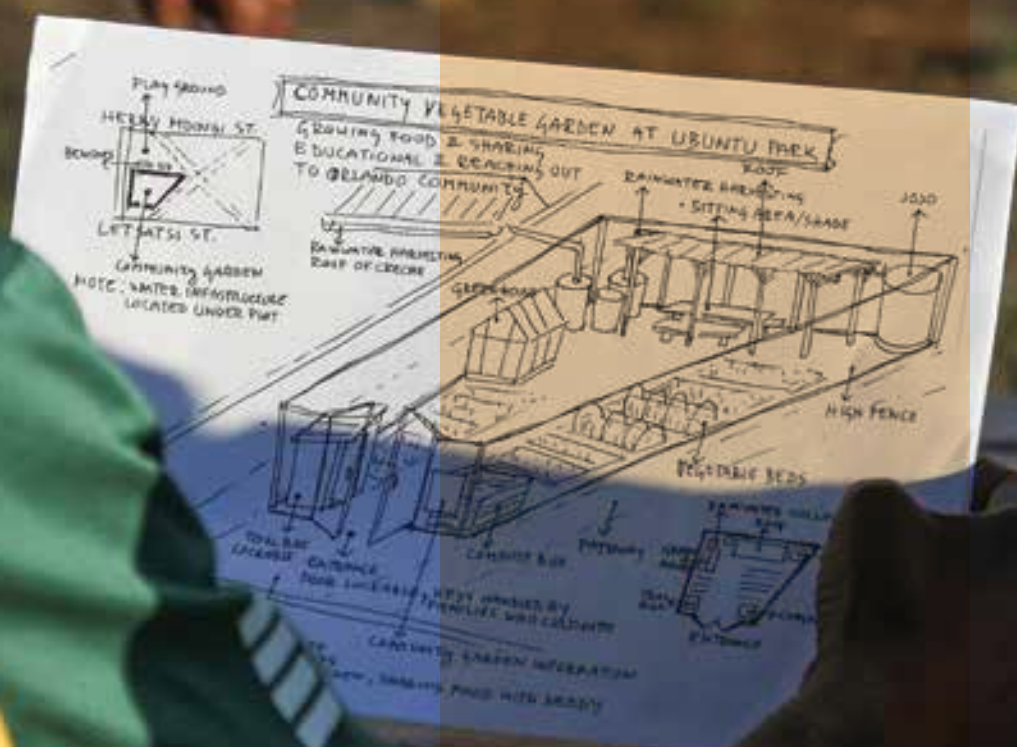


# BUILDING SAFER COMMUNITIES

THROUGH SYSTEMIC APPROACHES  
TO VIOLENCE PREVENTION



A TOOLKIT FOR PARTICIPATORY SAFETY PLANNING

PLANNING SAFETY INITIATIVES

BOOK FIVE



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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.



## THE PLANNING PHASE



### Assumption for further planning:

Violent behaviour can be reduced in a sustainable way by effecting long-term behaviour changes in actors who influence young people, either directly or indirectly. These actors can contribute to creating an enabling environment for young people, reducing the risk factors or increasing protective factors regarding the likelihood of resorting to violent behaviour.

### Short description of the planning phase

You have completed the analysis of risk factors, which increase the likelihood of young people resorting to violence and crime. You have identified protective factors as well as relevant actors from different fields and sectors; these actors are necessary for bringing about significant changes that reduce the risk factors and/or increase the protective factors. You have developed a deeper understanding of the dynamics and interdependencies in our “social system” with regard to violence and crime.

The core of this third phase is the planning of prevention measures, be it as single project or initiative, or as part of an overall community safety plan.

The objective is to achieve sustained changes in the situation of violence and crime through a reduction of corresponding risk factors or strengthening of protective factors. This calls for behaviour changes among the key actors, within the community and beyond the community. Key actors can be institutions, organisations, people who fulfil a certain function, or groups of citizens. They have a direct or indirect influence on risk or protective factors, and thus on the probability of young people resorting to violence.



**Recommendation: Begin with small feasible steps, which can show results quickly. The higher the participation of concerned people (male and female citizens – including explicitly young people, CBOs, different duty bearers/ service providers), the higher the number of feasible options for action and the commitment for their realisation will be.**

Therefore, the aim is to bring about long-term changes in the behaviour of these actors. This can be supplemented with measures that address young people directly, such as the strengthening of youth organisations. The tools presented in this chapter build on each other and use the concept of behaviour change as a central planning concept, with exception of tools PL1 and PL4. Consequently, you cannot pick and mix as with the tools in earlier chapters. You need to follow the recommended sequence, again except for tools PL1 and PL4, which can be used more freely.

