

BUILDING SAFER COMMUNITIES

THROUGH SYSTEMIC APPROACHES
TO VIOLENCE PREVENTION



A TOOLKIT FOR PARTICIPATORY SAFETY PLANNING

SETTING THE SCENE
FOR PARTICIPATION

BOOK **TWO**

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LIST OF ABBREVIATIONS

BMZ	Federal Ministry for Economic Cooperation and Development of Germany
CBO	Community-based Organisation
CJCP	Centre for Justice and Crime Prevention
CSF	Community Safety Forum
CSVR	Centre for the Study of Violence and Reconciliation
CPF	Community Policing Forum
CSIR	Council for Scientific and Industrial Research
DSD	Department for Social Development
IDP	Integrated Development Plan
ISCPS	Integrated Social Crime Prevention Strategy
MDG	Millennium Development Goals
MRC	Medical Research Centre
NDP	National Development Plan
NGO	Non-Governmental Organisation
SAPS	South African Police Service
UNDP	United Nations Development Programme
UN HABITAT	United Nations Human Settlement Programme
UNODC	United Nations Office on Drugs and Crime
WB	World Bank
WHO	World Health Organisation – Organisation of the United Nations

Symbols used in this Toolkit



Observations which mean: “Watch out! Pay attention! Make sure you consider this observation! Possible trap or difficult situation.”



Tip means: “This is a proposal. You decide whether you like it and use it”.



Important note or observation.

PARTICIPATION IN SOUTH AFRICA

In South Africa, the terms ‘public participation’ and ‘community participation’ are widely used. According to J.J. Williams, adjunct professor at the University of Western Cape, the understanding of community participation in South Africa today is closely related to the community struggle against the former apartheid state:

“It means that communities have a richly-textured history of strategic mobilization against exclusionary and discriminatory government practices at the local level. It [...] can and should be revisited and adapted, to advance the interests of the materially marginalized communities at local level.”¹

In other words: Community participation can learn from the community struggle that there is a high potential of “local community power” which can be used today in a non-violent way to reconstruct social cohesion and community structures, which strengthen the protective factors in relation to violence and crime.

South Africa’s constitution provides for community participation specifically in the IDP processes at local level. Local governments are important players in realizing and co-ordinating these kinds of participatory processes.

New Concept of Municipality

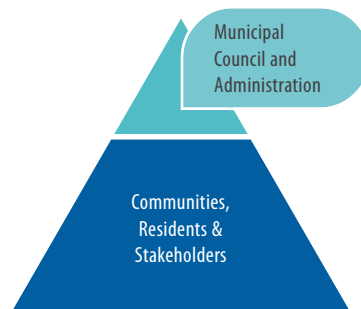


Figure 1: From CSIR (2008): *IDP and Safety Planning – A guideline to assist local government to integrate processes*

According to the Municipal Systems Act, 2000, Chapter 4, Art. 16, a municipality “must develop a culture of municipal governance that complements formal representative government with a system of participatory governance”.

Three elements are emphasised:

- 1) The municipality must foster participation in
 - the IDP process,
 - the evaluation of its performance through performance management,
 - the budget process, and
 - strategic decisions regarding service delivery;

1. Williams, J.J. (2006)

- 2) The municipality must foster community participation through capacity building in the community and among staff and councillors
- 3) Funds must be allocated and used for the above purposes.

Furthermore, the municipality must, according to the Municipal Systems Act, Chapter 4, Art. 17 (3), establish mechanisms, processes and procedures which take into account the special needs of disadvantaged or marginalised groups.



