

A GUIDE FOR THE  
IMPLEMENTATION OF THE

# JUNIOR COMMISSIONER PROJECT



**FOR SCHOOL-BASED PRACTITIONERS**  
(Educators and Social Crime Prevention Coordinators)  
**AND FACILITATORS**  
(Youth Crime Prevention Desk Members and Youth Volunteers).



**basic education**  
Department:  
Basic Education  
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## How to use this Guidebook:

This serves as a guide for implementers of the Junior Commissioner Project (JCP).

The guide can be used by school-based practitioners/facilitators, supporting the establishment and functioning of School Safety Desks. To orientate practitioners (educators and Social Crime Prevention Coordinators) and facilitators (Youth Crime Prevention Desk members and youth volunteers).

The implementation process is divided into different phases that support school based violence and crime prevention.

## DEFINITIONS



### **SOCIAL CRIME PREVENTION COORDINATOR:**

A member designated to coordinate social crime prevention activities, programmes and/or projects.



**STATION SCHOOL SAFETY OFFICER:** A member of the South African Police Service designated by the station commander to manage, coordinate and implement safer school programmes.



**SCHOOL SAFETY TEACHER:** An educator designated by the principal to manage, coordinate and implement safer school programmes.



### **YOUTH CRIME PREVENTION DESK MEMBER:**

A youth volunteer that is a member of a youth structure or a unit attached to a police station, districts and the office of the provincial commissioner that involves young volunteers involved in leading and implementing youth crime prevention programmes.



### **SCHOOL SAFETY AMBASSADOR:**

A learner elected by the Learner Representative Council (LRC) to be a champion for safety within their school.



**JUNIOR COMMISSIONER:** A School Safety Ambassador that has been awarded the title of Junior Commissioner according to the participation guidelines.



**SCHOOL SAFETY DESK:** A learner committee within the school, initiated and convened by the school safety ambassador. The committee is supported by the Station School Safety Officer, School Safety Teacher and Youth Crime Prevention Desk volunteer.



**MENTOR:** The Station School Safety Officer, School Safety Teacher, and Youth Crime Prevention Desk volunteer member supporting the School Safety Desk and the presiding Junior Commissioner through life skills and psychosocial support.

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# 1

## What is the Junior Commissioner Project?

The Junior Commissioner Project was pioneered in 2008 as a means to contribute to school safety across South Africa. The project activates the role of young people to be partakers in the prevention of violence, as key partners. This leadership program is built on the backdrop of section 12 of the South African National Development Plan, which aims to build safer communities.

The Junior Commissioner Project (JCP) emerges from the Junior Leadership Concept, which consists of eleven project dimensions. It provides an opportunity to invest in young people, while empowering them through school-based programmes for School Safety Desks led by School Safety Ambassadors of the Junior Commissioner Project. In the conclusion of the Junior Commissioners term of office, the learner will be capacitated with skills of leadership, mentorship, moral and ethical values, as well as to be a resilient and active youth

The project is a youth development initiative, and aims at implementing a multi-disciplinary intervention programme with the purpose of preventing violence and crime. This is achieved by activating learners to address antisocial behaviours and by building the capacity of the learners through mentorship programmes.

The National Development Plan (NDP) clearly identifies safety as a basic human right, and therefore every citizen is entitled to it. However, the Junior Commissioner Project takes this one step further and entrusts young people as part of civil society with being part of the process in building safe communities. These approaches are envisaged to be lifelong and transcend into their adulthood, fostering a safer future with a strong civil society against violence.

# What is the vision and mission of the Junior Commissioner Project?

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## VISION

To create a safe, secure learning environment free from violence, crime, and drugs; for the development of leaders who will uphold the moral values and principles of our society.



## MISSION

To provide a multidisciplinary intervention programme aimed at preventing crime and violence in schools by involving learners to address any antisocial behaviour and criminality.

# 3

## Who supports the Junior Commissioner Project?

The South African Police Service (SAPS) and the Department of Basic Education (DBE) are the leading implementing departments responsible for the coordination.