An important starting point is to create a common vision for community safety, which will provide guidance through the whole planning process.

# TOOLS FOR THE PLANNING PHASE

## Pl-Tools

# P	Tool	Topics, aspects covered, character of the tool	Time required	Required facilitation (f) and project planning (pp) skills				
1	The Imaginary Walk - Creating a Common Vision for Community Safety	Positive future perspective, shared vision for community safety	Min 120 min		X f/pp			
2	What do we want to achieve?	Formulation of the Prevention Objective	Min 90 min			X f/pp		
3	New Ways of Thinking and Doing Things	Description of the desired behaviour change of key actors, and development of actors chains	Min 180 min				X f/pp	
4	Brainstorming on Solution Alternatives	Development of several ideas for solution or strategies	Min 60 min		X f/pp			
5	What? How? Who? When? Where? How many? How much?	Strategic Planning of Activities and Definitions of Outputs	Min 150 min		X f		X pp	

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

## TOOL ONE

## IMAGINARY WALK

Creating a Common Vision for a Safe Community

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

Before developing a common vision, the analysis phase should have been finalized and the participants should be familiar with the concept of community safety.

**Objective:**

To develop a shared vision.

To begin to shift participants' focus from crime control to community safety

To formulate indicators.

By the end of the activity, participants would have discussed what they want their community to look like or to be in 5 years, specifically with regard to community safety. They would also have offered their diverse perspectives on what community safety means.

**Material needed:**

Big brown paper, moderation cards or A4-sized paper in different colours, scissors, glue, tape, markers, wax crayons. Many other items can be helpful like beans, little sticks or small stones, cardboard, any kind of fibre, leaves, etc.

**Preparation:**

Provide enough of the above mentioned material, the more, the better. Have a piece of paper prepared for yourself with the text under 'task 1', which you will read later on.

**Procedure:**

Explain that the idea for the next block is to create a common vision of community safety in participants' neighbourhood/community. Explain that you will ask the participants to join you on an imaginary walk through their community, which will be a safe community at the time of the walk. Explain that the exercise works better if eyes are closed. If somebody doesn't feel comfortable about closing his or her eyes, it's completely acceptable to keep them open. Then ask the participants to close their eyes and read the following text in calm voice.

## TOOLONE

### IMAGINARY WALK

Creating a Common Vision for a Safe Community



#### Task 1 (in plenary):

“Close your eyes for a minute or two. You are in a place which is completely safe. There is no threat, and you feel completely safe everywhere. This is your community in 5 years time. Imagine how it looks – imagine: you are walking through the streets. You meet different people, men and women, old and young. You are feeling safe and you know that everybody else is feeling safe as well. You look at the children and older people, and the young people. You look at the houses. You take a footpath and see more houses and other built-up areas. You are feeling completely safe. Take some time to have a closer look. Look around. What do you see? Put the things you see in your safe community, one by one, in a small imaginary memory box that you hold in your hands. Take your time and fill the box. When you’re done, come slowly back to this room again and open your eyes.”

When everybody is back again, ask the participants to keep in mind what they have put in their box, because they will need it in the following group work. The task for the working groups will be to create a vision of their safe community.

#### Task 2 (for the working groups):

Ask the group: How would your community look, or be like? What would be the main characteristics? What is your vision?

Say to the group: “Develop a picture of your safe community and use any material you like”. Mention that groups can use drawings, illustration or words arranged in a certain way to convey their image of the desired ‘safe community’.

Then divide the groups and provide the material. For this group work, we again recommend forming one separate youth group (if there are enough young people participating), as well as a purely female and a purely male group. Composing the working groups in this manner will provide important insights. The visions produced will be much richer than those of mixed groups. If we form the groups in this way, specific interests and perceptions will be made more visible.

Allocate 45 minutes for the group work, but depending on the processes, you might need less or more time.

Every group then presents its results in a plenary session. In the discussion you can see which the common elements are and which elements are raised only by specific groups.

Every group presents its “safe community” and explains the different elements of the presentation. As facilitator, you summarise on a flipchart the issues mentioned by the groups. If well-formulated, the most important elements (3-4), on which everybody agrees, may later serve as impact indicators.



## TOOL ONE

## IMAGINARY WALK

Creating a Common Vision for a Safe Community



Figure 1: Development of Vision of the Community, GIZ/SERITI CWP Workshop, 30./31.10.13, Randfontein



Figure 2: Development of Vision of the Community, GIZ/SERITI CWP Workshop on 30./31.10.13, Randfontein

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

It is possible to start the exercise without the imaginary walk. This depends on your skill as a facilitator in assessing whether participants are willing to do the imaginary walk.