The Municipal Systems Act sets out a new vision of municipalities. As part of governance of such municipalities, communities, residents and stakeholders play an active role in local planning processes. This includes general planning such as the Integrated Development Plan (IDP); It also includes participation in more specific planning processes such as safety planning

Principles of Participatory Processes and Participatory Working

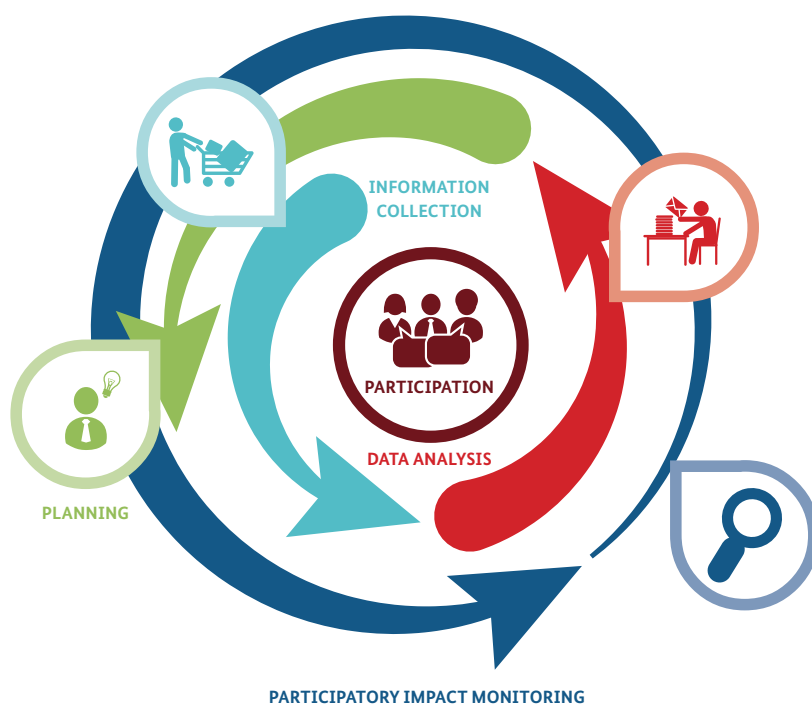


Figure 2: Community Participation in Systemic Planning of Violence Prevention Measures

What exactly does participation mean in the context of the use of this toolkit?

When we talk about participation in this toolkit, we talk about facilitating an inclusive process towards violence prevention in which the different governmental and civil society stakeholders play an active stance. This can happen as part of safety planning in IDP's or in other planning processes. The use of participatory tools helps us to facilitate participation in such processes. In other words, the use of participatory tools is a means to strengthen and facilitate a participatory process. Their use is not an aim in itself, and does not guarantee a participatory process.



Through using a **PARTICIPATORY PROCESS**, we assist people to participate actively in decisions that affect their lives. The process support and encourages all groups, especially those who don't have a voice, to step forward and play an active role in planning. A participatory process therefore helps to build a more equal society. Participatory processes do not have predefined results.

Those involved need to have an open, tolerant and respectful attitude. There must be a willingness to allow different perspectives and to consider the “violence-prevention interests and needs²” of relevant groups, such as those of young people.

In a participatory process, the competencies and capacities of stakeholders are improved. Participation is therefore directly related to the concept of empowerment.



EMPOWERMENT embraces strategies and measures which support people to lead a self-determined, independent life. Through empowerment, people are enabled to advocate their own interests, and participate in political processes and decision-making.

Many participatory tools which support such processes have been developed by Robert Chambers and practitioners worldwide, who have developed and advanced his ideas of Participatory Rural Appraisal (PRA) and Rapid Rural Appraisal (RRA). Many of the tools presented in this toolkit go back to tools developed by Chambers and others, and were adapted to the context of violence.

2. *Interests and needs which are relevant for violence prevention*

How to make participation happen?

To facilitate a participatory process means to work with the many positive things that participants bring. It means to support all participants to contribute to the process and be part of it. As facilitators we are very careful not to dominate the process.

Some General Tips

The following tips are just recommendations. Possibly you have had different experiences – then your experiences are the ones that count.

