Aboriginal Communities: A guide to the fundamental steps in teamwork and community-based crime prevention by Kayleen M. Hazlehurst 1990, Australian Institute of Criminology, Canberra. with

Primary Prevention for Community Wellbeing: A 30 minute video by Kayleen M. Hazlehurst (1989). Based on an interview with drug and alcohol adviser and registered nurse, Jean Jans, with community illustrations of primary prevention approaches for healthier communities. Australian Institute of Criminology,

`Keeping Ourselves Safe', Complete safety program for primary and secondary aged children. Manuals and videos produced by New Zealand Police and the Education Department. The Curriculum Officer, New Zealand Police Headquarters, Private Bag, New Zealand.

Kids Can Say No A 20 minute video and two books, designed to show to 5-11 year olds with responsible adults at home or in small groups at school. Rolf Harris explores `Yes' feelings and `No' feelings using children's examples from everyday life. Children are encouraged to find ways to stay safe. Available from Rolf Harris Video, 43 Drury Lane, London, WC2 B SRT 36 also

available from Austra-video, 2 Drewery Place, Melbourne, Vic 3000 (Toll free ph. 03 - 663 5728); or P.O. Box 913, Tauranga New Zealand, ph. (075) 82 670.

Neighbourhood Watch kits Contact your local police station, or Police Department for Neighbourhood watch, Safe Neighbourhoods and other crime prevention kits.

Leaflets and Posters (see samples of posters at the end of this Appendix)
National Campaign Against Drug Abuse, 2nd Floor, Woodger House, Corinna St., Phillip, ACT 2606, ph. (06) 289 7200; 89 7935.

The Alcohol and Drug Foundation, P.O. Box 269, Woden ACT 2606, (06) 2811 002; 810 686.

Office of Aboriginal Women, Department of Aboriginal Affairs, P.O. Box 17, Woden, ACT 2606. ph. (06) 289 1222.

Kits and posters may also be obtained from state and federal agencies dealing with sports and recreation, police, family and community services, health and Aboriginal and Islander affairs.

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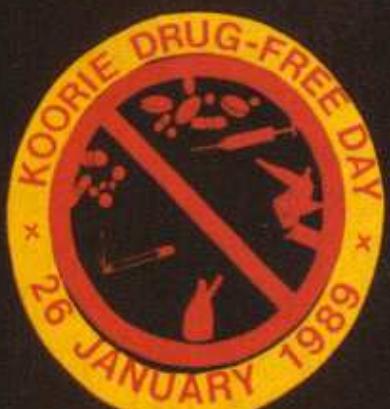
Australian Institute of Criminology 1977, *Proceedings of the United Nations Interregional Training Course on Crime Prevention Planning*, held in Sydney 10-14 November 1975, Australian Institute of Criminology, Canberra.

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Australian Institute of Criminology 1978, *Report on the United National Course: Human Rights in the Administration of Criminal Justice*, held in Canberra, 29 November - 17 December 1976, Australian Institute of Criminology, Canberra.

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Graham, John 1988, *Schools, Disruptive Behaviour and Delinquency: A Review of Research*, Research and Planning Unit, Home Office Research Study no 96, London.

Harrold, Kay 1987, *Towards a Preventative Model of Child Maltreatment*, Discussion Paper no. 4. Research and Evaluation Branch, Department of Children's Services.

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Heal, Kevin & Laycock, Gloria 1986, `Principles, Issues and Further Action', in *Situational Crime Prevention: From Theory into Practice*, eds K. Heal & G. Laycock, Home Office Research and Planning Unit, London, pp. 125-6.

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Hough, J.M., Clarke, R.V.G. & Mayhew, P., 1980, `Introduction' in *Designing out Crime*, eds J.M.Clarke & P.Mayhew, HMSO, London.

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Skogan, Wesley G. & Maxfield, Michael B. 1981, *Coping with Crime: Individual and Neighbourhood Reactions*, Sage Publications, Beverly Hills/London.

