

# Systemic Prevention of Youth Violence

A handbook to design and plan comprehensive violence prevention measures

# Imprint

## **Published by**

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

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Eschborn, 2010



# Foreword

When social or political conflicts result in crime and violent behavior the safety of humans is threatened and development opportunities of entire societies constrained. Poverty, the lack of future prospects and social, economical and political marginalization shape the daily lives of many young people and are important structural causes for violence. Overall, young people's frustration too often results in a propensity for violence and unsafe behavior. As a consequence children and young people become not only victims but also perpetrators of violence.

Overall, young people under the age of 25 – the majority of the population in many partner countries – are affected disproportionately by all types of violence. The WHO estimates that around 199.000 homicides occurred worldwide among young people in the year 2000 alone. Columbia and El Salvador were affected most strongly, with 84 and 50 homicides respectively per 100.000 young people between 10 and 29 years. UNICEF predicts that more than 33.000 young people will die as a result of societal violence in the period from 2006 to 2010 just in Brazil.

However, growing up in an environment shaped by conflict and violence frequently also leads to further violations of young people's basic rights: their protection, promotion and participation.

In German Development Cooperation Human Rights are regarded as an overarching guiding principle. Consequently the implementation of children and youth rights across all sectors is an essential element of its approaches. International conventions – like the United Nations Declarations on the Right of the Child which has been ratified by 193 states – are recognized as a solid framework for the technical co-operation.

For over 10 years GIZ has thus accumulated a wide range of experiences in the development of integrated approaches and methods for the promotion of children and youth rights. In this context, young people are seen as key agents for peace, security and sustainable development and the frame-conditions for their inclusion are created through the development of capacities of state and non-state actors.

However, young people's involvement in crime and violence and the effects of societal violence pose an increasing challenge also to the work in other sectors, e.g. peace and security, education, health or gender. Since youth violence is a complex phenomenon that cannot be addressed and sustainably prevented from a singular perspective, effective strategies have to therefore follow a systemic approach. This entails to think and act in networks and bring together stakeholders from diverse sectors and administrative levels with the aim to address the context-specific causes of youth violence.

The present handbook takes these challenges into account and supports the planning, implementation and monitoring of systemic measures to prevent youth violence. Thus, it supports the conscious inclusion of a variety of actors from the respectively relevant sectors and allows the utilization on all administrative levels. The young individual is perceived as positioned at the centre of a complex system of actors, who all impact on his/her behavior in positive or negative ways. Thus, the actors most heavily influencing the environment of young people – ranging from parents, teachers, the police and social workers to staff of municipal authorities and national ministries – are activated as partners and target groups of the planned violence prevention measure. By systematically utilizing the handbook, a systemic approach to preventing youth violence can be designed and the positive potential of young people is enhanced.

I wish you a pleasant read and, if applicable, a successful process of designing a systemic intervention measure.



*Joachim Prey  
Deputy Director General  
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# Using this handbook on the systemic prevention of youth violence

## What is the objective of this handbook?

This handbook will help you to plan context-specific measures to prevent and reduce youth violence. It is also suitable for adjusting on-going development cooperation measures and projects to address the phenomenon of youth violence. In addition, it can serve as a source for strategies when advising partners.

## How can these objectives be achieved?

- The causes of youth violence are multi-layered and complex. To confront it requires a **systemic approach** that encourages networking and active cooperation among the relevant key actors, transcending sector distinctions and encompassing all levels, from national to local.
- To change the behaviour of violent youth, and to minimise the risk factors that lead to violent behaviour, it is necessary to change the young people's surroundings and their social milieu. Long-term **changes in behaviour** among the actors who influence the young people, either directly or indirectly, should lead to a sustainable reduction in violent behaviour.
- The prevention of youth violence can only be successful and sustainable if it addresses the needs of the young people as well as the context-specific causes. This means that **the focus stays on the youth** throughout the whole planning process, even if the measure being planned will take effect at the national level and target structural, institutional changes.

## What does this handbook offer?

Based on a detailed causal analysis and in cooperation with the relevant actors, incremental activities are planned which – directly or indirectly – create better living conditions for young people. In this way, the planned activities discourage the development of youth violence while pointing out alternatives to violent behaviour.

As well as background information on youth violence, the handbook includes two workshop concepts which can be used for the context-specific analysis of the causes, extent and consequences of youth violence, and for the planning of tailor-made prevention measures. These concepts are then complemented by a range of tried and tested examples of approaches and methods for the prevention of youth violence, which should provide an initial impetus.

## Who can use the handbook?

- State-run or non-governmental development cooperation projects in all sectors can use the book to design new prevention measures, to redirect existing projects and programme components to address youth violence, or to provide advice to partners.
- Advisors and members of local or national governments, and non-governmental organisations (NGOs) can use it for the planning of prevention measures or when establishing a prevention council.

