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**The Perceptions of Counselling Staff on
The Effectiveness of the Victim
Empowerment Programme for Victims**

by

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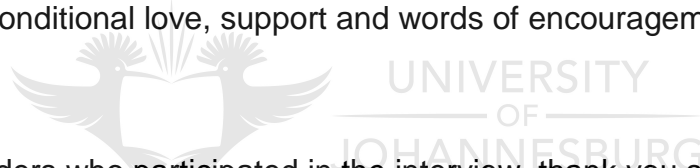
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ABSTRACT

After more than twelve years that the Victim Empowerment Programme has been in existence in South Africa, victims have finally been recognised, as have their rights that are to be upheld at all times. This is a programme of the National Crime Prevention Strategy under pillar one and programme number nine. Since its existence there has not been much research on either the programme, or the topic. The Victim Empowerment Programme aims to ensure that services to the victims of crime, violence and abuse are rendered in an effective and coordinated manner, and it emphasises that a victim-centred approach is key. The research topic of this study is the Counselling staff's perception of the effectiveness of the victim empowerment programme for victims-'.

The goal of the study is to understand how staff perceives the effectiveness of the Victim Empowerment Programme (VEP) for victims within the KOSH Crisis Centre. The research questions are attached as an annexure.

The objectives were as follows:

- To develop a theoretical framework on Victim Empowerment from a restorative justice perspective
- To explore staff experiences of the VEP when working with victims
- To make recommendations based on outcome of staff perceptions of the effectiveness of a VEP.

The literature on the study was gathered through text and information searched at the library and on websites. In this study the researcher realised how staff perceive this programme, especially when working with victims, and that, it is a complex and demanding undertaking for them. One of the factors that complicate working with victims who are repeatedly abused is that they are very different from the adult counsellors who work with them. Victims are not survivors; they have a different world view -different ways of communicating, different status and power, and different rights. The research methods that were applied to this research were interviews and focus groups that were used as data collection methods which concentrated on staff perceptions of the effectiveness of VEP in interventions with victims who suffered

abuse. The researcher interviewed trained personnel who specifically offer therapeutic programmes to victims. The data collection from participants was collected, with their permission, through the use of field notes, interviews and tape recordings. The critical finding of the study was that all professionals dealing with victims, including the role players, must receive uniform training, on the Victim Empowerment Programme. This strengthens referrals, the type of services, and the roles of stakeholders. Additionally, legislation for this programme must be fast-tracked to facilitate its effectiveness and to ensure that the implementation process becomes paramount to all key stakeholders who carry the programme's mandate.



DECLARATION

I hereby declare that this minor-dissertation submitted for the M.A. (SOC. SC.) Clinical to the University of Johannesburg, apart from the help recognised, is my own work and has not been submitted to any institution for any degree. Furthermore, I declare that the text has been language edited before final submission to the University.



Table of contents **_PAGE**

ACKNOWLEDGEMENTS..... i
ABSTRACT..... ii
DECLARATION..... iii

Chapter One

GENERAL ORIENTATION OF THE STUDY **PAGE**

1.1 Introduction.....1
1.2 Classification of main concepts related to the research topic.....3
1.3 Research Methods.....6
1.4 Structure of the Study.....7
1.5 Ethical Considerations.....8
1.6 Conclusion.....9

Chapter Two

LITERATURE STUDY **PAGE**

2.1 Introduction.....10
2.2 Historical Background of the VEP.....11
2.3 Definition of Concepts.....12
2.3.1 Victim Empowerment Programme.....12
2.3.2 Empowerment.....13
2.3.3 Restorative Justice.....13

2.3.4 Who is a Victim?.....14
2.3.5 Victim Support.....14
2.3.6 Violence.....14
2.4 Policy Statement.....15
2.5 Background on the Policy for Victim Empowerment.....15
2.5.1 Victim Empowerment Policy in South Africa.....15



2.5.2 Policy Framework.....	16
2.6 The Problem facing Victims in SA.....	16
2.6.1 Gender.....	17
2.6.2 Exercising Rights.....	17
2.6.3 Education.....	18
2.6.4 Health.....	18
2.7 Crime Prevention trends in SA.....	18
2.8 VEP Priority Target.....	20
2.8.1 Women.....	21
2.8.2 Victims of Domestic Violence.....	21
2.8.3 Victims of sexual assault and rape.....	22
2.8.4 Abused Children.....	22
2.8.5 Abused Older Persons	22
2.8.6 Abused people with Disabilities.....	22
2.8.7 Victims of Human Trafficking.....	22
2.8.8 Victims of Hate Victimisation.....	23
2.9 What Victim Empowerment is not.....	23
2.10 Conclusion	24

Chapter Three

RESEARCH METHODOLOGY _____PAGE

3.1 Introduction.....	25
3.2 Nature of the study.....	25
3.3 Goals and objectives of the study.....	27
3.4 Research Design.....	28
3.5 Sampling and Population.....	30
3.5.1 Population.....	30
3.5.2 Sampling.....	30
3.5.3. Use of Purposive Sampling.....	32
3.6 Pilot study.....	33

3.7 Data Collection Method.....	34
3.8 Data Analysis.....	35
3.9 Reporting and Interpreting Results.....	36
3.9.1 Credibility.....	37
3.9.2 Transferability.....	38
3.9.3 Dependability.....	38
3.9.4 Confirmability.....	39
3.10 Conclusions.....	40

Chapter Four

FINDINGS AND INTERPRETATION OF FINDINGS _____PAGE

4.1 Introduction.....	41
4.2 Data collection and problems encountered.....	42
4.3 Size of the group.....	44
4.4 Data analysis.....	44
4.4.1 Organising data.....	45
4.4.2 Constructing themes.....	45
4.4.3 Box 4.1 Presenting data analysis process.....	45
4.5 Analysis and Presentation of Themes.....	46

4.5 a. THEME ONE: ON THE PERCEPTION OF COUNSELLING STAFF ON THE CONCEPT OF VEP FOR VICTIMS

-Category one: Understanding the concept of VEP.....	47
-Category two: Perception of VEP.....	48
-Category three: Services for victims.....	50
-Category four: Impact of VEP on victims.....	51

4.5. b. THEME TWO: KNOWLEDGE OF STAFF ABOUT THE VICTIM EMPOWERMENT PROGRAMME

-Category one: Who is a victim?.....52
-Category two: Who comes for victim empowerment services.....53
-Category three: Cases dealt with by a counsellor.....54
-Category four: Who does counselling.....55

4.5. c. THEME THREE: ON AWARENESS OF STAFF MEMBERS ABOUT VICTIM EMPOWERMENT SERVICES WHEN SERVING VICTIMS

-Category one: Referral method.....56
-Category two: Intersectoral collaboration.....58
-Category three: Marketing strategies.....60
-Category four: Who is giving you support when assisting a victim.61

4.5.1Box presenting the findings as discussed in this chapter.....62

4.1 LITERATURE INTEGRATION

4.5.1. a. Understanding the concept of VEP.....72
4.5.1.b. Services for victims.....73
4.5.1. c. Referral methods.....74
4.5.1. c. i. The Encounter Conception.....75
4.5.1.c. ii. The Reparative Conception.....75
4.5.1. c. iii. The Transformative Conception.....75
4.5.1. d. Support when assisting the Victims.....76
4.5.1. e Marketing strategies.....78
4.5.1. e. Intersectoral collaboration.....78

6.5. c. KNOWLEDGE OF STAFF ABOUT VICTIM EMPOWERMENT PROGRAMMES

5.5. 1. Who is a victim?.....81
5.5.2 Who does counselling?.....82
6. Conclusion.....83

Chapter Five

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS _____ PAGE

5.1 Introduction.....	85
5.2 Summary of the key findings.....	86
5.3 Limitations of the study.....	87
5.4 Conclusions and Recommendations.....	87
5.4.1 Recommendations for future Research.....	90
5.5 Final conclusion.....	92
REFERENCES	93

APPENDIXES: Proof of edited Declaration.....	100
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: Steps undertaken in administering interviews with focus groups.pg 101

: Participation in Research project.....102

: Acknowledgement Letter.....103

: Written Consent.....104

: Interview Guide.....105

: Management Guide.....107

LIST OF ACRONYMS

CEDAW	Convention on the Elimination of Discrimination Against Women
DSD	Department of Social Development
EU	European Union
KOSH	Klerksdorp, Orkney, Stilfontein, Haartebees
NCPS	National Crime Prevention Strategy
NGO's	Non-Governmental Organisations
NICDAM	National Institution for Community Development and Management
NPA	National Prosecuting Authority
SADC	Southern African Development Community
SALRC	South African Law Reform Commission
SAPS	South African Police Service
UN	United Nations
UNODC	United Nations Office on Drugs and Crime
VEP	Victim Empowerment Programme

CHAPTER ONE

GENERAL ORIENTATION OF THE STUDY

1.1 INTRODUCTION

Many South Africans are suffering today because they are victims of crime. Their rights have not been protected in spite of the constitutional safeguards to protect human rights in this country. People suffer because social services are not rendered in an integrated and coordinated manner. Therefore, consideration must be paid to the plight of people when they are affected by crime. One such programme which offers services to victims of crime is the Victim Empowerment Programme in the North West Province. The researcher has selected one victim empowerment centre, the KOSH Crisis Centre, which is situated in the Dr Kenneth Kaunda district in the North West Province. The centre services the following areas: Klerksdorp, Orkney, Stilfontein and Haartebees (KOSH) areas due to the influx of reported cases by victims of crime, violence and abuse.

The Victim Empowerment Programme's objective is to establish multidisciplinary services to address the needs and plight of the victims. It is one of the programmes under pillar one of the National Crime Prevention Strategy (NCPS) of 1996. The programme promotes the reduction of secondary victimisation, and ensures that victims receive comprehensive and coordinated services. Therefore, from a researcher's point of view such an approach is seen as being positive for children who suffer abuse and victims who must be cared for in a protective environment. Presently research will be based on the staff perceptions of the effectiveness of the Victim Empowerment Programme (VEP) for victims; this will be done within the Victim Empowerment Centre.

The **goal** of the study is to understand how staff perceives the effectiveness of VEP for victims within the KOSH Crisis Centre. The **research question** is: What are staff perceptions of the VEP when working with victims? The objectives are as follows

- To develop a theoretical framework on Victim Empowerment from a restorative justice perspective

- To explore staff experiences of the VEP when working with victims
- To make recommendations based on the outcome of staff perceptions of the effectiveness of a victim empowerment programme

Experiences and Perception

Experience is the knowledge, understanding, skills we possess and the know-how, and an incident that takes place Chapman (2009, p. 79) supports with the statements that “what we experience through the five senses, we interpret, we thinkers, we attach meaning to what we experienced and our interpretation of life’s experiences are influenced by our past, our present frame of mind, and our vision of the future”.

Furthermore, perception is an observation, view, opinion or being aware of certain things or activity, an incident or an insight and Chapman (2009, p. 79) elaborates further that “anyone can develop their sense of self awareness by concentrating on what they receive like what they see right now, and as you look around and observe phenomena within you spectrum of sight at the moment”. The researcher gave a clear description of meanings attached to the study.

The researcher selected the topic because of the reports submitted by the KOSH Crisis Centre which clearly indicate that victims, especially women and children, are the highest number of victims of abuse, violence and crime in comparison to other vulnerable groups. High levels of crime and violence in South Africa and the negative impact of victimisation have led the South African government to develop innovative crime prevention strategies to address the problem of crime. The Victim Empowerment Programme which is one of the programmes under the pillar of the National Crime Prevention Strategy (1996) was launched in 1998. The aim of the Victim Empowerment Programme is to promote and implement a victim-centred approach to crime prevention through the development of services and programmes for victims of crime and violence, and to minimise the impact of crime on the victim.

Analysis of the crime statistics trends for the period 2003 to 2006 reveals that more than 36% of the total reported crimes in South Africa fall in the category of violent crimes (CSVR, 2007). When victims suffer emotional scars from abuse, and have low self-

esteem and feeling of inferiority their coping capabilities become ineffectual; and as a result of no compensation or apology, their suffering continues to grow. Brocklehurst, Stott, Hamber and Robinson (2000, p. 9) suggest that “although South Africa has never had a minister of victims, broad areas covered in the report are reminiscent of issues of concern raised which are now firmly on the national agenda, that is, compensation for victims of political violence, recognition and acknowledgement of suffering, the need for trauma care and counselling, and issues such as truth, justice and reconciliation insofar as they relate to victims”.

In the context of crimes against victims, government’s VEP has tended to create an understanding of a victim that is limited to abuse (physical and sexual). Obscured in this category are the victims of crimes of human trafficking and hate crimes. Differences such as age, gender, religious, economic, as well as the type of crime, obscures the reality of many victims of crime. Our collective interventions should be inclusive of all victims of crime.

The Victim Empowerment Programme outlines the responsibility of different departments where issues of integration and coordination come in. Therefore, the researcher sought to enquire of the staff within the KOSH Crisis Centre how they perceive the programme. The researcher was able to deduce that the programme is effective while working with victims, and the staff were in a better position to give their perception on examining their activities and approaches.

1.2 CLASSIFICATION OF MAIN CONCEPTS RELATED TO THE RESEARCH TOPIC

A victim is defined by the National Crime Prevention Strategy (2004, p. 8) as “any person who individually or collectively suffered harm, including physical or mental injury, emotional suffering, economic loss or substantial impairment of their rights, through acts or omissions of criminal laws or of intentionally recognized norms relating to human rights”. However, any South African can be a victim especially when their rights are not protected. Victims are defined as “persons who, individually or collectively, have suffered harm, including physical, emotional suffering, economic loss, and substantial

impairment of their fundamental rights, through acts or omissions that are violations of national criminal laws operative within Member States, including those laws prescribing criminal abuse of power” (United Nations, 1985). Therefore, a victim can be any man, woman or child who is deprived of their will for protection against abuse.

Victim support also entails providing emotional support and counselling. The Programme emphasises the prevention of victimisation, the provision of support, protection and empowerment for victims of crime and violence with a special focus on vulnerable groups such as women, children, older persons and people with disabilities (Department of Social Development, 2008).

Victim Empowerment

“It firstly implies a certain philosophy, method or technique of handling victims in which it is accepted that, rather than being dependent on the expertise and assistance of a professional or someone else, all people have certain skills and competencies which, when facilitated appropriately, can come to the fore to assist individuals to help themselves or to cope better with an incident of victimization” (NCPS, 1996, p. 24). The National Policy Guidelines on victim empowerment (2008b, p. 3) defines empowerment as “having control, being listened to and respected by others”. Moran (2007) adds that “the victim empowerment programme is an inter-sectoral and inter-department programme that seeks to make the criminal justice system processes more victim-friendly and minimize the negative impact of crime on victims through the development and implementation of services and programmes for victims of crime and violence”.

The output to be achieved by the VEP is a comprehensive model, accommodating integrated service delivery for victims of crime and violence according to the national standards. The 2008/9 crime statistics indicate an overall increase in the rate of crime in South Africa (Burger, 2009). Evidence from the above studies indicates the seriousness of the challenge of crime and violence especially amongst women and children in South Africa, and the increased fear of victimisation among South Africans is justified.

Furthermore, Victim Empowerment as alluded to by Department of Safety and Security, in the National Crime Prevention Strategy (1996, p. 09) “firstly implies a certain philosophy, method or technique of handling victims in which it is accepted that, rather than being dependent on the expertise and assistance of a professional or someone else, all people have certain skills and competencies which, when facilitated appropriately, can come to the fore to assist individuals to help themselves or to cope better with an incident of victimization”. The National Department of Social Development (2008a, p. 3) defines empowerment as “having control, being listened to and respected by others”. This is an approach which facilitates a range of services for all people who individually or collectively have suffered harm, trauma or loss through violence.

The researcher adopted an empowerment model that was responsive to the needs of victims of abuse, through the creation of an enabling environment. This empowerment model fitted in with a restorative justice approach where the victim is empowered to take charge of their life. Restorative Justice offers a process whereby all those who are affected by criminal behaviour have a role in resolving the issues which flow from the offending behaviour (Consedine, 1999). Currently, government and civil society are engaged in a number of interventions on reducing crime and empowering child victims with skills. Interventions are a focused anti-crime strategy that aims to reduce crime by 7% and specifically crimes against children and women (The Presidency 2005, p. 19).

During his State of the Nation Address on 11 February 2005, the then President of South Africa, President Thabo Mbeki, expressed concerns about the unacceptable level of crime, especially violent incidents, and assured the nation of Government’s commitment to meeting the target of reducing the rate of contact crimes by 7% to-10%. He further committed government to giving life to the Victim’s Charter through re-orientation of the implementing personnel, information to citizens and where applicable, legislation to regulate the services to victims of crime and violence (The Presidency, 2005). In South Africa today, victims are the priority of the national government and legislation calls for coordinated services.

1.3 RESEARCH METHOD

A qualitative approach was employed as De Vos, Strydom, Fouché and Delpont (1998, p. 240) define “qualitative research as a multi-perspective approach utilising different qualitative techniques and data collection methods to social interaction, aimed at describing, making sense of, interpreting or reconstructing this interaction in terms of the meaning that the subject attached to it”. Given the qualitative nature of the study, the researcher wanted to explore the perceptions of the KOSH staff about the effectiveness of the VEP for victims. In this study the researcher interacted with the staff on a one-on-one basis to gather information. The goal of the study was about staff perceptions of the effectiveness of a VEP for victims.

A semi-structured interview schedule was used as a data collection method at the KOSH Crisis Centre about staff perceptions of the effectiveness of VEP in intervening with victims who have suffered abuse. The researcher interviewed trained personnel who specifically offer therapeutic programmes to abused victims, as opposed to the lay counsellors who offer victim support, which is related to meeting the victim’s needs and their containment.

This semi-structured interview was used in a one-on-one discussion with staff on their perceptions of the victim empowerment programme when working with victims. De Vos, Strydom, Fouché’ and Delpont (2005, p. 296) state that “In general, researchers use semi-structured interviews in order to gain a detailed picture of a participant’s belief about, or perception or accounts of, a particular topic”. The researcher probed further for clarity, seeking questions during the in-depth-interviews with staff with the use of open-ended questions to allow the discussion to flow. De Vos, et al. (2005, p. 296) further stated that “the researcher is able to follow up a particular interest and avenues that emerge in the interview, and the participant is able to give a fuller picture”. The researcher had requested participant approval for the use of a tape recorder in order to tape the interviews.