West, D.J. 1982, Delinquency: its roots, careers and prospects, Heinemann,   London.
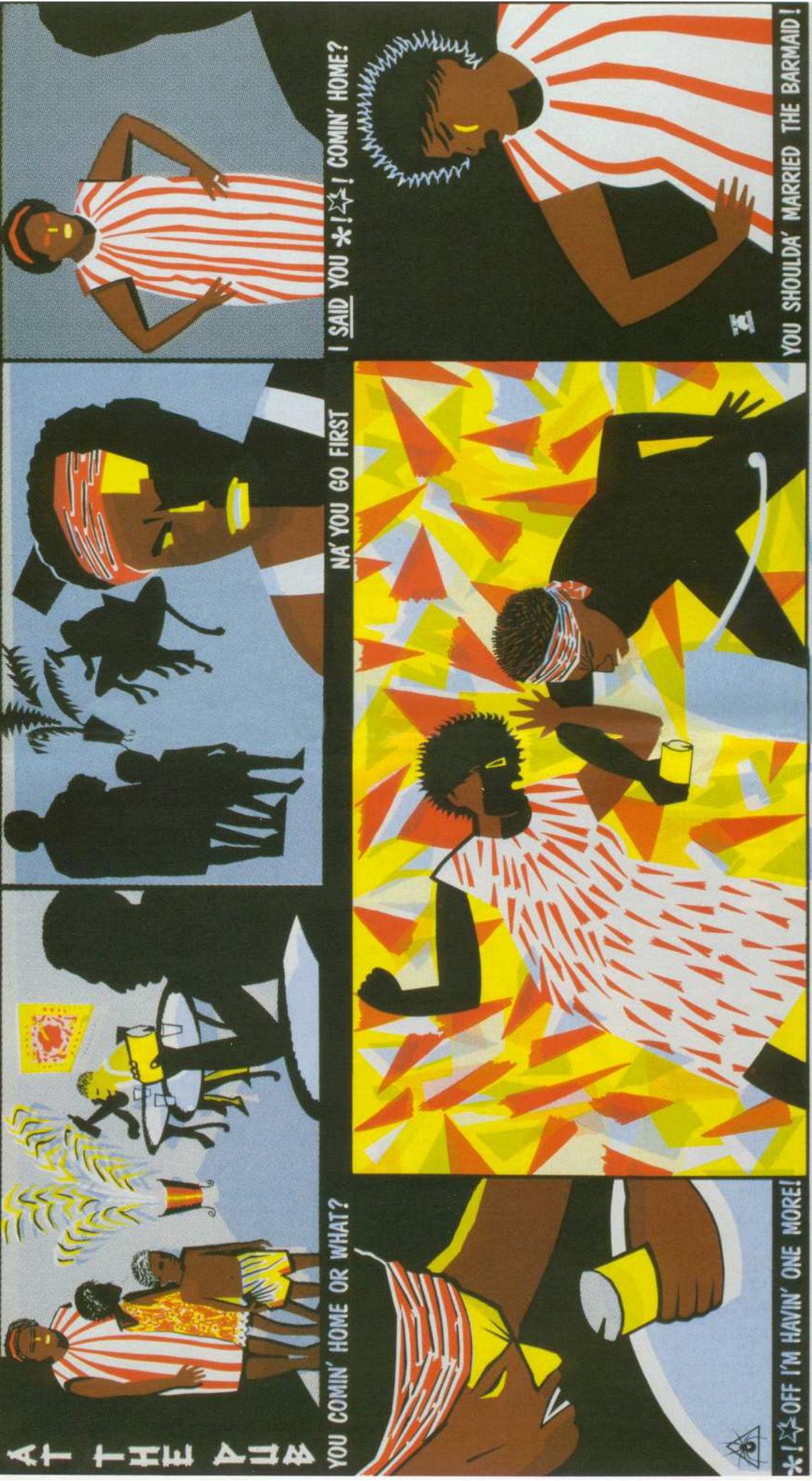
"I'd rather get stuck into the bowling than alcohol"

Drink safe
Health Department of Western Australia

Life in the Big Smoke

TAKE A HIKE DOG BREATH!

"If you want to be a winner, you don't smoke!"

SMOKING? No Way!

Marion Johns
Australian Under-eighteen
Darts Champion

W.A.F.L. League Footballer,
Claremont Football Club.

Tanya Corbett
Ballroom Dancing
Star Medalist

Denna Overhoom
Australian Junior
Under 55 Kg Judo Champion

Desley Shaw
State Under-eighteen
Champion 400 Metre Hurdles

Smoking & Health Project
Health Department of W. Western Australia - July 1988