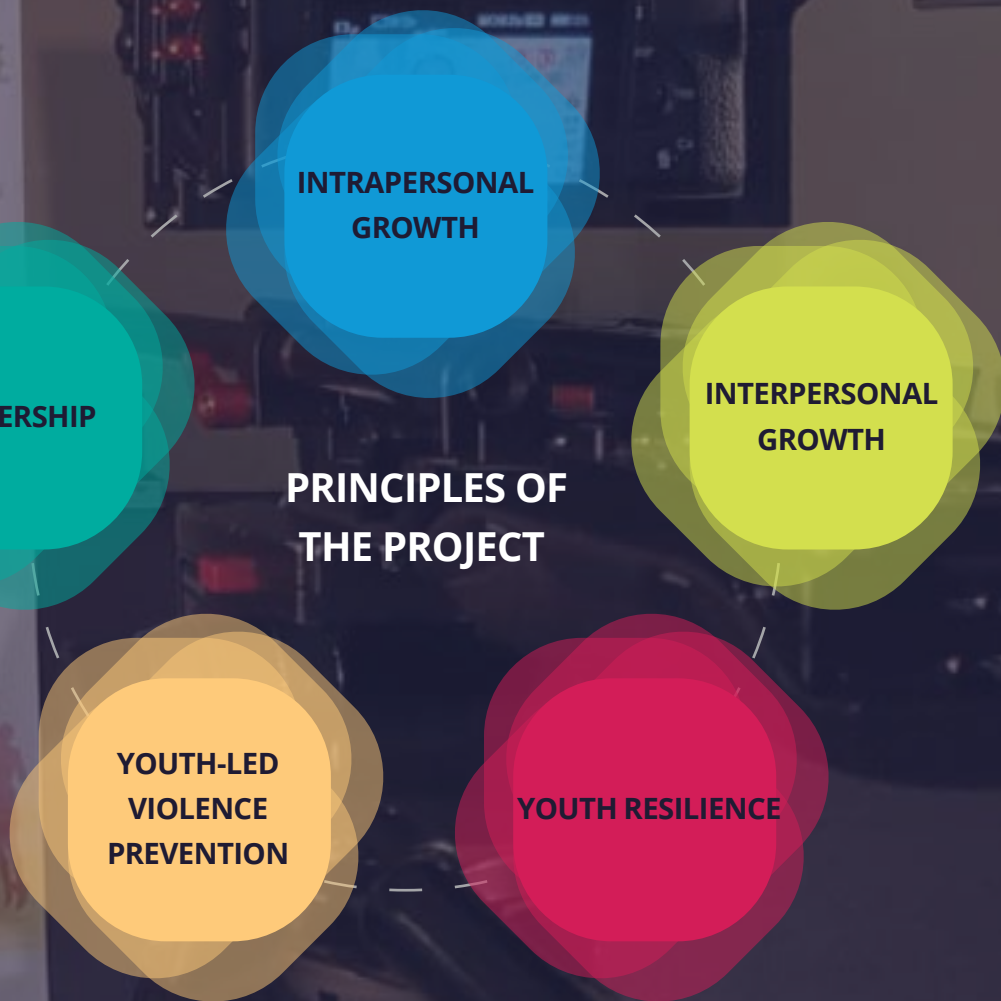
The Department of Basic education develops and reviews policies that set out how schools implement and ensure compliance to the plan for safe, caring and child-friendly schools. Parent associations and bodies such as School Governing Bodies (SGB) aid in encouraging learners to participate through their support and approval.



# The Objectives of the Project

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- \* Promoting and nurturing leadership development and character building among young people.
- \* Providing early and long-term mentorship.
- \* Recognizing young people as key partners in school safety, as well as violence and crime prevention involving young people.
- \* Promoting, facilitating and implementing solution-driven initiatives by young people, youth facilitators, teachers and mentors.
- \* Mobilizing young people and other role players in efforts and endeavours to address antisocial behaviour.
- \* Building the resilience of young people, schools and communities.
- \* Ensuring that young people are capacitated to take responsibility for their own safety.



# 5

## Requirements for participation



**ALL REQUIREMENTS ARE PREREQUISITE FOR THE NEXT LEVEL**



### SCHOOL SAFETY AMBASSADOR

- \* Registered as a grade 8 or 9 learner in a recognized South African School.
- \* Only 2 learners per school may enter, per 24 months.
- \* Learners must be fluent in English and one other official South African language (written and spoken).
- \* Learners must be elected in their school, by their peers as School Safety Ambassadors. Learners must be formally recognized by the school's Learner Representative Council.



