

BUILDING SAFER COMMUNITIES

THROUGH SYSTEMIC APPROACHES
TO VIOLENCE PREVENTION



A TOOLKIT FOR PARTICIPATORY SAFETY PLANNING

COLLECTING DATA
AND INFORMATION

BOOK **THREE**

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Responsible/Advice and implementation

Inclusive Violence and Crime Prevention for Safe Public Spaces Programme (VCP)
Dr Tina Silbernagl

Concept and realisation

Heike Spohr
Christiane Erkens

Editing

Frank Meintjies

Design

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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.

COLLECTING DATA AND INFORMATION

The first phase of systemic violence prevention consists of collecting data and information and recording the results in a structured way. This is important for a good understanding of the situation of violence that you want to address. If your intention is not just to treat symptoms, it is very important to understand the context and causes of violence in your area.

There are different ways to collecting the information you need. The method you choose, and how much information you want to get, depends on the context of your work and the available time and resources.

Ideally, there are four stages in data collection and completion of the study:

- a. Literature research; assessment of analyses, data and reports that were completed in the past;
- b. Interviews with experts (people with relevant knowledge);
- c. Participatory Urban Appraisal (PUA¹);
- d. Systematisation and documentation of results.



Figure 1: Steps for Collection of Data and Information

1. A PUA is a participatory approach that enables the interests and needs of the target group as well as their understanding of the problems to be included in the planning, design and implementation of measures. It is based on Robert Chambers' PRA (Participatory Rural Appraisal), and draws on participatory tools he developed, and which are then adapted to the urban context.



Figure 2: Transect Walk during safety audit, August 2013, Bekkersdal

Which information is useful and how can you collect it?

In this first phase, you will look for answers to some key questions. In the following table you can find these questions. Of course, you could draft your own questions to complement those already mentioned.

The table also indicates ways you can access information (a. = literature research, b. = interviews, c. = PUA). In the case of the PUA, the number of useful tools is indicated. The PUA tools are described on the following pages.

Which information is useful?	How can it be collected? ²		
	a.	b.	c.
Which forms of violence, and specifically youth violence, do we face in this area? (including information on the extent, eg., frequency and severity)	✓	✓	3b, 8
How can the perpetrators and the victims be described?	✓	✓	3a, 5
What are the causes of violence in this area? What are the risk factors?	✓	✓	1, to be worked on in analysis phase
Perceptions among the people in the project region on their own victimhood in the face of violence			2b, 5, 6
The situation of youth in your area specifically: which groups exist, what are their needs, interests and positions?	✓ possibly	✓ possibly	5, 7

Which information is useful?	How can it be collected? ²		
	a.	b.	c.
What are the consequences of the situation of violence in your community?			6, 8
Are there any major conflicts in the area? Between whom, about what, since when?	✓ possibly	✓ possibly	1, 8
Where are places of unsafety (hotspots of violence) and what do they look like?			2b, 6
Important actors: which groups and organisations exist? Which relationships do they maintain? Which existing power relationships have to be considered?	✓ possibly	✓ possibly	3a, b 4
Which resources can we build on?		✓ possibly	2a, 8
A project overview (related to violence prevention), including lessons learned	✓	✓	
Ideas for what can be done to prevent violence – immediately, in the medium and in the long term.		✓	8

Figure 3: Types of Useful Data

Literature research (a): Useful information is often available from state institutions, research and health centres, civil society organisations, and international organisations. They might provide studies, project progress reports or evaluation reports which contain important information. Documented ‘lessons learned’ of violence prevention from other projects in the area can provide interesting and relevant information, especially for the later discussion of the project design.

Interviews with people with relevant knowledge (b): In order to complement the information you have gathered in the literature research, you can arrange interviews with selected people with relevant knowledge. These can be very different kinds of experts: people doing research on violence and violence prevention in the area, people working in the field of violence prevention (NGOs, GOs,), people working specifically with youth, people living in the area with good knowledge of the social structures, members or ex-members of gangs, etc.

The Participatory Urban Appraisal (c): The PUA can be the first part of a participatory process, as described in Chapter C. It has at least two objectives: one is to collect information and involve those who know their immediate environment best: the local people. The second objective is to start getting people involved as decision-makers in processes that affect their lives.

2. The options are complementary to each other.

Who can carry out the study?

In the ideal case, you can compose a team made up of at least one man and one woman to carry out the study, and to facilitate the process of collection of information and data. Ideally these persons have experience in working with participatory tools, have access to people in government, the administration and civil society, and who hold important knowledge and are experienced in working with young people.

You can find sample terms of reference in the annexure of this chapter.



End Product:

When all four proposed stages have been completed, there are two different end product of this first phase:

- A developed document which contains all collected information and data in a structured manner. The study provides information about the **causes**, the **extent** and the **consequences** of violence important for analysis and the planning process. Part of the documented information might serve later as a reference to determine the impact of prevention measures (baseline).
- A participatory process has started, which enables people to analyse the situation of violence, to identify their own solutions and become active.



Figure 4: Transect Walk during safety perception audit, November 2013, Mohlakeng

PARTICIPATORY TOOLS

For Collecting Data and Information – The Process of a Participatory Urban Appraisal (PUA)

Overview on proposed Tools and Options for their Use

# P	Tool	Topics, aspects boarded, character of the tool	Time required	Required facilitation skills				
1	Timeline	History/broader background, changes over time of specific aspects related to violence, like: extent of violence, feeling of safety	Min 90 min				X	
2	Social Resources and Safety Mapping	Geographical location of services, spaces for leisure activities and other important points, accessibility Places of safety and unsafety in the ward, neighbourhood, village	Min 120 min				X	
3	Actors Venn Diagram/Services Venn Diagram	Relevant actors (individuals, organisations, different youth groups, women's groups and other social groups) and their relationships with one another, power relationships Existing services and access to them	Min 90 min				X	
4	Detailed Analysis of the Duty Bearers (Service Providers)	Roles, responsibilities and capacities of service providers, specifically with regard to young people and children	Min 90 min				X	
5	Clique matrix	Characteristics of different youth groupings	Min 60 + 180 min			X		
6	Urban Transect Walk	Depending on the objectives that were set: eg., serves as a first rough description of the physical environment, aspects of safety and the lack thereof as well as people's perceptions of safety	Min 60 + 180 min			X		
7	The Youth Onion	Needs, interests and positions of young people	Min 90 min				X	
8	Focus group discussion on lines of conflict	Lines, topics and parties related to possible existing broader conflicts in the community; can be adapted to other topics	Min 90 min				X	

Very easy to use
 Easy to use
 Requires some facilitation skills
 Requires good facilitation skills
 Requires very good facilitation skills

The tools shown here do not have to be used in the order that they are presented. Which tools you use and in which order depends very much on the objectives of the process you want to start, and on the specific situation, information and data already available etc.

TOOL ONE

TIMELINE³



Objective:

To depict the main changes in the experiences of youth violence, listing them chronologically along a time axis.

To get participants to see the situation of violence against the background of other changes in the broader context.



Aspects of Data Collection:

History, background and extent of youth violence experienced in the ward, village, neighbourhood.



Material needed:

Flipchart paper or big brown paper, various markers, pins, glue and/or cellotape.



Preparation:

The timeline is excellent for showing different perspectives on the violence situation, and people's different experiences of it. **It is advisable to pay careful attention to group composition** because time and again we see that different groups:

- remember different events
- explain certain developments differently, such as the escalation or de-escalation of violence.

Also, as facilitator you should prepare an example of a timeline with some years and imaginary changes on a flipchart. The left hand side of the flipchart should show a scale that goes from high to low or from 1 to ten, where 1 would be low and 10 very high. Any event shown on your example would then be placed lower or higher. This will show escalation or de-escalation of violence.