# Introduction

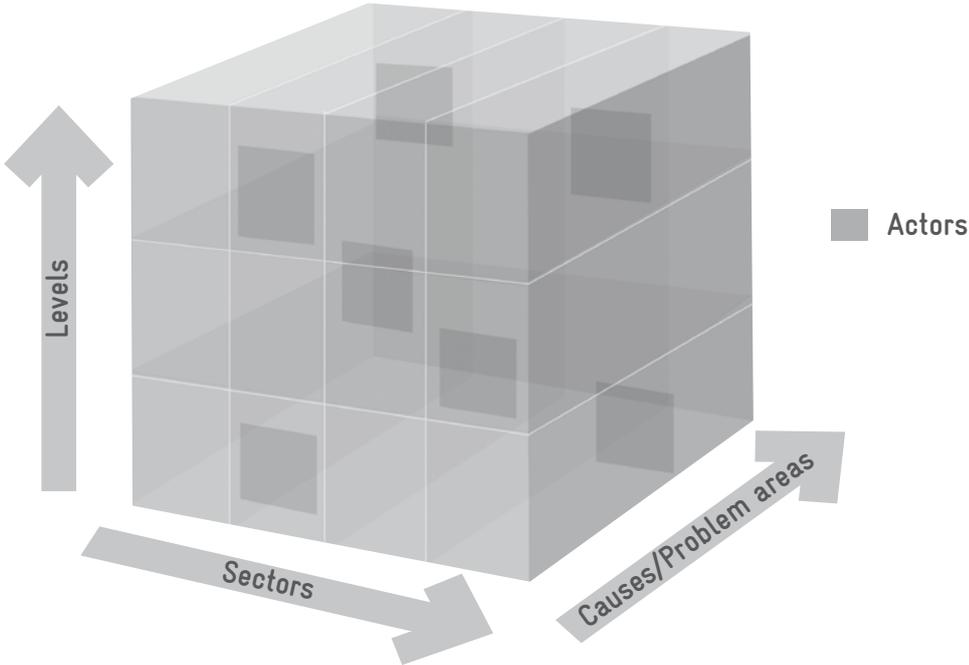
In recent years youth violence has been a growing challenge for the societies and governments of many countries. Places such as South Africa, Timor-Leste and El Salvador have seen an explosion in the number of youth gangs. If the prevalence of the gangs reaches a certain level it has an adverse social, political and economic effect on whole of society. High rates of crime and violence create a desperate security situation, which is a severe infringement of people's lives. In post-war societies or countries with fragile statehood young people are particularly marginalised in socioeconomic terms. Their resulting frustration and the lack of prospects makes them more willing to join armed groups. Experiencing violence, either as a victim or as a combatant in armed conflict, and the 'culture of violence' make the period of adolescence more difficult and encourage the use of violence as a response to disputes. The perception in society and the media of young people as a threat adds to the social exclusion they feel.

As such, youth violence presents a hurdle for social and economic development and it is threatening to derail efforts to achieve the Millennium Development Goals. But youth violence is a problem not only for state and society, but also

for individuals. Above all it threatens people's fundamental human rights, such as the right to life and security of person; or at best it reduces the space within which these rights can be protected, both for the victims – often also youth – and the young culprits themselves. But it also affects political and civil freedoms, or economic, social and cultural rights, none of which can be fully guaranteed in states and societies characterised by high levels of violence. Against this background it is not surprising that efforts to counteract youth violence are given high priority in international discussions. The affected countries and their international cooperation partners, including German development cooperation, are looking for answers to these challenges.

To ensure we do more than just treat the symptoms of youth violence, we need to understand its causes. Research into the origins of youth violence has suggested many different explanations, but all of these point to the interaction of multiple of causes. Therefore, effective strategies for preventing youth violence will take a systemic approach, bringing together actors from different sectors to work collectively in tackling the context-specific causes of the problem. This handbook is intended as practice-oriented guide for planning complex interventions of this kind.

Figure 1: The planning process represented as a systemic cube



Reality is complex, so to make it more comprehensible during the planning of prevention measures, the representation as a cube was developed. To illustrate the planning process, the three axes of the cube can be used to represent its three central dimensions: the levels, the sectors and the problem areas. The different actors are then positioned relative to these axes. In this way a general picture gradually emerges, which shows the potential of each actor to contribute to the fight against youth violence and also reveals the specific milieus within which the actors operate. The cube model and the analysis and planning steps recommended in this handbook help to create a broader understanding of the problem and the actors involved. This provides a foundation on which to plan for behavioural changes.