- Keep things as simple as possible and as complex as necessary! Think about the level of understanding and knowledge of the group you are working with. You may have to work more slowly when introducing new and difficult concepts.
- Quality is more important than quantity. Often the workshop does not develop as planned. Example: when a tool takes longer than anticipated, because the discussion takes longer than planned, it is worth giving it more time as long as there is a good discussion. When a tool takes longer than planned, it may require changes in the other parts of the programme. Sometimes it requires that other elements you have planned are shortened or even skipped. Recommendation: rather reduce a programme than rush through it.
- Allow the participants to present their own contributions on their own. If you asked everybody to write their ideas on a certain topic on moderation cards, let each one present his/her cards and pin it on the pin board, or lay it on the floor if you don't have a pin board. When the cards are too clustered³, as facilitator, you can provide support and help arrange the cards better.
- When planning one day events, pay attention to providing a good mix of inputs and practical exercises as well as discussion rounds. As a rough guide, be aware that participants struggle to concentrate when presentations take longer than 20 minutes.
- Ensure breaks that are long enough to recreate, as well as to chat and discuss. In a one day event, there should be one longer break in the morning, for lunch and during the afternoon. It is helpful for everybody to start the afternoon session with an energiser.
- Monitor the participation of marginalised groups or their representatives, or those with “little power” in the web of power relations within the community. As facilitator you should try to ensure that members of such groups participate.
- Use visual material, wherever possible.

3. Clustering of cards means to group cards according to specific aspects.

What makes a good facilitator?

A good facilitator:

- has at all times an appreciative, respectful way of working, no matter where and with whom they work;
- ensures that all participants meet at eye level – with horizontal communication and dialogue;
- doesn't talk for too long, and is a good, active listener⁴ instead;
- doesn't play a role, but is authentic and honest as person;
- does not participate in a discussion himself/herself;
- knows how to support the participation of everyone, instead of just a few, regardless of age, sex, formation, ethnicity, socio-economic status, cultural background, etc.;
- is gender- and culture- sensitive; this means that information gathered distinguishes between men and women; it means to consider the situation, needs and interests of different groups or participants.
- uses visualization as much as possible;
- has good knowledge of participatory tools and can use them in a creative way;
- is flexible and can adapt a programme to upcoming new necessities;
- makes use of open rather than closed questions (an open question is one that cannot just be answered with a "yes" or "no");
- can stand silence – sometimes people need time to think about things;
- is open to continuous learning;
- uses the language of the people he/she works with.



Figure 3: Group work during workshop in Randfontein, 30./31.10.13

4. Active listening here means to listen carefully, to understand what people want to say and if needed, to put it in different words in order to ensure that you have understood well, or to ensure that everyone else understands it.



We forget about things just heard, we remember things seen and we understand things done.

- of things just heard we keep in mind 20%,
- of things seen we keep in mind 30%,
- of things heard and seen we keep in mind 70%, and
- of things discussed and practised we keep in mind 90%.

We forget what we hear, but we remember what we see – the Importance of Visualisation

The visualisation⁵ of presentations, comments by participants and conclusions plays an important role in meetings and workshops, and has empowering aspects for the participants:

- As a participant, I contribute an idea. When it is visualised, it means my idea is a valuable contribution to the process;
- Participation is easier if the process is visualised, because visualisation facilitates good understanding.

Visualisation is more important than we might think. Did you know that research results have shown that:

How to work with moderation cards? Here are some tips

On one moderation card:

- no more than three lines on one card;
- no whole sentences, just key words;
- make sure that key words are self-explanatory, otherwise ask for explanations, which should be visualized as well;
- use a capital letter only at the beginning of a word, not throughout;
- one card must not cover parts of another card.



5. To visualise things or an idea means to write or draw things or ideas so that people can see them. Sometimes a drawing says more than spoken words.

The use of different colours:

- avoid cards with bright colours;
- use different colours for different categories and, where a card is not self-explanatory, on a card of the same colour, explain what the card means and put this card on the pin board.

**When working with pinboards:**

- use the whole space you have on the board;
- put a title on every pin board;
- for group work, propose a structure to use the pin board;

When working with flipchart papers:

- frames or borders emphasize the effect of a flipchart paper;
- try not to “overload” a flipchart paper;
- use different colours to emphasize issues, but don’t use too many colours on one paper;
- General rule: for writing words, use black, plus two more colours;
- try to stick to one style of writing.

Group work (composition)

How groups are composed is very important for the expected results. Possible options are:

- a division according to the sex or the age of the participants, or
- according to different interests they might have,
- according to their membership or belonging to certain organisations or types of organisations,
- according to region or area, like belonging to a ward or neighbourhood, and many more.