The researcher utilised non-probability sampling in this qualitative research. The sample consisted of seven staff members from the KOSH Crisis Centre that represented the entire population of the study.

The interview schedule was piloted within the KOSH Crisis Centre and targeted staff as participants who work with victims with the purpose of getting relevant data. The interview was informal and the respondents were few with the background and experiences to be able to respond to the questions or the trends. De Vos, et al. (2005, p. 331) state “in qualitative research the pilot study is usually informal, and a few respondents possessing the same characteristics as those of the main investigation can be involved in the study, merely to ascertain certain trends”. The pilot study afforded the researcher the opportunity to test the interview schedule. The researcher also consulted with the experts on their experience in this field.

In the interpretation and analysis of data, the researcher processed the data received and checked on the trustworthiness of the data. The issue of truth-value of a study is viable for the purpose of providing answers to the questions and ensuring consistency (Lincoln & Guba, 1985). The data was analysed according to themes and categories.

The research report at the end of the study is provided according to the findings of the recommendation in this project. The issue of truth value of the study is important for the purpose of providing answers to the questions and ensuring consistency. The researcher obtained written permission from the KOSH Crisis Centre in order to instil trustworthiness and ensure credibility. Lincoln and Guba (1985, p.323) confirms that “trustworthiness in this stage is concerned with reaching assessments of confirmability, dependability and as an optional feature, providing an external check on the steps taken in relation to credibility”. The researcher thinks that the element of establishing the truth value is important so as not to impose on the respondents and therefore, their commitment will determine what was gathered.

1.4 STRUCTURE OF THE STUDY

The findings of the study are laid out as follows:

CHAPTER ONE: General Orientation of the Study

This is an introductory chapter which provides the motivation of the study, its goals and objectives. The proposed research methodology and key concepts of the research are clarified.

CHAPTER TWO: Theoretical Framework

A review of relevant literature was done with specific emphasis on the Victim Empowerment Programme within a Restorative Justice Perspective linking with theories.

CHAPTER THREE: Research design and research methodology.

This chapter reflects the research design, methodology and research instruments, and sampling methods.

CHAPTER FOUR: Results and Interpretation of the Findings.

The results were tabulated, analyzed and interpreted by the researcher

CHAPTER FIVE: Recommendations and Conclusion.

Recommendations and conclusions on the findings are made in this chapter.

1.6 ETHICAL CONSIDERATIONS

- The researcher emphasised the right to confidentiality and self determination in handling the information.
- The researcher requested permission from the staff at the VEP to obtain their informed consent.
- The researcher compiled the report as accurately and objectively as possible and requested permission of the centre manager to acquire the information.

- The researcher requested permission from the centre manager for approval to conduct the study.

The researcher had written a letter for the director of Lifeline requesting permission to conduct the study in their organisation. The researcher obtained permission from the Director to conduct research at the Centre at the time. The researcher had provided information on the goal of the study, which was to find out staff perceptions of the Victim Empowerment Programme. Regarding the sensitive issues, ethical measures were adhered to during the research. Graue and Walsh (1998, p. 56 as cited in Mahapa, 2004, p. 11) adds that “ethical behaviour is really about the attitude that one brings into the field and that one brings to one’s interpretation”. The researcher had addressed the issue by informing each participant of the research in clear and understandable terms, and by having obtained his or her voluntary consent.

The participant was treated as a unique person within the context of his/ her community system, and freedom of choice was safeguarded. The participants were invited to take part in the study voluntarily and without prejudice, through a formal letter.

1.7 CONCLUSIONS

The researcher, having outlined the background of this research, then made the necessary review of the relevant literature, as seen in the following chapter. This research study focused on the KOSH staff perceptions on the effectiveness of the victim empowerment programme for victims.

CHAPTER TWO

THEORETICAL FRAMEWORK

2.1 INTRODUCTION

Theory forms the foundation of methodology and research in social work. This chapter is intended to give both the theoretical foundation of this study and an overview on policies and programmes related to Victim Empowerment. Mouton (2001.p. 86) adds that “the term literature review does not, in fact encapsulate all that we intend to convey by the term and one of the aims is to find out what has been done in this field of study”. The researcher was merely ensuring that she was not duplicating the study. Crime and violence continue to present a dilemma to the South African democracy and they are an impediment to attaining a better life for all. The Victim Empowerment Programme is a victim -centred approach to the criminal justice process where the emphasis is on a “Restorative Justice Perspective which includes a process whereby all parties with a stake in a particular offence come together to resolve collectively how to deal with the aftermath of the offence and its future implications” (Batley, p.10). Lack of suitable, supportive services for victims of crime and violence contributes to re-victimization and violation of their human rights. Services that recognise and respond appropriately to the needs of victims of crime and violence can assist in halting this cycle of violence and help to build a culture of respect for others and human rights (National Department of Social Development, Minimum Standards, 2008a, p. 2).

The researcher wanted to develop a theoretical framework on Victim Empowerment and the Restorative Justice perspective which have emerged and shaped the needs and interests of victims. Much has been written about who has a stake in a crime and about their needs and roles. According to Zehr, (2002, p. 16), “the basic concern about the needs and roles of victims, offenders, and community members outlined continue to provide the focus for both theory and practice of restorative justice”. The Restorative Justice perspective is concerned with victim empowerment and the needs of victims, and therefore, victim support is critical as previously victims were excluded in the

decision- making processes. No therapeutic support was provided then, but at present victim-offender mediation is considered by stakeholders in different departments, e.g the Justice Department, and Correctional Services. The latter attempts to balance the interests of the victim, the offender and the community.

The Victim Empowerment Programme's objective is to establish multidisciplinary services to address the needs and plight of victims. It is one of the programmes under pillar one of the National Crime Prevention Strategy of 1996 (in Department of Safety and Security, 1996). The programme promotes the reduction of secondary victimisation and it ensures that victims receive comprehensive and coordinated services. The programme caters for the services to victims of crime, violence and abuse which need to be offered in an integrated and coordinated manner. In this chapter the researcher reviews the relevant literature on the perceptions of Lifeline KOSH Crisis Centre personnel on the provision of the Victim Empowerment Programme as a major importance to this study.

2.2 HISTORICAL BACKGROUND OF THE VICTIM EMPOWERMENT PROGRAMME

The Victim Empowerment Programme (VEP) was launched in South Africa in 1998 and it has made considerable progress in the past decade. The first anniversary of the VEP was the launch of the partnership between the Department of Social Development, the United Nations on Drug and Crime (UNODC), and the European Union (EU) on the programmes of VEP and the VEP Summit. This occurred on the celebration of the tenth anniversary of the programme that culminated in the international conference that was held in 2008. The Victim Empowerment Programme has its foundation in the UN General Assembly Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power, to which South Africa is a signatory. The VEP Stakeholder Summit (Department of Social Development, 2008c, p. 11) adds that "from an international perspective, significant international instruments includes Beijing Platform for Action and the Convention of all forms of Discrimination Against Women (CEDAW), and the Convention on the Rights of Children, SADC Declaration on Gender and Development Addendum on Prevention and Eradication of violence against women and children,

1977". In conceptualising victimisation in South Africa, the country's history of exclusion, oppression and violence that perpetuate cycles of crime, interpersonal violence and victimisation must be factored in.

Since the establishment of the Victim Empowerment Programme, the country has responded to both the UN Declaration on the Basic Principle of Victim Rights and the South African Bill of Rights, (which is a cornerstone of South African democracy) by establishing the Minimum Standards for Services to victims of crime, which were launched in 2002. Despite the best efforts of government as well as civil society organisations to prevent crime and violence, these remain the challenges that impact on all South Africans directly or indirectly. The impacts which can be physical, emotional, social and economic, are experienced not only by the victims themselves, but by their families and communities. Moreover in some cases, services that are provided further victimize the people concerned, rather than empower them.

2.3 DEFINITIONS OF CONCEPTS

2.3.1 VICTIM EMPOWERMENT PROGRAMME

According to Moran, (2007, p. 71) "the Victim Empowerment Programme is an inter-sectoral and inter-departmental programme that seeks to make the criminal justice system processes more victim friendly and minimize the negative impact of crime on victims through the development and implementation of services and programmes for victims of crime and violence". The approach of the Victim Empowerment Programme is strongly based on building and maintaining partnerships at all levels of government, with government, business and civil society organisations. The focus of the Victim Empowerment Programme (VEP) is on coordinated action to service delivery, training of service providers, heightening of public awareness and policy formulation for victims of crime and violence_(Camerer& Kotze, 1998, p. 2). The Department of Social Development is the lead department for the Victim Empowerment Programme, and it has the responsibility of coordinating the establishment and optimal functioning of inter-departmental and inter-sectoral victim empowerment management forums at national, provincial and local levels (Department of Social Development, 2008b, p. 8).

2.3.2 EMPOWERMENT

Use of the term “empowerment” is often vague and can mean different things. To some it means self-reliance, transformation and consciousness raising. According to Mulligan and Griffin, (1992, p. 165), “empowerment is taking charge, being in control and the participation of people in their own development be it a group, individual or on community”. Victims have to be empowered at all times so that they are able to stand up for their rights and, make sense of what has happened in their journey through life. Through “victim empowerment victims often feel like control has been taken away by the offenses they have experienced control over their properties, their bodies, their emotions, their dreams” (Zehr, 2002, p. 15).

2.3.3 RESTORATIVE JUSTICE

According to Zehr (1998, p. 21) as cited by Maluleke, (2004, p. 9) “Restorative Justice involves the victim, the offender and the community in searching for a solution that promotes repair, reconciliation and reassurance”. The main goals are the healing of victim and offender, making amends, acknowledging the wrong done and the offender being accountable for his/her actions of wrong doing together with apologies. Zehr, (2002, p. 22) adds that “restorative justice begins with a concern for victims and their needs, it seeks to repair the harm as much as possible, both concretely and symbolically as the victim-oriented approach requires that justice be concerned about victims’ needs even though the offender has been identified or apprehended”.

The following are outcomes of the processes of restorative justice: an apology or forgiveness; compensation in kind or in a form of money for the pain suffered, executing community services as a way of making things right with the community, and referral of the offender to some form of assistance programme e.g. life skills programme to address some of his/her needs. Abrams, Umbreit and Gordon (2006, p. 244) support the statement that the “actual process can vary considerably among these Restorative Justice mediation and dialogue programmes while involving other policies and practices victim offender mediation and conferencing are key issues of restoration”. This is believed that “the aim of this is to prevent reoccurrence of the offence in future”

(www.rjc.co.za).

2.3.4 WHO IS A VICTIM?

A victim as defined by the Department of Safety and Security, and the National Crime Prevention Strategy (2004, p. 8) is “any person who individually or collectively suffered harm, including physical or mental injury, emotional suffering, economic loss or substantial impairment of their rights, through acts or omissions that are violation of national criminal laws or of intentionally recognized norms relating to human rights”. A victim can be any one within a social environment context characterised by violence and abuse. The restorative approach enables the offender to recognise the wrongness and to accept responsibility for their offending behaviour and to come to terms with their court imposed sentences (White Paper on Corrections of South Africa, 2005).

2.3.5 VICTIM SUPPORT

Victim support also entails providing emotional support and counselling. Victim support is the empathetic person centred assistance rendered by an organisation to individuals following an incident of victimization (Department of Social Development, 2008a). Through victim support which is aimed at victim empowerment, the victim is assisted, restored to a state as close as possible to that existing prior to the offence and ideally to a state where he/she can grow and learn and be normalised.

2.3.6 VIOLENCE

Bulhan (1985) cited in Soest and Crosby, (1997, p. 16), indicate that “violence may be broadly defined as an act or situation that harms the health or wellbeing of one-self or others; it includes both a direct attack on the person’s physical and psychological integrity and destructive acts that do not involve a direct relationship between a victim and the institution, or person responsible for the harm”. It is also a threat to personal security. The widespread cultural belief that women are inferior gives rise to an inequality which in itself is a form of violence.

2.4 POLICY STATEMENT

The Victim Empowerment Programme is an element of the National Policy Guidelines (Department of Social Development, 2008, p. 8b) which “provide a regulatory framework for promoting and upholding the rights of the victims of crime and violence in order to prevent re-victimization within the criminal justice and associated systems. In addition, it provides a framework to guide and inform the provision of integrated and multi-disciplinary services aimed at addressing the diverse needs of victims of crime and violence effectively and efficiently”. This approach facilitates the establishment of partnership in the victim empowerment sector to effectively address the diverse needs of victims.

2.5 BACKGROUND ON THE POLICY FOR VEP

2.5.1 Victim Empowerment Policy in South Africa

Before 1994, Victim Empowerment Services were rendered by non-governmental organisations which were largely funded by international donors. It is only after the adoption of the National Crime Prevention Strategy in 1996, that the South African government began to put the needs of victims on the agenda. The international developments dealing with victims of crime, and the introduction of the National Crime Prevention Strategy changed the situation of victims in South Africa. The restorative justice perspective, with respect to the National Crime Prevention Strategy made provision for the establishment of the Victim Empowerment Programme and led to a growing support for the notion of victim compensation and restitution (Camerer and Kotze, 1996). According to Zehr, (2002, p. 43) “restorative justice is also providing a concrete way to think about justice within the theory and practice of conflict transformation and peace-building”. Abrams, Umbreit and Gordon (2006, p. 244) add that the “Restorative Justice programme provides an opportunity for direct face-to-face dialogue between the victim and offender, family members and other support people, the focus is upon both discussing the full impact of the crime and developing a plan to repair the harm”. The process where the victims receive an apology and give the opportunity for making amends must be accepted.

According to Frank (2007, p. 88), the “Victim Empowerment Programme has retained its profile since 1999, despite lacking an approved policy to guide its operations”. The development of the policy framework to guide service delivery to victims of crime and violence has been high on the Victim Empowerment Programme’s agenda since 2003. The National Policy Guidelines for Victim Empowerment were approved by the Minister of Social Development in 2008 after a lengthy process of seeking endorsement from the social and justice crime prevention, and security clusters.

2.5.2 POLICY FRAMEWORK

The National Policy Guidelines for Victim Empowerment provides a framework for inter-departmental and inter-sectoral collaboration and for the integration of effective institutional arrangements for a multi-pronged approach in managing victim empowerment (Department of Social Development, 2008b, p. 13). The Department of Social Development as the custodian of the National Policy Guidelines for Victim Empowerment is currently in the process of conducting a feasibility study that will inform the elevation of the Victim Empowerment Policy to a legislative level for it to be more binding for the Department and its partners in the implementation (source National Policy guidelines, p. 6). The VEP Consultative Summit (2008c, p. 11) highlighted: “a key result of the first VEP strategy was the development and implementation of the Services Charter for Victims of Crime in South Africa, which is in compliance with the spirit of the Constitution and this Charter was adopted 2004 and it is worthwhile noting that the Bill of Rights as contained in chapter 2 of the Constitution, 1996/108 entrenches the right of every person to equality, freedom and security”.

2.6 THE PROBLEM FACING VICTIMS IN SOUTH AFRICA

Victims in South Africa are faced with many challenges and for the purpose of this study emphasis is placed on gender, the exercising of rights, education, health and social equality. The researcher’s belief was that this information would be verified during data collection to see if these issues were regarded as problems when perceiving the VEP.

2.6.1 Gender

In the SADC countries people are more prone to abuse as a result of vulnerabilities created by wars, endemic poverty, minimal access to health and education, gender inequality, unemployment, which mainly affects children particularly orphans, and women who comprise the majority of the poor (Solomons, 2009). This supports the fact that when the rights of social groups such as women are violated, the system does not seem to care. Women's life experiences are fundamentally affected by their race, class, and their geographic location in rural and urban areas. These factors also reflect in their health status. Black, poverty stricken rural women for example, are most oppressed and suffer the results of incest; this is supported by Sithabile (CYC, p. 29) who indicates that "fear is used to force the victim into submission, and this may be done through violence, torture, rape and intimidation where women are vulnerable". This implies that on the whole women's lives are framed within a patriarchal practice and assumptions so that both in family and in society women live in spheres which are defined and controlled by men and lack information around issues of empowerment (Tom Walt Consultants, 2009, p. 5). Women and children are often discouraged or not given the opportunity to pursue technological training and education, a fact which the Victim Empowerment Programme aims to redress by introducing economic empowerment programmes.

2.6.2 Exercising Rights

Services to counter victimization are currently offered by a variety of role players who perceive the VEP differently; however services are inadequate. Victims do not access the same services throughout the country, and victims are not knowledgeable of their rights. Services are inequitable especially in rural communities; thus, the disintegrated and uncoordinated approach to service delivery within and across role players contributes to secondary victimisation. Hence the researcher gathered information on Victim Empowerment Programmes as a basis for this chapter.

2.6.3 Education

Educational programmes are key in victim empowerment. Awareness creation and advocacy programmes to raise issues that affect the victims are important as preventative measures of intervention. Also an integrated workshop, where all stakeholders may educate communities on issues that affect them, should be emphasised.

2.6.4 Health

Lack of proper referral systems, protocols and guidelines impacts social well-being as the service provider remains frustrated if systems are not placed in order; people then not accounting and taking responsibility for actions will end up abusing victims and this contributes to deteriorating health status (Department of Social Development, National Policy Guidelines, 2008b). Victims with disability face additional barriers where service providers are challenged to make provision for accessibility of the service and should be provided and ensured non-discrimination and equal enjoyment to the service.

2.7 CRIME PREVENTION TRENDS IN SOUTH AFRICA

The South African government has involved two approaches in addressing the challenge of crime, namely, crime prevention and law enforcement. The crime prevention approach is based on the belief that crime is caused by social, economic and environmental factors. This approach moves from the premise that “crime can be addressed by dealing with causal factors. The law enforcement approach is based on the understanding that the best way to address crime is by arresting and punishing criminals” (Du Plessis & Louw, 2005, p. 76). The crime prevention approach is based on the belief that crime is the manifestation of other social dysfunctions within a society. So crime can be just a symptom of another critical social problem that exists within a society.

According to Frank(2006, p. 65), “although the Programme of Action has listed a number of social crime prevention objectives, most of these relate to law enforcement

strategies and have little relationship to what is traditionally understood to be social crime prevention". Government has over emphasised the role of law enforcement strategies with respect to crime prevention. Tracking of the government's efforts and strategies indicates that a punitive law enforcement approach was employed from 1999.