The idea of this exercise is to forget for a moment all the “buts” and open the participants’ minds. The question in this moment is not what is feasible. The question rather is: “hat how can we set an inspiring direction or beacon to guide the common actions still to be planned?” We want to open space for creativity. It often happens that we exclude valuable ideas too early because we think that we cannot realise them. When we include them, we can come up with other, more concrete ideas for feasible actions.

If possible, take photos of the visions for documentation. The flipcharts will also be needed later on.



### End Product:

The objectives set for the use of this exercise will have been met. Through the process of achieving the objectives, participants will also have generated the following outputs:

- ✓ One or several complementary visions (visualised) describing a community in which everybody feels safe.
- ✓ Additional group-specific elements of a vision.
- ✓ Impact indicators.



## 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 Pl1), 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.



## TOOLTWO

### WHAT DO WE WANT TO ACHIEVE?

Formulation of the Prevention Objective



#### 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?

## TOOLTWO

### WHAT DO WE WANT TO ACHIEVE?

Formulation of the Prevention Objective



#### 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.





## 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 (Pl1) 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.

## TOOLTHREE

# NEW WAYS OF THINKING AND DOING THINGS

Description of the desired behaviour change of Key Actors



### 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?



## TOOL THREE

## NEW WAYS OF THINKING AND DOING THINGS

Description of the desired behaviour change of Key Actors



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?

## TOOL THREE

# NEW WAYS OF THINKING AND DOING THINGS

Description of the desired behaviour change of Key Actors



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.

## TOOL THREE

# NEW WAYS OF THINKING AND DOING THINGS

Description of the desired behaviour change of Key Actors



**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.



## TOOLTHREE

# NEW WAYS OF THINKING AND DOING THINGS

Description of the desired behaviour change of Key Actors



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".

## TOOL THREE

### NEW WAYS OF THINKING AND DOING THINGS

Description of the desired behaviour change of Key Actors



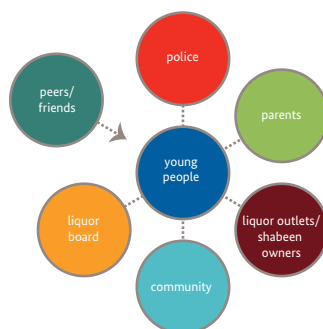
#### Ideas for the Prevention Objective:

- ✓ 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.

## TOOLTHREE

# NEW WAYS OF THINKING AND DOING THINGS

Description of the desired behaviour change of Key Actors



### **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)



## TOOL THREE

## NEW WAYS OF THINKING AND DOING THINGS

Description of the desired behaviour change of Key Actors

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

## TOOLTHREE

# NEW WAYS OF THINKING AND DOING THINGS

Description of the desired behaviour change of Key Actors



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

## TOOLFOUR

### BRAINSTORMING ON SOLUTION ALTERNATIVES



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

Participants should have formulated the common prevention objective as well as the results from risk and protective factor analysis.



#### Objective:

To gather ideas from all participants about what can be done to bring about changes including measures designed to reduce risk factors or strengthen protective factors, or ideas which do or do not require external support to put them into effect.

To pave the way for more in-depth planning.



#### Material needed:

Pin board, if available, large brown paper, flipchart paper, moderation cards or A4 paper cut in half, markers, pins, tape, and glue.



#### Preparation:

Display the final results of the analysis phase as well as the vision and the prevention objective. The results could for instance be spread out on the floor. Write the questions on a flipchart paper, visible to everybody.



#### Procedure:

All participants are invited to a brainstorming session to answer key questions as set out below.

Participants are told: Please stand up and have a look at the vision, which you all developed together. Then have a look at the results of the analysis of risk and protective factors. The questions for participants to consider are:

1. What can you/your organisation, your institution or you personally as citizen of this community do to contribute to the prevention or reduction of violence in this community?
2. With whom could or would you like to co-operate and in what ways?
3. Who can support you in your efforts to contribute to violence prevention and how?



## TOOLFOUR

# BRAINSTORMING ON SOLUTION ALTERNATIVES



The participants should write at least one card in response to question 1. The ideas are written as keywords on presentation cards by the participants themselves (or by participants chosen to help others with the writing). On each card should be noted the name of the participant/organisation, as well as the proposed action. Then each participant presents his/her ideas and attaches them to a pin board. If no pin board is available, then a big brown paper can be laid out on the floor with the participants standing around it. The cards can then be stuck on to the paper on the floor. During this process, the cards are simultaneously grouped into clusters. As facilitator, you will help with the clustering. Use all the space you have and position the cards which are unrelated at a distance from each other. Position others which have a concrete relation to each other, close together. Thus clusters will develop, step by step. At the end, each cluster is given a name or a heading.

