

TOOL THREE

NEW WAYS OF THINKING AND DOING THINGS

Description of the desired behaviour change of Key Actors



What should be in place before you can use this tool:

Based on an analysis of risk factors and protective factors, the key actors have been identified in previous steps. In order to start using this tool, the participants should be familiar with the concept of “behaviour change” (cf. glossary in Book 1, p. 51). The importance of behaviour changes of key actors and their relevance for the desired behaviour change of young people should have been discussed. The formulation of the prevention objective (the desired behaviour change of young people and actors in their immediate environment) is a prerequisite for using this tool.



Objective:

To define necessary or supportive behaviour changes of other people or institutions inside and outside of the community;

To develop actors’ chains;

To select ‘boundary partners’ and formulate progress indicators for their desired behaviour change.



Material needed:

Brown paper, pin boards if at hand, moderation cards or A 4-size paper, which can be cut in half, markers, pins, tape, glue.



Preparation:

Prepare moderation cards; write the names of all key actors identified in the analysis of protective factors on cards, one actor per card. The visualisations of the visions (P1) and the analysis of risk and protective factors are laid out on the floor, so that every participant can have a closer look at them. The formulation of the prevention objective can also be displayed. Several specific terms will be used now. It is advisable, therefore, that flipcharts are prepared with the definitions of these important terms, e.g. key actors, boundary partners, progress indicators, behaviour change, actors’ chain. Hang these definitions on the wall.

Procedure:

The behaviour changes of the young people have already been defined as part of the prevention objective. So too have the behaviour changes of the key actors in the immediate environment of the young people.

As facilitator, you will ask participants to first examine the different aspects of the behaviour changes as described in the prevention objective, then start working on one of the aspects that is seen as most important. In the example in Fig. 3, work began with the aspect of ‘regular school visits’. A second aspect then would be ‘that young people engage in community-based activities’. During the process of building the actors chain, it may become meaningful to integrate other aspects of the prevention objective.

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Task 1: Visualise the first chain links of actors' chains

Example:

The starting point is:

“Boys and girls regularly attend school”. Key question:

1. WHO needs to change their behaviour, and HOW, so that boys and girls regularly attend school?

The change can be expressed for instance:

- as a change of behaviour,
- as a change of understanding, a change of awareness or a gaining of new skills,
- as a new co-operation.

The first aspect of the prevention objective already gives some indications regarding the young people's immediate environment.



- ✓ the teachers provide regular lessons of a good standard;
- ✓ government provides funds for the expansion and maintenance of the schools and ensures the routes to and from school are safe;
- ✓ the school management ensures that the whole school compound offers a protected space for all students.

A card is attached to the pin board for the young people. Moving out from this, one card each is added for the teachers, the school management and the education department and for the behaviour changes that have already been defined (using keywords). These can be supplemented at any time.

There is the option to form three working groups, each one working on one actors' chain. In that case, you need one person in each group who can facilitate the discussion, who is familiar with the concept of the actors' chain and the related terms, as well as who has participated in the process so far.

Task 2: Participants define what they – each participant - can do

In a next step you invite the participants to think about what they themselves can do. This is the key guiding question: What can you do to promote changes?

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Invite the participants to bear in mind that they can contribute ideas and play a role in one of the actor's chains being developed. Participants indicate on a flipchart the role they will play to promote positive changes. Each suggestion is linked to a specific actor's chain.

Task 3: Extend the chain by identifying further key actors and define their necessary behaviour changes

An actor's chain is now built up from each of these immediate key actors, each developed separately using additional key questions. For the chain that starts with the teachers, the following questions arise:

3. Who needs to change their behaviour, and how, in order to help the teachers change their own behaviour as described?
4. What new partnerships, or new forms of co-operation and relationships must develop between actors?

With these questions, additional actors and their desired behaviour changes will be added. Thus a first actor's chain will develop, as in our example with 'the teachers' as first chain link. Step by step, new actors are added to the chain until the 'National Ministry of Education' is added as last link in the chain (see our example).

