

This tool is part of:
**Building safer communities through systemic approaches to violence prevention -
 A toolkit for participatory safety planning**

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

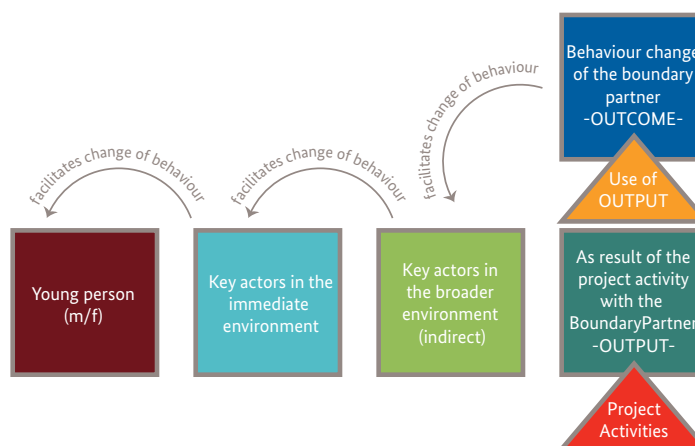
ANNEX 4 TO BOOK 5:

Activity Plan (according to behaviour changes)

The activity plan follows the logic of the impact chain, once established. The chain can be long or short. The boundary partner can even be the youth themselves.

In the first example below, the teachers are boundary partners, and in the second, they are the youth.

Examples:



1. Change of behaviour of teachers in primary and secondary in primary and secondary schools in a selected community: Example: "The teachers in primary and secondary school are positive role models and/or communicate positive, non-violent values"					
Activity	Output (when activities are realised, this is expected to happen)	Expect to see	Like to see	Love to see	Responsible for realisation of the activity
1.1 Realise training for teachers on non-violent conflict management (NVCM)	XY no. of teachers are trained	XY teachers are convinced of importance of NVCM and try to apply it in school	XY teachers actively include elements of NVCM in their classes	XY teachers actively transmit their knowledge on NCVM on to pupils	Department for Education together with NGO XYZ
1.2 Provide funds for payment of tutors or find other alternatives (CWP) for realising extra-curricular classes (including sports)	Two hours weekly extracurricular activities provided supporting non-violent behaviour of pupils in School xyz for youth living in wards XYZ	XY pupils/youth participate in extra-curricular activities promoting non-violence in different circumstances			Dept. of Education, together with school directors,

2. Change of behaviour of community towards youth xyz: Example: "Decision-making bodies and entities within the community provide possibilities for participation and community engagement for youth, reducing stigmatization and marginalisation"					
Activity	Output (when activities are realised, this is expected to happen)	Expect to see	Like to see	Love to see	Responsible for realisation
2.1 Actively include youth in community-related decision making bodies and/or processes	XY% of youth participate actively in decision-making bodies, or in decision-making processes XY projects/activities included in community planning and budgeting, proposed by youth/ managed by youth			Interests and needs of youth specifically are considered in community planning Youth are active and positive role players in the community	Municipality, Ward Committees,
2.2 Support the organisation of youth in the community					Municipality, Ward Committees,

1. Change of behaviour of key actor 1:					
Activity	Output (when activities are realised, this is expected to happen)	Expect to see	Like to see	Love to see	Responsible for realisation of the activity
1.1					
1.2					
1.3					
1.4					
1.5					
1.6					

The activities as defined and shown above need to be precisely timed. Possible sub-activities can be defined. Furthermore, they need to be budgeted. Thus a cost calculation is essential. This can be shown in a budget template, eg., Annex 8.