Procedure:

1. Identify an appropriate starting year, together with the participants. (For example, you can start the discussion to find a starting year by asking the question(s): when did violence become an issue for you? When did it all begin, and how? When did it start to get worse/bad?)
2. Divide the participants into groups of about 6-8 people. Make sure the groups get your support as facilitator when they need it.

3. *This and many other tools in this toolkit even when not stated explicitly stated are adapted from the huge pool of existing PRA/RRA tools.*

TOOL ONE

TIMELINE



Tasks for the group work:

1. Draw a straight line at the bottom of the paper. Put at the left end the year which we have just defined in the plenary. Put today's date at the other end of the line. This is your timeline.
2. Discuss the most important changes since the agreed starting year; then mark on the line the respective years and a short description of the change.
3. Some helpful questions **to consider during group work** might be: Were there any times when violence worsened in the neighbourhood? Are there any events that you associate with those times? Have there been any other important changes? Have there been any major conflicts in the community, e.g., between groups or neighbourhoods? Have there been times when violence against women was lower or higher?

Allow 30 minutes for the timeline and check during the group work whether the groups need more or less time. Then call everybody back to the plenary.

1. Each group hangs its result on the wall, so that the papers hang side by side.
2. For the discussion in the plenary you can ask questions like:
Do you have any observations regarding the results you see?
3. Discuss with the participants the causes of individual events, and cover the important (political, psychological etc.) causes and consequences. These are the kind of questions you could ask to get the discussion going: Why do you think young people become violent? What effects does violence have on the people of your neighbourhood, on men, women, youth and children?).

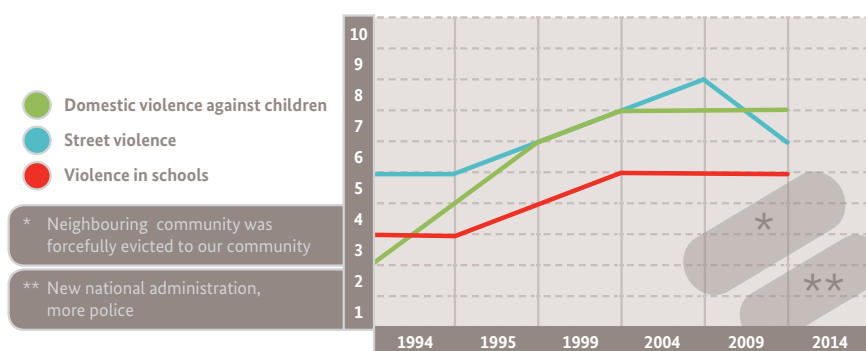


Figure 5: Timeline for three different kinds of violence and their extent, as perceived by members of a focus group

TOOL ONE

TIMELINE



Figure 4 shows the results of group work, in which each of three groups discussed one form of violence. The separate group results were visualised separately in the groups and combined in one diagram afterwards.

The blue, red and green lines show the extent of different forms of violence, as perceived by the members of each group, and expressed during their discussion. The vertical axis shows the extent of violence (10= high, 5 = medium, 1 = low) and the horizontal axis shows the timeline. Specific events or developments which the group members see in relation to violence in their neighbourhood/community were added explicitly. Participants can add much more information than shown in figure 4.



Observations: (Additional notes for the facilitator)

Participants can add very different types of changes. Changes shown on the Timeline can include: the introduction of relevant laws; economic crises; first emergence of a youth gang; events connected to organised crime; demographic changes; big construction projects in the neighbourhood; migration flows, major changes in land ownership, political changes, etc.

You can also use the time line for aspects like the 'feeling of safety'.

Allow different perspectives and avoid discussions on what is wrong or right. At this stage, we respect everyone's perceptions and understanding of important changes.



End Product:

By the end of the exercise, the objectives set have been achieved, including the following:

- Various timelines representing different perspectives on changes relevant for violence over a certain period of time have been depicted.
- The participants have discussed the situation of violence against the background of other changes in the broader context.



TOOLTWO

SOCIAL RESOURCES AND
SAFETY MAPPING**Objectives:**

This tool serves to create an overview of available services. It seeks to examine such services in a general sense, but also in terms of spaces for leisure activities or other services specifically for young people. The aim is to locate such services a sketched map. In addition, the tool generates discussion whether such services are accessible and work as they were meant to.

Finally, the tool can help to point out services that may be lacking, and the potential for improving their accessibility.

In a second step, spaces and routes of safety and unsafety are discussed and marked.

**Aspects of Data Collection:**

Geographical location of services; spaces for leisure activities and other important points;

Safety and unsafety mapping: spaces of safety and unsafety in the ward, neighbourhood or village; accessibility of services.

**Material needed:**

Several big brown or white papers (approximately 3 m –x 3 m), one such large sheet of paper for each group taking part in the exercise. For each of the groups: black, red, green and blue markers (two of each colour).

**Preparation:**

Make a copy of the proposed symbols on the next page for each group, or prepare a list of symbols you would prefer to use. Use the different colours for different meanings. For example, we recommend that you use red to indicate negative or potentially dangerous issues. You may also prepare a list of the issues mentioned in task 1 and task 2 for each group – or prepare a flipchart paper with the lists, so that each group can consult it at any time.

**Procedure:**

You explain the objectives of this exercise. Then you form separate working groups. One option is to form one group of men, one group of women and one group specifically of young people aged 15 – 25.

Task 1 (for working groups):

Mark the main streets or roads that cross your neighbourhood/ward/village and agree on the boundaries. This provides a rough outline for general orientation. Working as a group, you then identify and place on the map what is important in your community. The following institutions, services and places may serve as support:

TOOLTWO

SOCIAL RESOURCES AND SAFETY MAPPING

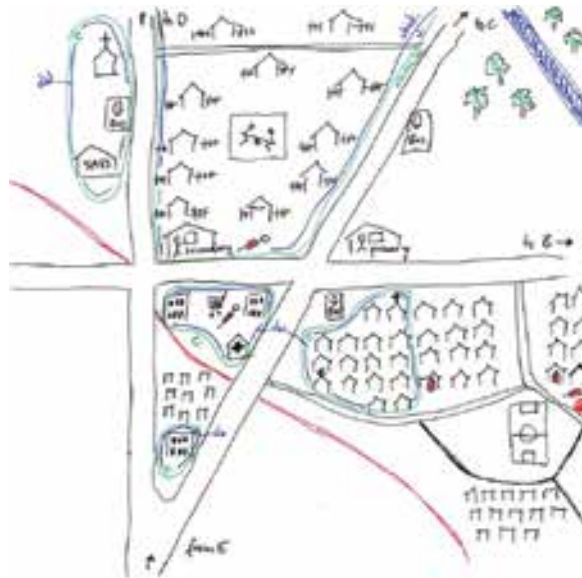


Figure 6: Example for Social resource and Safety Mapping

- Additional large roads and the most important types and routes of public transport (bus, train, minibus taxis, etc.)
- Schools: primary and higher schools, crèches, private schools and other places providing education.
- Health services (formal and informal): hospitals, health centres, special advisory services (e.g. HIV/AIDS counselling, women's support centres, family planning clinics, pregnancy advice services)
- Markets, shops, taxi ranks.
- Churches or places of religious assembly (which religion?)
- Cultural, sports fields or other leisure spaces (using questions such as, where do you spend your free time? Where do others spend their free time in the neighbourhood/village?)
- Waste disposals
- Settlements with different kinds of housing (see examples for symbols below)
- Once settlements with houses are in place, you can use coloured circles around those houses which have access to:
 - Clean drinking water (use the colour blue to indicate this).
 - Electricity supply (use green to indicate this).
 - Any other places suggested by the participants.