Some elements of the current criminal justice policy have been influenced to a certain degree by the NCPS (Department of Safety and Security, 1996). It advocated a restorative justice approach to crime prevention. The current criminal justice policy emphasises law enforcement and crime combating. The National Crime Prevention Strategy of 1996 envisaged an inter-departmental and multi-agency approach to addressing crime and violence. According to authors Pelser and Rauch(2001, p. 106), "the adoption of the White Paper on Safety and Security in 1999 marked the beginning of the shift to a reduced emphasis on social crime prevention and a restorative justice approach to a more crime combating and tougher law enforcement approach as reflected in the Integrated Justice System priorities in 2001". North West Province recorded the highest decrease countrywide in murder, cash in transit robberies, and arson during the 2009/10 financial year and an overall decrease in crime as compared to the past financial year, according to an overview of crime statistics presented by MECYawa, Potchefstroom and Klerksdorp, (MEC M.Yawa, Personal Communication, October 1, 2010).

The approval of the Service Charter for Victims of Crime in 2004 and the subsequent commitment by President Thabo Mbeki in his State of the Nation Address in February 2005 in stating that government will give life to the Victim's Rights Charter through reorientation of the implementing personnel, information to citizens and where applicable, legislation to regulate the services to victims of crime and violence brought hope to many, and gave the impression that government was once again putting victims on its agenda (Thabo Mbeki, Presidency, 2005). From the above mentioned literature, it is clear that the Victim's Rights Charter which is a component of VEP has to be understood and well perceived by the implementers of the programme (sourced in the Victims' Rights Charter document, September 2009).

In 2009, a new administration took over under the helm of President Jacob Zuma. Since then South Africa has been characterised by the use of excessive force by police men and women towards whoever is suspected of being on the wrong side of the law. The “shoot to kill” rhetoric from recently appointed politicians who have been deployed to the Ministry of Police has been highlighted in the media, and has been blamed as the reason for police brutality” (M.Yawa, Personal Communication, October 1, 2010). According to Holtmann and Badenhorst, (2009), effective and trusted law enforcement plays an important role in citizens’ feelings and perceptions of safety. It is understandable that government’s action in dealing with crime needs to inspire confidence, but not at the expense of hard-won human rights and freedoms. According to Du Plessis and Louw (2005, p. 86), this indicates that “South Africans need to understand that safety should not come at the expense of human rights especially if the restorative approaches to crime are to succeed”. Furthermore, Holtmann, (2007) argues that if people want to live in a safe society, they need to take pragmatic steps towards that dream. She identifies the need to talk less about crime and talk more about safety. Holtmann (2007, p. 9) believes that “when we talk about crime, we expect the police to fix it; when we talk about safety, we open up the arena to a whole other range of role players and no matter how many offenders are locked away, this does not stop the stream of ready perpetrators of crime and violence”.

The fact that South African prisons are overcrowded, means that crime is still unacceptably high, and that most South Africans still live in fear of victimisation, is evidenced by the fact that law enforcement has not produced the desired results despite the massive resources that have been invested in it (Holtmann, 2009, p. 11).

2.8 VICTIM EMPOWERMENT PROGRAMME PRIORITY TARGET

An understanding of which categories of victim must access the Victim Empowerment Programme was well outlined during the data collections. The categories of victims targeted by the VEP when rendering Victim Empowerment services within NGOs and other facilities are as follows:

- 2.8.1 Women
- 2.8.2 Victims of Domestic Violence
- 2.8.3 Victims of Sexual Assault and Rape
- 2.8.4 Abused children
- 2.8.5 Abused older persons
- 2.8.6 Abused people with disabilities
- 2.8.7 Victims of human trafficking
- 2.8.8 Victims of hate victimization

Providing services according to needs means that services have to be adapted to take account of the fact that victims of different crimes have different needs. For example, victims of sexual assault and rape will have different needs from victims of other violent crimes, and victims of fraud or commercial crime will also have a very different set of needs. This implies that the researcher during the data collection, will allude to the issues on targeted victims with respect to the Victim Empowerment Programme as regulated and the information was verified from staff personnel to check if they perceived these victims as key. The above categories are outlined hereunder as follows:

2.8.1 Women

The vulnerable status of women is widely acknowledged, as is the fact that they often encounter particular difficulties in their efforts to seek assistance and redress through the criminal justice system.

2.8.2 Victims of Domestic Violence

Soest and Crosby, (1997, p. 57) indicate that “domestic violence is a form of control that puts women’s health and lives at risk, denies them their human rights and hinders their full participation in society”. The subordination of women in society allows them to be victims of violence as this is fostered by that fact that men culturally believe that they are superior to women. Studies on domestic violence demonstrate that interpersonal crimes are not about the behaviour of victims but about the behaviour of offenders (Domestic Violence, 2010).

2.8.3 Victims of Sexual Assault and Rape

According to the National Policy Guidelines, (2008b, p. 10) survey, “rape occurs at an unacceptably high level and is the most feared crime in South Africa; though some men are also victims of sexual assault and require special assistance, the overwhelming majority is women”.

2.8.4 Abused Children

Children and women are but two sides of the coin which reflect a relatively powerless position in society; children are a common target of abuse, including sexual abuse. The emphasis should be on using the restorative justice advantages of this process, even in incidents of child abuse. These include the following: they are indigenous, they place victims at the centre of the justice equation, they offer healing to all involved, they place responsibility for crime in the hands of those who commit it and, lastly, the results are better for all (White Paper on Corrections of South Africa, 2005, p. 28).

2.8.5 Abused Older Persons

Although violence, including physical, sexual and domestic violence, and neglect of children have received increasing attention, the abuse of older people remains hidden.

2.8.6 Abused People with Disabilities

People with disabilities, particularly disabled women, are often victims of crime and violence with the same risk of emotional, physical and sexual abuse as individuals without disabilities. They are more likely to experience a longer duration of trauma on the impact that abuse has on them.

2.8.7 Victims of Human Trafficking

Women, men and children are deceived by traffickers to leave their homes, towns, provinces and countries for purposes of prostitution, domestic servitudes, slavery, labour, and body parts. In South Africa this crime is prevalent.

2.8.8 Victims of hate victimisation

This is violence directed at the identity of the victim and is motivated by hatred. It is, defined not by the individual, but the group to which he/she belongs. For example, the gays and lesbians community.

2.9 WHAT EMPOWERMENT IS NOT

Empowerment is one of the basic principles of the Victim Empowerment Programme.

Minimum standards (2008, p. 5) define “empowerment as a resourcefulness of all /each victims of crime and violence including perpetrators should be promoted by providing opportunities to use and build their own capacity and support networks and to act on their own choices and sense of responsibility”. Empowerment is not a top-down approach. Nkosi(2003, p. 14) states that “empowerment is not co-option, giving handouts or reaching out and it does not follow the blueprint approach of planning, designing and administering projects from head office on behalf of communities”.

Empowerment is not about technical assistance, financial support nor training people without knowing their needs. Empowerment is therefore a partnership that should allow normalisation, also for learning and growth to take place. The researcher was able to understand what empowerment entails according to the implementers’ perspective; their opinions drew their attention on how they perceive VEP in relation to empowerment.

In victim empowerment, participation is seen as an essential ingredient of empowerment. To be empowered implies that you are participating and to participate in turn modifies the nature of access, deciding on aspects of empowerment. Participation is contributing towards one’s development; people discover their potential and develop new knowledge. Nkosi, (2003, p. 16) believes that “participation and empowerment are ways to harness the human resource component of any development undertaking, contributing to the effectiveness, efficiency and sustainability of an activity”. In essence, both are each seen as a means to an end. Participation is the key to the intervention process; hence in this study, participation and empowerment are seen as working hand in glove.

2.10 CONCLUSION

This chapter has achieved its intended purpose in giving the theoretical background of the study. A broad discussion and overview of Victim Empowerment Programme within a Restorative Justice perspective was discussed in detail and the researcher discovered that it is difficult to explain the term in a narrow way without unpacking the concepts of the Victim Empowerment Programme. This programme is very important in that it explains its concepts in detail, and will be considered a breakthrough if it is perceived according to its meaning. The problems facing victims were also highlighted and not restricted only to the following of gender, the exercising of rights, education and health.

A category of priority victims were also outlined as a way to identify which victims should receive Victim Empowerment services. Its purpose was to indicate that not every victim is suitable for a Victim Empowerment Programme.

In the following chapter an overview of the research methodology will be provided.



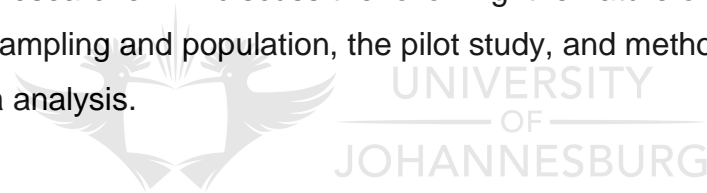
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The aim of this study is to give an overview of the research methodology followed in the study. De Vos, Strydom, Fouche', and Delpont (2002, p. 45) defines research as “an inquiry or examination especially a critical and exhaustive investigation”. On the other hand, Royce, (1991, p. 1) adds that “research seeks to provide answers to life’s enigmas by exploring questions that originates from people”. Furthermore, research has to be based on a certain approach; therefore, it is essential that the researcher should select an approach that is relevant to this study. The approach assists the researcher to develop knowledge for their profession.

In this chapter the researcher will discuss the following: the nature of the study, the research design, sampling and population, the pilot study, and methods of data gathering and data analysis.



3.2 NATURE OF THE STUDY

To begin with the researcher discusses the two approaches-qualitative and quantitative methodologies, and thereafter elaborates on the methodology employed in this study. Grinnell(1997, p. 66-p. 67) indicates that “the nature of the study refers to whether the study is qualitative of quantitative, and both approaches complements each other, that is, each serve an important and distinct function in reflecting reality, contributing to our knowledge base and guiding our practice activities”. De Vos, Strydom, Fouche' and Delpont (2002, p. 79) state that the “quantitative approach is based on positivism, which takes scientific explanation to be based on universal law”. Its main aims are to test hypothesis and control human behaviour. It is designed to determine quantitative differences by means of objective measurement of the real world, not from someone’s opinions, beliefs or past experiences. This, however, does not exclude the possibility

that other researchers may use quantitative methods in future research to test some findings.

De Vos et al. (2002) quotes Cresswell (1994, pp. 1-2) who stated that “qualitative research stems from an anti-positivistic interpretative approach”. Furthermore, Grinnell (1997, p. 107) states that “qualitative research is the study on people’s lives, how they talk, behave and also what distresses them and more importantly, it strives to understand the meaning people’s words and behaviour’-s have for them”. This is supported by Rubin, (1993, p. 113) who notes that “qualitative research approach as a research method emphasizes the in-depth understanding that attempts to tap deeper meaning of human experience and that intended to generate theoretically richer observation”. This is particularly true for this study, as the researcher is interested in eliciting each participant’s account of their perception of the VEP.

The researcher understood that both qualitative and quantitative approaches could be applied, but the study required her to utilise the qualitative approach. The researcher’s choice was informed by De Vos, et al (2002, p. 79) who stated that the “qualitative research paradigm in its broadest sense refers to research that elicits participants’ account of meaning, experiences or perceptions”. Here it implies that samples are purposefully selected, and the researcher was interested in eliciting each participant’s account of meaning, experiences and perceptions. Indeed, the researcher sought to ascertain the perceptions of personnel regarding the Victim Empowerment Programme at the KOSH Crisis Centre, which is a civil society organisation. A Crisis Centre is a trauma referral or community care centre which is a one stop multi-disciplinary centre addressing the trauma related to a specific crisis which, a person has suffered. The Concept Paper for the VEP (2009), adds that, “civil society organisations form a strong part of victim empowerment, in partnership with government they play a major role in advocating for victims’ rights and provision of services to the victims”. Thus, the researcher gathered much information during the data collection.

The researcher was convinced that this approach was relevant for the study; she therefore employed the focus group technique, and believing that it produced interaction between group members and the researcher. Focus group participants were selected purposefully, meaning that the researcher selected participants with similar characteristics. The focus group technique is dealt with in the data gathering section. The researcher understood their insight of the topic and formed a platform for an open type discussion. A qualitative approach was used as it was relevant to Victim Empowerment, the basis of this study.

The researcher was not concerned with the cause and effect relationship or about measuring statistics, but wished to explore the focus group's views on the subject; hence it was important to know about experiences during the process of victim empowerment.

According to Fortune and Reid (as cited in De Vos, et al 2005, p. 74), the following are the four characteristics of the qualitative approach:

- The researcher attempts to gain a first hand, holistic understanding of the phenomena of interest by means of a flexible strategy of problem formulation and data collection shaped as the investigation proceeds.
- Methods such as participant observation and unstructured interviewing are used to acquire in-depth knowledge of how the persons involved construct their social world (the insider role).
- As more knowledge is gained, the research question may shift and the data collection methods may be adjusted accordingly.
- A qualitative methodology rests on the assumption that valid understanding can be gained through accumulated knowledge acquired first hand by a single researcher.

3.3 Goal and objectives of the study

The **goal** of the study is to understand how staff of the KOSH Crisis Centre perceives the effectiveness of the Victim Empowerment Programme for the victims. The research questions are attached as annexure D and E.

The objectives were as follows:

- To develop a theoretical framework on Victim Empowerment from a restorative justice perspective
- To explore staff experiences of the VEP when working with children as victims
- To make recommendations based on outcomes of staff perceptions of the effectiveness of a victim empowerment programme

3.4 RESEARCH DESIGN

Mouton(1996, p. 103- 169) and Marais (1991, p. 45 & 175) state that the “research design will be qualitative, explorative, descriptive and contextual design”. Qualitative research originates from the social and behavioural sciences. Creswell (1998) as cited in De Vos, et al. (2005, p. 267) defines “research design in the qualitative context as the entire process of research from conceptualizing a problem, to writing the narrative while tradition of inquiry is the term used to refer to an approach to qualitative research that has a distinguished history in one of the disciplines that has spawned distinct methodologies that characterize its approach”. De Vos, et al. (2005, p. 268) state that some authors refers to “design as all those decisions a researcher makes in planning the study and other on the other hand use the term to refer only to those group of small, work-out formulas from which prospective qualitatively orientated researchers can develop one or more that may be specific to their specific research goal”. A research design is a set of guidelines and instructions to be followed in addressing a problem.

Bila (2003, p. 20) indicates that the “main function of research design is to enable the researcher to anticipate what the relevant or appropriate research decisions should be, so as to minimize the validity of the eventual result through either minimizing or, where possible eliminate potential errors”. Furthermore, this author adds that the research design is a set of guidelines and instructions to be followed in addressing a problem.

The researcher noted that there are different strategies or designs that are employed in qualitative and quantitative methodologies.

From De Vos, et al. (2005, pp. 269-272) we can establish that qualitative research comprises the following strategies in which the researcher chose the following two:

Biography: this strategy is used to report on and document an individual's life and experiences as told to the researcher. Methods of data collection in this design are primarily interviews and documents.

Phenomenology: this approach aims to understand and interpret the meaning that subjects give to their everyday lives. Researchers should be able to enter subject's life world.

The researcher used the two strategies as this organisation plays integral part in service delivery improvement as they provide sheltering, therapeutic services and counselling to the victims who are abused. They deal with victims on a daily basis and work with other sector departments that also refer victims for counselling. They have expertise and experience in working with victims who are abused.

Mouton, (1996, p. 33 & Yin, 1991 as cited in Mahapa, 2004, p. 16) quotes these authors explaining, that the aim of "research design is to plan and structure a given research project in such a manner that eventual validity of the research findings is maximized, a research design is a blue print for research, dealing with at least four problems; what question to study, what data are relevant, what data to collect and analyze the results". Furthermore, these authors explained that the design may be seen as a set of instructions to the researcher to gather and analyse data in certain way.

The researcher undertook the use of an exploratory study to explore the perceptions of staff counsellors towards the Victim Empowerment Programme. The Victim Empowerment Programme is a new programme in North West Province, especially for the Dr Kenneth Kaunda district, so the researcher broke new ground and yielded new

insight to the topic of research. The researcher sought to have a better understanding of how staff counsellors perceive the effectiveness of the Victim Empowerment Programme when working with victims of crime, violence, abuse.

Little literature was available on the topic and not much research has been conducted about it. This motivated the researcher to develop an initial understanding and deemed that her study should be exploratory in nature. This choice is influenced by Higson-Smith (as cited in De Vos, et al 2002, p. 27) who says “exploratory research is conducted to gain insight into a situation, phenomena, community or individual”.

Furthermore, these authors state that exploratory research could arise from lack of basic information on a new area of interest. The researcher supports the above statement, hence she is convinced that exploratory research is appropriate for this study and will necessitate her to reach her goal.

3.5 SAMPLING AND POPULATION

3.5.1 Population

Powers et al. (1983) as cited in De Vos, et al.,(2005, p. 193) defines “population as a set of entities in which all measurements of interest to the practitioner or researcher are represented”. When a population being studied is large, it is impossible and certainly inefficient to study everyone in that population. Babbie (as cited in Bila, 2003, p 38) defines population as “the collection of elements from which a sample is drawn”. De Vos, et al. (2002, p. 198) adds that “population sets boundaries on the study unit”. In this study the population was the counselling personnel of Lifeline KOSH Crisis Centre in the Dr Kenneth Kaunda district. The total number of staff employed was forty three members. The researcher needed to know clearly who to include in the population to be studied; the “boundary of the population must be clearly marked” Maluleke, (2004, p. 15). This was important for the adequacy and representativeness of the population.

3.5.2 Sampling

Sampling according to Kerling as cited De Vos, et al (2005) means “taking any portion of a population or universe as representative of that population or universe”.

Furthermore, this definition does not say that the sample drawn is in fact representative.

Selecting a sample rather than studying a whole population was convenient and less expensive because only that portion of the population had to be covered, and the researcher had needed to consider all the financial implications of the necessary travelling. Maluleke (2004, p. 15) indicates that “sampling can be considered a process of systematically selecting cases for inclusion in a research”. We studied a sample in an effort to understand the population from which it was drawn.

According to De Vos, et al (2002, p. 311) “focus groups include 6 to 10 participants”. It is against this statement in research to determine the size of the sample in which a focus group of seven are included. Participants of one group were supposed to be six managers and the other focus group was compromised of seven participants who participated in this study. Neuman, as cited in De Vos, et al. (2005, p. 195) cites the following factors which influence the size of the sample: “the heterogeneity of the population, the desired degree of accuracy for purpose of investigation, the type of sample, the available resources and number of variables in which data are grouped”. The researcher was focused on the establishment of two groups that included management and counsellors.