### STATION AND DISTRICT JUNIOR COMMISSIONER

- \* Learners must have participated in a workshop of the Junior Commissioners Program.
- \* Learners must be selected through presentations or debates organized through police stations and linked schools.



### PROVINCIAL AND NATIONAL JUNIOR COMMISSIONER

- \* Learners must have participated at station and district level to be eligible for participation at provincials and nationals.
- \* No late submissions of materials will be accepted.
- \* Contestants may use props and other visual aids for their presentation.

## Regulations



The Term of Office is 2 years (24 months) per learner.



The first function and position that prerequisites a learner to be eligible to be a Junior Commissioner is to be a School Safety Ambassador that was elected by peers at his or her school.



A School Safety Ambassador can hold more than one rank and function/s of the Junior Commissioner phases according to their merit and earning through the different competitions, from station to national competitions.



Under no circumstances must learning and classes of Junior Commissioners be interrupted. All matters which involve the learners must be done in consultation with DBE, SAPS office, parents and/or guardians.



The transportation of Junior Commissioners must preferably be done with an unmarked SAPS motor vehicle, accompanied by a Youth Crime Prevention Desk member or School Safety Teacher at all times. It is also required that if the Junior Commissioner is female, they should at all times be accompanied by a female SAPS member and vice versa.

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# The Process

Each phase of the project is designed to provide capacity development that empowers learners with critical thinking skills and abilities to impact change in their communities. This is achieved through violence prevention tools, methods and activities.

## THE 5 PHASES OF THE JUNIOR COMMISSIONER PROJECT



PHASE 1

SELECTION OF SCHOOL SAFETY AMBASSADORS



PHASE 2

STATION SELECTIONS



PHASE 3

DISTRICT SELECTION



PHASE 4

PROVINCIAL LEADERSHIP DIALOGUES AND AWARDS



PHASE 5

NATIONAL SELECTION

## THE JUNIOR COMMISSIONER CHANGE-AGENT PROCESS

In each of the phases of the project, learners are empowered through activities designed to build their orientation on violence prevention methods and tools.

## THE OUTCOME OF EACH PHASE OF THE PROJECT

\* **Phase 1:** This phase is designed to activate self-awareness and awareness of risk factors that promote intrapersonal resilience. Phase 1 is aimed at developing learners' knowledge on violence prevention.

**Intrapersonal violence prevention orientation**

\* **Phase 2:** This phase is designed to develop learners' analytical skills and understanding of environmental factors that promote violence in schools. Learners are encouraged to initiate peer-to-peer support to impact change within their schools. Phase 2 is aimed at developing interpersonal skills.

**Interpersonal violence prevention orientation**

\* **Phase 3:** This phase strengthens learners' abilities to lead and support peers to plan and implement school-based violence prevention activities. This improves learners' capacity to be role models that promote positive behaviours that strengthen their resilience, and that of their peers.

**Resilience building through peer-leadership**

**CAPACITY DEVELOPED PER PHASE**

\* **Phase 4:** In this phase, the learners are capacitated on violence prevention tools and methods. This is done through provincial induction workshops where the learners plan safety initiatives to be implemented throughout the province.

**Violence prevention tools and methods**

\* **Phase 5:** This phase aims to support the full development of learners' leadership skills. This is done through workshops and activities that aim to strengthen their character and leadership to provide comprehensive and holistic development of each learner. This phase takes place at the national Junior Commissioner competition for selected Provincial Junior Commissioners.

**Leadership**

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# Structure of the Project



The term of rank indicates how long a learner will serve under a specific rank within the 2 year (24 month) process of their participation in the programme.