TOOLTWO

SOCIAL RESOURCES AND
SAFETY MAPPING

	RDP House		Hospital		Houses without flowing water		Houses with flowing water
	Shack		Smaller health centre		Pond/lake		Stream/river
	Multi-story dwelling		Bank		Safe places		Safe routes
	Advice centres		SAPS		Unsafe places		Unsafe routes
	Formal or informal mediation/conflict resolution		Bus stop		Shabbeen		Dope dealing
	Creché		Playground		Waste water		
	Football field		Supermarket/shop	Religious buildings/places			
	Trees		Bushes		Hindu		Christian
	Bigger road		Smaller road		Muslim		Jewish
	Foot path		Waste disposal		Buddhist		Other
	Houses without electricity		Houses with electricity				

Figure 7: Proposed Symbols

Task 2 (for working groups):

You have already marked some points related to safety issues. Now you will focus more intensely on safety issues and mark the following places:

- Safe places/routes and unsafe places/routes (green for safe and red for unsafe)
- Police stations, security bodies, security services, protection services
- Contact points for reporting infringements of rights
- Advice centres (eg., centres for the support of victims of violence and crime) and women's support centres
- Formal or informal mediation centres, or people who do mediation/conflict transformation
- Any other place or institution which the group considers relevant.

TOOLTWO

SOCIAL RESOURCES AND SAFETY MAPPING



Task 3 (discussion in plenary):

Back in plenary, all maps are laid out on the floor so that everybody can have a look at the results from other groups. You can ask the participants if there are any comments or questions with regard to their own maps or the maps of the others. Some things in the maps will be the same but some will be different. Each map will show a different perspective. This is not a problem. Clarify that it is important to acknowledge different perspectives, and welcome the richness of information. Example: experience has shown that for instance, people who go by bike, and people who go by car, draw completely different maps of the same area. Still, there is no correct and incorrect map. Women and men may emphasize different facilities – for example, women may be more aware of the existence of certain health facilities.

Task 4 (analysis of accessibility in plenary):

Ask the participants to help you make a list of relevant services and places in the community. You write these in a left column of a table of two columns on a flipchart paper, or any other bigger paper. Then you add this title (to the top of the page): Accessibility.

Now the participants discuss the uses and the accessibility of the services/places listed. To begin with, ask if there are any places or services reserved for, or blocked from, certain groups or sections of the population (aspects you could mention explicitly include gender, ethnicity, socio-economic backgrounds, age, religion, cultural aspects, etc.). This might include official or unofficial ways of excluding others. The right column is for notes on these limitations of accessibility.

Participants' may have very different views of safety and accessibility. The objective is not to achieve consensus, but rather to let the points of view stand alongside each other. The idea is to notice how different people see the situation.

It is your responsibility as facilitator to ensure that different views are expressed and heard. You should ensure that where views are shared by various participants, they are taken into account.



Observations: (Additional notes for the facilitator)

The symbols proposed here are just to give examples. You can make up your own symbols, or the participants can come up with symbols. Any symbols can be used as long as they are clearly explained, so that everybody understands them. For proper documentation, it is also important to record the meaning of the symbols used.

Trees and bushes are coloured in green on the symbols list. You can tell the groups they may colour trees or bushes in red as well in places where these contribute to a feeling of unsafety.

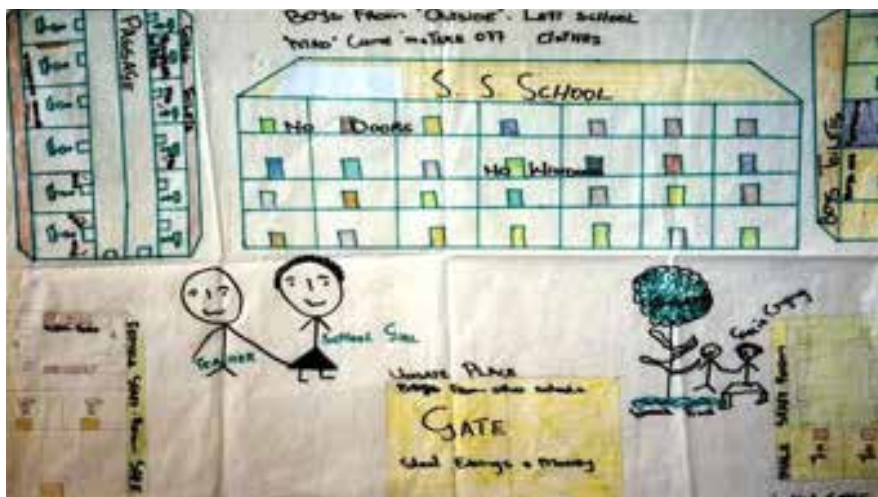
Making a map as participants do in the exercise is called mapping. It is a powerful participatory tool. It can be used in the beginning, but also at any time later during the process, in all three phases: the collection of information, the analysis of information and the planning of measures. The topics or issues that inform the mapping may then change accordingly.

TOOLTWO

SOCIAL RESOURCES AND
SAFETY MAPPING**Options:**

In South Africa, some organisations work together with the community to produce maps using geographical information systems (GIS) or global positioning systems (GPS). These systems enable the digital production of maps. This is another option, especially helpful when mapping a huge area. However, the handmade maps have several advantages: it is easier, quicker and less expensive to produce them; and everybody can have access to them, since you don't need computers to make them. And they can be adapted or reproduced easily at any time.

Mapping as a tool can also be used for specific questions such as in the example below. This example of mapping shows a specific aspect of school-based sexual violence, as used by CSIR and MRC.

**End Product:**

By the end of the activity, the objectives set for this tool have been achieved. Related to the objectives, the following will be in place:

- Various maps showing different perspectives of the community with its services, important institutions, places, etc. as well as routes and places of safety and unsafety.
- Problems with accessibility of services and places are identified, as well as which services and facilities are lacking.
- The participants have discussed the results, and understand that there can be/are different perspectives on the same issue.



TOOLTHREE

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.

TOOL THREE

ACTORS VENN DIAGRAM

**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.

TOOL THREE

ACTORS VENN DIAGRAM



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.

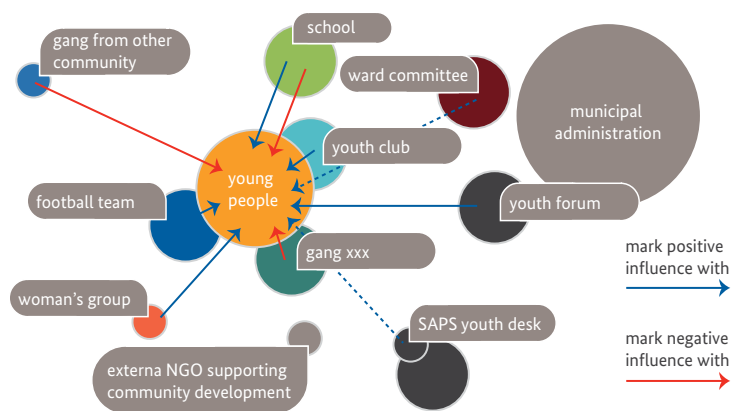


Figure 8: example for Venn diagram



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.



TOOLFOUR

DETAILED ANALYSIS OF THE
DUTY BEARERS⁴**Objective:**

To identify duty bearers⁵ in the community, assessing these actors and describing them in greater detail.

To identify where support for duty bearers is needed so that they can accomplish tasks and fulfil their responsibilities, and better fulfil the rights of children and youth.