This handbook introduces the reader to a systemic approach to the prevention of youth violence and should prove helpful for all those involved in prevention measures. An overarching goal for such systemic measures is to bring about changes of behaviour among the young people themselves. This can be achieved through the direct or indirect influence of actors<sup>1</sup> who are in a position to affect the development of young people for better or for worse.

Working towards this end, the handbook builds on three premises:

- The causes of youth violence are multi-layered and complex. To confront it requires a **systemic approach** that encourages networking and active cooperation among the relevant key actors, transcending sector distinctions and encompassing all levels, from national to local.
- For changes to occur in the behaviour of violent youth, and for the minimising of risk factors that lead to violent behaviour, it is necessary for the young people's surroundings and social milieu to change. Long-term **behavioural change** among the actors who influence the young people, either directly or indirectly, should lead to a sustainable reduction in violent behaviour.
- The prevention of youth violence can only be successful and sustainable if it addresses the needs of the youth as well as the context-specific causes. This means that **the focus stays on the young people** throughout the whole planning process, even if the measure being planned will take effect at the national level and targets structural, institutional changes.

This handbook combines the public health approach as promoted by the World Health Organization (WHO) with the behaviourally-oriented project planning method based on outcome mapping, and the sociological theory of symbolic interaction. These component parts underlie the three premises described above<sup>2</sup>. It is the interaction of these theories and approaches that gives rise to the behavioural change-oriented, systemic approach to the prevention of youth violence.

Likewise, the handbook also takes into account development concepts such as the do-no-harm principle and the armed violence reduction (AVR) approaches devised by the Organisation for Economic Co-operation and Development (OECD). At the same time, a human rights-based approach is used, which views young people as rights holders rather than stigmatising them as part of the problem. The human rights-based approach also views the behaviour of young people in a direct relationship with the behaviour of other actors, who often include both governmental and non-governmental authorities and officials. When focusing on behavioural change, during the actual planning of prevention measures the priority should be to build up the competences of these officials, which will improve the living conditions of the young people and thus help reduce the level of violence. The systemic approach to preventing youth violence draws intentionally on elements of the management model Capacity WORKS, developed by Gesellschaft für Technische Zusammenarbeit (GTZ)<sup>3</sup>. This contains potentially useful complementary materials and methods, particularly among the instruments related to its Success Factors 1 Strategy and 2 Cooperation. If this management model has already been used previously, it is a good idea to incorporate the results and information gained from it in the new analysis and planning process. Footnotes in the relevant places throughout the handbook will point out possible complementarity and synergies.

## Objective of the handbook

The objective of this handbook is to guide the user in the systemic planning of measures to prevent youth violence. This might relate to individual activities within projects, which are faced with problems of youth violence, or it could be for prevention measures included as components in projects run by governments or local authorities, or as part of technical cooperation. On the other hand, it could also refer to comprehensive prevention interventions that specifically target youth violence. Starting with the problem analysis, the

<sup>1</sup> For definitions, see Part 1, p 11, 12.

<sup>2</sup> Etienne G. Krug et al: *World report on violence and health*. WHO 2002. [http://www.who.int/violenceprevention/approach/public\\_health/en/index.html](http://www.who.int/violenceprevention/approach/public_health/en/index.html); Earl, Sarah, Fred Carden and Terry Smutylo: *Outcome Mapping. Building Learning and Reflection into Development Programs*. Ottawa: IDRC, 2001. Heinz Abels: *Interaktion, Identität, Präsentation. Kleine Einführung in interpretative Theorien der Soziologie*. 3. Auflage, Wiesbaden 2004. OECD: *Conflict and Fragility. Armed Violence Reduction – Enabling Development*. 2009.

<sup>3</sup> *Capacity WORKS is GTZ's management model for sustainable development*, Eschborn: GTZ, 2008.

process-oriented approach will lead in a series of steps to the actual systemic planning of a prevention measure. The handbook is structured in the form of a workshop concept, which means it is user-friendly and can be quickly applied. The target group consists of people who are currently involved in planning and implementing prevention measures for youth violence, or who are interested in the topic for future use. This includes experts and management staff as well as consultants employed either by internationally active development organisations, or by national and local governmental and civil society institutions. It also explicitly targets individuals who are not experts in the field of youth violence.

The advantages of the handbook:

- During the planning process, it focuses on concrete behavioural changes, both among the youth and among the actors who have a direct or indirect influence on them. This change is understood as the core element of a social transformation.
- It assumes the interdependence of the actors in the different sectors and at various levels is an opportunity, and it encourages the exploitation of this.
- Its various analytical steps highlight the risks and potential blockages that could impinge on the success of the prevention measure; thus, they are then addressed properly during the planning process.
- The need for monitoring and evaluation is taken into consideration as early as the planning phase, which makes it easier to execute at a later stage.
- Concrete examples and working aids illustrate the complex idea of systemic project planning in a comprehensible way for non-experts.