We recommend that you reflect well on these characteristics, and on why it is that the way we form groups can affect results. For example, consider that different interests and needs, or different perceptions of the topic, might be needed for good analysis. These are more easily brought to the fore and documented by forming groups accordingly. However, if you want to encourage discussions and maximum exchange of different viewpoint in the groups, groups that are completely mixed can work well.

Typical Pitfalls and Helpful Tips

- Make everything in the process as transparent as possible. There must be transparency regarding the process and the aspects of it for example, kinds of events, who participates when, why, scheduling, etc.
- Don't raise expectations which cannot be met. Be clear about the limitations. Make sure that people you might meet in the community are informed about the purpose of your action, especially when you leave the workshop or meeting room, for instance, for a walk through a neighbourhood, where you might meet people who have not participated so far (eg., to complete a transect walk, description in book 3, p. 24).
- Participation needs sufficient time – for exchange of ideas and opinions or for discussion, comprehension and development of new ideas and options. At the same time, many people cannot afford to spend a long time in meetings and workshops. It is important to agree on a programme and session times which are convenient, in order to ensure that people can participate.
- When dividing the plenary into working groups: in the discussion after the presentation of results of group work, it is important not to start a discussion on which perception is "more correct". Acknowledge instead that different groups have different perceptions, each as correct as the others. An interesting question might be: "What conclusions can be drawn from the differences expressed?"
- Organising child care can be important, especially for a longer workshop or event (half a day or a day). Making arrangements for child care facilitates the participation of women with children.
- When organizing a day-long workshop or event, think carefully about how to organise the catering and transport. Ask participants to help, wherever possible. It is better for this process if participants share responsibility wherever they can.



TOOLS FOR “SETTING THE SCENE FOR PARTICIPATION” (P-TOOLS)

On the following pages, you will find some tools which are helpful when you start to work with people on the topic of crime and violence, and crime and violence prevention. They help to get participants to tune in to the topic and the way of working.

P-Tool Overview:

# P	Tool	Objectives	Time required	Required facilitation skills				
1	Mingle-Mangle	Participant introductions, linking to the topic of violence	Min. 60 min	X				
2	Opinion Scale	First introduction to the field of violence and crime related to personal experiences	Min. 15 min	X				
3	Shoe Shuffle	First introduction to the field of violence and crime related to personal opinion	Min. 15 min	X				
4	Systemic Triangle	To clarify what “systemic” means. Give a feeling for systemic interactions	Min. 20 min		X			
5	Double Wheel	Option 1: The participants get to know each other. Exercise serves as a warm up.	Min. 15 min	X				
		Option 2: The participants exchange their thoughts on a certain topic, before you collect ideas in a plenary session	Min. 20 min	X				

Very easy to use

Easy to use

Requires some facilitation skills

Requires good facilitation skills

Requires very good facilitation skills

TOOL ONE

MINGLE-MANGLE



Objective:

To ensure participants introduce themselves, to create a good atmosphere for the group to work together and to establish a link to the topic of violence; this will be the first time that such a link is established between participants own experience and the reality of violence.



Material needed:

Big brown or white paper on which the participants can put the objects they will collect.
Marker and flipchart paper.



Preparation:

Lay out a big white or brown paper in the middle of the room. Write the questions to be answered or tasks to be done on a flip-chart paper, so that everybody can see and read them anytime.



Procedure:

Ask all participants to stand up and look for two objects in the environment. These objects may be in the room or outside. Explain to the participants that the objects will be used later in the process. It will play a role later in communicating or sharing something about themselves.

Task 1:

Look for two objects:

1. One object will represent something you associate with the work regarding prevention of violence in your organisation, institution or community.
2. The other will represent something about your youth - it can be a memory or an experience that comes up when you think of your youth.
3. Bring objects back and keep them with you.
4. The objects will later be used in a presentation.sharing activity.

Tell participants they have five minutes so that everybody has time to think about the task, and to find something appropriate. In practice, it will probably take 10 minutes for everybody to return. That is no problem.