To identify potentially useful resources.

To identify potential allies and partners for a possible later project..

**Aspects of Data Collection:**

Role and responsibilities, as well as aspects of the capacity of the duty bearers to fulfil their responsibilities, with specific focus on services benefiting children and youth.

**Material needed:**

Big brown paper or several sheets of flipchart paper, which can be connected so that the table below can drawn and written on it; markers.

**Preparation:**

Transfer the table below to three or four big sheets of paper. Then you can divide duty bearers to be analysed, so that each group works on only some of the duty bearers. You transfer the table as shown below.

**Procedure:**

This is a tool which requires very good facilitation skills, since it is important from the beginning to avoid duty bearers being blamed for not fulfilling responsibilities. The exercise focuses on assessing the need for support, so that duty bearers can better perform their required role. It is important to clarify this at the outset. As usual, allow extra time if participants need it.

In a first step, you take stock of all important duty bearers in the community with regard to children and youth. The next table gives some broader categories.

3. Adapted from: *Save the Children, Sweden, 2008*

4. In the so called "rights-based approach", an approach which takes the validation of human rights for all people everywhere as reference frame, duty bearers are institutions with responsibilities to ensure the fulfillment of human rights of people (the rights holders). Often we have a relationship of service providers (duty bearers) and those who shall have access to services (rights holders). In the case of children and adolescents as rights holders, the parents or caretakers are duty bearers.

TOOLFOUR

DETAILED ANALYSIS OF THE DUTY BEARERS



In the plenary you will first identify which groups of people, organisations and institutions you find in your community or outside, with responsibilities towards children and youth of your community. Depending on the scope of your work, you might skip the provincial, national and international level.

For each category of duty bearers you write the names of the organisations, institutions or individual people on a page of flipchart. One flipchart should show duty bearers of local civil society: the members of the ward committee, representatives of the mosque, the protestant church, heads of the Hindu community, representatives of the sports club and of a women's organisation, are just a few examples.

In a next step, you form working groups with the participants. It is important to have at least one or two members in each group who have good knowledge of the responsibilities of the relevant duty bearers. One option is to let members of the respective institutions or sectors work on their own roles and responsibilities.

Duty bearers (especially with decision – making competence)	Role analysis – responsibilities and roles of each actor	Analysis of capacities		
		Motivation/ openness: Does the duty bearer accept his/her responsibility or role?	Authority: Does the duty bearer possess the authority to take on the role and the responsibility? If not, why not?	Resources: Does the duty bearer have the necessary knowledge and skills, as well as the organisational, HR and material resources? If not, what is missing?
Those with immediate custodial care, e.g., parents				
Local civil society, e.g., village elder, head of neighbourhood committee				
Those with immediate custodial care, e.g., parents				
Local civil society, e.g., village elder, head of neighbourhood committee				
Local government and administration: e.g., health officer				
Local education sector: e.g., teacher, school director				
Private sector: e.g., director/ manager of larger companies				
Broader civil society: e.g., director/manager of an NGO				

TOOLFOUR

DETAILED ANALYSIS OF THE
DUTY BEARERS

Duty bearers (especially with decision- making competence)	Role analysis – responsibilities and roles of each actor	Analysis of capacities		
		Motivation/ openness: Does the duty bearer accept his/her responsibility or role?	Authority: Does the duty bearer possess the authority to take on the role and the responsibility? If not, why not?	Resources: Does the duty bearer have the necessary knowledge and skills, as well as the organisational, HR and material resources? If not, what is missing?
Provincial governmental organisations: e.g., Department of Education, Dept of Public Safety				
National government: e.g., Ministry of Basic Education, Ministry of Women, Youth, Children and People with Disabilities				
International community: e.g., donors, development co-operation organisations				

**Task for the group work:**

The groups are asked to first enter the identified duty bearers in the left-hand column. In a collective discussion, the group examines the roles and responsibilities of the respective duty bearers, and assesses their capacities for fulfilling those roles and responsibilities. If enough young people participate, it is a good idea to let them work together in their own working group, even though they might not be well informed about the areas in question. They may select for further analysis those duty bearers whom they consider most important in their lives. When the results are presented and discussed in plenary, other participants may make additions. When there is agreement, further duty bearers may be added.

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

Remember, the aim of this activity is not to make any stakeholder look bad. This might happen where people are forced to admit that they broadly lack the skills and knowledge they are supposed to have. If such a situation can be foreseen, then avoid it completely. Omit the respective duty bearers from the list and work on others.

**End Product:**

By the end of the exercise, the objectives would have been achieved, including the following:

- A detailed analysis of relevant duty bearers in the community, their roles and responsibilities and capacities has been captured in a table.
- The support needs of duty bearers have been identified.
- Potentially useful resources have been identified, while pointing out potential allies and/or partners for a later project.



TOOL FIVE

CLIQUE MATRIX⁶



Objective:

To identify different groups of young people in the community with their specific characteristics.



Aspects of Data Collection:

Detailed description of young people living in the community.



Material needed:

Paper and pens for the groups gathering information.



Preparation:

This tool can be used when you have already started to work with the community, and information is spread about the objectives of the process. A first preparatory step is to form a 'research team' (4-6 persons), preferably with young people, males and females. The team has the task of conducting a small survey. After the 'research team' is formed, convene a preparatory meeting with them.

They need to be clear on the objectives of their survey, the information they want to collect and the questions to ask. Below you find some proposed guiding questions. Together with the research team, you can complement or adapt the questions. You will also plan the "tour" together with the team. You define together which places to go to, and whom to ask, when and how. Together the team prepares empty tables like the one below in order to enter the collected information. Another option is to transfer the information later on. Explain that it is important to have a closer look at the differences between groups of young women and men. Youth gangs are a specific kind of group, and important to consider.



Procedure:

Depending on the context, the team can gather information using different means:

1. The research team can conduct a survey in one or more school classes in the neighbourhood. When different types of school are involved, a survey can provide additional information for each school.
2. The research team can talk with young people on the streets.
3. The research team can interview friends.
4. Organisations or institutions working with young people can also provide helpful information.

6. Adapted from Krisch, R., 2009

TOOL FIVE

CLIQUE MATRIX

**Guiding questions can be:**

- Are you part of a clique?
- Who is or can be part of your clique?
- Are males and females part of the clique; how does the gender make up affect attitudes and behaviour in the group?
- How would you describe your clique? What makes it special? What makes it different?
- Do you know of youth cliques or groups in this community?
- How would you describe them? Who belongs to them? What makes them special or different?

Use the criteria in the table to ask for more details.

Name of the clique, group or gang (if it does not have a name, you might put a name or short description here)	Sex, age, group size	Clothes, tattoos, symbols	Behaviour (how do they make themselves different from others?)	Music	World view/main values	Meeting places and contacts with other groups

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

Especially when it comes to groups that are rarely in the public eye, people often harbour perceptions that do not necessarily match the reality. The results here should therefore not be taken as truth - some of it may be true and some just perception. In other words, the information is useful to show the diversity, but must still be handled with caution. The added benefit of using this method is that the part of the community known as 'youth' is depicted more effectively in its diversity.

The results show more clearly that youth cannot be addressed as a group of identical or very similar individuals. And when we want to tackle the problem of violence and specifically violence by young people, we need to look much closer in order to understand the dynamics behind such violence.

**End Product:**

By the end of the activity, the objective set for this tool would be achieved and would be reflected in the following:

- A completed matrix showing different youth groups which exist in the community, and their characteristics.
- Youth is described in a differentiated way, showing the diversity which exists among young people.