RANKS	TERM OF EACH RANK
School Safety Ambassador	The full 24 Months
Station Junior Commissioner	Only 23 Months of the 24 months
District Junior Commissioner	Only 22 Months of the 24 months
Provincial Junior Commissioner	Only 15 Months of the 24 months
National Junior Commissioner	The full 24 months

# Functions of a Junior Commissioner in Each Phase

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	<p>PHASE 1</p>	<ul style="list-style-type: none"> <li>* Advocate for school safety issues at school.</li> <li>* Promote school safety to other learners at school.</li> <li>* Support the School Safety Committee to come up with a school safety plan.</li> </ul>
<p><b>School Safety Ambassador</b></p>		<ul style="list-style-type: none"> <li>* Establish and coordinate a School Safety Desk within the school.</li> <li>* Facilitate weekly classes for School Safety Desk members.</li> </ul>
	<p>PHASE 2</p>	<ul style="list-style-type: none"> <li>* Continue to function as a School Safety Ambassador.</li> <li>* Support the station Social Crime Prevention Coordinator with campaigns and initiatives to respond to violence in all schools linked to the police station.</li> </ul>
<p><b>Station Junior Commissioner</b></p>		<ul style="list-style-type: none"> <li>* Host monthly meetings for school safety desks linked to the police station to plan for campaigns.</li> </ul>
	<p>PHASE 3</p>	<ul style="list-style-type: none"> <li>* Continue to function as a School Safety Ambassador.</li> <li>* Support the District Social Crime Prevention coordinator.</li> </ul>
<p><b>District Junior Commissioner</b></p>		<ul style="list-style-type: none"> <li>* Research and develop a conceptual solution for a topic by the JNR Commissioner organizers.</li> <li>* Participate in an impromptu 3-5-minute speech on a matter regarding school safety.</li> </ul>
	<p>PHASE 4</p>	<ul style="list-style-type: none"> <li>* Continue to function as a School Safety Ambassador.</li> <li>* Participate in a one-day design thinking workshop.</li> <li>* Develop a comprehensive solution of their winning district pitch.</li> </ul>
<p><b>Provincial Junior Commissioner</b></p>		<ul style="list-style-type: none"> <li>* Participate in an impromptu 5-8 minute conversation on a matter regarding school safety.</li> </ul>
	<p>PHASE 5</p>	<ul style="list-style-type: none"> <li>* Continue to function as a School Safety Ambassador.</li> <li>* Pitch their province's solution from provincial to senior stakeholders.</li> </ul>
<p><b>National Junior Commissioner</b></p>		<ul style="list-style-type: none"> <li>* Deliver an 8 minute speech on a topic of their liking with the ambits of schools safety and children's rights.</li> <li>* Participate in an impromptu 5-8 minute conversation on a matter regarding school safety.</li> </ul>

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## Junior Commissioner Calendar of Activities

**School Safety Ambassadors** must make use of the safety month calendar to initiate monthly campaigns to promote school safety. Activities are planned that respond to the challenges that the School Safety Desk has investigated, and found to be resulting in the experience or feeling of Safety to be for learners being compromised.

The campaigns must be **supported by the different mentors** responsible for learners at each phase of the project.

### THE 5 STEPS OF REACTING AS THROUGH ACTION-DRIVEN PREVENTION OF VIOLENCE IN SCHOOLS.

All tools can be found in the JCP Learner Facilitation Guide:

- R** \* **Research the topic:**  
Using the safety theme of the month, do research on the topic and then conduct a *Risk and Protective Factor Analysis*.
- E** \* **Examine the problem:**  
Gather the views of peers at school using the *School Safety Mapping* tool.
- A** \* **Advocate for change:**  
Present the findings to the School Safety Committee or your school principal.
- C** \* **Create a solution:**  
Put together the *Plan Of Action* using the School Project Plan Template.
- T** \* **Test the solution:**  
Implement the *Plan of Action* at your school.

MONTH OF THE  
CAMPAIGN

SAFETY THEME  
OF THE MONTH



JAN

School Safety Awareness

FEB

Social Justice Awareness

MAR

Human Rights Awareness

APR

Freedom Month

MAY

Community Safety Awareness

JUN

Youth Month

JUL

Community Collaboration Awareness

AUG

Women and Girls Safety Month

SEP

Heritage, Albinism and Disability Month

OCT

Crime Prevention Month

NOV

16 Days of Activism

DEC

Festive Safety Month, World AIDS Day

# 11

## Activities per phase

### PHASE 1

**PART A:** Two learners in grade 8 and grade 9 must be elected by their peer grade learners to be the School Safety Ambassadors. The learners must be included in the school's Learner Representative Council.

### PHASE 2

**PART A:** Learners representing the Junior Commissioner Team per school must prepare a 1000-word essay that presents a school safety challenge, a proposed solution and why safety in schools is a value they uphold. These writings must be the original work of the learners. These essays will be submitted onto the portal a few days before the station level competitions for grading by virtual adjudicators.

