

**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](http://www.saferspaces.org.za)**

## TOOLTWO

### WHAT DO WE WANT TO ACHIEVE?

Formulation of the Prevention Objective



#### **What needs to be in place before you can use this tool:**

Participants should have worked on a common vision before formulating the prevention objective. You also need the results from the risk and protective factor analysis, including identification of key actors and the prioritisation of one or several problem areas.



#### **Objective:**

To collectively establish a prevention objective, which will become the goal for future prevention measures.

To create a prevention objective that will be formulated as a set of long-term behaviour changes. (The behaviour changes are those that will be the key actors relevant to young people will demonstrate as well as those displayed by the children and young people themselves. These behaviour changes are related to the selected problem areas and identified risk factors and/or protective factors. The prevention measures will be defined in a way that they support key actors to change accordingly.)



#### **Material needed:**

Big brown paper, pin board if at hand, moderation cards, markers, pins, tape, glue.



#### **Preparation:**

The visualisations of the developed visions (tool P11), as well as the analysis of risk and/or protective factors should be laid out, so that every participant can have a look at them and consult them whenever needed. Several specific terms will be used. Therefore it is recommended that flipcharts are prepared with the definitions of important terms (one term per flipchart paper, e.g. key actors, boundary partners, behaviour change), and to hang them on the wall.



#### **Procedure:**

Ensure that all participants have the necessary information for this step. If all have participated in the whole process so far, they will be familiar with the information described under 'Preparation' -- the visualisations of the vision or the definition. Nevertheless, it is helpful to provide a short summary of main results so far and, if the visualisations of risk analysis, the analysis of protection factors and key actors, as well as the vision/s are available, these should be displayed, so that they can be consulted anytime. Should a study have been carried out, and/or a Participatory Urban Appraisal, again it is helpful to present its main conclusions.

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**Task:****Step 1**

This is the first step of this task.

Look at the problem area/s prioritised, at the risk and protective factors, as well as the key actors identified. Using no more than three presentation cards each, the participants write key words that characterise the behaviour change they would like to see on the part of the key actors in the immediate environment of the young people. They also produce similar cards for the behaviour change they hope to achieve among young people themselves. It is particularly important that, in doing so, they imagine ideal behaviour patterns under perfect conditions.

At the end, the cards are presented one at a time and collected on a pin board or big brown paper on the floor, arranged according to actors and grouped thematically.

**Step 2**

This step is about forming a prevention objective. Taking all the cards into consideration, the participants find their own words to formulate a prevention objective. For this task, either working groups can be formed or a group of volunteers can be selected, who (during a longer break) can develop a draft proposal, present it to the plenary where it can be discussed and modified until a common agreement is achieved.

These are some of the guiding statements or questions you provide to participants as they start to work on this step.

“In Step 2, you will develop an objective related to prevention”.

“Please express your prevention objective as an answer to the following questions:”

1. “Which aspects of their immediate environment support young people in behaving in a (generally) non-violent manner?”
2. “What do the key actors in the immediate environment of young people in your community do differently, and HOW?”
3. “What do the young people do differently, and HOW in order to avoid violent behaviour?”

**You can further ask the following key question to support the process:**

Assuming you wake up tomorrow morning and all the problems that you’ve described during the analysis have been solved, just what would the situation look like? How would the key actors and the young people in your community behave?

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#### Example for a prevention objective (prioritised problem/focus areas: school and neighbourhood)

##### Description of behaviour patterns in the immediate environment

The teachers in the schools A, B and C in the ward XY come to their classes regularly; they are well trained and have good quality teaching materials. The municipality receives and disburses funding for the expansion and maintenance of the schools, and the school buildings offer a positive learning atmosphere as a result. Each school's management ensures that the whole school compound represents a protected space for both male and female students. The municipal administration makes sure the routes taken by children to and from school are safe.

##### Description of the young people's behaviour

Boys and girls alike attend school or a training centre regularly; they attain a qualification and search for meaningful employment. Boys and girls take advantage of public leisure activities; they assume useful roles in their community, and they resist the attractions and the direct threats of youth gangs and drugs. Neither male nor female adolescents possess weapons; without exception, they view violent behaviour as negative.



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

Participants have formulated draft prevention objectives. These can be used as a basis for a group prevention objective. It is recommended that the drafting of the formulation of a prevention objective is delegated to a small group of people. The formulation then needs to be discussed and modified in plenary so that in the end, everybody supports the final version.



#### End Product:

Participants have worked together to achieve the objective set for the exercise, namely: to collectively establish a prevention objective, which will become the goal for the future activities of the prevention measures.



Participants have paved the way for the next step. The prevention objective that has been developed can serve as a beacon for prevention measures that are yet to be planned. Prevention measures can then be developed that are oriented towards achieving this objective.