TOOL SIX

URBAN TRANSECT WALK



Objective:

To describe different physical environments of the neighbourhood/community and their impression on the observer, including hotspots of the area. To identify and discuss visible and invisible factors that influence the sense of safety.



Aspects of Data Collection:

The aspects depend on the team, which defines them before starting the walk, and of course the objectives of the Transect Walk.

Typical aspects are:

Safe and unsafe places (as perceived by local people) and their characteristics, e.g., (lack of) street lighting, cleanliness of streets, graffiti, characteristics of gang territories, the atmosphere of everyday life on the streets, types and condition of different characters of housing/buildings, social aspects of the households along the transect.



Material needed:

Big brown paper, A4-size paper and pens. Digital cameras/mobiles to take photos (see observations) can be very helpful, if you have the means to print them, pins, glue and/or tape.



Preparation:

Ensure that people in the community/neighbourhood are informed about the time and objectives of the walk. Ensure that you have the agreement of those who need to be consulted.



Procedure:

This tool involves a systematic walk along a more-or-less straight line through as many areas of the neighbourhood as possible. This is done together with a team of local experts/people from the community (that is, the participants selected for the PUA). During the walk you discuss aspects relevant to the issue of violence.

The work begins with a preparatory meeting, which will include discussions and explanations. At the meeting, participants will consider:

- the method
- issues to consider
- “rules” (see observations) for the proceedings.

In this meeting you also define together with the participants five or six aspects to be observed during the walk. Then the working group prepares a map of the area. This can be a quick and rough map, and need not depict correct distances and proportions.

Then the group plots a transect on the map, taking in as many parts of the neighbourhood as possible, in order to effectively show its diversity. Hotspots already identified should be included. There can be two or three groups, and two or three transects.

TOOL SIX

URBAN TRANSECT WALK



Figure 9: Transect Walk on 28.08.13 in Mogoba, numbers mark the spots referred to in the table on p. 26.



Figure 10: Group 1 during Transect Walk on 28.08.13 in Mogoba

Each group needs to copy by hand the map on an A4-size page, which the note-takers will carry during the walk. An example of the results of the urban Transect Walk carried out in Mogoba, are shown on the following page.

It is advisable to clearly define the roles within the group. You might need several observers, one or two note-takers, and of course the interviewer/s – no more than one or two persons. If you take photos, then you might have one or two people for that task. This distribution of responsibilities makes it easier to ensure that all important tasks are done well.

If there are specific places, like hotspots or places which you consider specifically relevant, then give a number to the place and describe it as one part of the transect. Make sure that every member of the group has the list of aspects to be observed.

Wrap-up-meeting after the Transect Walk:

After the Transect Walk, the groups meet at a previously agreed point. Here they share the results of their work and necessary clarifications are made. The spots of the Transect Walk/s are marked on the initial big map. This is most helpful, as it serves as good visualisation in future meetings or workshops.

Task for each group:

Each group follows the transect it has agreed on. It is important to identify clearly wherever the look of the neighbourhood or the impression of safety changes distinctly. Stop or halt at such places. Thus you might have 5-8 halts or 'stops' in different parts of the transect walk. When you make a halt, the group discusses all selected aspects (first column in table on page 26) and the note-takers document the main points observed. In order to identify the halts or 'stopping points' on the map, you mark and number each part of the transect route on the map) At each stop or halt you take note of all the relevant characteristics you observed between the stop before and the current stop).

If people from the community/neighbourhood participate who are not informed about the process, be sure to share the necessary in.

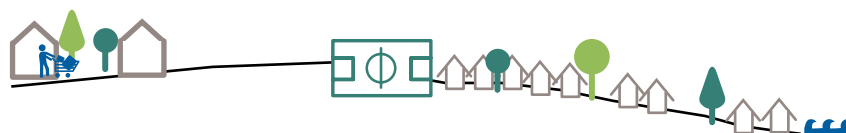
Note: Approximately 60 min for the preparatory meeting about 180 min. for the Transect Walk.

TOOL SIX

URBAN TRANSECT WALK



Table 1: Results from Transect Walk of group 1, 28.08.13 in Mogoba



	Spot 1	Spot 2	Spot 3	Spot 4	Spot 5
Aspects	Junction at Bafana-bafana supermarket: A high activity road, intersection, frequent people, especially women	Open space: Road towards the open space: Road with no activity and no business	Football field, road to the football field: A high activity road, intersection, frequent people, many cars, trucks	Shebeen, Road to the Shebeen	Illegal dumping site in between RDP houses
Perception of safety					
The team's mood	Safe	At night not safe, day OK	Safe	Safe	Day OK, at night would not feel safe
The mood of the local population	Safe	At night not safe, day OK	Safe	Safe	Do not feel safe (interviewed males)
Environmental design: • Lighting • Housing	No lighting Brick houses	No lighting Brick, RDP + shacks	One light (also serving the football field) RDP + shacks	One light (not directly at Shebeen) Brick, RDP + shacks	One high light about 40m away. RDP + shacks
Vegetation	Some houses have small gardens with lawn, (fruit) trees, vegetables	No	Bushes, high grass around the football field	Some houses have small gardens with lawn, trees, vegetable	Some houses have small gardens
Litter, rubbish	Clean, people are taking care to live in a clean environment	Road is clean open space: dumped rubbish (rubbish truck)	Rubbish on the site of the field and on the road	Clean, people are taking care to live in a clean environment	Illegal dumping site, further from this site cleaner, distributed bins along the road A 50-year-old male complains that people don't use distributed bins and continue throwing their litter on the illegal dumping site
Use & maintenance of facilities	Official house numbers, well kept, burglar bars, gravel road, chickens running on the road	Road: bumpy, water meter outside the plots	Football field: well kept, but too close to road, no fence, used in the afternoon, informal 2nd hand shop, sweet shacks. Social control due to houses around the field, graded by councillor	Well kept, Small roads are very dirty, many small kids on the road	New houses seem clean with fences, and some have individual decoration and gardens/flowers

Open space at spot 3: There is a plan to install a crèche on this spot, but the place is full of rats, broken bottles. Full of rubbish from the environment. Someone is cleaning the place with his hands and a wheel barrow, no tools. The open space seems to be a party place for youth. In the rubbish you find only beer cans, no coke or other non-alcoholic drink cans. Around the open space are only shacks.

Main problems in the township expressed in interviews:		
<ul style="list-style-type: none"> • Gangsters • Drugs (combination of drugs e.g., 'yahobe, which kills the fear') • Alcohol 	<ul style="list-style-type: none"> • Unemployment • Teenage pregnancy • Prostitution (including teenagers) 	<ul style="list-style-type: none"> • High HIV prevalence • Hotspots around Shebeens • The crimes happen mainly at night

TOOL SIX

URBAN TRANSECT WALK

**Observations:**

- The Transect Walk is a very good way to start a more in-depth analysis and participatory process in the community.
- A Transect Walk illustrates only a selected cross-section. It does not provide a complete “picture” of the community/neighbourhood. And it illustrates only those aspects which can be observed at that point in time.
- A good possibility is to split into exclusively male and exclusively female working groups, and have different transects, or to have one group with purely young people. Such a separation enriches the results in the end.
- When the group has agreed on doing interviews with people on the street, it is advisable to agree on general “rules” to follow. Here are some recommendations:
 - Have just one or two people do the interviews, not the whole team. Those interviewed should feel comfortable with the situation.
 - Have a conversation with people – do not “interrogate”.
 - If people don’t know you: remember to introduce yourself first, and explain what your group is doing, so that they know who you are and why you are there.
 - Before taking photos, ask for permission.
 - Be sensitive and always show respect towards those you meet and talk to.
- Documenting the results of the Transect Walk afterwards is a challenge. It is therefore better to do the documentation during the walk.
- Documentation of aspects you consider important, with the help of photos, can be very useful for subsequent work and used at points in the future process. They might even form part of the baseline data, if you plan to do a monitoring and evaluation of the violence prevention work later on.
- Transect Walks can provide helpful information for safety audits. In general, safety audits provide a more detailed, in-depth view of the situation, and need much more time.
- Still, existing checklists for safety audits can be consulted if you want to get more ideas for aspects to observe⁷.
- There is no one correct way of doing a Transect walk. Keep in mind that the intention is not to get complete information. It is rather to get a first insight and contact with the people living in the area.