### PHASE 3

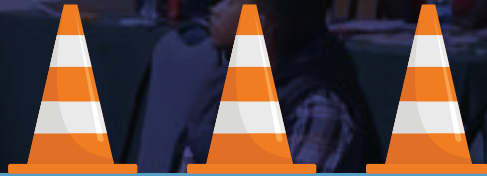
**PART A:** Learners in their district formations will have two months to work on a solution for a problem pre-identified by JNR Commissioner organizers. Over these two month periods, the learners will have a chance to research and understand school safety, human rights and laws much more closely before developing a tactical solution to combat, prevent or ensure compliance to the law. These solutions will be presented over a 5-8 min time frame before 1-2 questions can be taken from the judges or the floor.

### PHASE 4

**PART A:** Learners who make it this far will undergo a workshop on design thinking and the 5 stages of developing a user/community-based solution for impact. This workshop will help strengthen their existing solutions and make them sound and implementable. Following this, they will be given 2 weeks before the provincial contest takes place.

### PHASE 5

**PART A:** Learners who make it to Phase 5 will be invited to the national seating over 2 days. On the evening of arrival, they will present their winning solutions from their provincial participation to senior members of the stakeholder team and government.



**PART B:** The School Safety Teacher must register the school and participating learners on the JC portal. This should be communicated to schools by the Department of Basic Education. During this process, through portal content, schools (safety educators & JC teams) will be orientated on the programme, its process and structure. This will include the completion of an online tutorial to ensure that all participants understood the programme and their expected roles.

PHASE 1

**PART B:** Based on the solution proposed in their essay and with support from the RCL, the JC team should implement an in-school based campaign/activity which will tackle the issue of school. The campaign could run for approximately 3 weeks in the school. Learners will be adjudicated based on the originality of their ideas in the essays, the ability to articulate their campaign and the teamwork shown during the safety campaign.

PHASE 2

**PART B:** Learners will during the second session of the day be given a topic closely related to their area of research or topic to deliver a 3-5-minute talk on the spot. Each learner will have 3 minutes to prepare and gather their thoughts. No Internet may be used to get a better understanding. Learners may use adjudicators for clarifying questions.

PHASE 3

**PART B:** During the second session of the day, learners will be given a topic closely related to their area of research/topic to deliver a 3-5-minute talk on the spot. Each learner will have 3 minutes to prepare and gather their thoughts. No Internet may be used to get a better understanding. Learners may use adjudicators for clarifying questions.

PHASE 4

**PART B:** On day two, each learner will deliver a prepared speech on the topic of their choice which they would have been given 1 month and 15 days to prepare. Lastly, the day will end in a roundtable conversation with South Africa's future leaders, where they will discuss a pertinent issue relating to safety. A Deputy Minister and/or MEC, and a Youth Leadership expert will be present as a special guest to deliver a keynote address.

PHASE 5

# 12

## Mentors and their role per phase



MENTOR

SCHOOL SAFETY TEACHER

YOUTH CRIME PREVENTION DESK MEMBER

PHASE 1

- \* Registers the school on the JC Portal.
- \* Facilitates the inclusion of the JC Team on to the RCL.
- \* Guides the learners to write an essay and plan a project.

- \* Works under the supervision of and supports the Social Crime Prevention Coordinator.

PHASE 2

- \* Helps prepare learners to prepare for station duties.
- \* Supports activities of the School Safety Desk
- \* Organizes school venues for campaigns and administers challenges to learners from the portal.

- \* Helps learners with the implementation of activities. Coaches the learners as young leaders on the topic of safety.

PHASE 3

- \* Accompanies District JCs to events and provincial commitments.
- \* Supports implementation of the District JC plan.
- \* Help Provincial JC to prepare for provincial induction.

- 

PHASE 4

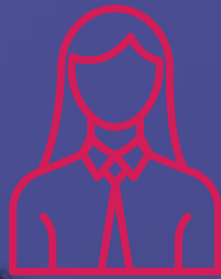
- \* Helps learners to prepare for the National JC Competition.
- \* Accompanies provincial JC to compete in national JC competition.