As discussed in the previous chapter, the researcher collected data for this study by means of focus group interviews Therefore, a brief description of the procedure followed when conducting focus groups is outlined. The researcher felt that it was very important to conduct the pilot interviews first with management and one staff member at the KOSH Crisis Centre to get their understanding, before conducting the focus groups. Maree (2007, p. 88) states that “good interviewers are good listeners who do not dominate the interview and understand that they are there to listen and never agree or disagree with respondents as it is their perception we want to get”. It eventually gave the researcher insight into the answers received which paved the way to continue with the interviews, and helped to refine the interview schedule.

The researcher took the statement of De Vos, et al. (2002) as cited in Bila, (2003, p. 24) into consideration that “if discussion reaches saturation and become repetitive after two

groups there is little to be gained by increasing the number of groups". Furthermore, she quoted Morgan (1997) as cautioning against the use of one group; the problem is that when only one group has been used it is impossible to tell whether the discussion reflects either the unusual composition of that group or the particular dynamics of that unique set of participants. Hence the researcher used the two groups for the initial encounter. The researcher had also opted to engage six participants in the first group, that is, the counsellors and five managers in another group, as manageable groups. This allowed everyone to participate fully while still eliciting a range of responses. The researcher facilitated these sessions for one and a half to two and half hours, but two hours at the most was adhered to as the agreed time.

There are two types of sampling namely, probability and non-probability sampling. De Vos, et al(2002, p. 201) indicates that the probability "sampling increases the possibility of representativeness because is based on random selection which distinguish it from non-probability sampling at which it indicates that there is no way to estimate the probability each element has of being selected or included in the sample and no assurance that every element has a chance of being selected".

De Vos, et al. (2005, p. 201-202) state that there are seven types of non-probability sampling in a qualitative study but the researcher concentrated only on the one that are most commonly used, as tabled below:

BOX 3.5.3 USE OF PURPOSIVE SAMPLING

A Purposive Sampling

Based on the judgement of the researcher, in that a sample is composed of elements that contain the most characteristic, representative or typical attributes of the population.

The researcher used purposive sampling during the investigation as her topic was interested in the views of the staff counsellors in terms of how they perceive the VEP. Their perceptions in this study were of value, as a greater understanding was revealed.

De Vos, et al., (2005, p. 329) states in purposive sampling “the researcher must first think critically about the parameters of the population and then choose the criterion for the selection of respondents, is therefore, of cardinal importance”. Creswell (1998, p. 118 as cited in De Vos, et al 2005), agrees that “the purposive selection of participants represents a key decision point in a qualitative study”. The researcher had created a relaxed atmosphere, in which participants felt free to speak openly, by making use of communication techniques such as summarising, paraphrasing, clarification, probing and minimal verbal as well as non-verbal responses.

3.6 PILOT STUDY

The pilot study formed an integral part of the research process and assisted with the main investigation. It was indeed a prerequisite for the successful execution and completion of the research study. De Vos, et al. (2005, p. 331) state that the main function of a pilot study “is the exact formulation of the research problem and a tentative planning of the modus operandi and range of the investigation”. They further outline that the pilot study is a process whereby a research design for a prospective survey is tested. The researcher believed that she had fine-tuned her study once the pilot study was completed.

The researcher had made a point of assessing the use of resources, such as transport and time, which were particularly taken into account and had earlier been provided for, as the study took place in the Klerksdorp area in the Dr Kenneth Kaunda district. The researcher had already made plans in cases where unforeseen problems could have arisen. Lincoln and Denzil, (1983 as cited in De Vos, et al., 2005, p. 301)state that “the pilot study assists, moreover, in estimating the time and cost that may be involved, as well as in pre-empting the problems that may arise during the actual qualitative interviews”. The researcher had highlighted the use of focus group discussion methods during the pilot study and hoped the expected results would be achieved or obtained after the findings of the pilot study.

The pilot study was very important as it improved the effectiveness of the investigation, as space was given during the interviews for criticism and comments by the respondents. Therefore, effective communication patterns were established in this manner. The researcher had mailed the semi-structured interview schedule to the respondents just two days before the actual discussion took place, so that they would familiarise themselves, and added much value during the discussions. The respondents were given adequate time to say whatever they wanted to, so that they had a clear interpretation of the question and did not skip questions. De Vos, et al. (2005, p. 331) further support the statement that “interviewing experts is important in qualitative research, for the purpose of identifying themes for further investigation or in order to do a valid literature review with a view to verifying findings”.

3.7 DATA COLLECTION METHOD

During the data collection, data were recorded on the tape recorder through permission of the participants and notes were taken to ensure all information was captured. According to Stringer and Genat (2004, p. 76), “tape recording information provides a detailed recording of all that is said in a given situation and this type of record provides a clear evidence of what is actually said by participants and can help research participants describe and clarify recorded events”. The researcher had seen to it that transcripts were made after each occasion of data received. An interview is the prominent mode of data collection in a qualitative study and the researcher in this instance used focus group discussions and recorded information. Kingry et al. (as cited in De Vos et al, 2005, p. 300) defined a “focus group as a carefully planned discussion designed to obtain perception on a defined area of interest in a permissive, non threatening environment”. Furthermore, the authors described focus groups as a research technique that collects data through group interactions on a topic determined by the researcher. The data were collected and notes were written as a measure of triangulation.

Focus groups allowed the researcher to investigate the multitude of perceptions in a defined area of interest, as its purpose was to promote self-disclosure among

participants. It was a method of knowing what people thought and felt. The researcher was the facilitator of the discussion as she listened and learned from participants and created lines of communication. This focus group created a process of sharing and comparing among the participants; in this instance a gap between them was closed.

De Vos, et al. (2005, p. 301) indicate that a “focus group is in the three-part process of communication that is: the researcher decides what she needs to hear from the participants, the focus group creates a conversation among the participants around the topic, the researcher summarizes what she has learnt from the group”.

3.8 DATA ANALYSIS

In this study the data was collected, analysed and interpreted and the results are provided in Chapter 4. Qualitative methods of analysing data were applied. Mouton (2001, p. 108) states that “analysis involves breaking up the data into manageable themes, patterns, trends and relationships and aims to understand the various constitutive elements of one’s data through an inspection of the relationships between concepts, constructs or variables, and to see whether there are any patterns or trends that can be identified or isolated or to establish themes in the data”. Data analysis as a process enabled the researcher to analyse participant’s experiences and understanding of issues and ideas that enable them to devise effective actions related to the problems they experience in their work. Stringer and Genat (2004) add that “data analysis reveals how people make sense of their experiences and utilized these understandings to enact positive change in their lives”. The researcher had processed the data collected during the pilot study and had addressed each obstacle one by one (De Vos, et al, 2005, p. 214). The researcher discussed the themes, sub-themes and categories that emerged from the qualitative data. Once data collection was finalised the researcher reviewed the notes and tape recordings to develop a scheme to analyse and reduce the data. Teschin Cresswell (1994, p. 155 as cited in Mahapa, 2004, p. 21) provided the following eight steps to consider when analysing textual data:

- Read through all documents or transcripts and get a sense of the whole

- Select one document and read through it, concentrating on the underlying meanings
- List the topics and cluster similar topics together
- Select codes for the different topics and record these next to the topics in the documents
- Find the most descriptive wording for your topic and turn them into categories. Look at reducing your total list of categories by grouping topics that relate to each other.
- Decide on the final codes for each category.
- Assemble the data material belonging to each category in one place and perform a preliminary analysis.
- If necessary re-code your existing data

According to Schurink, (1998, p. 11, as cited in Mahapa, 2004, p. 10) she believes that “the analysis of qualitative data is a creative process, which is managed in different ways by different researchers, and because of this, it is impossible to provide a recipe for analysis of data”.

3.9 REPORTING AND INTERPRETING RESULTS

According to Mouton (2001, p. 109), “interpretation involves the synthesis of one’s data into larger coherent wholes and relating one’s results and findings to existing theoretical framework or models, and showing whether these are supported or falsified by the new interpretation”. The researcher wrote a full research report based on the findings after they had interpreted. The researcher had made a point of taking notes during the discussion. Measures to ensure trustworthiness according to Guba’s model were followed throughout the research process, ensuring the validity and reliability of the research. The researcher was of the view that trustworthiness was therefore established by recording and reviewing the research procedures themselves, to establish the extent to which they measure phenomena. The underlying issue of establishing trustworthiness is the extent to which we can trust the truthfulness or adequacy of a research project. The four criterion of trustworthiness: true-value, consistency, applicability and neutrality, were employed in this study. Lincoln and Guba, (1985, p.

290-327) as cited in Mahapa, (2004, p. 23) define the “strategies of credibility, transferability, dependability and confirmability” as follows:-

3.9.1 Credibility

Merriam (1991, p. 169) as cited in (Mahapa, 2004) indicates “prolonged engagement involves gathering information through long-term or repeated observations in a research situation as well as spending sufficient time with the subject to check for distortions”. In order to ensure credibility in this research, the researcher spent sufficient time with the participants to identify reappearing patterns. The researcher was working closely with the organisation as they had been funded in the VEP to render victim empowerment services; was the researcher’s responsibility to monitor these and give strategic direction to them, thus prolonged engagement was taking place. Another cited author, Krefiting (1991, p. 217), states that “credibility requires adequate submersion in the research setting to enable recurrent patterns to be identified and verified”. Stringer and Genat (2004, p. 50) state that “careful adherence to the following processes assist the researcher in minimizing the extent to which their own viewpoints intrude”.

Triangulation

When data had been collected the researcher used triangulation, to facilitate the verification and validation of the findings. Denzil and Lincoln (1994, p. 241) as cited in Mahapa, 2004, define triangulation as “a process of using multiple perceptions to clarify the meaning, verify the repeatability of an observation or interpretation, and identify different ways the phenomenon is being seen”.

In this research the staff counsellors’ behaviour and informal conversations were observed. Throughout the observation, field notes were taken and face to face interviews were conducted in the group.

Prolonged Engagement

Brief visits to a research site provide only superficial of event as it was not in detail. Prolonged engagement in a setting enabled the researcher to establish relationships of trust with participants, which allowed them to gain greater access to the_ 〇 “inside_” knowledge rather than the purposeful sampled information given to strangers. The

researcher was known to all the members of the organisation and their professional relationship was well established, so they were easily able to engage in discussions.

Referential Adequacy

Referential adequacy refers to the need for concepts and structures of meaning in a study to clearly reflect the perspectives, perceptions and language of participants. The researcher ensured that interpretations were experience-near for participants, and were grounded in the language used by them to describe their experiences. The credibility of the study was enhanced as the researcher demonstrated and highlighted that the outcome of the study had a direct relationship to the language used by participants.

The researcher's intention was to look for an outsider who was also a lay counsellor known to the staff, in order to promote trustworthiness.

3.9.2 Transferability

Transferability is the extent to which findings of one study can be transferred to other situations at which studies are undertaken. Krefting, (1991, as cited in Mahapa, (2004, p. 24), mentioned other ways of looking at transferability as a consideration "of data rather subjects and furthermore the researcher must determine if content of the interviews, the behaviour, and observed events are typical or a typical lives of the informants". Stringer and Genat (2004, pp. 49-52) believe that " researchers seek to provide the possibility that results might be transferred to other settings to enable people to take advantage of the knowledge acquired in the course of the study" The completed description of the interview details, and questions were attended to, to unpack the study. Thus the research report provided sufficient details of the context, and participants assessed their own situation.

3.9.3 Dependability

This is where a research processes are clearly defined and open to scrutiny. Stringer and Genat (2004, p. 52) state "trustworthiness also depends on the extent to which the observers are able to ascertain whether research procedures are adequate for the

purpose of the study, and also where insufficient information is available; or information indicates the likelihood of superficial and/or limited inquiry they will not feel the study is dependable". Krifting (1991), as cited in Mahapa, (2004, p. 25), proposed that the "dependability criterion relates to the consistency of research findings and concurs with Guba's model as indicated that reliability in qualitative research refers to the extent to which the research can be replicated under similar circumstances, as well as the dependability or consistency of the results". Dependability can be enhanced through triangulation to ensure that the weakness of one method of data collection is compensated for by the use of alternative data gathering methods such as interviews, and by using coding systems during data analysis to increase dependability. Thus consistency is defined through dependability, which will increase the need for rechecking of information. Stringer and Genat (2004, p. 52) say: " the dependability of research is achieved through enquiry audit whereby the details of the research process including processes for defining the research problem, collecting and analyzing data, and constructing reports are made available to participants and other audiences". The researcher triangulated all the data collected during the research process, including results of the interview, to search for common themes to provide reliable findings.

3.9.4 Confirmability

This is where the outcomes of the study were demonstrated clearly and withdrawn from the data. Mahapa (2004, p. 25) views neutrality "not as researcher's objectivity but as data and interpretational confirmability"- and describes the audit strategy as "the major technique for establishing confirmability". Mouton (2002, p. 278) refers to a "confirmability audit as an adequate trail that should be left to enable the auditor to determine if the conclusions, interpretation and recommendations can be traced to their sources and if they supported the inquiry". Krifting(1991), as cited in Mahapa(2004, p. 25) supports the idea that "this strategy involves an external auditor attempting to follow through the natural history and progression of events in a project to try to understand how decisions were made". The researcher conducted introspection and self analysis in terms of her influence on the data, through strengthened triangulation and multiple tests available to strengthen ideas. Stringer and Genat (2004, p. 52) further indicated that

“confirmability is further achieved through an audit trail, the enquirer having retained the recorded information that can be made available for review; and these include raw data such as field notes, photographs, diary entries, original and annotated documents, copies of letters, and materials generated at the meetings”. They further mentioned that they “also include data reduction, analysis products, plans and reports derived from the study to enable the participants to confirm that research accurately and adequately represent the perspectives presented in the study”. In this regard therefore, the trustworthiness in the study was enhanced.

3.10 CONCLUSION

This chapter provided a structure on how the research was conducted, and theoretical information on the research methodology. Mouton (2001) supports the statement that “the aim of this chapter has been to provide a handy framework and checklist of the issues considered when entering the field”. This chapter has dealt with the nature of the study, the sampling procedure, the data collection and data analysis. The following chapter analyses the data collected during the interviews in terms of staff perceptions. Participants were asked the same questions so as to gather different views and opinions on the topic for discussion.

CHAPTER FOUR

FINDINGS AND INTERPRETATION OF FINDINGS

4.1 INTRODUCTION

In the previous chapter the researcher presented an overview of the research methodology and, in this chapter the researcher discussed the findings of the research inquiry. The main focus of this chapter is on the presentation of data, its analysis, and discussion, presenting themes and literature support.

The broader aim of this enquiry was to gain a deeper understanding of the perceptions of the counselling staff on the effectiveness of a victim empowerment programme for victims. There is a need to view participants' knowledge of the concept, as there is a relationship with Restorative Justice. The UN Handbook on Restorative justice programmes lists a number of objectives as stated by Batley, (2005, p. 08) that can be summarised as follows:

- Supporting victims, giving them a voice, encouraging them to express their needs, enabling them to participate in the resolution process and offering them assistance.
- Repairing the relationships damaged by the crime, in part by arriving at a consensus on how best to respond to it.
- Denouncing criminal behaviour as unacceptable and reaffirming community values.
- Encouraging responsibility taking by all concerned parties, particularly by offenders.
- Identifying restorative, forward-looking outcomes.
- Reducing recidivism by encouraging change in individual offenders and facilitating their reintegration into the community.

The second part of this chapter is focused on the analysis and presentation of themes. These data were then transcribed and analysed, when the theme and sub-themes emerged. Mouton (2001, p. 108) states "analysis involves breaking up the data into manageable themes, patterns, trends and relationship". The presentation of themes is

divided into these main categories, and once the researcher had completed the analysis the following themes were interpreted:

- Perception of staff about the concept of Victim Empowerment Programme
- Knowledge of staff about the Victim Empowerment Programme
- Awareness of staff members about Victim Empowerment services when serving victims.

The results were presented in a descriptive form, quoting what the participant said during the focus groups and in an individual group in verbatim form. Stringer and Genat (2004, p. 102) add that “as we engage in data analysis, it is particularly important to use the terms and concepts from the participants’ own labelling of concepts and categories”. The authors further indicate that “the temptation to characterise people’s experience in terms that seem to make more sense or clarify the issue from the researcher’s perspective, or to translate it into language fitted to professional discourse, should be clearly resisted”. The study was followed by an integration of the literature, where themes discussed were validated by the available literature.

The data collection and interpretation process contained in this feedback report emphasised whether staff followed protocol when intervening on a case, and the study enhanced what existed in the centre, for effective provision of victim empowerment services. Mouton (2001, p. 109) adds that “interpretation means taking into account rival explanations or interpretations of one’s data and showing what level of support the data provided for the preferred interpretation”. The researcher placed emphasis on the participation of both the staff (employees) and management.

4.2 DATA COLLECTION AND PROBLEMS ENCOUNTERED

The office of the Lifeline Director was well informed of the intended study. An invitation letter was submitted, informing and requesting the office about the availability of participants for the study (Appendix A). The Director assisted with the selection of participants as the organisation services large areas of the Dr Kenneth Kaunda district;

they used the KOSH Crisis Centre which is mostly effective in the provision of victim empowerment services. The researcher used individual interviews, one with management and one with staff, to pilot the questions to assess if they were appropriate for the larger group with the intention of excluding them in the main sample. The researcher conducted two focus group discussions with each having seven respondents, namely:

- Management
- Staff counselors

The researcher was assisted by a colleague who served as an observer and also took notes of the focus group of the management body only. The sessions took place during the second week of September 2011 and the first week of November 2011 as the challenge was that management was not always together at the same time, due to other commitments. The participants were Lifeline KOSH Crisis Centre staff.

Participants were employees governed by the Lifeline Constitution and National Policy guidelines for the Victim Empowerment Programme. Batley, (2005, p. 8) adds that “in the section on victim empowerment and support, it was highlighted that the empowerment of victims is aimed at creating a greater role for victims in the criminal justice process as well as supporting steps which provide means of protection against repeat victimisation”. Staff participated well in the sessions except for when a police official had a case where a participant had to excuse herself to attend the officer. Another problem encountered was when most participants wanted to divert the session and attempted to use the focus group sessions as a platform to air their grievances. The researcher interrupted them to focus on the initial goal and objectives which was the counselling staff’s perceptions on the effectiveness of victim empowerment for victims; listening attentively to them was very useful. This was emphasised by Batley (2005, p. 9) that “services to victims will have a dual thrust; that is, they will focus on the needs of victims on the one hand and stress the rights of victims on the other”. The population represented members from the areas of Kanana, Orkney, Stilfontein and Khuma, and from the KOSH Crisis Centre.