7. A helpful checklist can be found in CJCP (2011): “Learning Programme Learners Book” developed by CJCP in cooperation with the Department of Community Safety of the Gauteng Province, page 30 ff. Other checklists can be consulted under <http://www.toronto.ca/safetyaudits/process3.htm>; Safety Audit Checklist: http://www.toronto.ca/safetyaudits/pdf/edmonton_safety_audit_guide_extract.pdf. Note: this website contains concepts, which are not always consistent with the approach and concepts of this manual.

TOOL **SIX**

URBAN TRANSECT WALK



End Product:

By the end of the activity, the objective set for this exercise will be achieved and will be reflected in the following:

- Main features of the community/neighbourhood have been described and documented.
- If planned this way, with the Transect Walk, a broader participatory process in as part of planning of violence prevention would have been started.



TOOL SEVEN

THE “YOUTH ONION”⁸



Objective:

To analyse the dynamics of a conflict situation in the community. To sketch a more detailed picture of the young people and ensure that their positions, interests and needs, as well as those of other stakeholders are better known. The tool helps to avoid stigmatisation and marginalisation of young people.



Aspects of Data Collection:

The positions, interests and needs of stakeholders in a defined conflict in the community, or a defined other social context, among them young people, are noted.



Material needed:

Big brown paper or several sheets of flipchart paper, markers with different colours, pins, glue and/or tape.



Preparation:

Draw a big ‘onion’ with three skins (the outer skin with a diameter of about 1 m). Prepare questions which help you to clarify the differences between positions, needs and interests. You can write one question for each ‘onion skin’ on a flipchart, which might be a helpful support during the discussion (see questions under procedure).

This tool follows the identification of a conflict situation in the community. The involved parties have already been identified.



Procedure:

Introduce the tool explaining that there are some important principles to bear in mind throughout the following work:

1. All of us act on the basis of our own needs. We try to satisfy them. That is okay.
2. Every party in a conflict has valid interests and needs. These cannot be questioned.

8. Adapted from GTZ, Leonhardt, M., 2001 and Rosenberg, M., 1999

TOOLSEVEN

THE “YOUTH ONION”⁸



3. When we want to find solutions, we need to look for options which meet the most interests and needs of all parties.
4. There is always more than one solution, even if we think there is just one.
5. It is important to differentiate between our goal and our strategies to get there. Often we think the strategy is the goal.

Make sure these principles are applied throughout the discussion and analysis.

The analysis is guided by the following three main questions:

1. Positions: What is it that the parties say they want (what they allow everyone to see and hear)?
2. Interests: What do the parties really want? What motivates them (do they wish to achieve)?
3. Needs: What is it that the parties must have (described less in terms of material needs, but rather as a status or condition – see the example in the figure below)? What they must have?

Decide with the participants with which group to start.

You analyse the positions, interests and needs of the parties one by one. In the example below you start to identify the positions, interests and needs of the youth group in the neighbourhood. When you have described all three layers sufficiently, you start to identify the positions, interests and needs of the neighbourhood committee. In the end ask the members of the respective party or group whether the description is complete and correct. When the members of the group concerned agree the description is complete and correct, you can start to describe the other group/s.

In the example (opposite) the conflict is over the use of an area of free land, where a neighbourhood committee wants to establish a market, but the youth want a football field.

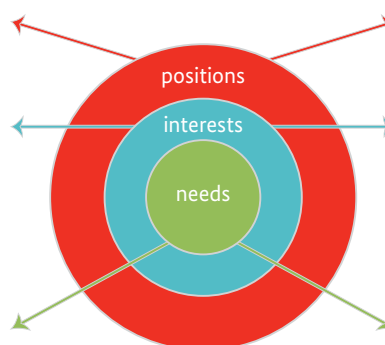
TOOL SEVEN

THE “YOUTH ONION”⁸**Youth group in the neighbourhood**

Economic development is important, but youths are generally excluded from it;

Adults can not represent the youth, because the reality of their lives is entirely different
More participation rights for young people; more options for young people to get involved in the neighbourhood; job prospects; attractive leisure activities

Sense of belonging; respect, future prospects, recognition of their own identity; self-esteem

The Youth Onion**Neighbourhood committee:**

Economic development in the neighbourhood is essential; young people are primarily responsible for the high crime rates in the neighbourhood

Increased family incomes; economic development in the neighbourhood; an image of a prosperous, well-maintained city in the neighbourhood; a safe environment

'A good life' without having to worry about the satisfaction of basic needs; security

Figure 11: Youth Onion

**Observations:**

There should be a profound understanding of the positions, interests and needs of all parties. It is therefore important to carry out the analysis with the youth onion for all parties involved.

The application of this tool requires that the facilitator be very sensitive. The facilitator also needs good facilitation skills to ensure a respectful atmosphere. You should be familiar with the basic concepts and approaches related to non-violent communication.

**End Product:**

These objectives set should be met by the end of the activity, including the following:

- The dynamics of a conflict situation in the community or neighbourhood would have been analysed. A more detailed picture of the young people is developed. Their positions, interests and needs, as well as those of other stakeholders are better known



In addition:

- The involved parties, including young people, are understood better and the ground is prepared for a positive, constructive attitude towards each other.
- Completely new perspectives have been opened, which increase the opportunities for violence-prevention measures.

TOOL EIGHT

FOCUS GROUP DISCUSSION ON LINES OF CONFLICT



Objective:

To identify and analyse conflicts and conflicting parties in the community/neighbourhood.

To allow participants to take a closer look at groups or groupings already hinted at in the Venn actors' diagram.



Aspects of Data Collection:

Topics and parties related to conflicts in the community/neighbourhood; conflict- reducing and conflict-promoting actors (dividers and connectors) are identified.



Material needed:

Big brown paper or several sheets of flipchart paper, connected to a big sheet. Several markers with different colours, preferably black, red and blue. Moderation cards in different colours or other paper in different colours, if possible. Have round moderation cards at hand, or cut paper in different colours and sizes, pins, glue and/or tape.



Preparation:

Define criteria for the selection of participants in the discussion, and invite them for a meeting of 1,5 hours. Prepare guiding questions like those below.



Procedure:

As an introduction you explain the objectives of the meeting, and the relevance of the objectives to the whole process.

Seek answers to these key questions:

1. Are there any large-scale conflicts in the neighbourhood/community which affect large sections of the population?
2. Which ones are relevant to the violence and crime in the neighbourhood/community? Why so?

If there is more than one major conflict, then it is important to talk about each one separately. The conflicts and/or the themes of the conflict are listed, and recorded on a separate flipchart. They are prioritised according to the conflict's degree of relevance to the general situation of violence and crime. The conflict with the highest priority or relevance is discussed first. The following questions guide discussion of each conflict, which will be analysed.

