

TOOL THREE

ACTORS VENN DIAGRAM



Objective:

To identify relevant external and internal actors (organisations, institutions, groups) in terms of violence and specifically youth. To bring about a better understanding of the relationships and balance of power between these relevant actors and their influence on the situation of young people in the community.



Aspects of Data Collection:

Relevant institutions, organisations and groups in the neighbourhood/village/community, power relationships, alliances and cooperations, influences on young people (positive and negative).



Material needed:

Big brown paper or two connected flipchart papers; three sizes of smaller round paper with a different colour to the big sheet of paper, markers, pins, glue and/or tape. A set like this is needed for each group.



Preparation:

Cut the paper circles. Lay the big sheet of paper on the floor, so that everyone in the group can see it, and lay down the paper circles which will be added. Have the key questions ready. Do this for each group.

Procedure:

This tool works better in smaller groups (not larger than 15). It is important to first establish exactly what it is you want to illustrate. You will guide the discussion with key questions. It is important to restrict the discussion to specific questions from the outset. Try not to let it get too complex. In the text below you find some proposed key questions.

Start to draw a big circle in the middle of the big paper, and write young people or youth. Explain that these represent the young people in the community, the future of the community.

This tool is part of:

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

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**Key questions for the identification of the different groups might be:**

1. Which institutions, organisations or groups do you consider most important for your community?
2. Who makes important decisions in your community?
3. Which institutions, organisations or groups play a role in terms of violence, and specifically youth violence in your community? Which institutions play a role in terms of violence against women and girls?
4. Which institutions, organisations or groups are explicitly addressing youth issues or violence issues?
5. Are there different youth cultures? Which ones? Who belongs to them?
6. Are there different youth cliques? Which ones? Who belongs to them?
7. Are there any organisations which accept only women or men as members, or provide services only to one gender? Indicate this with symbols (e.g. ♂, ♀).

Before writing the names of organisations, institutions and groups on paper circles, you ask for their importance or influence in the community. Do they have much, medium or little influence in the community? You then use the size of the paper circle to indicate size or importance.

Then spread the circles on the big sheet of paper, so that they can still be moved. Place the youth groups mentioned directly around the existing circle in the middle.



In a next step, you refer to the relations between these different groups and their relationship with and influence on the young people in the community.

Possible key questions on actors, youth and the relationships between them:

1. Who relates in what ways to the different groupings of youth?
2. How do the groups/organisations/institutions relate to each other?

Invite the participants to move the circles according to their understanding of the relationships between them:

Large distances between circles = no or little contact or co-operation

Circles closer to each other = some contact or co-operation

Touching circles = close contact or co-operation.

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In a third step, or included in the previous step, you have a look at the influences on young people:

3. Who has positive influence, and who has negative influence on young people?

In the diagram below, you can see positive is indicated with a blue connecting arrow. Negative influence is indicated with a red.

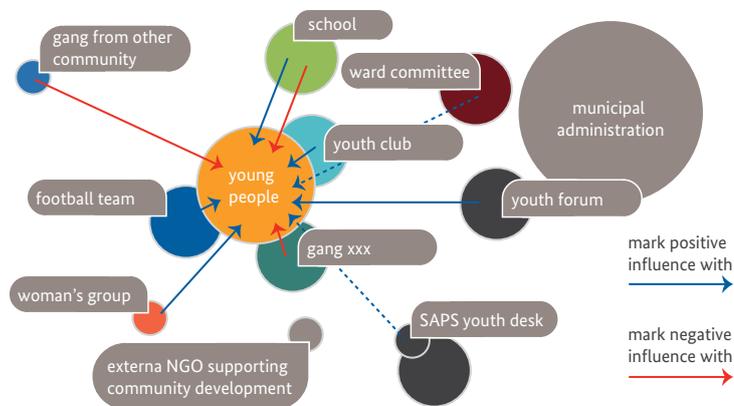


Figure 8: example for Venn diagram



Observations: (Additional notes for the facilitator)

You can form different working groups in order to show different perspectives. It is a good idea to form a group made up only of youth participants. In this way, we get to see the youth perspective very clearly. It is important to bear in mind that the picture created relates to a point in time.

It is also possible to use the diagrams to show other aspects, like access to services provided in the community. You could go deeper into the role of important actors. You could add more information through a speech bubble. You could also add more information about an important actor on a separate flipchart.



End Product:

By the end of the exercise the objective set for this exercise will be achieved, including this output:

- A diagram showing all relevant institutions, organisations and groups in a community, their decision-making powers and relationships to each other, as well as their relationship with and influence on young people.