TOOL ONE

MINGLE-MANGLE



When everybody is back, the introduction by each participant can start. You propose questions which guide the participants through their presentation. Options for questions to aid participants might be:

Task 2: (You may want to write these guiding questions on a flipchart page)

- 1) What is your name?
- 2) What is your function that brought you to this workshop?
- 3) What experience do you have with working on (youth) violence prevention?
- 4) What do you associate with the work regarding prevention of (youth) violence in your organisation/institution/community?
- 5) What do you associate with your own youth?

In answering the last two questions, please use the objects you collected. Tell your fellow participants why you chose those objects and what each one means.



Observations: (Additional notes for the facilitator)

Of course the suggested questions (above) are just a few options. You may think about questions better suited to your working context and objectives.

The presentations are likely to take some time so it is perhaps not suitable for half-day sessions. If there is enough time, however, it is a good exercise because:

- it helps to establish a good working atmosphere;
- it is a good icebreaker;
- everyone can decide on how personal the presentation shall be;
- for the first time in the workshop, participants share a personal link to the topic of violence and crime.



End Product:

By the end of the process, the following would have been gained:

- Everybody has presented him/herself to the others.
- A first personal link to the topic is established.
- The scene is set for a good working atmosphere.



TOOLTWO

THE OPINION SCALE



Objective:

To provide participants with the first introduction to the topics of violence and crime related to personal experience



Material needed:

No material needed except a paper with prepared questions.



Preparation:

The questions, you want to use for this exercise need to be prepared beforehand. You can use the questions given below - or you can prepare your own questions



Procedure:

As facilitator you go to one end of the room and mark a spot. This can be the “never” position, for example. Then go to the opposite side of the room and mark a second. This can be, for example, “many times”/“frequently” position. Then ask participants to imagine a line between the two opposite sides. In the example below, the two end points are shown, but the line also stands for all the points in between.

Example:



The example uses “Never” and “Many times/frequently”. But, please note, as facilitator you may change the names of the end points, depending on the question.

Task:

Tell participants they will need to give you a response to a set questions that you are about to ask them. They must give their answer so by taking a position anywhere on this Imaginary line. They can stand one of the ends, or they can stand anywhere in between, according to their answer to the questions you will pose.

TOOLTWO

THE OPINION SCALE

**Here are questions you can ask participants:**

1. How often have you personally been a victim of criminal violence in your life?
Before they move to a position on the line, you tell participants:
“The opposite sides are: never ----- several times”
2. How often have you personally been a victim of criminal violence in the past year?
Before they move, you tell participants:
The opposite sides are: never ----- several times
3. How many people in your direct environment (family, friends, and colleagues) have been victims of criminal violence that you know of?
Before they move, you tell participants:
“The opposite sides are: none ----- (almost) everyone”
4. How many people in your direct environment do you know who have used criminal violence towards others?
Before they move, you tell participants:
“The opposite sides are: none ----- many people.”
5. How safe do you feel in the environment you live in presently?
Before they move, you tell participants:
“The opposite sides are: very unsafe ----- very safe”
6. How safe do you feel on your way to work and back home?
Before they move, you tell participants:
“The opposite sides are: very unsafe ----- very safe”

Sample:

very safe

very unsafe

**Observations:** (Additional notes for the facilitator)

Remember to Indicate and name the opposite sides after each question, because the categories might change a bit.

**End Product:**

By the end of the exercise, the following (which includes the objective set for the exercise) would have been achieved

- A first personal linkage to the topic is established.
- The use of an effective icebreaker.
- Participants get up and move - this creates good energy.



TOOLTHREE

THE SHOE SHUFFLE



Objective:

To establish a first introduction to the topics of violence and crime related to personal opinion.



Material needed:

No material needed, except a paper with prepared statements.



Preparation:

You should have some statements that are prepared before hand. For this exercise, it is better to use statements that are likely to draw out diverse views held by participants.

Examples of statements you can use:

“Violence can be clearly defined. This definition is valid not just here in South Africa, but all over the world. Violence is when somebody severely hurts somebody else physically.”

“Every form of violence is a crime.”

“We cannot do anything about violence here in South Africa. It has been out of control for a long time.”



Procedure:

You ask everybody to stand up. Ask the group to spread themselves out around the whole room, you remain standing in the middle.