1. What is the conflict about? What are the themes of the conflict?
2. How long has the conflict persisted so far?

TOOL EIGHT

FOCUS GROUP DISCUSSION ON LINES
OF CONFLICT

3. Who are the conflicting parties? How are these parties composed (gender, age, ethnicity, special youth groups/cliques etc.)?
4. What are the positions and interests of the conflicting parties?
5. Are there any allies or supporters behind the conflicting parties? Who are they? What is their role?
6. Whose actions or attitudes tend to promote the conflict? How and why?
7. Whose actions or attitudes tend to reduce the conflict? How and why?
8. Do any actors have access to both conflicting parties? Whom do the parties view as neutral in the conflict?

The colours of the cards indicate who takes what position in the conflict, or who maintains a neutral position. Red o for the text can signify conflict-promoting or blue can signify conflict-reducing forces respectively. The size of the cards can be used to signify, for example, the group sizes or the extent of their influence. It is important to make clear how you use the cards.



Figure 12: Analysis of lines of conflicts in a community

Analysis of patterns in the conflict (or lines of conflict) within a community

blue text = conflict-reducing actors (connectors);

red text = conflict-promoting actors (dividers);

green paper = conflicting party 1; light green: supportive of conflict party 1;

orange paper = conflicting party 2; light orange: supportive of conflict party 2;

blue paper = accepted by both sides as neutral.

TOOL EIGHT

FOCUS GROUP DISCUSSION ON LINES OF CONFLICT



Observations:

Focus group discussions are discussions with a smaller group of people, preferably no more than 12, who share main characteristics. How you select the characteristics depends largely on the topics you want to discuss. A degree of diversity within the group is necessary for fruitful discussions.

Focus group discussions can be used for a lot of different topics.

The 'guiding questions' are just that – only a guide. Allow room for discussion and the expression of personal opinions and perceptions. Adapt your questions accordingly. It is important to formulate open questions, that is, questions to which the answer cannot be only a yes or no.

You can use additional flipcharts to record more detailed explanations and illustrations of the positions and interests of the conflicting parties. When assessing the interests it is good to be probe further, with questions such as: What is it all about, really? Whose interests are behind this?



End Product:

By the end the activity, the objectives set have been met: conflicts and conflicting parties in the community/neighbourhood have been identified and analysed.

In addition, the following has been achieved:

- Existing major conflicts in the community/neighbourhood are analysed, their relevance to the general situation of violence and crime is discussed, and conflict-reducing and promoting actors identified.



ANNEX 1 TO BOOK 3:

List of Risk Factors and Possible Sources of Information

Level	No.	Risk factor	Potential data source
Individual	1.1	Pregnancy and delivery complications	Hospital, clinic and medical records; health surveys in communities
	1.2	History of psychiatric illness of parents	Hospital, clinic and medical records; health surveys in communities
	1.3	Poor behavioural control	Surveys in families and schools
	1.4	Attention deficits, hyperactivity or learning disorder	Surveys in families and schools
	1.5	Deficits in social cognitive or information processing abilities	Surveys in families and schools
	1.6	Poor social problem-solving skills	Surveys in families and schools
	1.7	Low self-confidence	Surveys in families and schools
	1.8	High emotional distress	Surveys in families and schools
	1.9	Exposure to violence and conflict in the family	Hospital, clinic and medical records; surveys in families
	1.10	History of early aggressive and violent behaviour	Hospital, clinic and medical records; surveys in families, schools and communities
	1.11	Exposure to violence and conflict in the family	Hospital, clinic and medical records; surveys in families, schools and communities
	1.12	Involvement with drugs, alcohol or tobacco	Hospital, clinic and medical records; surveys in families, schools and communities

Level	No.	Risk factor	Potential data source
Relationship	2.1	Poor supervision of children by parents	Surveys in families and communities
	2.2	Harsh physical punishment to discipline children	Surveys in families and communities
	2.3	Poor parenting practices (negligence, child abuse, missing care, etc.)	Surveys in families and communities; police records; hospital, clinic and medical records
	2.4	Parental conflict in early childhood	Surveys in families
	2.5	Parental separation or divorce at a young age	Surveys in families
	2.6	Low level of emotional attachment between parents and children	Surveys in families
	2.7	Low level of family cohesion	Surveys in families
	2.8	Early pregnancy	Surveys in families; hospital, clinic and medical records
	2.9	Low parental education	Data from education ministry; studies and statistics from UN, World Bank, etc.; surveys in families
	2.10	Low socio-economic status of the family	Data from labour ministry; studies and statistics from UN, World Bank, etc.; surveys in families
	2.11	Parental substance abuse or criminality	Data from ministry of social affairs; police records, hospital, clinic and medical records; surveys in families
Community	3.1	Poor pedagogic quality of learning and education environment:	Data from education ministry; school records; survey in schools
		3.1.1 Low engagement in school (as consequence)	School records; survey in schools
		3.1.2 Poor performance in school (as consequence)	Data from education ministry; school records; survey in schools
		3.1.3 Truancy and dropping out of school (as consequence)	Data from education ministry; school records; survey in schools
	3.2	Poor educational competence of teachers	Data from education ministry; school records; survey in schools

Level	No.	Risk factor	Potential data source
Community	3.3	Poor learning environment (facilities, materials, etc.)	School records; survey in schools
	3.4	Physical, mental and sexual violence from teachers and schoolmates	School records; survey in schools, families and communities; hospital, clinic and medical records
	3.5	No information on HIV/AIDS	Survey in schools
	3.6	Stress due to strong competition and examination concepts	Survey in schools and families
	3.7	Frequent school transitions	Data from education ministry; school records; survey in schools
	3.8	Friends who engage in violence	Surveys in communities
	3.9	Social rejection by peers	Surveys in communities
	3.10	Emergence of gangs (maras) in close environment	Police records; local government records
	3.11	High crime levels	Police records
	3.12	High population density	Demographic records
	3.13	High residential mobility	Demographic records
	3.14	High unemployment	Data from ministry of labour; local government records
	3.15	Missing vocational training opportunities	Data from ministry of education; local government records
	3.16	Local illicit drug trade	Police records; local government records
	3.17	Weak institutional policies	Surveys in communities
	3.18	Inadequate victim care services	Ministry of health; ministry of social affairs; local government records; survey in communities
	3.19	Ethnic problems	Police records; surveys in communities
	3.20	Missing leisure activity facilities (sport, art, cinema, etc.)	Surveys in communities

Level	No.	Risk factor	Potential data source
Community	3.21	Low levels of community participation	Surveys in communities; local government records
	3.22	Socially disorganised neighbourhoods	Demographic records; local government records
	3.23	High concentrations of poor residents	Demographic records; local government records
	3.24	Low levels of social cohesion within a community	Surveys in communities
	3.25	High firearm availability	Police records; surveys in communities
Society	4.1	Rapid social and demographic change	Social and demographic records
	4.2	Urbanisation	Demographic records
	4.3	No non-violent options for resolving conflicts	Surveys in communities
	4.4	Economic inequality	Ministry of social affairs; studies and statistics from UN, World Bank, etc.
	4.5	Gender inequality	Data from ministry of social affairs
	4.6	Policies that increase inequalities	Surveys
	4.7	Gender stereotypes which promote violence against girls and women and eg., unsafe sex: 4.7.1 Risky sexual behaviour (as consequence)	Respective studies (eg., Department of Gender Studies in University) Health records; surveys in communities
	4.8	Poverty	Ministry of social affairs; studies and statistics from UN, World Bank, etc.
	4.9	Weak economic safety nets	Ministry of social affairs; studies and statistics from UN, World Bank, etc.
	4.10	Poor rule of law	Studies and statistics from UN, World Bank, etc., surveys
	4.11	Cultural and religious norms that support violence	Surveys
	4.12	Conflict/post conflict situation	Surveys

ANNEX 2 TO BOOK 3:

Terms of Reference (ToRs) for the Realisation of the Study

It is essential to be clear about the consultant's assignment in order to ensure the quality of his or her work. Precise terms of reference (TOR) form the basis of a contract. The template below can serve as a model for the TORs if it is adapted to the respective context.