In the next step, the group discusses ideas that are sparked by or linked to the different aspects. And so, additional cards can be added to the clusters.

Ideas which can immediately be put into practice, and the actors who are willing and in a position to do so, are now extracted and copied to an action plan.

Then the group can start to prioritise, analysing the ideas according to certain criteria, like:

- ✓ Urgency,
- ✓ Feasibility,
- ✓ Effectiveness,
- ✓ Costs (first rough estimate) and possibilities to access required financing'.

This can be done in a similar way to the prioritisation process described in book 4, tool 7, where each participant receives a certain number of points (indicted by beans, glue dots etc.) and where each can vote using the points.

Another possibility is to use a rating system based during discussion in the plenary. Participants can decide how many points shall be awarded to each idea for each of the four criteria (above). Participants can propose and debate suggested points allocations before agreeing on a number. In that case, you can work with a range from 0 – 3. This means, the group has to decide on one out of four options. 0 and 1 are more negative assessments, and 2 and 3 more positive. In such a ranking, there will be no neutral option. For each Idea, the points for each criterion are added up to get a total.

## TOOLFOUR

### BRAINSTORMING ON SOLUTION ALTERNATIVES



Now that you have the results, participants can be involved in selecting ideas for further development and the action plan can be drafted. It may include some immediate actions identified before. Activities in this first action plan can be:

- Activities which already belong to a preventive measure and/or
- Activities that are planning-related (like meetings to further concretise an idea or activities aimed at getting further information, etc.).



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

This tool supports the identification of options for immediate action plus longer term change. It focuses on: (a) possibilities for small changes and quick wins, and, (b) the longer term perspective, which implies integrated measures and the involvement of various actors from different areas and sectors, in order to achieve sustainable changes.



#### **End Product:**

At the end of the activity, participants would have achieved the objective. In the process, participants will also have generated the following:

- ✓ The first action plan containing concrete prevention activities which can be realised immediately, as well as activities for further planning.



## TOOL FIVE

# STRATEGIC PLANNING OF ACTIVITIES OF THE MEASURE/PROJECT



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

If participants have already decided to work with the concept of “behaviour change”, they have selected the boundary partners for their prevention measure. And they have developed a table with progress indicators similar to the one in Annex 4 to this book, which may be less complex. This forms a perfect basis for the next planning steps.



### Objective:

To plan activities that are implementable and that lead to the expected results.



### Material needed:

Several tables or “work stations” for the working groups; big brown paper or flipchart paper connected to bigger sheets, moderation cards or A6 -size paper (10.5 x 14.8 cm = A4 cut into quarters), markers, tape.



### Preparation:

You work with as many tables as the number of groups formed. For the following example, we chose to work with six groups, and six tables/stations. We decided to work on two selected boundary partners (the ward committee and the youth officers, from the example below). This exercise can also work well with fewer stations and groups, e.g. four.

One big brown paper is laid out on each table. In the example referred to, three tables got copies with the defined progress indicators of the ward committee; the tables also received copies with the progress indicators of youth officers. Any other combination is possible as well. Prepare one flipchart paper with an example for the matrix as shown in Figure 5. You may also prepare a matrix for each table.



### Procedure:

Form different working groups according to interests, age, gender, culture or other relevant criteria. Ensure that in each group there is at least one person who can facilitate the group discussion and has some experience with the use of charts or visualisations. He/she should have participated in the process so far and should have taken part in the development of the progress indicators. This person is the host of the station and stays at the same station all the time.

The method of the World Café, which can be used here, has been described already on in book 4.