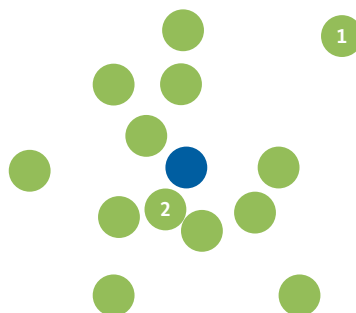
Task 1:

You read out the first statement and ask everybody to think about their own opinion regarding the statement. Then ask the participants to find a position in the room: the nearer to you, the more they agree, the further away, the less they agree.

The person with furthest away from the speaker may explain his/her position, as may the person nearest the speaker. If anyone else wants to express their opinion, they may.

TOOL THREE

THE SHOE SHUFFLE



Blue: Expresses the statement
1: Disagrees strongly **2:** Agrees

Task 2:

Then you ask any one of the participants to think about another statement regarding violence or violence prevention. It is not necessary for the person calling out a new statement to agree with the statement. It might just be a provocative one. After one of the participants has expressed a new statement, everybody is again asked to find a position close to the person or further away, depending on their degree of agreement with the opinion. And again those who hold the extreme positions are asked to explain their standpoint.



Observations: (Additional notes for the facilitator)

After each statement there can be a short discussion where participant share thoughts and arguments. But watch the time. The idea is not to go into too much detail. If the participants are hesitant to call out a statement, you might read out another one.



End Product:

By the end of the exercise the objective, namely, "To establish a first personal link to the topic" would be established". In addition, the following would be have been attained:

- A warm-up regarding the topic.
- Participants have exchanged some first arguments.



TOOLFOUR

SYSTEMIC TRIANGLE



Objective:

To create an understanding of and a feeling for a systems approach. A systems approach shows the dynamic way things interact. It helps us to make sense of these interactions.



Material needed:

No material needed.



Preparation:

Look for a place where participants have enough room to spread out, so that every participant has a minimum of at least one metre of space in each direction.



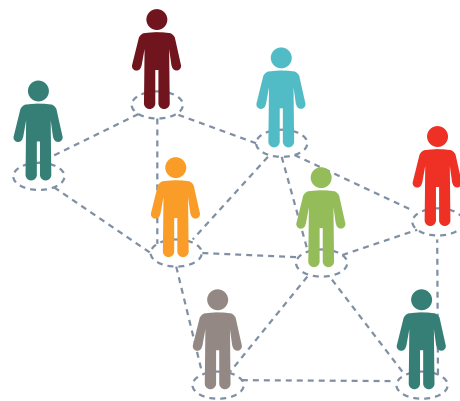
Procedure:

You ask participants to stand for the exercise. You tell the participants communication is not allowed. They must not speak or communicate through signs.

Task 1:

You tell the participants that their task is to form perfect triangles by positioning themselves relative to two others. The triangle must have three sides of the same length (eg., about 1.5 meters). You ask them each to choose two other participants without informing them the others of their choice.

The group is constantly moving. In this way, it becomes clear that every individual change in the system produces a chain of further changes. It also becomes clear that many changes are not intentional or planned.



TOOLFOUR

SYSTEMIC TRIANGLE



Task 2:

Invite the participants to discuss the dynamics during the exercise. The discussion that follows looks at the consequences of each participant's movements. The interdependence and the unintended consequences clearly show us how to appreciate a systemic relationship. Two conclusions that can possibly flow from the discussions are:

1. If one person further away moves, this requires me to move as well, even if the person does not stand in direct relation to me.
2. There are many interdependencies in such a "web". I can cause effects elsewhere in this web, often unintentionally.
3. We are living in such "social webs" with complex interdependencies. These dependencies are not simple but complex. If we want to bring about changes in such a web, we need to understand as much of these interdependencies as possible and take them into account.



Observations: (Additional notes for the facilitator)

As facilitator you need to be very familiar with the concept of systemic thinking and systemic dynamics. You can find more information on the systems approach in the conceptual section of the toolkit.



End Product:

By the end of the session the participants will have an understanding of systemic dynamics and interdependencies. They will also have a good feeling for the systems approach.