4.3 SIZE OF THE FOCUS GROUP

The researcher organised and conducted two focus groups with staff and management, each with a representation of six members, and also piloted the questions on two individuals who represented management and staff levels. Each six member groups formed part of the focus group discussion. The requirement was in line with the suggestions of De Vos, Strydom, Fouche', and Delpoort' (2002, p. 311), as they mention that "focus groups include 6 to 10 participants". The size of the group allows the participants to share insights and interact well with one another.

Each focus group took two hours and they started with tea as planned, and with few minutes break after another part of the interview. Stringer and Genat (2004, p. 72) quote the following steps as basic procedure in running focus group processes:

"Set rules that each person should have the opportunity to express their perspective;

Provide clear guidance to display focus questions and for having designated time;

Keep discussions on track to ensure each person has an equal chance to talk;

Record group talk in each group that is recording details of each person's contribution, using their own words;

Get feedback and clarification through providing opportunities for each individual to clarify points presented, and that new information emerging is recorded;

Analyse combined information to identify common features and rank issues in order of priority"-.

4.4 DATA ANALYSIS

Mouton (2001) further indicates that "the aim of analysis is to understand the various constitutive elements of one's data through an inspection of the relationships between concepts, constructs or variables, and to see whether there are any patterns or trends that can be identified or isolated, or to establish themes in the data".

4.4.1 Organising data

The researcher distributed a questionnaire in order for them to be able to follow the sequence of the interview. The researcher had a file for each respondent that she used for field notes for capturing each response as respondents were categorised from respondent A to respondent F. These files contained the research data provided by that respondent. Files were also used during the 'cut and paste' phase as a process of taking data with the same meaning, and grouping or categorized them under one theme emanating from the step seven of constructing categories where the information belonging to one category was incorporated and put together in one file based on the researcher's three themes below.

4.4.2 Constructing themes

During this stage there was raw data massed in the form of field notes and a tape recorder which had assisted the researcher in capturing and recording data. The researcher had to find a way of converting the data into specific units of information that could be clearly analysed.

The researcher used Cresswell's (1994, p. 154) "eight step procedure of coding data" as a guide.

Box 4.1 Presenting the data analysis process

Step One: Gathering a Sense of Whole: The researcher read through all documents and put all raw data together. Topics that were the same were clustered together, like victim empowerment, as it was repeated over and over in the deliberations.

Step Two: Data Cleaning: The researcher selected one document and read through it, concentrating on the underlying meanings.

Step Three: Developing Classification System: The researcher listed the topics and clustered similar topics together. The researcher recognised their use of support to victims and victim empowerment in terms of their perception similarities which arose when speaking of victim support as emphasised in VEP.

Step Four: Coding Data Material: Researcher selected different topics and recorded those next to the topics in the document. That meant different themes were identified in the data, were colour-coded and given a heading. Themes were identified in the data and topics were given to gather knowledge on the programme, for example, knowledge on who the victims were; and were colour coded yellow.

Step Five: Formulation of Themes: Researcher found the most descriptive wording for the topic and turned them into categories by grouping topics that related to each other. The themes were colour-coded for e.g. "Perception of staff" where all data referring to this theme were colour-coded red. This resulted in each theme carrying a heading with a unique colour, and reduced the total list of themes.

Step Six: The 'Cut-and-Paste stage': The data with the same colour were 'cut and pasted' under the theme with that colour. A decision was made on the final category.

Step Seven: Recording Data: The researcher assembled the data material belonging to each category in one place and performed a preliminary analysis. Also, the data was recorded in three separate envelopes representing three themes with three different colours.

Step Eight: Data Verification: If necessary existing data was re-coded. Data was also integrated with the literature as a control measure

4.5 ANALYSIS AND PRESENTATION OF THEMES

Welman, Kruger and Mitchell (2005, p. 211) states that "theme identification is one of the most fundamental tasks in qualitative research and can be described as umbrella constructs which are usually identified by researcher before, after and during data

collection". It was previously highlighted by the researcher that, the results were presented in three main themes; staff perceptions on the concept of Victim Empowerment Programme, knowledge of staff about the Victim Empowerment Programme, and awareness of staff members about Victim Empowerment services when serving victims.

These themes were colour-coded. Welman, Kruger and Mitchell (2005, p. 214) indicate "the purpose of coding is, to analyse and make sense of the data that have been collected, codes are tags or labels that attach meaning to the raw data or notes collected during the field work". The results were presented in a descriptive form quoting what the participants said during the interviews. Stringer and Genat (2004, p. 74) indicates that "interviews and focus groups provide the principal entry in a research process as they provide the means of all stakeholders to reveal their experiences and to extend and explore their understanding of the issue investigated". Welman, etal. (2005, p. 212) identified the following techniques for identifying themes:

- Word analysis (word repetition, key words in context, and indigenous terms).
- Reading for larger units (searching for missing information).
- Intentional analysis of linguistic features (metaphors, transition and connectors).
- The physical manipulation of text (unmarked texts, cut and sort procedures).
- Secondary data analysis.

4.5 (a) THEME ONE: ON THE PERCEPTION OF COUNSELLING STAFF ON THE CONCEPT OF VICTIM EMPOWERMENT PROGRAMME FOR VICTIMS

Four categories relating to this theme were identified:

Category One: Understanding the concept of VEP (Victim Empowerment Programme)

Participants defined their understanding of the concept of a Victim Empowerment Programme and shared their opinions about it. Most members stated that since they

started at the organisation, they were not familiar with the concept VEP. They explained that they only attended a workshop on Victim Empowerment Programme provided by UNISA around June 2011 for the first time and it enlightened them on the concept. Not all managed to explain it as stated in the literature chapter. It became obvious that there is a need for ongoing and continuous trainings on VEP. The following responses, for instance, came from the participants.

“VEP is a programme that assists victims of domestic violence and rape to be survivors and empowered, helps people individually by referring them for further assistance to SAPS to open a case and help them take control of their lives”.

“Programme that helps the person to accept what happened to them like when sexually assaulted we assist doctor to take evidence for court”.

“The programme goes beyond to the perpetrator’s background as well as the victim”.

“Assist the victim with the problem, turn them to survivors through support, counselling and coping abilities with the situation by teaching and give them more information”.

“Is a programme to help all people who were harmed, involved in an accident, lost their things, those traumatized through counselling and further referral to Home Affairs, SAPS and Social Development if it is a victim needing food parcels”.

“This programme focuses the most to assist victim to be self-reliant, take control of their lives”.

Category Two: Perception of VEP

The researcher realised that participants perceived VEP as an effective programme but the problem is at the implementation phase where there is no integration with other stakeholders. The researcher also observed that the respondents liked the programme, but the impression given that they were not happy with the service of some

stakeholders and the fact that no one recognises them and that they also need to be debriefed.

Most participants were given the opportunity to input their perception about this VEP when they attended the UNISA training course on VEP. The following responses are what participants perceived about VEP:

“Is a good programme, it encourages people to report their cases, get necessary help and those who did not report involve community members.”

“I see VEP as a good strategy to prevent secondary victimization, and help victims not to be perpetrators themselves”.

“People lack information on the programme and they don’t have nowhere to go when abused as VEP is also for robbed people, burglary victims so people must be informed, and to open more centres”.

“It is a new thing to me by doing it works”.



“It is good and if different role players can work together to assist the victim it will be well implemented”.

“The programme is good but if we all can get necessary training, get to another role player who is not trained then this strategy will be not implemented well as a result that will cause secondary victimization, there is a need for M&E to be done on those”.

Baseline report (2008, p. 58) emphasises that “the thread that runs through reports for different stakeholders is one of a great need for coordination of services, and this is particularly highlighted in the expressed need for a standardised, easy to use monitoring system that synergises with the existing measurement and reporting measures in place”. The emphasis of this programme is on stakeholder collaboration.

Category Three: Services for the Victim

There are number of services available for victims like counselling, victim support, support groups, court support and helping professionals like social workers, counsellors who have the responsibility to know exactly who the target victims for VEP are.

Participants were asked whose responsibility it is to ensure that the victim is well attended and the case is reported. The main emphasis is placed on restorative justice, as the following are asked to determine the degree of restrictiveness. Are needs, harm and causes addressed?; Is the victim at the centre of the discussions?; Is there an opportunity for dialogue and participation in decision making provided, and lastly, are they treated with respect (Skelton & Batley, 2008, p. 07).

It is also their responsibility to be knowledgeable of this programme. The following statements will verify if participants are aware of services available for victims.

"I think they need a one stop centre that has a shelter so that even male victims can receive our service because at the moment we provide them with counselling".

*"Social work services must be available 24 hours and be accessible for counselling"
"NGOs to assist victims with victim support and containment".*

"Services like PEP (Post Exposure Prophylaxis) services to be available within 72 hours for the victims and other medical care".

"SAPS to assist the victim with opening a case and to reduce secondary victimization and must have victim friendly services and NPA to know their services well".

"Victim must access protection orders anytime and the language must be simple because sometimes they don't understand it and end up victimized again".

Category Four: Impact of VEP on victims

The impact of victimisation is made even worse by the inadequacy of services and access to services on offer to many poor communities, particularly in rural areas (Holtmann 2001, p. 154). The researcher observed if participants are aware of the impact of the programme it has for victims as they are entitled to access mechanisms of justice and prompt redress for the harm and loss suffered. They are also entitled to receive adequate specialised assistance in dealing with emotional trauma and other problems caused by the impact of victimisation. National Policy Guidelines (2008) stipulates that “in victim empowerment, the programme has positive impacts to the victims as victim-centred approach, an emphasis is placed to facilitating a victim’s access to a range of services (designed to meet the needs of victims of crime and violence) with the expressed intent of empowering the victim to exercise their own choices when dealing with the consequences of their victimization”. The respondents highlighted that the VEP had the following impact for the victims:

“In my thinking most SAPS en social workers don’t implement well, victims always complain social workers take their time before responding to their problems and if they can respond on time, it will be effective and there will be positive impact of this programme”.

“SAPS provide transport to our victims and if it wasn’t for them the victim won’t reach us, Department of Social Development provides training and pay for any logistical arrangements, Health provides doctors as we also benefit as counsellors when we are sick, doctor looks after our health so impact is good since we are reached easily”.

“This organisation is best, as we open 24/7 for our services to the victims as we deliver, we do work wholeheartedly like raising awareness at schools, NPA is in the same building with us and they take victims cases further to court and our victims always appreciate”.

“All goes smooth in terms of service delivery as during stakeholders meeting the manager gives positive feedback on the job; well-done to us counsellors, victims give good responses for the service they receive at the organisation”.

“Victims know that there is life after that, I encourage victims for betterment of their lives to lead positive life like having a vegetable garden to reduce dependency, attend community policing forum meetings by giving information of hotspot so police then can patrol those areas. I encourage them to be self-reliant”.

4.4 (b) THEME TWO: KNOWLEDGE OF STAFF ABOUT THE VICTIM EMPOWERMENT PROGRAMME

Four categories relating to this theme were identified.

Category One: Who is a victim?

“A victim is a person who has suffered harm and abuse”.

“Victim is a priority number one even at clinics as those people have been ill-treated and have been victimised”.



“I deal with victims; others are victims of domestic violence and sexual assault and they are victims”.

“A victim is someone who is hurting, and suffered harm through sexual abuse”

“For me a victim is a person who is violated of her rights, is suffering because of being victimised by the perpetrator through raping her”.

“Victim is a person who has been victimized like a case of a child who is raped is a victim also the parent of the child is again a victim as both are suffering and hurting but more pain is on the child”.

The National Policy Guideline (2008, p. 38) makes a distinction between a direct and an indirect victim. A direct victim is any person who has suffered harm including:

- Physical or mental injury
- Emotional suffering
- Economic loss or substantial impairment of fundamental rights
- Through acts or omissions, that is in violation of the criminal law. On the other hand, an indirect victim may include immediate family, dependents, neighbours, colleagues of the victim.

A person may be considered a victim whether the perpetrator is identified, apprehended, prosecuted or convicted; and regardless of the familial relationship between the perpetrator and the victim.

Category Two: Who comes for Victim Empowerment Services?

The starting point is bringing the individuals involved together, but possibly drawing in other relevant people (www.rjc.co.za). Skelton and Batley (2006, p. 15) share the same sentiments by saying that victim offender mediation involves the offender, victim and the mediator and can evolve to family group conferencing and victim offender conferencing which include all who have been affected.

“Mostly people who come for victim empowerment services include cases of children, for instance if that child is raped”.

“For me before I knew VEP I concentrated on only on a single case, but now have a picture of more cases like domestic violence, human trafficking and though UNISA VEP is an eye-opener as I have learnt more about victims, and I am satisfied with the way working of giving support to them”.

“People in the community at times come and ask about our services, so they are able to refer themselves for any of their cases and will refer them to Social Development”.

“Children are also coming for victim empowerment services as they are referred from their school because we go to local schools and inform them about this programme so children do come”.

“We also have people in the farm areas that are in abusive relationship but those ones it not easy for them to come here and what we do is, we do door to door at their farm areas and teach them of VEP services”.

“We do have male victims especially men who are abused by their partners and what we do is only counselling because we don’t have a facility for men victims but small boys receive assistance and accommodation”.

Victim Empowerment Programmes make provision for all people who have suffered as victims of crime, violence and abuse including those of gender based violence and all are entitled to a service that is effective and efficient. The Gender Based Violence Prevention programme (March 2012, p. 5) supports and outlines that “the target groups of the Victim Empowerment Programme who are vulnerable, are women vulnerable for domestic violence, sexual assault and rape; women and children vulnerable for trafficking in person; children vulnerable for abuse and neglect; and people with disabilities”. Therefore, all people who have suffered harm, emotional and physical abuse must receive an empowering service.

Category Three: Cases dealt with by a counsellor

Counsellors who provide counselling are knowledgeable; they have counselling skills as per training provided for by the Department of Social Development and an integrated trauma counselling training provided for by NICDAM, a service provider sourced by the National Office to equip the staff of NGOs with skills for effective handling of cases. The following were the responses on the cases dealt with by the counsellors.

“I deal with people who are very emotional as they were raped and beaten”.

“Since I have been doing VEP, now I know its VEP I communicate a lot. We deal with sexual assault cases; we assist victims to accept their situation”.

“Through cases that I dealt with and learnt that we must support the victim especially on their lifestyle because cases that I handled, there is lot of emotional breakdown”.

“I have dealt with cases of domestic violence, rape, sexual assault and physical abuse were others were even for my closest relative and I would also be affected emotionally and as I have my colleagues they assisted me with the cases”.

“I have dealt with most of the cases mentioned but also realised that other people do come like those requesting food parcels and those ones are referred to Social Development, others are for Home Affairs and the grants which are not our core”.

Category Four: Who does Counselling?

The participants were requested to respond on the basis of counselling skills they had acquired, just to ensure that there was no secondary victimisation to the victims. This is because not all NGOs have social workers based in the organisation. The researcher wanted to be clear-, and informed as to the relevant people being employed for the right job.

“All participants stated that they do provide counselling to the victims and that can include sessions, not more than three sessions as they are not qualified helping professionals like doctors, nurses, social workers and psychologists, so they have counselling skills”.

“Participants stated that for them to be employed at Lifeline they had to attend a five day workshop on basic counselling; they are also accredited on a UNISA course on VEP which had sessions on counselling, lastly, that the Department of Social Development in partnership with NICDAM (National Institution for Community Development and

Management) also provided them with an accredited course of integrated trauma counselling on VEP”.

“There is also continuous support from the organisation on debriefing us as counsellors and the Department will provide us with training on counselling though it happens once in a while”.

It is important to note that the *Domestic Violence Act of 1998* clearly states that “the victims of crime violence and abuse, particularly victims of domestic violence shall receive protection services”. However, restorative justice has potentially a great relevance and application in specific circumstances such as domestic violence and sexual offences. In domestic violence, punishment may help us in acknowledging the seriousness of domestic violence; interdicts may help to provide some safety, and cognitive and behavioural programmes may assist in establishing some change in behaviour (*Domestic Violence Act, 1998*). Restorative justice thinking and processes provide a fresh approach that can draw on these elements but it also gives more attention to the interactive nature of the problem between the parties and the needs that arise from this. It is important that when dealing with victims of crime to ensure that as helping professionals, victims are treated with respect at all levels.

4.5(c) THEME THREE: ON AWARENESS OF STAFF MEMBERS ABOUT VICTIM EMPOWERMENT SERVICES WHEN SERVING VICTIMS

Four categories relating to this theme were identified

Category One: Referral method

“For me referral is important because we refer victims for a protection order, rape victims to psychologist and victims returns with positive feedback on the assistance received”.

“For all the referrals I have done I received good comments and positive attitude from victims but I realised that other stakeholders need to be reminded of Batho-pele principles as multi lingual team that feedback is important”.

“I can’t say nothing much, as I know that when I referred a case to Social Development the victim gets food en clothes and as well our organisation give things like panties”.

“Is good as victims refer themselves here as walk-ins for assistance and we give them all the support they need”.

“I think that our referral system needs to be strengthened with other stakeholders because when I refer, our organisation have referral forms but other Departments do not have that and it’s a challenge due to lack of proper referral”.

“I think SAPS when they refer they bring victims, and wait for them; and with us we accompany them to Justice so that we assist to explain their problems better and I don’t see referring method of a letter that we use being enough because I think we need one referral method that is integrated so as there is proper follow up”.

Victim Empowerment as a programme emphasizes that referral be made, and that tools be in place to strengthen referral systems and to encourage victims not to drop out of the system. In addition to the National Policy guidelines, there is an elaboration of other binding instruments meant to enhance service delivery to victims of crime and violence through developing referral protocols. National Policy Guidelines (2008, p. 4) indicates most importantly that “this strategy also culminated in a shift in relation to criminal justice to an emphasis on the victim, that is Restorative justice”. These include the following:

- Minimum standards for service delivery in Victim Empowerment-, deal with what is expected of the service provider when they render services to the victims of crime and violence.

These instruments, provide the basis for the following.