For each newly added actor in the chain, question 3 is then modified accordingly, addressing the needs of the relevant actor in this chain. In our example, the actor following the teachers is the training institute, which provides the training for teachers. Question 2 would then be:

5. Who needs to change their behaviour, and how, in order to support the training institute, so that teachers' training is effectively provided which leads to a general improvement of teaching capacity?

In the example shown in Fig. 3, this process produced four chains, the final links of which depict actors at the societal level. In this case, they are different ministers or ministries – decision-makers at this level. However, not all chains need to end at the societal level. They can also end at the community level. It is possible that a chain splits in two, or that additional actors are subsequently inserted between the youth and the key actors who were already named in the prevention objective. In Fig. 3, for example, there is the neighbourhood committee involving young people. This committee was considered important, even though it was inactive.

New actors' chains are now developed for aspects of the prevention objective which have not yet been integrated or addressed. Additional key actors in the immediate environment of the youth can be included here, and the very first question is modified accordingly. For our example:

Who needs to change their behaviour, and how, in order that young women and men can assume a constructive role in the community?

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It is vitally important at the end of this – and each of the following steps – to check whether the results reflect the risk factors and problems listed in the analysis as affecting males and females, children and youth, in a disaggregated way. Only then will it be possible to take their specific life realities into account adequately.



Figure 3: Example for Actor Chains for the desired behaviour: "Students (boys and girls) attend school regularly"

Task 4 - Select boundary partners and define progress indicators

In this next step, boundary partners are selected. Boundary partners can be key actors within the community or outside of it. The activities yet to be planned will be oriented towards these main partners and aim at supporting their behaviour change. Possibly these institutions, organisations or persons are participating directly in the planning and can commit themselves to certain necessary or important changes.

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**The following questions in a discussion with the plenary can facilitate the selection:**

1. What actors can contribute the most to achieving the prevention objective?
2. What actors are willing to contribute to the prevention objective?
3. Which actors' behavioural changes would you expect to have particularly positive effects on girls and young women?
4. Which actors' behavioural changes would you expect to have particularly positive effects on boys and young men?

The young people themselves can be one of the direct target groups (cf. glossary on p. 30) and boundary partners of project activities. This is the case, for example, in the training of young neighbourhood mediators or life skills training for young people. The key actors could then be an NGO, for instance, or even people from the community who can provide such training.

Once the boundary partners are decided on in the plenary, for each one of them we can specify so-called progress indicators (cf. glossary on p. 31). We have already defined the finally-desired behaviour change. Now we can define progress indicators, which describe three stages of change until the finally-desired behaviour change.

To describe the three stages of behaviour change, we now make use of the following questions:

1. Which behaviour change can we expect to see in this key actor as result of direct commitment or as result of supportive activities still to plan? What would be the first step? [This refers to a more obvious and possibly easier-to-reach behaviour change. As key actors participate these changes should be relatively easy to attain]
2. Which behaviour change would we like to see? [This behaviour change is not easy-to-reach or obvious -- actors would need to show motivation to reach this change.]
3. Which behaviour change would we love to see? [This would be an even more challenging behaviour change, requiring greater effort and commitment. But if it were reached, it would leave us very satisfied].

The **'like to see'** requires the boundary partner or key actor to show an **active willingness to learn or change**, which in turn is supported by activities of the measure or directly contributed as own initiative. **'Like to see'** represents change that would be somewhat satisfying to participants.

The **'love to see'** depends on high **commitment** of the key actor, and occurs as the consequence of passing the previous milestones.

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

In this exercise, important strategic considerations have been taken into account and which are essential for the subsequent planning.

We recommend completing the actors' chains, together with the definition of the desired behaviour changes, in a single integrated step. Although this is a time-consuming task, this will enable you to consider relevant interlinkages more easily.