TOOL FIVE

THE DOUBLE WHEEL



Objective:

Option 1: The participants get to know each other. Exercise serves as a warming-up.

Option 2: The participants exchange their thoughts on a certain topic, before you collect ideas in a plenary.



Material needed:

No material needed other than these: CD player, mobile phone or anything else that can be used to play music.

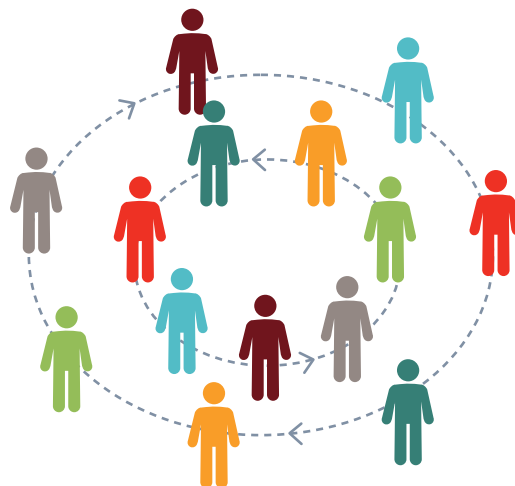


Preparation:

Prepare 3 or 4 questions

Option 1: Here your 3 or 4 questions would be personal questions. You want the participants to talk about themselves in their introduction to one another (see examples below).

Option 2: Here your 3 or 4 questions would be about a specific issue. For example, the questions could be about participants' ideas on the factors which cause high rates of violence and crime in South Africa or in their community.



TOOL FIVE

THE DOUBLE WHEEL

**Procedure:**

You divide the participants into two equal-sized groups. Then you help them to form an inner and an outer circle, so that everyone has a partner in the other circle. Explain that you will play music. The outer circle goes in clockwise direction, the inner circle in the opposite direction. Whenever the music stops, everybody faces the person that stands opposite to them in the other circle, and they start to talk to each other. When the music starts again, the circles start to move again.

Task 1:

Option 1: Say your name, what you do and what motivates you in life.

Option 2: Start to exchange ideas with your partner on what you think are factors for the high rates of violence and crime in South Africa and in your community.

Optional: you might add this task:

Task 2:

When the music stops a last time, rush to your very first partner, take each other's hands and hunker down (hunker means to squat down on one's heels). The pair who are the last to hunker down are given a task: they must think about an energiser, and use it with the group the next time an energiser is needed.

**Observations:** (Additional notes for the facilitator)

You can decide how many times you will stop the music. Use your experience and knowledge of group dynamics to decide how long the exercise should last.

**End Product:**

By the end of the exercise, the objectives set for the use of this tool would have been achieved. In addition, the following would have been attained:

Option 1: The participants have shared a little with some members of the group, with the possibility of a more personal exchange at a later stage.

Option 2: Initial ideas are generated and exchanged thoughts on a topic that can be explored in greater depth in the next workshop block.



ANNEX 1 TO BOOK 2:

Checklist for the Workshop Design (Workshop Planning)

Objectives	✓
Are the objective clearly defined and agreed upon with the “client” or project partner?	
Does the final workshop design match the set objectives? Can they be achieved with the present design?	
Are all people invited, who are relevant for the achievement of the workshop objective?	

Time Planning	✓
Is sufficient buffer time considered (min 1hr per day)	
Are blocks identified, which might be skipped in case that a modification of the planning is necessary?	
Is sufficient time allotted for breaks?	
Is the length of each block adequate and more or less balanced (e.g. no theory input longer than 15 min)?	
Do the participants have enough time to travel to and fro the place of venue?	

Methods	✓
Is an adequate mix planned between theory inputs, practical exercises and relax phases?	
Is an adequate mix planned with regards to the methods used?	
Are enough exercises included which support the linkage between own experiences and feelings on the one hand and theory and concepts on the other hand?	
Are methods and language adapted to the participants’ needs and interests.	
Is the group composition for working groups well planned with reference to the desired results? (mixed or separated in terms of age, gender, cultural background, stakeholders,...)	