However, despite the concrete suggestions for the implementation of analysis and planning processes, the user should be aware that:

- although the handbook guides them through the steps of an analysis, it cannot replace a proper analysis
- it cannot perform the task of prioritising and make the related decisions about measures and options
- the examples and methods here are described without a context; during the actual planning, they must be placed within a context and adapted to the specific conditions in the respective country; a new and individual dynamic might develop because of this process of adaptation.

## Structure of the handbook

By way of introduction, the first section will summarise the theoretical concepts, definitions and background information on the origins and forms of youth violence, and provide an outline of the systemic approach to youth violence prevention.

The second section concentrates on the context-specific analyses of the causes, extent and consequences of youth violence, as well as the planning of tailor-made prevention measures. First of all, this includes instructions on carrying out a situation analysis to obtain information about the specific conditions, causes of violence, and risk factors in the respective context. Building on this, workshop analyses are then carried out, assessing the actors, sectors and levels. The information gained here is compared with the contextual information to identify strategic starting points for the prevention activities. The results of the analysis can be compared to a baseline study intended to ease the monitoring and evaluation of the measure. This is followed by a process-oriented planning tool for prevention measures. In the workshop concept, the results of the analyses are used to identify partners and establish the objectives of the measure in terms of the required behavioural changes among the partners and the young people. Concrete activities are also developed for the measure.

The third section provides a range of tried and tested approaches and methods for youth violence prevention, which should help in the selection of possible activities for inclusion in the measure.

The fourth and final part includes a number of practical tips and practice-oriented planning aids to help use the handbook.



# Youth violence – terms and concepts

The first part of this chapter explains the main terminology associated with the prevention of youth violence. In the second section, these are then linked to the main concepts involved.

## 1.1 Defining terms

### Youth

The United Nations' World Youth Report 2005 defines youth as follows:

*Youth represents the transition from childhood to adulthood and is therefore a dynamic stage in an individuals' development. It is an important period of physical, mental and social maturation, during which young people are actively forming their identities and determining acceptable roles for themselves within their communities and societies. They are increasingly capable of abstract thought and independent decision-making. As their bodies continue to change, their sexuality begins to emerge, and they are presented with new physical and emotional feelings as well as new social expectations and challenges.<sup>4</sup>*

The definition avoids setting a specific age limit and thus includes a larger number of people. At the same time, it directly highlights problems faced by young people that are closely connected to the causes of youth violence.

Despite the fact that we can define the term youth, young people do not form a homogenous group. Socioeconomic variations, the rural-urban divide, ethnicity and gender are just some of the differences that distinguish individuals. They contribute to the formation of the young people's identities and they are manifested in differing interests, needs, behaviour patterns, youth cultures and value systems. They are the reason different expectations are made of different young people, and are therefore also the cause of role ambiguities.

Despite the difficulties involved in defining youth, the United Nations (UN) have supplied a rough guideline that takes youth to mean people aged between 15 and 24.<sup>5</sup> Although it is necessary to differentiate according to specific contexts, the term 'youth' will be used in accordance with this UN understanding of it.

### Violence

Violence is a universal phenomenon which pervades all societies and has serious impacts both on individuals and society. It is a highly complex problem, with ill-defined manifestations and many-layered causes. Our understanding of what counts as violence is determined by our cultural influences, which are expressed in terms of social norms and values.

So far, no uniform definition of violence has been possible at the international level. However, it is necessary to establish a more precise meaning, in order to make it a more useful term for development interventions in the field of youth violence prevention. WHO defines violence as:

*The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation.<sup>6</sup>*

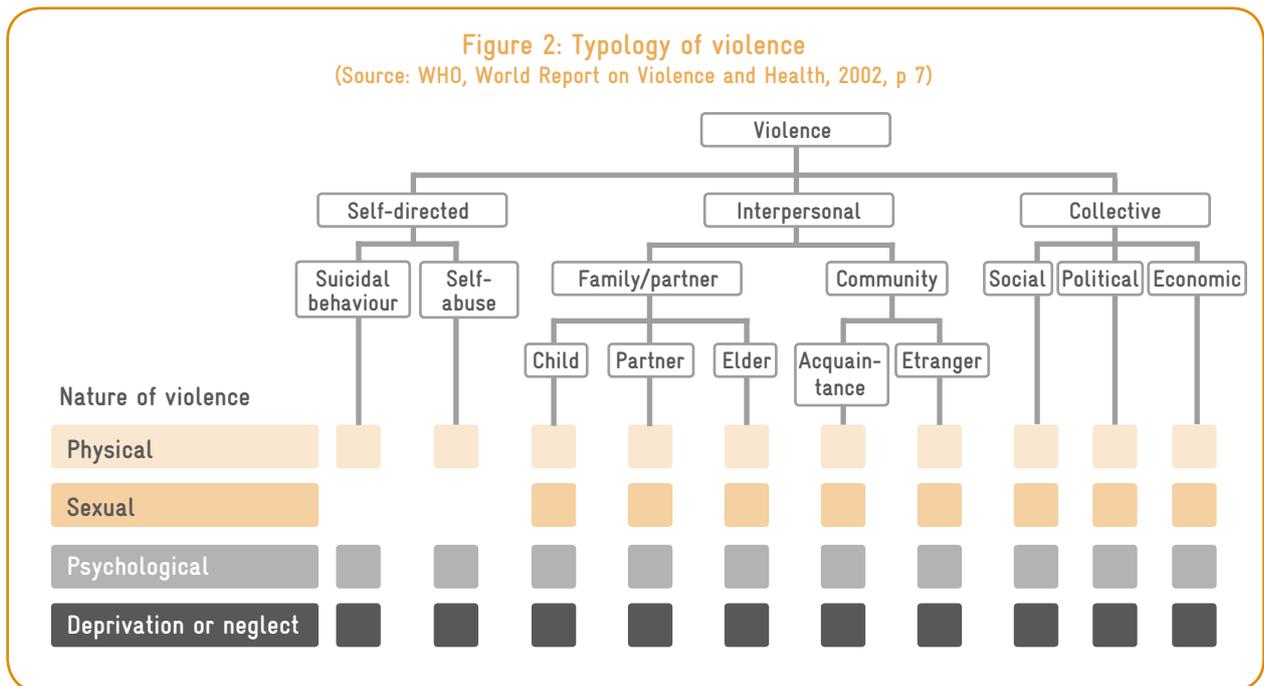
<sup>4</sup> United Nations: World Youth Report 2005. *Young People Today and in 2015*, 2005, p 150.

<sup>5</sup> United Nations: World Youth Report 2007. *Young People's Transition to Adulthood: Progress and Challenges*, 2007, p XXXVI.

<sup>6</sup> WHO: *World Report on Violence and Health*, 2002, p 5.

The terminology has been divided to provide a more differentiated typology of violence<sup>7</sup>. This involves three broad categories, defined according to the perpetrators of the violence: 1) self-directed violence (of little relevance in the present context), 2) interpersonal violence, and 3) collective violence.

However, other forms of youth violence also occur as aspects of collective violence. Collective violence has three sub-categories which, unlike interpersonal violence, are defined in terms of the motives rather than the victims of violence: 1. social violence, 2. political violence, 3. economic violence. In these cases, the perpetrators are usually larger groups or



Each of these three categories is in turn sub-divided more specifically according to the nature of the perpetrated violence: physical, sexual and psychological violence, and violence resulting from deprivation or neglect. For understanding youth violence, the important category is interpersonal violence, of which there are two sub-categories:

- violence that is mainly limited to family members and partners
- violence exercised by members of a community. The second sub-category includes violence amongst young people, incidences of rape or sexual attack by outsiders, as well as violence in institutional environments.

Violence against community members is of central importance in the context of this handbook, as this sub-category includes several manifestations of youth violence.

state institutions that are using violence to achieve certain goals. Such intentional utilisation of violence takes different forms, occurring, for example, as armed confrontations within or between states, as genocide or as suppression.

Youth violence can be a contributory factor in this because, on the one hand, it is socially motivated and, on the other, it is often perpetrated by groups that operate at a national or even regional level, such as in Central America. Also, as has already been mentioned, young people or youth gangs are often stigmatised or exploited as convenient public enemies in the name of national interests.

Therefore, youth violence can be defined either as interpersonal violence or as collective social violence.

<sup>7</sup> A large number of international organisations, such as UNICEF, uses this terminology and the following typology, which points to its wide international acceptance.

## Youth violence

Drawing on WHO's definitions of violence as well as the understanding of the term 'youth', the following working definition will be used for the sake of this handbook:

*Youth violence is physical or psychological harm done to people – either intentionally or as a result of neglect – which involves young people as culprits, victims or both, or which is a potential threat to the youth.*

The fact that in many countries children and young people below the age of 24 make up more than 50 per cent of the population<sup>8</sup> underlines the explosive potential of the phenomenon of youth and violence.

Young women and young men are affected by youth violence in different ways. Culturally defined roles, patriarchal power structures and notions of masculinity that promote violence all contribute to a much higher incidence of violent behaviour among young men than young women. The young men are also often the victims of the kind of violence that is aimed at members of a community. By contrast, it is mainly girls and women who fall victim to rape and forms of domestic violence (violence against family members and partners). Young people are often the victims and as such are much more susceptible to violence than adults. They are affected by violence during armed confrontations, by violence in their domestic or local surroundings, and by violence perpetrated by regular security forces or irregular armed groups, including the youth gangs themselves.