## STRATEGIC PLANNING OF ACTIVITIES OF THE MEASURE/PROJECT

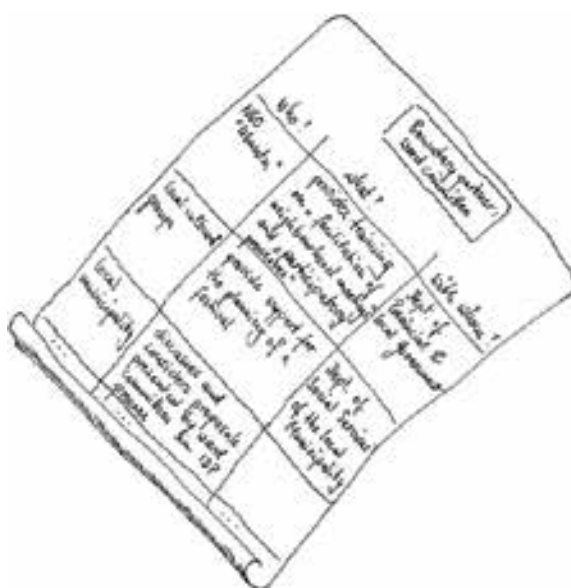
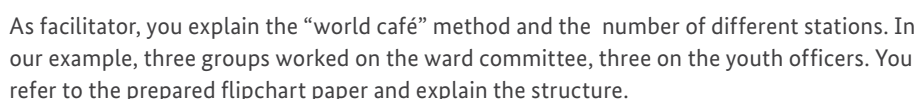


Figure 4: Matrix for Activity Planning to support boundary partners

Each group starts working in one of the prepared work stations. The guiding questions are:

1. What kind of support does this boundary partner need for the desired behaviour change? What can we do so that this boundary partner gets the necessary support for the desired progress regarding his/her/their behaviour? [In this case, “we” means those who participate in the planning workshop/s: CBOs, non-governmental organisations (NGOs), governmental organisations, private enterprises etc.]
2. Who precisely can provide the defined support?
3. Think about which external role player must help to provide support. (See the “with whom” column in Figure 4.)

Supporting activities and the identified “supporters” can be inserted in a matrix on the flipchart. If an input from an external party is necessary or desired, ideas are inserted in the third column (like in Figure 4). Ask the groups to leave sufficient space between different supporters on the flipchart, so that other groups, which will rotate to this station, can add their ideas.

## TOOL FIVE

# STRATEGIC PLANNING OF ACTIVITIES OF THE MEASURE/PROJECT



Each group gets 10 minutes to work on its first table. Then the groups rotate: group 1 goes to table 2, group 2 to table 3, and so on. Group 6 goes to table 1. The following 5 rounds take another 7 minutes each. In the end every group has worked once on each table and in our example, three times on the ward committee and three times on the youth officers as boundary partner.

For the second to sixth round the task is slightly different: The groups are asked to follow the planning of the previous group and complement the planning of that group with their own ideas. Participants should avoid repeating points but add new ideas.

In plenary, the identified activities and supporters are discussed. Important criteria for the analysis are:

1. Feasibility (including the willingness and capacity of the “supporters” to co-operate)
2. Effectiveness
3. Time needed
4. Rough cost estimates (also in relation to outputs and efficiency)
5. Possible opponents (and ideas to convince and involve them)

Activities can be adapted and “supporters” added.

As facilitator, you transfer agreed activities and supporters to one big matrix for each boundary partner. This matrix will show the conclusions of the discussions.



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

The wider the variety of stakeholders involved in this planning and the more stakeholders support the agreed activities, the bigger the chances of success and sustainability. Also, the active participation of young women and young men, and female and male adolescents, is essential and strongly recommended.

For measures which are more complex, this work should be delegated to a small working group which can present its results in another community meeting. That meeting can discuss the results and make final decisions.



### End Product:

**The objectives as set out above are achieved. Furthermore, participants will have achieved the following outputs:**

- ✓ For each selected boundary partner a matrix which shows key activities. These aim at enabling the boundary partner to change the behaviour as described in the progress indicators and the finally desired behaviour.
- ✓ The matrix also show who will be responsible for the implementation of these activities and possibly needed support by external parties.



## TOOL FIVE

# STRATEGIC PLANNING OF ACTIVITIES OF THE MEASURE/PROJECT



### ‘Special Task Group’ for the Detailed Operational Planning

The planning is not yet complete. Two important dimensions are still missing. These are: “time” and “resources needed”. These must still be added for each boundary partner. Here is a guide for doing so:

1. The analysis of timing involves assessing whether certain activities build upon each other or whether they need to occur at the same time.

It is helpful to write the identified activities on cards, so that these can be moved and arranged in the appropriate way. The timing can then be shown in a timetable (Annex 5, 6 and 7).

2. Those involved in this task need to examine the costs related to each activity. It is important to know how much it will cost to carry out the activities.

Costs can be calculated and shown in a cost plan- /budget (Annex 8 to this book).

3. A financing plan will be needed to show how the project will be financed. Who will provide funds and other resources to ensure the project can be implemented (e.g. municipal, provincial or national funds and possibly donors)? Here it is very important to show local contribution e.g. what the community can contribute, for example through volunteering or in-kind contributions.

The members of this working group should either get technical support from outside or there should be someone in the group with sufficient planning experience.