- The successful implementation of the policy guideline is dependent on all organs of state providing services to victims in a coordinated and integrated approach. This includes setting up a national forum lead by DSD, provincial forums and local forums at municipality level and that will have an integrated referring system. It is further required that these services be rendered in an integrated, coordinated and uniform manner to minimize secondary victimization. This is reflective in the National Policy Guidelines for Victim Empowerment on structural mechanism.

Particular attention needs to be paid when the victim is a child, due to the increased vulnerability of the child as well as the obvious power imbalance that exists between a child victim and an adult offender, which would be further heightened if the adult was an authority figure to the child, such as a parent, teacher and religious leader. All need to prioritise a case of a child victim and refer the matter for further investigation.

Category Two: Intersectoral Collaboration

The Victim Empowerment Programme is intersectoral in nature, and it needs different stakeholders' working together; that is the department, NGOs, civil society organizations and institutions for the integration and coordination of services to the victims of crime and violence, especially where a child is most vulnerable. In the North West, coordination of services was insufficient both intra- and inter-departmentally; however, DSD has made an effort to capacitate some key stakeholders in order to jointly improve coordination of services. In order to improve coordination and collaboration between NGO's and departments, it would be necessary to improve communication and information flow. The following were the responses from participants:

“For me VEP is working as networking with other stakeholders, we need more information and our expectations be clearly defined to improve collaboration”.

“I think to have collaboration we need one workshop for all stakeholders so that responsibilities are clearly defined, it is difficult for other stakeholders as they don’t do their part to have coordinated services”.

“My take is to involve people who are committed to work with victims, and we need to know more on VEP including the volunteers in the organisation as there is little information they know on training”.

“In my own understanding I take it that not all departments are giving us a hard time. I really appreciate the partnership that we have with Health for the doctor, NPA though on other occasion they skip their responsibility; SAPS, DSD and other NGO’s work well with us”.

“I think priority needs to be victims where they need to be informed at all times by all role players what their role and responsibilities are to assist them”.

“For me I say my appreciation to our mothering body Lifeline for liaising with other departments to train us like UNISA, DSD, SAPS, Health but the fact that these departments don’t budget for us, then I think we need NGO’s forum that can represent us in other departmental meetings that will speak language of the NGO’s as departments won’t survive without us”.

Coordination of services to victims must be prioritised at all levels, as emphasised by the National Policy Guidelines for Victim Empowerment (2008b, p. 8) as it “provides the regulatory framework for promoting and upholding the rights of the victims of crime and violence in order to prevent re-victimization within the criminal justice system and associated systems, as well as guide and inform the provision of integrated and multi-disciplinary services aimed at addressing the diverse needs of victims of crime and violence effectively and efficiently”. A framework aimed at the empowerment and protection of older persons to not be victimised, and at the promotion and maintenance of their status, rights, well-being, safety and security was emphasised by the Republic of

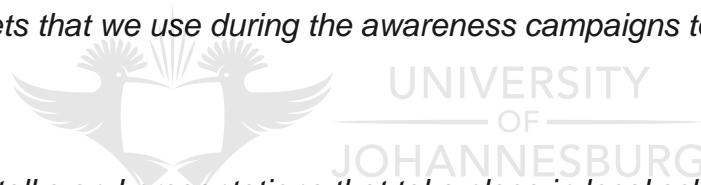
South Africa parliament,(2009). The National Policy Guidelines (2008b) further defines the victim, victim empowerment services, intervention settings, levels of service delivery and prioritised target groups.

Category Three: Marketing Strategies

Methods utilised to create awareness as marketing strategies would include pamphlets on victim's rights, presentations during “-16 days of no violence against women and children”, and advocacy campaigns to enhance awareness to the public at large on victim empowerment services. The following responses were highlighted:

“What I know is the community is effective due to awareness-raising in local radio and now victims refer themselves”.

“We have pamphlets that we use during the awareness campaigns to market our services”.



“There are school talks and presentations that take place in local schools and targeting learners especially those in lower grades”.

“In the organisation I market the services we offer through support groups and churches that we assist during any event they celebrate”.

“For me there are booklets that were distributed by Social Development on victim empowerment that we use”.

“I think the creation of workshops by stakeholders that we receive give us light on the programme and during our advocacy campaigns we disseminate the information that we learnt and distribution of pamphlets”.

In a situation where the victim and the offender talk about their experiences face-to-face, they get a clear understanding of who they really are and get a clear picture of

what transpired. Gerstenfeld and Grant, (2004, p. 303) emphasise that “Victim offender mediation provides the offender with emotional and psychological release from the stigma of being labelled as a criminal”. It is important that empowering tools to victims are available for the preparation of the mind upon the release of offenders back to the society. Victims of violent crimes are able to gain their stolen sense of safety and control in their lives when they confront their perpetrators in a safe and controlled setting in the presence of a mediator (Gerstenfeld and Grant, 2004, p. 303). This justifies the fact that during victim offender mediation, victims do confront perpetrators in a controlled structured environment.

Category Four: Who is giving you support when assisting a Victim?

Responses from participants were as follows:

“I get adequate support from our organisation as they mothering us, DSD gives us finances especially for stipend, training, social workers check functioning of the centre though is done once a while. In other departments members do it individually and as a department there is no support, Health is responsible for medication”.

“I think we do receive support from other organisations that work with us, DSD is responsible for funding and offer maintenance for victims like toiletry, as SAPS used to do it and left that and not knowing why. Health responsible for the doctor, building and medication and SAPS provide moral support when assist the victim with transport”.

“err...I feel and wish that if social workers can see victims as people and not to postpone their case and say tomorrow, social workers must not relax and postpone case because victim at that time is at centre so must say ‘let’s practice what we preach’ and support NGO’s if we are professionals”.

“I want this programme to be prioritised by all departments, be implemented more, and to know that respect is core for victims and should not victimise them, so more workshops are needed and other departments to also have funding for VEP”.

“I think when one stakeholder provides training all other departments also to be on board with their training especially to SAPS as before they bring a victim to our organisation: at times they are already unsatisfied and one workshop for better delivery of service will assist on how to handle victim cases”.

“For me support is not from all departments especially Justice and Education, the Department of Social Development ensures that there is funding though it comes late, health ensures clothes for victims and there is always a doctor to do medical examination to the victim and SAPS bring victim”.

BOX 4.4.1 Presentation of findings as discussed in this chapter

The researcher utilized this box to clearly demonstrate how themes have emerged and categorised in noting the viewpoints of staff when presented.

THEMES	PERCEPTION OF STAFF	KNOWLEDGE OF VEP	VEP AWARENESS
CATEGORY ONE	<p>Understanding of VEP</p> <p><i>“VEP is a programme that assists victims of domestic violence and rape to be survivors and empowered, helps people individually by referring them for further assistance to SAPS to open a case and help them take control of their lives”</i></p> <p><i>“Programme that</i></p>	<p>Who is a Victim?</p> <p><i>“A victim is a person who have suffered harm and abuse”</i></p> <p><i>“Victim is a priority number one even at clinics as those people have been ill treated and have been victimised”</i></p> <p><i>“I deal with victims; others are victims of domestic violence and sexual assault and</i></p>	<p>Referral methods</p> <p><i>“For me referral is important because we refer victims for a protection order, rape victims to psychologist and victims returns with positive feedback on the assistance received”</i></p> <p><i>“For all the referrals I have done I received good comments and positive attitude from</i></p>

	<p><i>helps the person to accept what happened to them like when sexually assaulted we assist doctor to take evidence for court</i></p> <p><i>“The programme goes beyond to the perpetrator’s background as well as the victim”</i></p> <p><i>“Assist the victim with the problem, turn them to survivors through support, counselling and coping abilities with the situation by teaching and give them more information”</i></p> <p><i>“Is a programme to help all people who were harmed, involved in accident, lost their things, those traumatised through counselling and further referral to Home Affairs, SAPS</i></p>	<p><i>they are victims”</i></p> <p><i>“A victim is someone who is hurting, and suffered harm through sexual abuse”</i></p> <p><i>“For me a victim is a person who is violated of her rights, is suffering because of being victimised by the perpetrator through raping her”</i></p> <p><i>“Victim is a person who has been victimised like a case of a child who is raped is a victim also the parent of the child is again a victim as both are suffering and hurting but more pain is on the child”</i></p>	<p><i>victims but I realised that other stakeholders need to be reminded of Batho-Pele principles as multi lingual team that feedback is important”</i></p> <p><i>“I can’t say nothing much, as I know that when I referred a case to Social Development the victim get food en clothes and as well our organisation give things like panties”.</i></p> <p><i>“Is good as victims refer themselves here as walk-ins for assistance and we give them all the support they need”</i></p> <p><i>“I think that our referral system needs to be strengthened with other stakeholders because when I refer our organisation have referral form but other Departments do not</i></p>
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	<p><i>and Social Development if it is a victim needing food parcels”</i></p> <p><i>“This programme focus the most to assist victim to be self- reliant, take control of their lives”</i></p>		<p><i>have that and it’s a challenge due to lack of proper referral”</i></p> <p><i>“I think SAPS when they refer they bring victims, and wait for them; and with us we accompany them to Justice so that we assist to explain their problems better and I don’t see referring method of a letter that we use being enough because I think we need one referral method that is integrated so as there is proper follow-up”</i></p>
<p>CATEGORY TWO</p>	<p>Perception of VEP</p> <p><i>“Is a good programme, it encourages people to report their cases, get necessary help and those who did not report involve community member.</i></p> <p><i>“I see VEP as a good strategy to prevent secondary</i></p>	<p>Who comes for VE Services?</p> <p><i>“Mostly people who come for victim empowerment services include cases of children, for instance if that child is raped”</i></p> <p><i>“For me before I knew VEP I concentrated on only on a single case, but now have a</i></p>	<p>Intersectoral Collaboration</p> <p><i>“For me VEP is working as networking with other stakeholders, we need more information and our expectations be clearly defined to improve collaboration”</i></p> <p><i>“I think to have</i></p>

	<p>victimisation help victims not to be perpetrators themselves”</p> <p>“People lack information and they don’t have nowhere to go when abused as VEP is also for robbed people, burglary victims so people must be informed, and to open more centres”</p> <p>“It is a new thing to me by doing it works”</p> <p>“It is good and if different role players can work together to assist the victim it will be well implemented”</p> <p>“The programme is good but if we all can get necessary training, get to another role player who is not trained then this strategy will be not implemented well as a result that</p>	<p>picture of more cases like domestic violence, human trafficking and though UNISA VEP is an eye-opener as I have learnt more about victims, and I am satisfied with the way working of giving support to them”</p> <p>“People in the community at times come and ask about our services, so they are able to refer themselves for any of their cases and will refer them to Social Development”.</p> <p>“Children are also coming for victim empowerment services as they are referred from their school because we go to local school and inform the about this programme so children do come”.</p> <p>“We also have people</p>	<p>collaboration we need one workshop for all stakeholders so that responsibilities are clearly defined, it difficult as for other stakeholders as they don’t do their part to have coordinated services”</p> <p>“My take is to involve people who are committed to work with victims, and we need to know more on VEP including the volunteers within other organisation, as there is little information they know about VEP so training is important”</p> <p>“In my own understanding I take it that not all departments are giving us hard time. I really appreciate the partnership that we have with Health for the doctor, NPA though at times they</p>
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	<p><i>will cause secondary victimisation, there is a need for M&E to be done on those stakeholders”</i></p>	<p><i>in the farm areas that are in abusive relationship but those ones it not easy for them to come here and what we do is, we do door to door at their farm areas and teach them of VEP services”-.</i></p> <p><i>“We do have male victims especially men who are abused by their partners and what we do is only counselling because we don’t have a facility for men victims but small boys receive assistance and accommodation”</i></p>	<p><i>skip their responsibility; SAPS, DSD and other NGO’s work well with us”</i></p> <p><i>“I think priority need to be victims where they need to be informed at all times by all role players what their role and responsibilities are to assist them”</i></p> <p><i>“For me I say my appreciation to our mothering body Lifeline for liaising with other departments to train us like UNISA, DSD,SAPS, Health but the fact that these departments don’t budget for us then I think we need NGO’s forum that can represent us in other departmental meetings that will speak the language of the NGO’-s as departments won’t survive without us”</i></p>
	<p>Services for the</p>	<p>Cases dealt with by</p>	<p>Marketing Strategies</p>

<p>CATEGORY THREE</p> <p>CA</p>	<p>Victims</p> <p><i>“I think they need a one stop centre that has a shelter so that even male victims can receive our service because at the moment we provide them with counselling”</i></p> <p><i>“Social work services must be available 24 hours and be accessible for counselling”</i></p> <p><i>“NGO’s to assist victims with victim support and containment”</i></p> <p><i>“Services like PEP Post Exposure Prophylaxis services to be available with 72 hours for the victims and other medical care”.</i></p> <p><i>“SAPS to assist the victim with opening a case and to reduce secondary victimisation and must have victim friendly services and NPA to know their services</i></p>	<p>a counsellor</p> <p><i>“I deal with people who are very emotional as they were raped and beaten”</i></p> <p><i>“Since I have been doing VEP, now I know its VEP I communicate a lot”.</i></p> <p><i>“We deal with sexual assault cases; we assist victims to accept their situation”.</i></p> <p><i>“Through cases that I dealt with and learnt that we must support the victim especially on their lifestyle because cases that I handled, there is lot of emotional breakdown”</i></p> <p><i>“I have dealt with cases of domestic violence, rape, sexual assault and physical abuse were others were even for my closest relative and I would also be affected emotionally and as I have my colleagues they assisted me with the</i></p>	<p><i>“What I know is the community is effective due to awareness-raising in local radio and now victims refer themselves”</i></p> <p><i>“We have pamphlets that we use during the awareness campaigns to market our services”</i></p> <p><i>“There are school talks and presentations that take place in local schools and targeting learners especially those in lower grades”</i></p> <p><i>“In the organisation I market the services we offer through support groups and churches that we assist during any event they celebrate”</i></p> <p><i>“For me there are booklets that were distributed by Social Development on victim empowerment that we use”.</i></p> <p><i>“I think the creation of workshops by stakeholders that we</i></p>
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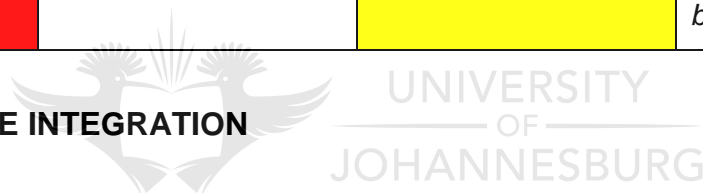
	<p>well”.</p> <p>“Victim must access protection orders anytime and the language must be simple because sometimes they don’t understand it and end up victimised again”</p>	<p>cases”</p> <p>“I have dealt with most of the cases mentioned but also realised that other people do come like those requesting food parcels and those ones are referred to Social Development, others are for Home Affairs and the grants which are not our core”.</p>	<p>receive give us light on the programme and during our advocacy campaigns we disseminate the information that we learnt and distribution of pamphlets”.</p>
<p>CATEGORY FOUR</p>	<p>Impact of VEP on victims</p> <p>“In my thinking most SAPS and social workers don’t implement well, victims always complain social workers take their time before responding to their problems and if they can respond on time, it will be effective and there will be positive impact of this programme”</p>	<p>Who does Counselling?</p> <p>“All participants stated that they do provide counselling to the victims and that can include session not more than three sessions as they are not qualified helping professionals like doctors, nurses, social workers and psychologists, so they have counselling skills”.</p>	<p>Who is giving you support when assisting a Victim?</p> <p>“I get adequate support from our organisation as they mothering us, DSD gives us finances especially for stipend, training, social worker checks functioning of the centre though it is done once in a while. In other departments members do it individually and as department there is</p>

	<p><i>“SAPS provide transport to our victims and if it wasn’t for them the victim won’t reach us, Department of Social Development provides training and pay for any logistical arrangement, Health provides doctors as we also benefit as counsellors when we are sick doctor look after our health so impact is good since we are reached easily”</i></p> <p><i>“This organisation is best, as we open 24/7 for our services to the victims as we deliver, we do work wholeheartedly like raising awareness at schools, NPA is in the same building- they take victim’s cases further to court and our victims always appreciate”</i></p>	<p><i>“Participants stated that for them to be employed at Lifeline they had to attend a five day workshop on basic counselling; they are also accredited on UNISA course on VEP which had sessions on counselling, lastly, that the Department of Social Development in partnership with NICDAM (National Institution for Community Development and Management) also provided them with an accredited course of integrated trauma counselling on VEP”.</i></p> <p><i>“There is also continuous support from the organisation on debriefing us as counsellors and the Department will provide us with training on counselling though it</i></p>	<p><i>no support, Health is responsible for medication”</i></p> <p><i>“I think we do receive support from other organisations that work with us, DSD is responsible for funding and offer maintenance for victims like toiletry, as SAPS used to do it and left that and not knowing why. Health responsible for the doctor, building and medication and SAPS provides moral support when assist the victim with transport”</i></p> <p><i>“err....I feel and wish that if social workers can see victims as people and not to postpone their case and say tomorrow, social workers must not relax and postpone case because the victim at that time is at the</i></p>
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	<p><i>“All goes smooth in terms of service delivery as during stakeholders meeting the manager give positive feedback on the job; well-done to us counsellors, victims give good responses for the service they receive at the organisation”</i></p> <p><i>“Victims know that there is life after that, I encourage victims for betterment of their lives to lead positive life like having a vegetable garden to reduce dependency, attend community policing forum meetings by giving information of hotspot so police then can patrol those areas. I encourage them to be self- reliant”</i></p>	<p><i>happens once in a while”</i></p>	<p><i>centre so must say lets practice what we preach and support NGO'-s if we are professionals.</i></p> <p><i>“I want this programme to be prioritised by all departments, be implemented more, and to know that respect is core for victims and should not victimise them, so more workshops are needed and other departments to also have funding for VEP”.</i></p> <p><i>“I think when one stakeholder provides training all other departments also to be on board with their training especially to SAPS as before they bring a victim to our organisation at times they are already unhappy, and one workshop police officers for better delivery of service”</i></p>
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			<p><i>“For me support is not from all departments especially Justice and Education, the Department of Social Development ensures that there is funding though it comes late, Health ensures clothes for victims and there is always a doctor to do medical examination to the victim and SAPS bring the victim”</i></p>
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4.5.1 LITERATURE INTEGRATION



In the past, victims of serious crimes were not prioritised as the focus has always been on vulnerable groups, like women and children. This categories are priorities nationwide, as supported by the White Paper for Social Welfare (1997, p. 60) that “high number of children are living in difficult circumstances and youth are faced with increasing obstacle to integrating into social and economic life, elderly people have to cope with the increasing vulnerability owing to poverty and their growing isolation from the rest of society and discrimination against women has contributed to their marginalisation form all social processes”-. The increase of such crimes in the country calls for a special focus on the victims in terms of service delivery. Victims of crime who are poor have by definition the fewest resources with which to withstand victimisation – and often have limited access to the Criminal Justice System.