- \* Accompanies Provincial JC to the Provincial Induction.

PHASE 5

- \* Accompanies provincial JCs to the national competition.

-



**STATION SOCIAL  
CRIME PREVENTION  
COORDINATOR**

**DISTRICT SOCIAL  
CRIME PREVENTION  
COORDINATOR**

**PROVINCIAL SOCIAL  
CRIME PREVENTION  
COORDINATOR**

- ★ Launches the JC Teams in each school through an address to the learners.
- ★ Presents the JC team to the whole school, as well as presents the objective of this team.
- ★ Notifies the learners that they will represent the school in a competition, so that they are aware that they should support their initiatives for the school to win.

- ★ Transports JC, YCPD member and teacher responsible for the learner to station commitments (events, community campaigns etc.).
- ★ Introduces the JCs to the station commander.
- ★ Supports schools on activities and preparation for district competitions.

- ★ Transports JC, YCPD member and teacher responsible for the learner to district commitments.

- ★ Coordinate and organize the district competition for all the JC commissioners, per station that is linked to the district station.

- ★ Transports JC, YCPD member and teacher responsible for the learner to provincial commitments (events, community campaigns etc.).
- ★ Accompanies Provincial JC to the Provincial Induction.

- ★ Organize the provincial Meet and Greet, by organizing a field trip visit for the District Junior Commissioners to visit the Provincial Office and meet the Provincial Commissioner.

- ★ Helps prepare learners to prepare for the national JC competition.

- ★ Transports JC, YCPD member and teacher responsible for the learner to provincial commitments (events, community campaigns etc.).

- ★ Organize and coordinate the Provincial Induction workshop for all Provincial Junior Commissioners.

## MENTORS FOR EACH PHASE

Mentors for  
School Safety  
Ambassadors

School Safety Teacher

(SAPS) School Safety Officer

Youth Crime Prevention Desk Member

School Safety Desk Online Facilitator

Mentors to  
Station Junior  
Commissioners

School Safety Teacher

(SAPS) Station Social Crime Prevention coordinator

Youth Crime Prevention Desk Member

Station Online Facilitator

Mentors to  
District Junior  
Commissioners

School Safety Teacher

(SAPS) District School Safety Coordinator

Youth Crime Prevention Desk Member

District Online Facilitator

Mentors to  
Provincial Junior  
Commissioners

School Safety Teacher

(SAPS) Provincial School Safety Coordinators

Youth Crime Prevention Desk Member

Provincial Online Facilitator

Mentors to  
National Junior  
Commissioners

School Safety Teacher

(SAPS) National School Safety Coordinator

Youth Crime Prevention Desk Member

National Online Facilitator



## CAPACITY BUILDING FOR MENTORS AT EACH PHASE

- \* Child Rights Safeguarding Policy Training
- \* Establishing and Mentoring School Safety Desk Training
- \* Orientation on data capturing and reporting on implementation.
- \* Basic Concepts on Violence Prevention

- \* Child Rights Safeguarding Policy Training
- \* Orientation on competition requirements
- \* Orientation on Intrapersonal Youth-led Violence Prevention
- \* Stakeholder mobilization training

- \* Child Rights Safeguarding Policy Training
- \* Orientation on competition requirements
- \* Orientation on Interpersonal Youth-led Violence Prevention
- \* Child Rights Safeguarding Policy Training
- \* Stakeholder mobilization

- \* Child Rights Safeguarding Policy Training
- \* Project Planning and Coordination

- \* Child Rights Safeguarding Policy Training
- \* Youth Leadership Concepts
- \* Youth Development Concepts and Programmes

### **Child Rights and Safeguarding Policy:**

The Child Rights Safeguarding Policy Training is mandatory for all mentors, at each level. The training caters to the specific safety and protection needs of the learners at each phase of participation in the Junior Commissioners Project.



# 13

## Graduation

### SAPS AND DBE RECOGNIZE THE CONTRIBUTION OF YOUTH

Learners have completed their 2 year cycle as Junior Commissioners must be recognized by the SAPS and DBE for their contribution to violence prevention. This must be done through graduation from the project. Provincial offices are to ensure that graduation ceremonies and recognition procedures are fulfilled for all learners that have completed their 2 years service. Former Junior Commissioners (learners or students) may choose to join the Junior Commissioners Alumni Project.