Commissioning party: _____

Consultant/s: _____

1. Background

Violence represents a growing obstacle to the socio-economic development of (name of the area, community and region).

(Short summary of the available background information related to the general phenomenon of violence in the area, community or region. Information on the context of the still-to-be-planned violence-prevention measures, and the organisations involved so far.)

The project to be planned will therefore address the causes and consequences of the phenomenon of violence in (name of specific project region). The study will provide the foundation for a systemic planning process.

2. Objective of study

The consultant/s will carry out a study to serve as the basis for the subsequent analysis and planning of a violence- prevention measure, and this is an important element for a systemic approach.

On the one hand the study should analyse the causes, based on risk factors at the different levels (cf. list on p. 90), and on the other, it should examine the consequences and the extent of the phenomenon.

Embedded in the national context, the study will provide a description of the data and information relevant to youth violence in (specific project region/area/community). A gender-differentiated approach will be observed for both the collection of data and the documentation of results.

As far as possible, with the participation of all the relevant actors in the project region, the study will make proposals for measures to reduce violence, and suggest possible instruments and options for co-operation.

3. Approach and process of the study

The study will consist of four steps.

i. Literature research to assess available analyses, data and reports

A search for existing data, studies and analyses of the causes, consequences and extent of violence in the different contexts.

These include previously completed studies into violence and youth violence, as well as peace and conflict assessments (PCAs), project reports and evaluations of other relevant organisations and institutions.

The topically relevant 'lessons learned' gathered by locally active organisations and organisations should also be taken into account. If they are available, the following documents might be assessed:

At the country level

The latest updated reports from eg., ISS, SAPS (information can be found under: <http://www.issafrica.org/crimehub/>, actual crime statistics of South Africa under: <http://www.crimestatssa.com> on the homepage of the South African Police Service SAPS: http://www.saps.gov.za/statistics/reports/crimestats/2013/crime_stats.htm).

At local level

Any kind of assessments, including conflict analyses carried out in the project region, relevant project progress reports of organisations working in the area (NGOs and GOs), research reports by universities or other research bodies like CSIR, CJCP and CSVSR.

ii. Supplementary interviews with experts and resource persons

For this survey the consultant/s will develop a questionnaire based on the risk factors in the respective list (p.90ff). Potential interviewees may come from the administration, civil society, schools, youth- promotion groups, non-school education centres, the health, security and business sectors, and from among social workers and youths themselves (be it perpetrators or victims).

The selection is to be agreed with the commissioning party. A further product of the interviews, especially those conducted with experts and resource persons, who work in the project region, should be a list of potential participants in the PUA.

iii. Carrying out a PUA

In a participatory process in the project region (based on the principles of participatory working as laid out in chapter C), previously collected data and information will be validated and if necessary corrected and complemented. However, the PUA is not only meant to produce information that is as complete and true to life as possible, it is also intended to give a voice to the people who should ultimately benefit from the measure as direct or indirect target groups. They play an important role with regard to possible solutions, and as actors in the implementation phase.

At the beginning of the PUA process it is essential to ensure the highest possible degree of transparency and clarity for the participants and respondents, regarding the objectives and background of the study. This is the responsibility of the consultant/s or the facilitator/s, who can, at this point, refer to members/employees of the commissioning party who might be present.

iv. Systematising and documenting the results

Using the available data, the consultant/s will write a study of up to 30 pages (excluding appendices), on the causes, characteristics and consequences of violence in the project region. An informative summary will provide an overview of the most important results.

The collection of the data and information should be carried out in a consistently gender-sensitive manner, and should as far as possible deliver gender-differentiated data. In a similarly gender-differentiated manner, the study will present suggested interventions for the measure or project that is to be planned.

4. Expected results

The study should provide meaningful information on the following points:

i. Analysis of the central factors

The following aspects should be presented in a differentiated manner, both in national and regional specifically local contexts, and related to the project region/community:

- Causes and risk factors of violence
- Forms and extent of violence
- Perpetrators and victims and their characteristics

The following aspects should be presented, specific to the local context.

- Basic demographic information and developments; stakeholder analysis, including a differentiated presentation of the youth (description of cliques, gangs, youth groups or organisations, networks, etc.)
- Relevant actors in the project region/community and their classification as ‘promoters’ or ‘containers’ of violence
- Relevant services in the project region and their accessibility
- Lines of conflict in the project region
- Geographical hotspots for violence
- Subjective perceptions among the people of the project region regarding their own victimhood – and their perception of feeling (un-)safe (PUA)

All these aspects should be examined, while gauged according to specific characteristics (geographical, demographical, gender-specific).

ii. A project overview...

...covering measures, activities, projects and programmes that address violence and specifically youth violence in the region. The most important points should be presented in a table: project/measure/service; implementing organisations/institutions; project regions; the most important instruments/project strategies/components; methodological approaches; direct and indirect target groups; the projects’ successes, failures and relevant lessons learned to date; identification of options for better networking and co-ordination of executing agencies and partner organisations, also between sectors.

5. Timing and procedural stipulations

The consultant will ensure close communication with the commissioning party regarding the content and orientation of the study.

The first draft of the study will be submitted to the project no later than **dd.mm.yyyy**.

The text with the commissioning party's comments will be returned to the consultant no later than **dd.mm.yyyy**.

The final and polished version of the study will be submitted to the project no later than **dd.mm.yyyy**.

A presentation of the results of the study by the consultant is planned for **dd.mm.yyyy**.

Specifically, this means:

- a written presentation of the results, up to 30 pages in length
- development of a questionnaire, if required
- conducting interviews, if required
- inclusion of comments from the commissioning party
- presentation of the results of the study to start the analysis workshop.

6. Breakdown of quantities

The consultant will complete the above-mentioned tasks in no more than 25 work-dedicated days.

If it is necessary to conduct interviews, up to a further five work-dedicated days will be added.

The consultant will also be paid a lump sum of Rand XXX to cover telephone, internet and travel costs.

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- Figure 11: Youth Onion
- Figure 12: Analysis of lines of conflict in a community

ANNEX 4 TO BOOK 3:

Literature

Abrahams N. (2003): School-based Sexual Violence: Understanding the Risks of Using School Toilets Among School-going Girls. Cape Town, South Africa, MRC.

CJCP (2011): Department of Community Safety Learning Programme Facilitators Guide – Pilot Training, Concept CJCP in Cooperation with the Gauteng Department of Community Safety

Krisch, Richard (2009): Sozialräumliche Methodik der Jugendarbeit. Aktivierende Zugänge und praxisleitende Verfahren. Weinheim and Munich

Save the Children (2008): Child Rights Situation Analysis. Save the Children, Sweden

More helpful Links:

The Institute for Security Studies provides South African Crime Statistics, Crime Mapping and other useful information

<http://www.issafrica.org/crimehub/>

Up-to-date crime statistics for South Africa can as well be found under:

<http://www.crimestatssa.com>

or on the home page of the South African Police Service SAPS:

http://www.saps.gov.za/statistics/reports/crimestats/2013/crime_stats.htm

Internet sites last accessed on 03.04.2014

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Handwriting practice lines consisting of 30 horizontal dotted lines.



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

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
Inclusive Violence and Crime Prevention for Safe Public Spaces (VCP) Programme

GIZ Office Pretoria, P.O. Box 13732, Hatfield 0028
Hatfield Gardens, Block E, Third Floor, 333 Grosvenor Street, Pretoria, South Africa

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



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