The young people face this violence during a period in their lives that is closely connected with the processes of identity-building and personal development; at a time when they are assuming roles and adopting the values and attitudes that will do much to shape their later behavioural patterns. Knowledge of the political, historical and cultural circumstances that inspire and compound youth violence can be very helpful when devising measures of intervention and prevention.

But young people are also culprits. This manifests itself in acts of aggression ranging from the use of violence to solve family conflicts, to criminal behaviour in urban areas and forms of group violence. Examples of the last of these mani-

festations include the youth gangs active in Central and South America, or the mobilisation of marginalised young people for violent uprisings, conflicts or political purposes, as has happened in the Niger Delta or Sierra Leone. When we look at the causes of such developments, it usually becomes apparent that these young people have themselves often been the victims of violence and that they are living with a profound lack of prospects, social marginalisation and great poverty. There is a high price to pay for this, both for the individuals and the community. Besides the financial and the non-financial costs (e.g. the psychological consequences), youth violence can have a social and political multiplier effect that presents a serious barrier to development in the affected societies.<sup>9</sup>

## Significant others

When making decisions and when pursuing their own personal development, young people orient themselves on different actors within their milieu. In the sociological theory of symbolic interactionism, founded by George Herbert Mead, individuals who have a direct influence on young people are called significant others.<sup>10</sup> Symbolic interactionism assumes that people only learn their patterns of behaviour, their roles and their social values when interacting with other people in the course of their socialisation. In this respect the most important figures of attachment are defined as significant others. Unlike other actors, these individuals have a profound and often direct influence on young people. As such the significant others are important actors, who directly or indirectly impart values and attitudes to young people and influence their behaviour. They are most likely to be persons in their close social environment, such as parents, peer groups, teachers, police officers or social workers. However, public figures can also become important role models and thus act as significant others for young people.

For the prevention of youth violence, it is essential to involve these significant others as they have such a big influence on young people during this particularly impressionable phase of their lives. They supply their identities, set limitations and provide incentives; as such they promote the role formation of the youth. This means they can significantly influence young people's susceptibility or resilience in the face of violence. However, they can also have an adverse effect, encouraging them to act violently – something which must be avoided.

<sup>8</sup> UN World Development Report 2009, UN World Youth Report 2007.

<sup>9</sup> While the young victims suffer the physical damage and psychological consequences, state institutions are faced with considerable costs, especially in the fields of health and security. The effects of youth violence on the economy manifest themselves in terms of lost human capital, lower participation in the labour market, lower productivity and lower wages. Sociopolitical multiplier effects manifest themselves, for example, in falling living standards for the citizens, in social disintegration, or in the erosion of the state's monopoly on the use of force (cf. Inter-American Development Bank: *Violence as an Obstacle to Development. Technical Note 4, 2000, p 2*).

<sup>10</sup> Cf. Mead, George: *Mind, self, and society: from the standpoint of a social behaviorist*. Chicago: University of Chicago Press, 1955. And Blumer, Herbert: *Der methodologische Standpunkt des symbolischen Interaktionismus*. In: Arbeitsgruppe Bielefelder Soziologen (Ed.): *Alltagswissen, Interaktion und gesellschaftliche Wirklichkeit*. Reinbek bei Hamburg: Rowohlt, 1975, pp 80-146.

### Key actors

Apart from the significant others with their direct relationships, there are other actors who have a less immediate influence on the lives of young people. For instance, local authority officials make town planning decisions that affect the urban neighbourhoods in which the young people live, and they promote youth through publicly financed services, such as leisure centres. Ministry officials create curricula that set out the subject matter taught at schools; employers make decisions related to career opportunities; and police stations release the guidelines and plans of engagement that directly define how the police officers relate to young people. Key actors such as these very often remain invisible to the young people, yet they have an important influence on significant aspects of their lives, in particular on the risk factors of youth violence which relate to the community or society. It is important for development cooperation to involve these key actors, not only because they can help to change structures and achieve sustainable transformations, but also because they are relevant to the human rights-based approach. Many of the key actors and the significant others are people whose position obliges them to uphold the interests of the youth, and they should be supported in doing so.

Throughout this handbook, any references made to ‘actors’ should be understood to mean both the significant others and the key actors. This is because both have an impact on young people, either directly or indirectly, and as such are important for the prevention of youth violence.