4.5.1 (a) Understanding the concept of VEP

According to Moran, (2007, p. 71) “the Victim Empowerment Programme is an inter-sectoral and inter-departmental programme that seeks to make the criminal justice system processes more victim friendly and minimise the negative impact of crime on victims through the development and implementation of services and programmes for victims of crime and violence”.

On the other hand the focus of the Victim Empowerment Programme (VEP) is on coordinated action to service delivery, training of service providers, heightening of public awareness and policy formulation for victims of crime and violence-, (Camerer & Kotze, 1998, p. 2).

They further stipulate that the approach of the Victim Empowerment Programme is strongly based on building and maintaining partnerships at all levels of government with government, business and civil society organisations.

The Department of Social Development is the lead department for the Victim Empowerment Programme, and it has the responsibility of coordinating the establishment and optimal functioning of inter-departmental and inter-sectoral victim empowerment management forums at national, provincial and local levels (Department of Social Development, 2008b, p. 8).

The researcher has mentioned that the VEP is a programme of the NCPS which emphasises a multisectoral approach where services are rendered in an integrated and coordinated way by sector departments. It also places emphasis on a victim-centred approach. The guiding principles for the Integrated Victim Empowerment are embodied in values that determine the nature and quality of services for victims, respecting the rights of the victims and applying the principles of both “*Ubuntu*” and “*Batho Pele*”.

4.5.1 (b) Services for Victims

The Department of Social Development has a mandate to support and protect the victims of crime, but the community, stakeholders, families, and NGOs have the responsibility to identify victims and assist in reporting their cases. It is highlighted by Roberts (2002, p. 39) that crisis interveners assisting the victims must first determine whether the victim is in imminent danger. The author believes that beyond assisting victims in escaping immediate danger, the counsellor should also provide help to the victim in terms of exploring the roots of the crisis and developing adaptive coping skills for the future.

The following are listed services that are provided to meet victim's needs

- Counseling and Trauma debriefing
- Social work services
- Court support
- Intermediary services
- Support groups



According to Zehr (2001, p. 188), being victimised undermines the following underlying assumptions or pillars on which we build our sense of safety, wholeness and identity:

- Autonomy

Victims need to feel that they have control over their own lives or at least important parts of their lives (Zehr, 2001, p. 188). At the time of a criminal incident, someone takes control over the life of another, and this sense of being out of control persists as dreams and intense feelings continue to impose themselves. This loss of control is demoralising and affects one's sense of safety, identity and well-being.

- Order

People derive much of their sense of safety from a sense of order. A world in which there is no discernible order feels unsafe and meaningless,-(Zehr, 2001, p. 188).

This pillar (as well as the previous one) helps to explain why victims of crime often blame themselves for what happened. In the absence of real answers, blaming the

self is a way of providing an answer and achieving a sense of autonomy. If we attribute the crime to something we did, we feel some control because perhaps we can avoid that behaviour in the future. If we are to blame, at least we are not helpless puppets.

- Relatedness

Healthy relationships are essential for a sense of wholeness. It is through interaction with others that people form and affirm their sense of self-worth (Zehr, 2001). Crime undermines this trust and sense of relatedness. Crime victims become suspicious of others and, as friends and family are often not as understanding and supportive as they might be, victims begin to feel alienated. The web of relationships thus becomes distorted or even destroyed.

Therefore, it is clear how the seven rights of victims stated and contained in the Service Charter for Victims (2009) has sought to address these needs.

4.5.1. (c) Referral Methods



Services to the victims delivered through partnership with NGOs and stakeholders who represent the justice cluster departments, emphasise a victim-centred approach where victims are crucial and central to the justice process. The Department of Social Development is responsible for the provision of psycho-social services to victims of crime and violence to help them cope with the negative consequences/ impact of victimisation. This process can also be incorporated into the restorative justice process. Batley (2005, p. 10) states that “reintegrating both offenders and victims of crime back into the community”, is done by:

- Acknowledging human dignity and worth
- Providing material assistance
- Offering moral and spiritual direction.

Restorative justice works actively against the labelling and stigmatising of victims. Inclusion is closely linked to encounter but refers more specifically to the importance of

providing the opportunity to all those who have been directly affected by a crime incident, namely victims, to participate as fully in the response as they wish. This involves extending an invitation to them, acknowledging that they have unique interests, and recognising that they may wish to try alternative approaches in their response.

According to Johnstone and Van Ness (2007, pp. 8-15), these authors “have integrated and expanded the above into three conceptions of restorative justice” as follows:

4.5.(c) i The Encounter Conception

This is probably the most common way of using the term, as it captures one of the central ideas of the movement: “that victims-, in a criminal case should be allowed to encounter one another outside highly formal, professional-dominated settings such as the courtroom_”.

4.5.(c) ii The Reparative Conception

This is the perspective that has been presented above: that justice is about making and putting things right.

4.5.(c) iii The Transformative Conception

This conception differs significantly from the first two. Essentially it views the issues that arise from dealing with individual matters as pointers to a way of life we should lead in contributing to the goal of a just society. It is grounded in a holistic perspective of people in relation to each other and the physical environment, and has implications for the way we use language, the way we treat other people and the environment, the way we allocate resources, and the way we respond to all harmful conduct.

Reintegrating both offenders and victims of crime back into the community, is done by

- Acknowledging human dignity and worth
- Providing material assistance
- Offering moral and spiritual direction.

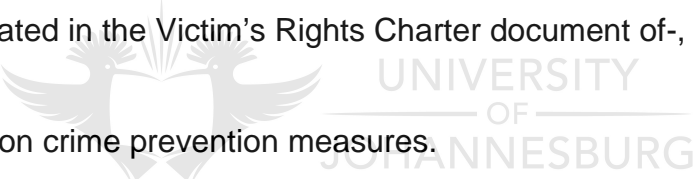
In cases where a victim reports, it is the responsibility of that sector to make provision to refer such a case if a service is needed from another department.

Services include (but are not limited to provision of victim support):

- Trauma counselling.
- Accompany victim to court
- Overnight accommodation
- Referral to other services.
- Containment
- Social reintegration

4.5. 1(d) Support when assisting the Victims

Victims need to feel safe and protected from victimisation. They want to be protected from perpetrators, exploitation, threats and harassment. The following are other needs for the victims as stated in the Victim's Rights Charter document of-, 2009).

- 
- Information on crime prevention measures.
 - To move to a new place of care.
 - Police protection.
 - Assurance that the perpetrator is under control.
 - Information on his/ her rights as a victim.

The following feelings should be understood by service providers so that they are able to assist the victims of crime and violence they deal with. Outlining such feelings may also make the victims, family members and colleagues understand their behaviours.

The stages of trauma experienced by the victim of crime, violence and abuse do not necessarily occur in a particular sequence and victims may alternate between certain stages which are outlined hereunder. Since research deals with human beings and life, Van Rensburg (2003, p.81) states "denial, anger, depression and acceptance are emotional indicators which are apparent to victims".

Denial

The rape that has occurred is often followed by an inevitable shock reaction. This shock can be experienced as disbelief, numbness, calmness, apathy, disorganisation or a feeling of unreality to the victim. At this stage the person appears to refuse to accept or to acknowledge what has happened. This may be evident in what they say, for example: “This can’t be true”. Denial protects the victim from experiencing too much pain at any one time.

Anger

The victim may display anger, which may range from irritability to angry outbursts. The anger may also be felt towards others, those who are perceived to have caused the incident. There may also be strong feelings of guilt and anger towards the self. A victim may feel guilt in relation to what happened. Guilt may be evoked by experiences of feeling not feeling numb or because of regrets about things not done. Batley (2005, p. 16) explains that “Restorative justice processes also provide a safe place in which to express anger in a constructive way, which the formal justice process generally does not do”. This is valuable in itself. Treating victims with dignity and respect is central to restorative justice.

Depression

Victims may have feelings of emptiness, intense longing, emotional pain, despair and helplessness which can set in once the person recognises the full impact of the incident. The person may become withdrawn, have impaired sleep and loss of appetite.

Acceptance

This takes place when the victim is able to let go of the incident and accepts that life must continue.

There may be a sense of having vented the pain and grief and of now having to learn to live with what has happened and a new life in recovery has to take place.

4.5.1.(e) Marketing Strategies

According to National Policy Guidelines for the VEP (2008, p. 9), marketing strategies deal with the awareness and advocacy in terms of the programme. The implementers of victim empowerment should be informed on performing the following activities of victim empowerment through marketing:

Presentations

Awareness raising/ Information giving

Information session

Workshops

Radio slots

Supervisor training

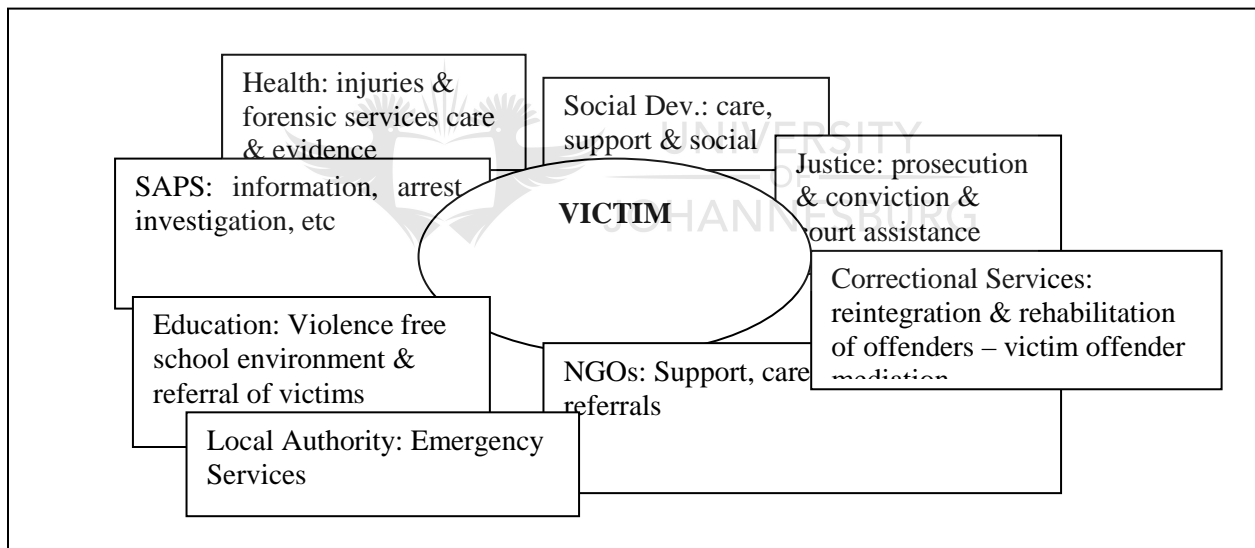
The above mentioned activities are the empowerment strategies as outlined by Stringer and Genat(2004, pp. 153-154) emphasise that “information giving activity enables participants to become better informed and acquire an extensive understanding of the issue under inquiry, building a broader awareness through dissemination of information and build relation both internally and externally through supervision that strengthens social learning”.

4.5.1.(f) Intersectoral Collaboration

The Department for Social Development is responsible for coordinating the roles across the relevant governments departments. The need is to confirm a clear mandate on strategic leadership and roles that should facilitate integration, partnerships, and communication to ensure accountability across departments through monitoring and evaluation of Victim Empowerment Services. They ensure that reporting and accountability structures are in place.

The following feelings should be understood by service providers so that they are able to assist the victims of crime and violence that they deal with. Outlining such feelings may also make the victims' family members understand their behaviours. The Victim Empowerment Programme places emphasis on a victim-centred approach, with sector-specific roles for the different departments as outlined hereunder which include:- Department of Health, South African Police Services, Department of Social Development, Department of Justice, Department of Education, Department of Correctional Services, Non-Governmental-Organisations and local authorities including municipalities, and all these role players must emphasise victim-centred approach to victims.

Box4.5.(f)1: INTEGRATION AND COORDINATION OF SERVICES BY DIFFERENT STAKEHOLDERS ON VICTIM-CENTRED APPROACH



The South African government adopted the National Crime Prevention Strategy (NCPS) in 1996, with a victim-centred approach to crime prevention (NCPS, 1996, p. 28).

Victims of crime and violence were placed on the national agenda with the establishment of the Victim Empowerment Programme in 1998. The Department of Social Development is the leading and coordinating department and perceives victims as their priority. Previously the Department had focused on victims of domestic violence

and rape but not on serious crimes like transnational crimes, for example, human trafficking. The needs of victims of sexual offences should have a voice, for their validation and acknowledgement, and for their restitution; redress and apology can all be addressed by prosecutors and magistrates using restorative justice and by applying restorative processes at appropriate times.

Particular attention needs to be paid when the victim is a child, due to the increased vulnerability of the child as well as the obvious power imbalance that exists between a child victim and an adult offender, which would be further heightened if the adult was an authority figure to the child, such as a parent, teacher or religious leader. Batley (2005, p. 15) states “a power imbalance could have the effect in a direct encounter that the victim/child is directly or indirectly dominated by the offender, that this prevents or limits the extent to which he/she is able to express his/herself, and that the harm he/she has suffered is not appropriately acknowledged”. These factors do not mean that no form of encounter should take place, but they do emphasise the need for particular safeguards, support and protection for children. Special care must be taken to attend to the various issues at stake.



The victim should never be coerced in any way to participate in an encounter process; what transpires during such processes should be kept distinct from the decisions that are taken regarding sentences and parole. Skelton and Batley (2008) have commented that while no official action has been taken to advance the proposals of the SALRC, they have been endorsed by international authorities on sentencing, and re-examined and supported by a local authority. Furthermore, their Discussion Paper 94 on community dispute resolution structures (South African Law Reform Commission, 1999, p. 55) proposes that dispute resolution forums should be established as community structures. While it seems that no further action has been taken to advance the recommendations of the Commission, the paper highlights well the resonance of traditional African justice with restorative justice through outcomes such as orders of restitution, compensation, or community tasks to be performed by the offender and practices such as makgotla, inkundla, ibunga and imbizos where members of the community directly participate in questions and decisions.


This is true as victim empowerment emphasises that there needs to be a supporting structure for the victims where they can be treated with respect and dignity.

5.5.c KNOWLEDGE OF STAFF ABOUT VICTIM EMPOWERMENT PROGRAMMES

Four categories relating to this theme were identified

5.5.1 Category One: Who is a Victim?

The following are exceptional categories of victims'- targeted by a Victim Empowerment Programme and which implementers of the VEP must take into consideration when rendering Victim Empowerment services within NGOs and facilities. It was well outlined during the data collection, as to which categories of victims were perceived as victims who must access the Victim Empowerment Programme. The categories of victims targeted by the VEP were as follows:

- 
- Women
 - Victims of Domestic Violence
 - Victims of Sexual Assault and Rape
 - Abused children
 - Abused older Persons
 - Abused People with disabilities
 - Victims of human trafficking
 - Victims of hate victimisation

Roberts (2002, p. 264) stipulates that assessment “of all form of violence should take place to victims at any system, regardless of their point of entry; at each contact victims should be assessed on the following points, needs, support needs and options, economic status, feeling of blame, isolation, fear, and responsibility, resources available, community shelters and centres, support groups, counselling, safety plans and economic assistance”.

5.5.2 Who does Counselling?

The following are the intervention strategies that must be followed by social service professionals and, NGOs through their counsellors:

Immediate intervention Phase

- Introduce yourself and explain your role.
- Establishing a rapport with the victim.
- Gather information for short-term assessment and service delivery.
- Avert a potential state of crisis.
- Ensure the safety of the victim.
- Care for the medical, physical, mental health and personal needs of the victim.
- Provide information to the victim about local resources or services.
- Referrals should be made to other agencies for other services, such as shelter facilities, home security or for crime victim compensation (Roberts, 1990).

The counsellor has the responsibility to assess the immediate basic and emergency needs of the victim for example, the emotional, medical extent of injuries, and the need for food, clothing and shelter.

The counsellor must make provision to identify needs such as emotional containment, counselling and/or referral to hospital. If meeting organisational criteria the counsellor must – develop a Care Plan and Individual Development Plan (IDP) for therapeutic intervention either in the form of trauma counselling, debriefing or further referral of the victim.

6. CONCLUSION

This chapter was the cornerstone of the research study as it presented the findings of the research study. Stringer and Genat (2004, p. 113) concludes that “data analysis is the process of distilling large quantities of information and revealing the central features of the issue investigated”. The findings were presented by way of narrating participants’ responses, and themes’ analysis, as the data presented dealt with the counselling staff’s perceptions on the effectiveness of the victim empowerment programme for victims within the KOSH Crisis Centre. Maree (2007, p. 100) states “when analyzing qualitative data, your goal is to summarize what you have seen or heard in terms of common words, phrases, themes or patterns that would aid your understanding and interpretation of that which is emerging and making sense on what is in the data”.

In the discussions, it became clear that participants’ perceptions and knowledge about the VEP especially for victims, was limited. Professionals should also understand that victims tend to develop negative attitudes because they feel that they tell their story over and over again, and the fact that staff don’t receive proper feedback on their referral poses a big challenge on integration of services. It was clear that before UNISA training they did not have much insight into working with victims.

Not all staff members were knowledgeable about victim empowerment, but were familiar with the concept. Those who were aware had clearly received the UNISA training which had made them change their perceptions of the programme. Additionally, they did not want to jeopardise their opportunities since they had been well trained in counselling. Despite high levels of official endorsement at a policy level and by the courts, the VEP is still in its infancy in South Africa, with isolated pockets of activity by non-governmental organisations-, and professional staff in government departments and this needed the engagement of institution of higher learning. Because of this, very little systematic research had been conducted about the impact of this programme, where victims are provided with the opportunity to make their voices heard and participate in how to make behavioural changes towards the offender.