If it is necessary to develop a logical framework, the results of the work with tool Pl5 can be transferred to a table like the one below. Outputs then need to be concretised. Thus you have all main elements to compose the logical framework.



### End Product:

By the end of this activity, participants have achieved the objectives set. In the process, the following outputs have also been generated:

- ✓ Timetable for key activities and cost plan.

*“It always seems impossible until it’s done.” (Nelson Mandela)*

Boundary Partner	Supporters responsible for realising activities	Key activities of the project	Outputs	Progress indicators for the direct results (Use of Outputs) expressed in the use of outputs by the boundary partners (at the outcomes level)			Desired behaviour change
				Expect to see immediate reaction of the boundary partner to the output	Like to see Use of the output while actively prepared to learn	Love to see use of the output with own initiative and commitment	
Selected as strategically important links in an actors chain that leads to the youth		Strategic steps to deliver outputs/ activities for the expected results	Products delivered by the project: new infrastructure, (improved) services, trained staff	<ul style="list-style-type: none"> <li>Participates in training courses on youth violence prevention</li> <li>Establishes and maintains contacts with other actors working in prevention</li> </ul>	<ul style="list-style-type: none"> <li>Organises training on conflict mediation for social workers and for members of the ward committee</li> <li>Hosts an initial meeting of the relevant actors</li> </ul>	<ul style="list-style-type: none"> <li>Uses the budget line of the youth ministry in order to carry out own activities</li> <li>Establishes a self-administering prevention council</li> </ul>	<ul style="list-style-type: none"> <li>Initiates a local Youth Violence Prevention Council</li> <li>Builds up a range of services specifically for youth</li> </ul>
Boundary partner 1: Youth offices in ward XY	<ul style="list-style-type: none"> <li>Dept. of Community Safety and Liaison</li> <li>Dept. of Community Safety and Liaison together with Municipality</li> </ul>	<ul style="list-style-type: none"> <li>Provide finances and organises training and organises training courses on youth violence prevention</li> <li>Provide finances and organise events for exchange of experience between actors working in violence and crime prevention</li> </ul>	<ul style="list-style-type: none"> <li>15 Youth Officers trained in basic concepts and practice tools of participatory, systemic violence and crime prevention</li> <li>15 Youth Officers and 15 other actors in the field of violence and crime prevention know various practiced approaches in South Africa and have discussed different 'lessons learnt'</li> </ul>				

Figure 5: table showing one example for activities, outputs, use of outputs and outcome, as basis for a log frame matrix

Boundary Partner	Supporters responsible for realising activities	Key activities of the project	Outputs	Progress indicators for the direct results (Use of Outputs) expressed in the used of outputs by the boundary partners (at the outcomes level)			Desired behaviour change
				Expect to see immediate reaction of the boundary partner to the output	Like to see Use of the output while actively prepared to learn	Love to see use of the output with own initiative and commitment	
Selected as strategically important links in an actors chain that leads to the youth			Products delivered by the project: new infrastructure, (improved) services, trained staff				Positive, planned direct effects (outcome)
Boundary partner 2: Ward committees	<ul style="list-style-type: none"> <li>Local NGO "Ubuntu"</li> <li>Local NGO "Ubuntu" Dept. of Provincial Local government</li> <li>Provide support for the planning with participation of different stakeholders in the ward, especially young people, a festival in which local theatre, music or other cultural groups can show their performances</li> </ul>	<ul style="list-style-type: none"> <li>Annual (or 3 years) plan for the ward committee including timing for meetings developed and made public in local newspaper and on public board in the town hall</li> <li>Festival realised with board participation of different groups of the community</li> </ul>	<ul style="list-style-type: none"> <li>Annual (or 3 years) plan for the ward committee including timing for meetings developed and made public in local newspaper and on public board in the town hall</li> <li>Festival realised with board participation of different groups of the community</li> </ul>	<ul style="list-style-type: none"> <li>Invite the active participation of hitherto excluded groups in the ward (e.g. targeted activities for young men and women)</li> <li>Hold regular meetings</li> </ul>	<ul style="list-style-type: none"> <li>Provide space for conflict mediators</li> <li>Organise socio-cultural events in their ward</li> </ul>	<ul style="list-style-type: none"> <li>Know the different interest in their ward</li> <li>Get involved and are considered as representatives of their ward e.g. by the municipal administration</li> <li>Urban planning office, youth and social affairs office etc.</li> </ul>	<ul style="list-style-type: none"> <li>Take steps actively to ensure social integration in their wards, with the wards, with the involvement of both young men and women</li> <li>Actively represent the needs of the different population groups in their ward</li> <li>Make the prevention of youth violence their priority topic</li> </ul>