### 1.2 Concepts

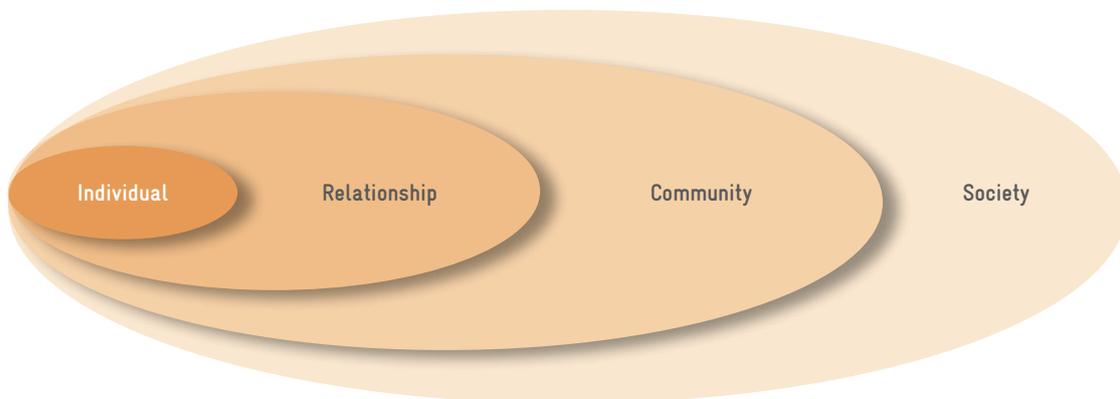
The scientific concepts presented below will tie together the terms defined above; they form the basis for our understanding of youth violence and for the analyses of its causes.

#### Ecological model

There are no simple, monocausal explanations why young people become violent under some circumstances but not under others. Social scientists’ research into violence has resulted in the general understanding that violent behaviour in young people derives from a complex interaction of several factors.<sup>11</sup>

In its 2002 World Report on Violence and Health, WHO indicates that violence is an extraordinarily complex phenomenon. It develops from the interaction of many individual, context-specific factors that affect the world in which young people live. WHO differentiates between risk factors occurring at the individual, relationship, community and societal levels, which influence young people and affect their behaviour. These four levels are illustrated in the WHO ecological model.

**Figure 3: Ecological model for understanding violence**  
(Source: WHO, World Report on Violence and Health, 2002, p 12)



<sup>11</sup> Cf. Imbusch, Peter: *Jugendgewalt in Entwicklungsländern – Herausforderungen für die Entwicklungszusammenarbeit*, Eschborn: GTZ, 2008. and Gugel, Günther: *Gewalt und Gewaltprävention – Grundfragen, Grundlagen, Ansätze und Handlungsfelder von Gewaltprävention und ihre Bedeutung für die Entwicklungszusammenarbeit*, Tübingen: Institute for Peace Education Tübingen and GTZ, 2006.

The superimposed circles in Figure 3 serve to illustrate the superimposed and mutually supportive factors of influence over an individual. For instance, a young man with a basically aggressive disposition is more likely to take a violent stance if, in his interpersonal relationships, he has once experienced violence as an apparently legitimate means of conflict resolution. Likewise, it is more probable that young people living in an urban district with high levels of unemployment and crime and a lack of leisure activities will resort to violence than those who grow up in peaceful surroundings, with more varied and better opportunities.

The WHO model therefore helps to differentiate between the many and varied influencing factors behind youth violence and shows the relationships between young people and their complex environment. However, it also demonstrates that coordinated action is needed at several levels in order to find preventive answers to the violent behaviour of young people. At the same time, it lends perspective to our image of the socialisation of young people: whereas their interactions start at just the individual and relationship levels, as they grow older, they enter new levels until they become active members of society.

The ecological model will be used here as it provides an orientation for planning responses to young people, the world they live in and their development. It therefore takes priority over the institutionally-oriented macro, meso and micro-level model, which is often used by academics and in development cooperation.

### Risk factors

Only rarely are there monocausal explanations for youth violence. It is more often a case of several risk factors operating together to cause violent behaviour. The more factors that come together at different levels, the greater is the likelihood of violence occurring. Here, risk factors are understood as:

*“those characteristics, variables, or hazards that, if present for a given individual, make it more likely that this individual, rather than someone selected from the general population, will develop a disorder.”<sup>12</sup>*

WHO has collated a comprehensive list of these risk factors that reflect the levels of the ecological model. In this respect it is very important to understand that violence often begets violence. For example, young people who are the victims of domestic violence in their own childhood often go on to commit acts of violence in their later lives.

At the individual level, the biological disposition and any factors of personal development are identified, which lead to a higher probability of violent behaviour. This includes factors such as impulsiveness, aggression, lack of respect, learning difficulties and previous experiences of violence and abuse. These individual factors do not exist in isolation, but are influenced by the social context in which the young people are entrenched. Within most projects, these aspects can only be addressed to a limited extent because the factors involved require a lot of care and work with the respective individuals. For this reason they will be dealt with here only as peripheral issues.