The recommendations in the following chapter will be of assistance to the staff within NGOs, ensuring that services to the victims are effective, efficient and rendered in a coordinated and integrated manner where victims are the central point.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter focused and highlighted the gaps and weaknesses that might lead to non-effectiveness of the programme in its services to victims. Maree (2007, p. 300) states that “the researcher will summarise the results of the study and will present conclusions drawn from the study, limitations and recommendations for additional research will also be discussed”. From the findings of the study, the researcher will now move to the recommendations based on the findings, and also point out the implications of these findings in the practice of victim empowerment as a programme.

The researcher’s aim with this inquiry was to provide a vehicle to achieve a great understanding of the perspectives and experiences of counselling staff dealing with victims in the victim empowerment service. This research was positioned as a qualitative study and made use of purposive sampling to achieve its aim.

In South Africa today, victims are becoming more and more involved in issues that affect their lives and ensure that they take charge and control of their emotional well-being in order to survive. One of the challenges faced in the North West Province is the lack of VE funding models available from other government departments. Most funding appears to come from Social Development and it is not enough to capacitate all organisations and, additionally, it does not have the capacity to monitor the funding and services delivered by various other organisations. The VEP is not prioritised, and tasks are taken on an ad hoc basis both internally and externally.

The Lifeline organisation also raised the issue of referrals as it poses a challenge due to the lack of a database and with no follow-up of cases referred, as they don’t specialise in victim empowerment, it is difficult to give full attention to the implementation of policies.

Generally, participants were of the opinion that the level of collaboration between themselves and government departments was very low. This was attributed to the fact that they are not appreciated as partners who provide services to victims of crime and violence on the department's behalf. Participants also remarked that VE services are not well marketed, although they have radio slots. However, there was a lack of awareness of the VEP, and that this in turn affected collaborations.

5.2 SUMMARY OF THE KEY FINDINGS

Victims are becoming more and more involved in issues that are affecting their lives and ensure that they take charge and control of their emotional wellbeing to be survivors. One of the challenges faced in the North West Province is lack of a VE funding model available from other governments departments. Most funding appears to be from Social Development which is not enough to capacitate all organisations, with which there is not enough capacity to monitor funding and services delivered by organisations. VEP is also not prioritised, and tasks are taken on an ad hoc basis both within the department and outside the department of Social Development.

The organisation also raised the issue of referrals as it poses a challenge due to lack of a data base for referrals and no follow-up of cases referred as they don't specialise in victim empowerment. Thus, it creates a difficulty to give full attention to the implementation of policies.

Generally, participants were of the opinion that the level of collaboration between them and government departments is very low. This was attributed by the fact that, they are not appreciated as partners who provide services to victims of crime and violence on behalf of departments. Participants also remarked that VE services are not well marketed even though they have airtime on radio slots. This minimal marketing led to lack of awareness of the programme and this in turn affects collaboration.

5.3 LIMITATIONS OF THE STUDY

This study was conducted to better understand the perception of counsellors regarding the effectiveness of the Victim Empowerment Programme (VEP) for victims. Although some insight into counsellors' perspectives on the effectiveness of the VEP may be provided, the findings should be interpreted in relation to the limitations of this study.

The findings of this study represent only this specific group of staff in this specific organisation that deals with the victims of crime, violence and abuse. All the participants were from the Lifeline organisation and were enlisted through their assistance to the DSD partnership. The participants in this study voluntarily agreed to participate, although some managers were on leave due to ill health.

The data collection from participants was collected through use of field notes, interviews and tape recordings. Participants did not provide additional information to verify the data. In addition, participants' responses may have been affected by their need to give most accurate and appropriate answers and therefore, it was possible that their responses did not reflect their true beliefs and perceptions about the effectiveness of victim empowerment.

Lastly, the sampling size was small and though divided between two focus groups. The researcher was unable to generalize the findings to other staff in other organisations that deal with victims of crime, violence and abuse, and where the VEP is a prime factor.

5.4 CONCLUSIONS AND RECOMMENDATIONS

- ❖ The capacity of ensuring that the victim empowerment is a highly needed programme, especially for organizations that dealt with victims of crime, violence and abuse, was a priority of the government of the day. The effectiveness of the provision of victim empowerment services to victims seemed to be clearly

understood, but measures needed to be put in place for reporting and proper monitoring.

- ❖ Given the responses, staff needs more training on VEP to enhance their experiences in working with victims, before any referral took place.
- ❖ Given the response from managers, continuous training is needed on the programme and services, especially on integrated referral of cases to other helping professionals.
- ❖ The response was clear that victims should be recognised as equal partners, especially when the perpetrator was known, and parents should be encouraged to support their children, especially when abuse had taken place. This recognition should be achieved by the commitment, respect and mutual support of all the role players concerned. The establishment of a collaborative working relationship is a key factor in the process of healing for victims given the response.
- ❖ A collaborative relationship needs to be characterised by integration, commitment, tolerance, and support by all the role players that are involved. The formation of such support would enhance the coping abilities of the victims to turn into survivors rather than victims. Having integrated plans is a key issue that needs to be looked into by all role players.
- ❖ With the responses received, continuous education and training to the service providers will increase their ability to lead and coordinate Victim Empowerment Programmes and that would be perceived as a need for their empowerment. Empowering programmes and lobbying for the programme would increase self awareness, prevent victimization, and victim support will be highly prioritized.
- ❖ Furthermore, sector departments, especially the South African Police Service, Health, Justice and the National Prosecuting Authority, and Social Development, should carefully ensure that services to the victims of crime, violence and abuse are rendered in an integrated and coordinated manner and with Social Development taking the leading role. Given the response the programme is clearly effective and all role players understood it well, but there seemed to be problems at the implementation level.

- ❖ The responses were clear that mainstream training for all sector departments and role players must be uniformly provided for ensuring the same understanding of the programme to confirm the type of services the role players undertake.
- ❖ Parents and communities need further education on the programme, on their rights, and those of their children, should they become victims of the circumstances. Thus, concluding that intensive awareness programmes should thoroughly be implemented by NGOs.
- ❖ Given the responses counselors need to be available in communities and farming areas as they can work well with the NGOs that deals with victim empowerment programmes and they must be placed within all sector departments that deal with victims for easy referral. In conclusion the continuous trauma debriefing of counsellors is key to unleashing their work stress, and is accepted professional conduct in terms of ensuring good working relationships.
- ❖ Given the recommendation mediation services needs to be marketed well to enable the victims to be aware of the services, and setting up support groups with victims who identified themselves as having similar problems.
- ❖ In conclusion, the sector requires legislation governing this programme as there is no Act at present to ensure that the programme is implemented effectively and efficiently. The programme has already been in existence for twelve years and only uses pieces of legislation, for the success of this programme. The government; NGO's, cabinet and portfolio committee, must ensure that this programme is legislated and well packaged.
- ❖ The results of the study indicated the use of a holistic, integrated, and coordinated approach. In the process of helping victims to heal, a victim centred approach is central to all the role players including NGO's-, and the leading departments which include Social Development, followed by other critical departments like the SAPS and Health, they must play a vital role in assisting the victim. The difficulty in cooperating with other sector departments should be addressed at the national level of the department whereby forums need to be established in all areas. Time must be made available for these forum meetings as it was clear message from respondents.

- ❖ Finally, in conclusion, all sector department that are mandated in terms of victim empowerment policies, have the responsibility for making funds available to NGO'-s. They should budget for the programme and ensure that it forms part of their departmental strategy. This will assist in the proper implementation of the VE programme to address the lack of implementation as it is highlighted.
- ❖ Generally my insight gained as a researcher is the following highlights, that information given that the level of collaboration between government departments and NGOs was low. This was attributed to the fact that there are very few NGO's in the North West Province that provide services to victims of crime and violence, with focus especially on child victims. They also remarked that victim empowerment services were not well marketed, which lead to lack of awareness of the VE programme and this in turn affected collaboration.
- ❖ The marketing of services should be emphasised. This will ensure that the NGO's staff know about victim empowerment, and will assist with some of the questions that participants might have on the programme and the role that different departments need to play. The marketing presentation on victim empowerment services should be made atleast once a month, and must take place as coordinated training. Continuous training must be done throughout the year to ensure that victims are central in the helping process. Any type of awareness would be ideal; however, the campaigns should take place at a central point and staff within the NGOs must take the lead in ensuring that every member has the opportunity to come into contact with different stakeholders to engage on the subject of victim empowerment.

5.4.1 RECOMMENDATIONS FOR FUTURE RESEARCH

The findings of this study have put emphasis on the need for further research related to all the experiences of all stakeholders or role players with regard to their perceptions on the victim empowerment programme. This was done through the use of qualitative

research which according to Maree (2007, p. 51), focuses “on describing and understanding the phenomena within their naturally occurring context called naturalistic context with the intention of developing an understanding of the meanings imparted by the respondents- a seeing through the eye of the participants so that the phenomena can be described in terms of the meaning that they have for the actors or participants”. This is particularly true with regard to non-governmental-organisations and departments that have a mandate in dealing with the Victim Empowerment Programme for victims.

It became evident that not only the NGO is mandated in victim empowerment services for victims, but also that the impact of services on child victims need to be further explored. It would also be of value to investigate a correlation of victims and survivors of abuse and their personality traits for successful implementation of victim empowerment services.

Furthermore, a study on the impact of abuse of the families of victims of crime, violence and abuse in South Africa should be explored as they are often overlooked in studies that focus more on the victim empowerment services.

In addition, research enquiries should also examine how the different role players should be trained and supported in the process of implementing, and developing partnerships with one another in order to contribute to the successful implementation of the Victim Empowerment Programme. It would be of great value that thorough integrated monitoring be done by all role players from sector departments for the successful implementation of the programme. This will assist in ensuring that the rights of victims are upheld and that they are treated with respect.

The following topics provide potential topics for further research

- ❖ How do victims perceive the effectiveness of a victim empowerment programme?
- ❖ What is the relationship with regard to personality traits of a victim and a survivor in relation to a Victim Empowerment Programme?

- ❖ What is the perception of different role players on the effectiveness of victim empowerment programmes when dealing with victims and which tools are used to monitor the implementation of these programmes?

5.5 FINAL CONCLUSION

At the outset when data was collected, it was clear that service delivery for civil society organisations depended on funding, and that if there were insufficient funds, then service delivery would be affected. Additionally, for the effective and efficient integration of services to the victims, key departments should prioritise the Victim Empowerment Programme as a mandated and properly monitored and evaluated programme that should be emphasised internally and externally, to promote collaboration. Lastly, legislation to enact the VE programme to be fast tracked by the cabinet members as it is perceived that there is no legislation governing the programme.



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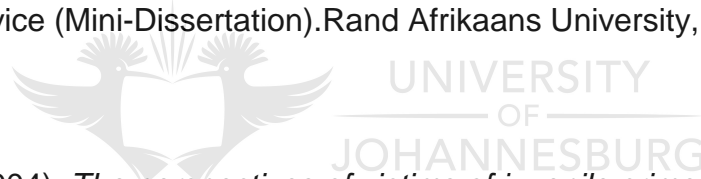
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APPENDIX A

PROFESSOR CRAIG MACKENZIE – EDITOR

Professor of English, University of Johannesburg
B.A (Hons), MA (Natal), PhD (Rhodes)

10 December 2012

To Whom It May Concern:

This is to confirm that I edited “The Perceptions of Counselling Staff on the Effectiveness of the Victim Empowerment Programme for Victims”, by Morokane Dorcas J. Tebogo.

All errors identified were corrected electronically and marked with the ‘track changes’ function, and several passages were marked for the author’s attention as requiring further work.

The document was edited in accordance with the latest conventions of style and expression.

Sincerely



Prof. C. H. MacKenzie

17 Greenhill Road, 2195 Emmarentia, Johannesburg, South Africa
Email: craigm@uj.ac.za; tel: w/ 27-11-559-2553; h/ 27-11-646-5491; mobile: 083-969-3029; fax: 27-11-5

APPENDIX B

STEPS UNDERTAKEN IN ADMINISTERING THE INTERVIEW WITH FOCUS GROUPS

STEP 1: AIM OF THE STUDY

The aim of the study was to understand how staff perceives the effectiveness of the Victim Empowerment Programme for victims within the KOSH crisis centre.

STEP 2: THE AIM OF THE FOCUS GROUP

The aim of the interview schedule was to obtain data regarding the staff's perception of the Victim Empowerment Programme in the KOSH crisis centre.

STEP 3: DATA COLLECTION AS PER SCHEDULED QUESTIONS

The aim to collect data of the staff's perception of the programme was done through pre- interviews to check if the questions were effective.

STEP 4: OBTAIN PERMISSION TO USE DATA PRESERVATION METHODOLOGY

Take note

An audio tape recorder was used by permission, and staff members were comfortable.

APPENDIX C



UNIVERSITY OF JOHANNESBURG
DEPARTMENT OF SOCIAL WORK
TELEPHONE- 011 559-2804

DEAR SIR/MADAM

PARTICIPATION IN RESEARCH PROJECT

I, Tebogo Moeketsi, am a Masters student in Clinical Social Work at the University of Johannesburg. I wish to conduct a research project entitled “**the perceptions of Counselling staff on the effectiveness of victim empowerment programme for victims-**”. My supervisor is Prof. Jean Triegaardt. The aim is to gather information of staff perceptions of the Victim Empowerment Programme in dealing with victims in the Lifeline organisation.

I would like to request you to participate in the above mentioned research.

An interview will be held with you as a staff member who is employed by Lifeline, where you would describe your perceptions of the Victim Empowerment Programme in the organisation. With your permission, a tape recorder will be used for the purpose of facilitating data analysis. Strict measures will be employed to protect your anonymity and confidentiality. The tapes will be destroyed after completion of the research. Your voluntary participation will be appreciated and you will have the right to withdraw at any stage of the research should you wish to do so. Your rights and dignity will be respected at all times. The benefit of this is that you will be afforded the opportunity to share your experiences and in so doing, to support the victims through the programme in your workplace. The results will be made available to you on request.

Should you agree, you are hereby requested to give consent to your participation in the research

Signedon the.....day of.....2011

SIGNATURE

MS DJT MOEKETSI (083 683 8336)

M Clinical Social Work (Research Student)



LifeLine Klerksdorp & District
13 Viljoen Street
Pienaarsdorp
Klerksdorp
P.O. Box 1608
Klerksdorp
2570
Tel: 018 462 7838
Fax: 018 462 7838
Crisis Line: 018 462 11234
e-mail: llinekd@gds.co.za

8 February 2011

Dear Ms D J T Moeketsi

RE: RESEARCH REQUEST

Thank you for your request to include our organisation in your research. You are welcome to conduct your study amongst our staff members.

We hope that you will receive information that will benefit your research. We hope that your study will increase our knowledge and insight to learn new skills that will help us improve our services and close any gaps that may exist.

Regards.

Yours sincerely

Director LifeLine

Centre Director: Lettie Schoombie
008-167 NPO



UNIVERSITY
OF
JOHANNESBURG

WRITTEN CONSENT

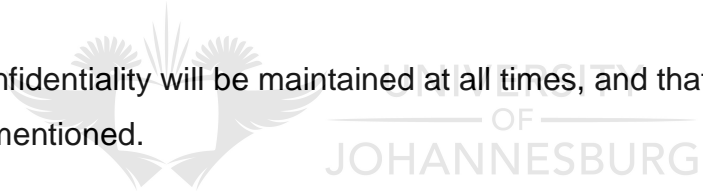
APPENDIX E

PERMISSION TO PARTICIPATE IN THE RESEARCH PROJECT

THE PERCEPTIONS OF COUNSELLING STAFF ON THE EFFECTIVENESS OF THE VICTIM EMPOWERMENT PROGRAMME FOR VICTIMS

I ----- hereby give my permission to participate in the above-mentioned research project. I am aware that my participation is voluntary and that I can withdraw my participation at any time during the course of the study.

I am aware that confidentiality will be maintained at all times, and that my name as a person will not be mentioned.



Signature

Date



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OF
JOHANNESBURG

APPENDIX F

INTERVIEW GUIDE

Feel free to provide answers to the questions below. Be open and honest as much as possible.

- 1. I want your general understanding about the Victim Empowerment Programme (VEP). Do feel free to state whatever you know of the VEP

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- 2. What is your perception of the victim empowerment programme?

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- 3. I need your views regarding VEP implementation. State whatever views that come to your mind concerning this programme.

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- 4. Do you regard the VEP as vital for your organization? Elaborate more about your views on the existence of this programme.

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- 5. Do you feel that the VEP is needed in this organization?

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PART 2

- 6. Do you know of cases reported in the organisation and how you dealt with them? Feel free to tell me more about them.

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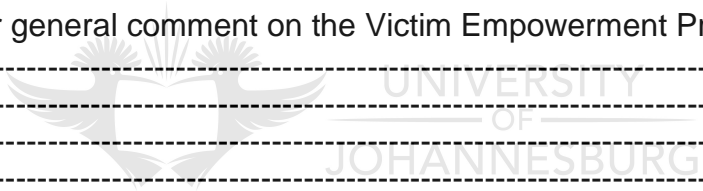
.....

7. Do you feel that you have the knowledge and the skills to tackle those cases?

8. Do you feel that you receive adequate support from the Department? Elaborate further about the support you receive.

9. Do you perceive this programme as beneficial to victims or to your organisation? If so, tell me how beneficial this programme is to the victims and to your organisation? How do you perceive the effectiveness of the VEP? If excellent/bad, – tell me more about how satisfied or not you are with it?

10. What is your general comment on the Victim Empowerment Programme?



THANK YOU FOR YOUR COOPERATION



APPENDIX G

MANAGEMENT INTERVIEW GUIDE

PART 1

Please feel free to provide answers to the questions underneath. Be open and honest as much as possible.

1. I want your general understanding of the Victim Empowerment Programme (VEP). Do feel free to state whatever you know about this topic. Tell me what you understand by the VEP?

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2. What strategies did you use in the past when cases were reported to the organisation before establishment of this programme?

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3. I need your views regarding the implementation and feasibility of this programme in your organisation.

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4. Do you perceive the VEP to be effective in your organisation? If yes or no which protocol was followed? Please elaborate.

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.....

PART 2

5. Do you think that this programme is beneficial to the organisation? If yes or no please elaborate on your answer.

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6. Do you think that this programme is beneficial to the victims as well? If yes, please elaborate more on your answer by also stating your relevant category of victims.

7. What is your concluding remark or general comment on the Victim Empowerment Programme?

THANK YOU FOR YOUR COOPERATION