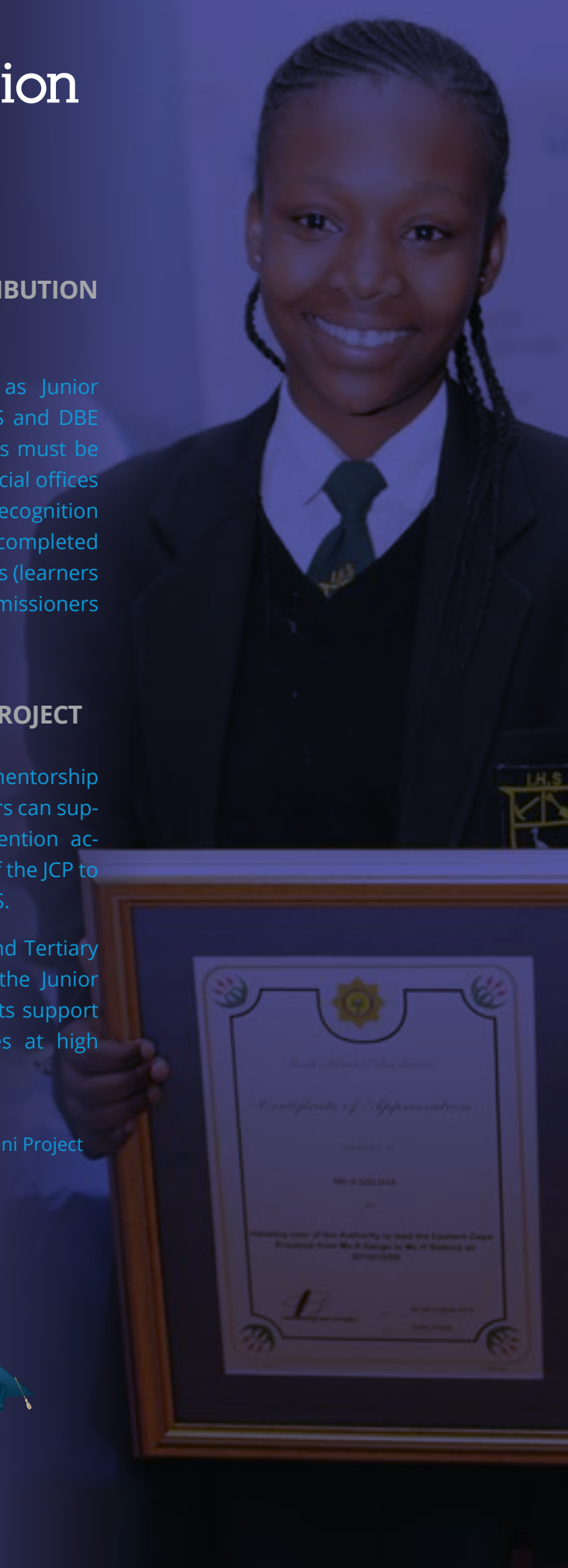
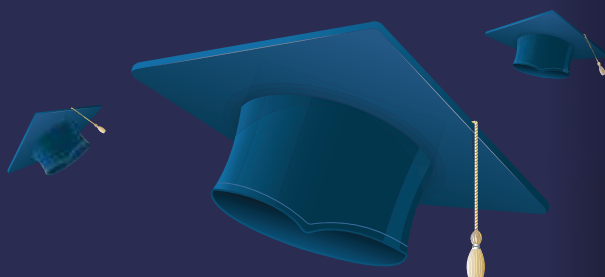
### THE JUNIOR COMMISSIONERS ALUMNI PROJECT

The Junior Commissioners Alumni Project is a peer mentorship programme, in which former Junior Commissioners can support the implementation of school-based prevention activities. The project that enables the graduates of the JCP to further contribute to the work of the JCP and SAPS.

The Alumni Project is for grade 11/12 learners and Tertiary education students that have graduated from the Junior Commissioners Project. The learners and students support the implementation of JCP and SAPS initiatives at high schools or universities.

Programmes offered in the Junior Commissioners Alumni Project

- \* Annual Provincial Youth Leadership Talks
- \* Campus Campaigns
- \* Social Media Campaigns
- \* Mentorship Training
- \* Leadership Training







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