## ANNEX 1 TO BOOK 5:

### Glossary<sup>1</sup>

Some of the following terms are only needed when a log frame matrix is developed.	
Activities*:	Activities or actions use the inputs when carried out.
Actors' chain	The links of an actors' chain are key actors. If two actors are directly linked to each other in one actor's chain, one of them has influence on the behaviour of the other. If the chain links are A, B, C, D, this means A has influence on the behaviour of B, B has influence on the behaviour of C and C has influence on the behaviour of D. And A indirectly has influence on the behaviour of D.
Behaviour change	The result of a learning process and, in a best-case scenario, it will emerge as the result of a project intervention. In general terms, this can be expressed as follows:
Outcomes	'Outcomes' are also called 'direct results'. They are defined as changes in the behaviour, relationships, activities, or actions of people, groups, and organisations with whom a programme works directly <sup>2</sup> .
Boundary partners	These belong to the direct target group of a project. They are individuals, groups, organisations and/or institutions with which the project/measure interacts directly in order to effect a behaviour change on their part, and in co-operation with them. It is assumed that the change in their behaviour will prompt behaviour changes in other actors, up to and including behaviour changes amongst the youth. These behaviour changes will have mitigating or preventive effects on the phenomenon of violence, specifically youth violence.
Direct target group*	Individuals, groups, organisations and/or institutions that are the immediate users or beneficiaries of the products or services of a prevention project measure.
Impact indicators	Qualitative indicators providing information on the (envisioned) long-term impact of a measure. Typical impact indicators describe eg., quality of life, feeling of safety, community cohesion, community participation.
Indicators*	Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, or to reflect changes connected to an intervention.

1. The terms explained here are used in project management in the field of development cooperation. They are sometimes defined differently by different actors in the field. This toolkit uses the terms as defined below.

\* The definitions marked with \* are in line with those contained in the 'Glossary of Key Terms in Evaluation and Results Based Management' published in 2002 by the Development Assistance Committee of the Organisation for Economic Co-operation and Development (OECD-DAC)

2. Earl, S., Carden F., Smutylo, T. (2001)

Some of the following terms are only needed when a log frame matrix is developed.	
Indirect results* (impacts)	Describes the overarching development benefits, as expressed in an overarching development objective. This could be, for example, the successful reduction and prevention of youth violence in a specific country. The project makes a contribution to this objective.
Indirect target group*	Individuals, groups, organisations and/or institutions that are the indirect users or beneficiaries of the products or services of a prevention project measure.
Input*	Resources whose utilisation is necessary for the implementation of activities (eg., material goods, personnel, financing), as expressed in the cost plan or budget.
Key actor	Individuals, groups, organisations and/or institutions that play an important role with regard to the situation of violence. They can have positive or negative influence on young people's behaviour.
Logical framework (log frame)*	Management tool used to improve the design of interventions, most often at the project level. It involves identifying strategic elements (inputs, outputs, outcomes, impact) and their causal relationships, indicators, and the assumptions or risks that may influence success or failure. It thus facilitates planning, implementation and evaluation of an intervention.
Outputs*	Products or services which result from the adequate implementation of activities. Examples:
	Infrastructure: 'Schools in the district XY have been constructed and equipped according to needs.' Or services: 'The provision of important services has been established in the district XY, especially for children and young people. Services are offered on a regular basis.'
Progress indicators	Described in this toolkit as three stages of change, or three steps of progress: what we "expect to see" as direct result of an activity; what we would "like to see" – something which requires some engagement by the selected actors; and what we would "love to see". This stage can only be achieved with high commitment of the key actors.
Use of outputs	This describes how the direct target group of the project utilises the outputs that are delivered. In a log frame matrix, this is expressed as indicators for the outcome level, and it represents stages of behaviour change.

## ANNEX 2 TO BOOK 5:

### List of Figures

- Figure 1: Development of Vision of the Community,  
GIZ/SERITI CWP Workshop on 30./31.10.13, Randfontein
- Figure 2: Development of Vision of the Community,  
GIZ/SERITI CWP Workshop on 30./31.10.13, Randfontein
- Figure 3: Example for Actor Chains for the desired behaviour:  
“Students (boys and girls) attend school regularly”
- Figure 4: Matrix for Activity Planning to support boundary partners

## ANNEX 3 TO BOOK 5:

### Literature

Earl, S., Carden F., Smutylo, T. (2001): Outcome Mapping. Building Learning and Reflection into Development Programs

OECD DAC (2002): Glossary of Key Terms in Evaluation and Results Based Management'  
<http://www.oecd.org/fr/cad/evaluation/glossaryofkeytermsinevaluationandresultsbasedmanagement.htm>

