

TOOLFIVE

WHAT MAKES US STRONG?

Analysis of Protective Factors and Relevant Actors in the World Café

**What work should be completed before this tool can be used:**

An analysis of risk factors has been carried out already. If a prioritization of risk factors has been done, these can be picked up now. It is also advisable that you have previously completed a presentation of the definitions for risk and protective factors.

**Objective:**

To engage participants in identifying and analysing protective factors on the different levels of the ecological model.

To collectively place the youth in the centre of their analysis.

To identify the respective actors, on different levels who can contribute to a strengthening of the protective factors.

**Aspects of Data Collection/Analysis:**

Protective factors, placed on the different levels of the ecological model, and actors (organisations, institutions, or individuals) from the neighbourhood/community or externally that are or can be important for the preservation or strengthening of protective factors.

**Material needed:**

Big brown paper, moderation cards with different colours, markers, tape. Small moderation cards (e.g. 9.5 x 14 cm); colours: blue, yellow, green, red as well as small round cards (diameter 10cm); colours again: blue, yellow, green and red.

**Preparation:**

You need four circles of brown paper - one very large, one large, one medium and one small. The biggest one should have a diameter of at least 2.20m. The next circle has a diameter of 1.80m, the next one of 1.30m and the smallest one a diameter of 0.80m. A drawn circle on each paper indicates the outer lines of the next smaller circle that should fit in its centre.

[Four circles of brown paper are needed. The biggest one should have a diameter of at least 2.20m. The next circle has a diameter of 1.80m, the next one of 1.30m and the smallest one a diameter of 0.80m. A drawn circle on each paper indicates the outer lines of the next smaller circle. \$\$ report \$\$]

Prepare four working stations. If your room is not big enough, the stations might well be in different rooms or outside. In each station you place one of the circles on the floor, together with sufficient moderation cards, markers and tape.

This tool is part of:

Building safer communities through systemic approaches to violence prevention - A toolkit for participatory safety planning

Published by:

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

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

TOOLFIVE

WHAT MAKES US STRONG?

Analysis of Protective Factors and Relevant Actors in the World Café



The biggest circle gets the title “society”, the second biggest gets the title “community”, the medium circle gets the title “relationship” and the smallest gets the title “individual”. In the centre of the smallest circle (titled individual) you draw and/or write ‘young people’ (as in Figure 5).

Procedure – The World Café method:

The facilitation process being used is called “World Café”. This method is a perfect method for the identification of the protective factors and their placing in the ecological model. Firstly, you form four groups with an equal number of participants. Group 1 starts in station 1, group 2 at station 2, group 3 at station 3 and group 4 begins at station 4. You explain that each group will start at their station and then move to work at the next station. In the end, groups will have had a chance to work at all stations. The task will be the same at all four stations (although with a different focus).

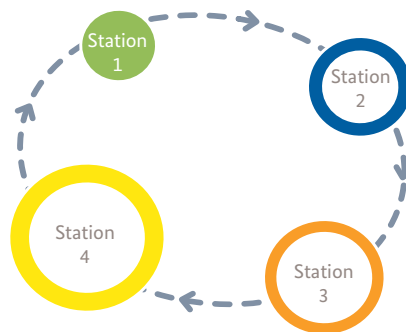


Figure 5: World Café on risk and protective factors in ecological model

You explain the task below giving one or two examples for each station (level of the ecological model).

Task 1:

Please identify for each level (individual, relationship, community, society) all protective factors that decrease the risk of young people in your community developing violent behaviour. Write one factor per card and place the card on the circle, representing the level you are analysing. Ensure that the inner circle stays free (except in station 1, which just has a symbol or words for ‘young people’ in the middle).

Variation: The participants have selected 1-3 risk factors most relevant to their community. Then the task is to identify all protective factors for these risk factors.