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Plan a longer break after completing tasks 1 to 3, and then continue with the selection of boundary partners and progress indicators. It is better to start with a compact, straightforward area with just a few actors and one or two boundary partners. You will need less time for this. When working on a more complex area with more boundary partners, you will need more time. Limit the boundary partners to a manageable number.

We also recommend that you go through each task and each chain sequentially (one after the other). Sufficient time should be provided for discussions.

The discussions on desired behaviour changes can be very delicate, given that at least some of the key actors analysed here might be participating in the workshop themselves. Therefore, it is important to keep in mind that a blaming or a negative mindset should be completely avoided, because it can disrupt constructive participation. It is better to look at potential, and what an actor can do more; it is better to appreciate an actor's current work and explore how an actor can build on that.

It is better to assume that everyone who takes his/her time to participate in this process has an interest in substantial change and is willing to contribute.



End Product:

The objective set for the use of the tool has been achieved, including the following:

- ✓ Actor chains with key actors have been identified, and "boundary partners" selected.
- ✓ Desired behaviour changes have been defined.
- ✓ Specifically for the boundary partners, progress indicators have been formulated, which mark the steps from the "expected" behaviour as direct result from the activities of a measure, to the "love to see" behaviour as result from the activities and intensive engagement of these boundary partners.



Annexure: An Example

How to start working on the problem of "young people drinking and driving"?

Related to task 1: Defined behaviour changes

The starting point is the prevention objective, which was formulated after collecting many ideas.

- Young people don't drive when they've drunk alcohol.
- Owners of liquor outlets, clubs and restaurants actively promote "not driving when drunk".
- Rules (by law or local regulations on community level) to prevent excessive alcohol drinking are in place".

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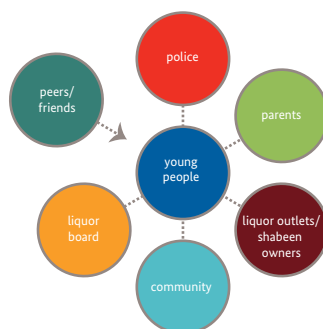
Ideas for the Prevention Objective:

- ✓ Youth don't equate alcohol with "fun" and have enough self-confidence to refrain from drinking.
- ✓ Abstaining from drinking alcohol is respected (and encouraged) among youth.
- ✓ Culture of zero tolerance among youth.
- ✓ Strict and reliable law enforcement and increased road surveillance (stopping cars) by police.
- ✓ Owners of liquor outlets, clubs and restaurants don't sell alcohol to youth under 18.

The working group sharpened the process with a helpful additional question: "What incentives can you put in place to promote positive changes?"

Based on the following question, the working group selected those who will be considered the key actors.

"Who are the key people to make a change?"



Related to task 2: Define what each participant can do

In the next step, the working group (in this case young people themselves) thought about what they could do answering questions such as:

What can WE do to promote positive changes?

They inserted their peers/friends as important actors in the diagram, as well as their desired behaviour change, namely: "among friends, abstaining from alcohol is respected (encouraged)".

Then the actors chain was developed, which in this example starts with the liquor outlet owners.

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Related to task 3: Identified new key actors and define their necessary behaviour changes

1. WHO needs to change their behaviour, and HOW, in order to help the owners of liquor outlets change their behaviour as described?
2. What new partnerships or new forms of co-operation and relationships between actors must develop?

The following ideas were developed:

- ✓ Owners of liquor outlets in the community form a network.
- ✓ A publicity agency supports a campaign of liquor outlets having non-alcohol drinking days with special offers.
- ✓ Two famous South African musicians (male and female) promote non-alcohol drinking campaign of the liquor outlets network.

First ideas for progress indicators for the owner of the liquor outlets were generated:

Desired behaviour:

Owners of liquor outlets, clubs and restaurants actively promote “not driving when drunk”.