Visualisation/Handouts, others	✓
Are hand-outs of relevant presentations ready each participant?	
Are all visualisations prepared, which will be needed? (e.g. analyse, which are needed throughout the workshop and where to place them)?	
Is clearly defined, on which topics how to work and what kind of materials is needed? In case of co-facilitation: is the role of each facilitator clearly defined for each of the workshop blocks?	

ANNEX 2 TO BOOK 2:

Template for the Workshop Design (Workshop Planning)

Title of the Workshop: _____

Objectives of the Workshop: _____ Venue: _____

Participants: _____ Time: _____

Organised by: _____ Facilitation: _____

Time needed	Topics	Method/s	Material needed	Who is responsible	Observations
Date of 1. Day:					
Topic: The major topic of a block; example: Welcome, presentation and warming up					
min.	Welcome, presentation of agenda/objectives of workshop		Flipchart (prepared), markers	Welcome: eg., mayor xy; Facilitator y	Example: If x (eg., mayor) is present, provide time for welcome from his/her side.
min.	Specific topic, example: Presentation of participants	Example: participants form teams of 2, 5 minutes for interviewing each other, in plenary presentation of the respective partner			
Tea break					
Topic: The major topic of a block; example: Concepts of Violence and Youth Violence, typology of violence and risk factors					
Lunch break					
Topic:					
Tea break					
Topic:					

ANNEX 3 TO BOOK 2:

List of Figures

Figure 1: From CSIR (2008): IDP and Safety Planning – A guideline to assist local government to integrate processes.

Figure 2: Community Participation in Systemic Planning of Violence Prevention Measures

Figure 3: Group work during workshop in Randfontein, 30./31.10.13

ANNEX 4 TO BOOK 2:

Literature

Landman, K., Meiklejohn, C., Coetzee, M. (2008): *IDP and Safety Planning – A guideline to assist local government to integrate processes*. Pretoria, Prepared for the Department of Community Safety Gauteng Province by CSIR.

Williams, J.J. (2006): *Community Participation: Lessons from post-apartheid South Africa*, Policy Studies, Vol 27, No. 3, 2006, 197-217.

More helpful links:

The Open Society Foundation South Africa's Crime and Safety Project website offers relevant policy briefs, among others on community participation in community safety projects.

http://osf-crimeandsafetyproject.org.za/?page_id=463

Participatory Methods Website of the Institute of Development Studies (with Robert Chambers as Associated Researcher) <http://www.participatorymethods.org//task/plan-monitor-and-evaluate>

World Bank Website: Participation and Civil Engagement <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALDEVELOPMENT/EXTPCENG/0,,menuPK:410312~pagePK:149018~piPK:149093~theSitePK:410306,00.html>

FAO website with PRA tool box (with focus on rural areas): <http://www.fao.org/docrep/003/x5996e/x5996e06.htm#6.1.%20Brief%20Introduction%20to%20PRA>

UN Women website on participatory tools for collection of qualitative information, specifically for violence against girls and women: <http://www.endvawnow.org/en/articles/1654-qualitative.html>

Manuals with participatory methods or a participatory approach referring to violence and conflict: Lieberman, S, K. Landman, A. Louw, and R. Robertshaw. (2000). "Making South Africa Safe: a manual for community-based crime prevention". Published by the National Crime Prevention Centre, Department of Safety and Security & CSIR.

Copies of the manual can be obtained free of charge from Philip Nel at the SAPS: Tel: (012) 421 8287 Fax: (012) 421 8151 or downloaded under: http://www.saps.gov.za/crime_prevention/community/cpmanual.htm

Useful handbook with many examples for icebreakers and energisers, as well as topic- related exercises:

Schilling, Katharina (2012): "Peacebuilding & Conflict Transformation – Methods & Games to facilitate training sessions", edited by: Kayser, C. & Djateng, F., published by CPS & BfW, can be downloaded under: <http://peaceworkafrica.net/Methods-games-to-facilitate>, 348 Internet sites last accessed on 03.04.2014

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NOTES

Handwriting practice lines consisting of 20 horizontal dotted lines.

NOTES



The “Toolkit for Participatory Safety Planning” was developed by the “Inclusive Violence and Crime Prevention Programme” in close cooperation with its partners.

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The toolkit is also available on: www.saferspaces.org.za



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