For the first stage, the groups have 10 minutes, for the next three stages they will have about seven minutes each. When explaining the exercise, tell the groups how much time they will have at each station. After the first 10 minutes you ask the groups to rotate: group 1 rotates to station 2, group 2 goes to station 3, group 3 to 4, and group 4 rotates to station 1. Thus, each group will have worked once at each station.

TOOL FIVE

WHAT MAKES US STRONG?

Analysis of Protective Factors and Relevant Actors in the World Café



The next step uses the same method. But the aim is to identify key actors. In a this step, key actors who have a supporting, strengthening influence on the identified protective factors are identified on each level.

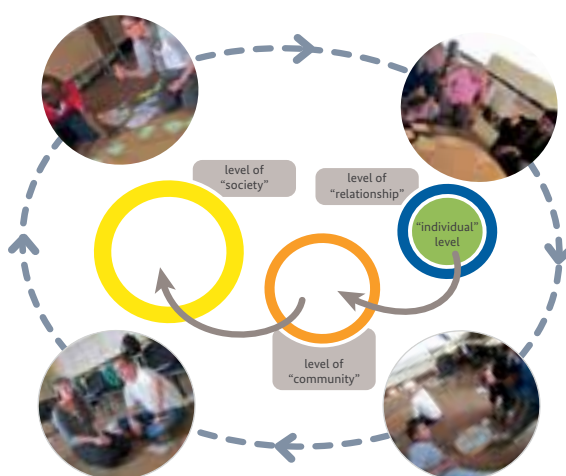
Task 2:

Figure 6: Analysis of several risk factors and relevant key actors (VCP workshop, 26. – 30.08.13)

You ask groups to identify for each level all those (key actors) who have, can have or should have a positive influence on the protective factors. Who are the relevant persons or actors who can strengthen the protective factors? Actors can be public individuals, organisations or institutions like the mayor, the department for education, as well as private individuals who can be positive role models for the youth.

If each working group has four members or more, it is possible to work with a “relator” in each station. These four relators stay at their respective stations. Their job is to briefly summarise the discussions of the previous working group/s at this station.

After every group has worked on each of the four levels, the circles will be put on top of each other, first the biggest (outer) circle representing the society level, followed by the “community level”, then the “relationship level” and on top the “individual level”. Thus the ecological model is completed, composed of all four levels.

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

Make sure that the circles are big enough, so that all cards can be placed without obscuring each other. In this activity, you can focus on all the risk factors facing youth. Or you may decide to focus on a few risk factors. (The decision on the number of risk factors to be analysed depends on the set purpose, the more risk factors analysed, the more complex the analysis becomes.)

TOOLFIVE

WHAT MAKES US STRONG?

Analysis of Protective Factors and Relevant Actors in the World Café



Figure 7: Analysis of selected risk factor (VCP workshop on 02./03.09.13 in Jansenville, Ikwezi).

Adding relevant persons, actors, institutions

In Figure 7 the different levels are already composed. The ecological model is complete with all its levels. The respective protective factors (on square cards) have been identified, and key actors who can strengthen the identified protective factors, have been added for each level (on round cards).

The figure demonstrates that it is very important to work on circles big enough to show all cards without overlapping. It also demonstrates the complexity of this analysis.

Therefore, it may be advisable to start this work by focusing on selected, prioritized risk factors within one problem area, in order to keep the complexity manageable. Figure 7 shows an analysis of just one selected risk factor, with protective factors and relevant key actors (indicated using different colours – blue cards have been used for protective factors, yellow for the actors).



End Product:

The objectives set for the use of this tool have been achieved, namely

- The participants have identified and analysed protective factors on the different levels of the ecological model.
- They have placed the youth in the centre of their analysis.
- Participants have also identified the respective actors, on different levels who can contribute to a strengthening of the protective factors



In the process of meeting the objectives, participants have completed an ecological model with all levels and with respective protective factors.

In doing so, the participants have assumed a perspective which is the basis for a better understanding of the importance of primary and secondary prevention measures.