Expect to see:

Liquor outlets agree to close earlier (e.g. 2 hours) before “normal” closing time (voluntarily or because of incentive)

Like to see:

Liquor outlets have a list of “alternative transport” i.e., “catch a cab” for drinkers – (opportunity of business)

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**Related to task 4 (selected boundary partners and defined progress indicators):**

To start with, they selected:

1. Owners of liquor outlets;
2. Youth.

Then they developed a more complex example for behaviour changes with progress indicators for several boundary partners on different levels.

Table 1: Progress Indicators for Behaviour Change

Boundary partners	Progress Indicators for the Direct Results			Targeted Behaviour Change for the Boundary Partners
	Expect to See	Like to See	Love to See	
Boundary Partner 1 Ministry of Education	<ul style="list-style-type: none"> • Discusses and comment on gender differentiated study on youth violence • Participates in inter-ministerial expert exchanges on youth violence and on violence against school girls • Initiates expansion and maintenance work on schools, which take into account preventive and gender-sensitive safety guidelines 	<ul style="list-style-type: none"> • Participates actively in the youth violence prevention council • Support trade union in its teacher training courses • Support trade union in its teacher training courses • Develops gender-sensitive and violence preventive guidelines for new, extended and converted schools 	<ul style="list-style-type: none"> • Initiates a committee for the development of the action plan on preventing violence in schools • Plans in next budget to provide for measures to tackle youth violence • Integrates violence prevention as a topic in the training curriculum • Deploys a working group to plan implementation of the guidelines • Initiates training for all relevant staff members for the implementation of the guidelines 	<ul style="list-style-type: none"> • Develops a gender-differentiated action plan for the prevention of youth violence in schools and arranges for funding of its implementation • Implements gender-differentiated and violence preventive guidelines as standard procedure for all new, extended and converted schools
Boundary Partner 2 Ministry of social affairs, family and youth	<ul style="list-style-type: none"> • Conducts study into the scope and extent of youth violence • Organises an inter-ministerial expert exchange on youth violence 	<ul style="list-style-type: none"> • Develops organisational proposal for a national prevention council and refers this proposal to a superior authority • Enhances the role of local youth officers 	<ul style="list-style-type: none"> • Provides financing for prevention of youth violence • Creates a sectional body to facilitate the prevention council 	<ul style="list-style-type: none"> • Initiates a national Council for the Prevention of Youth Violence that meets regularly • Takes on the organisational and coordinating responsibility for this council

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Boundary partners	Progress Indicators for the Direct Results			Targeted Behaviour Change for the Boundary Partners
	Expect to See	Like to See	Love to See	
Boundary Partner 3 Youth officers in urban neighbourhood XY	<ul style="list-style-type: none"> Participates in training courses on youth violence prevention Establish contacts with other actors working in prevention 	<ul style="list-style-type: none"> Organises training on conflict mediation for social workers and for members of the neighbourhood committee Hosts an initial meeting of the relevant actors 	<ul style="list-style-type: none"> Uses the budget line of the youth ministry in order to carry out own activities Establishes a self-administering prevention council 	<ul style="list-style-type: none"> Initiates a local Youth Violence Prevention Council Builds up a range of services specifically for urban youth
Boundary Partner 4 Neighbourhood committees	<ul style="list-style-type: none"> Invite the active participation of hitherto excluded groups in the neighbourhood (e.g. targeted activities for young men and women) Hold regular meetings 	<ul style="list-style-type: none"> Provide space for conflict mediators Organise social-cultural events in the neighbourhood 	<ul style="list-style-type: none"> Know the different interests in the neighbourhood Get involved and are perceived as representing interest e.g. of the municipal administration, urban planning office, youth and social affairs office etc. 	<ul style="list-style-type: none"> Takes steps actively to ensure social integration in their neighbourhoods, with the involvement of both young men and women Actively represent the needs of the different population groups in their neighbourhood Make the prevention of youth violence their priority topic