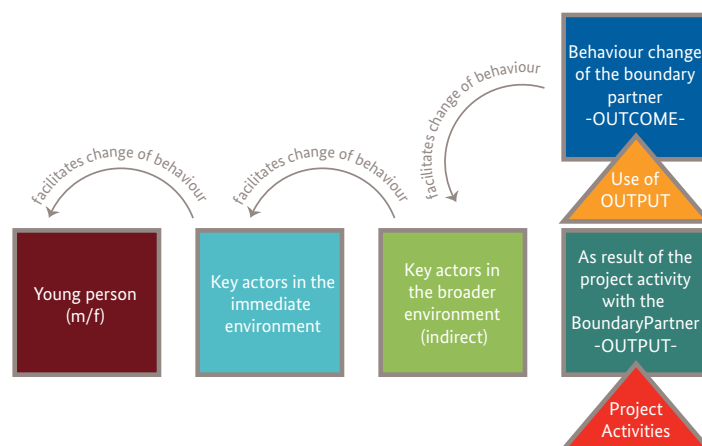
## ANNEX 4 TO BOOK 5:

### 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 NVCM 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.

## ANNEX 5 TO BOOK 5:

### Activity plan/Time Planning (example):

Activity	Quarter of realisation of the activity (for 5 years planning, e.g. within IDP)																Main responsible	In Coordination with
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
3.1.1 Realise 1 training of 1 day on community participation/WC																	CSF/ Municipality	CSF and Major
3.1.2 Define priority questions and realise walkabouts in the ward to talk to people and get to know their points of view																	Safety coordinator	
3.2.1 Realise 2 training of 1day on relevant concepts/WC																	CSF/ Municipality	CSF and Major
3.2.2 realise 1 exchange visit/2 members/WC, (1 male, 1 female) to an advanced WC in terms of community cohesion and violence prevention.																	Safety coordinator	
3.3.1 Realise 2 trainings of 1 day each WC on organisational issues forward members																	Safety coordinator	CSF and Major
3.3.2 Realise 1 training on moderation for 2 members of each WC																	Safety coordinator	CSF and Major

Activity	Quarter of realisation of the activity (for 5 years planning, e.g. within IDP)																Main responsible	In Coordination with	
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
M&E (some examples)																			
1. Refined indicator together with community members and develop M&E matrices																		Safety coordinator	CSF and Major
2. Determine baseline values for indicators together with community members																		Safety coordinator	CSF and Major
3. Realise ward meetings with neighbours to discuss on present situation in terms of defined indicators (regular monitoring)																		Safety coordinator	CSF and Major
4. Realise internal evaluation and adaptation of further planning																		Safety coordinator	CSF and Major
5. Realise final internal evaluation and conclusions for next steps																		Safety coordinator	CSF and Major

## Activity Plan - Time Planning (template)

[illegible]

## Action Plan with Time and Resources Allocation (template)

Project/Measure: \_\_\_\_\_

Boundary Partner: \_\_\_\_\_

[illegible]



## ANNEX 8 TO BOOK 5:

### Cost Plan (example for a structure)

Activity #	Expenses - Item Description	Detailed Item Description	2015	2016	2017	2018	2019	Overall totals
	I. Personnel Costs/Compensation of Employees: (salaries, social benefits, health insurance)							
	Subtotal I: Personnel Costs							
	II. Operating Expenditure/Goods and Services (eg., workshop costs: venue, catering, training manuals; stationary, office material, tel/fax./internet, carrier services, printing, transportation, etc.)							
	Subtotal II: Goods and Services							
	III. Investment Costs (street lights, construction costs, etc.)							
	Subtotal III: Investment Costs							

Activity #	Expenses - Item Description	Detailed Item Description	2015	2016	2017	2018	2019	Overall totals
	IV. Totals I+II+III							
If applying for external funding these budget items might be added	V. Provision for contingency reserve (eg., 3%)							
	VI. Sub-Totals (IV. + V.)							
	VII. Administrative costs (lump sum, eg., 5%)							
	VIII. Total costs (VI. + Admin. Costs)							

If an organisation needs a budget/cost plan for fund raising and a project application, the structure needs to be adapted to respective requirements of the possible donor

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# NOTES

Handwriting practice lines consisting of 30 horizontal dotted lines.

# NOTES

Handwriting practice lines consisting of multiple horizontal dotted lines for note-taking.

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# NOTES

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.

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The toolkit is also available on: [www.saferspaces.org.za](http://www.saferspaces.org.za)



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