The relationship level refers to the close interpersonal relationships between family members, friends, partners, fellow school pupils and colleagues. It asks the question, to what extent do these relationships increase the risk of violent behaviour? This level encompasses the risk factors that arise from families, friends and peer groups. Here, too, the factors do not occur in isolation, but interact with different factors from the various levels to prompt violence. During childhood the influence of the family is of central importance, but this wanes during puberty and is replaced by friends and the peer group. Specific risk factors at the relationship level are:

- Weak parental supervision
- Relationship problems of the parents
- Weak parent-child ties
- Large families
- Young parents
- Inadequate family cohesion
- Single-parent upbringing
- Low socioeconomic status
- Low level of education of parents
- Criminals as friends
- Drug use in the peer group

<sup>12</sup> Mrazek, Patricia J. and Robert J. Haggerty: *Reducing Risks for Mental Disorder. Frontiers for Preventive Intervention Research.* Washington D.C.: National Academy Press, 1994, p 127.

The community level examines the close social milieu, such as school, the neighbourhood and the workplace, where social relations are constructed. In general it can be said that young people in urban areas get caught up in violence more often than those in rural areas. In terms of the school environment, risk factors which should be given special consideration include teachers' weak educational skills, low availability of educational materials, frequent changes of school, truancy, and forced suspension from school. The general community-level risk factors are:

- Formation of youth gangs
- Drug consumption and dealing
- Easy availability of weapons
- High crime rate
- Weak infrastructure to meet young people's needs
- Lack of 'social capital' and poor social cohesion<sup>13</sup>
- Lack of leisure activities
- High school dropout rate

The societal level focuses on overarching factors affecting the whole of society, which are conducive to a climate of violence. This includes, for example, situations of armed conflict and violence experienced by the whole of society, as well as the marginalisation or exclusion of certain age groups or sections of the population (ethnic or religious groups, impoverished classes, inhabitants of particular regions, etc.). It also refers to the patterns of cultural legitimation and debates on the use of violence. In real terms this means that economic inequity, a lack of participation and the unequal distribution of opportunities and prospects all serve to restrict young people's potential for personal development. The societal level is also where political conditions and norms can develop, which encourage violence in young people. Youth, economic, education, security and social policies can all influence the inequalities of society and therefore can also serve to exacerbate or reduce the risk factors of violent behaviour. Risk factors at the societal level include:

- Demographic changes in society
- Political and economic crises
- Migration
- Urbanisation
- Inequitable income situation, social and economic exclusion or marginalisation
- Weak governance
- Inadequate social security
- Violent norms and values, cultures of violence
- Portrayals of violence in the media
- Discrimination of certain population groups

## Sectors

A large number of sectors have important roles to play in the systemic prevention of youth violence. The important sectors that contribute to preventive approaches are: security, state and democracy (administration, urban development, infrastructure), social policy (family, social security), health, youth, education, employment promotion and vocational training, and the business sector.

As the research results in the previous sections have shown, working in a single sector is not enough to ensure a sustainable preventive approach to youth violence. Instead, it is only possible to target, coordinate and adapt the sector activities coherently, and thereby reduce the risk factors, if there is good cooperation between the different sectors.

To complement the mixture of top-down and bottom-up processes that operate and can be accessed within the respective sectors, it is also possible to observe cross-sectoral interactions operating obliquely to the different levels. The level of understanding in individual sectors for strategy, structure, functionality, capacity and previously existing prevention measures reveals openings for the planned measures. However, at the same time it also indicates the potential difficulties.

Although in practice political or personal differences as well as financial shortfalls often hinder the actual cross-sectoral cooperation, such cooperation is the foundation for the sustainable prevention of youth violence. At the same time, the involvement of different sectors reveals new perspectives and entry points:

- **State and administration:** Good governance is synonymous with effective political institutions and the responsible use of political power and public resources by the state. It is ultimately about the interplay between democracy, the social state and the rule of law. In such a broad field as this a number of different contact points exist to connect with the topic of youth violence prevention. In general, the important thing is to answer the questions of how young people, with their own interests and their own forms of communication, can participate in political and societal decision-making processes, and whether or not they would make use of such opportunities. If there are no options for them to participate, this counts as a risk factor that encourages violence.

<sup>13</sup> One definition of social capital runs: 'Features of social organisation such as trust, norms, and networks, that can improve the efficiency of society by facilitating coordinated actions.' Putnam, Robert: *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton: Princeton University Press, 1993, p 167.

The approach to juvenile offenders and the punishment by the state of youth violence also offers extensive cross-over points. If appropriate forms of punishment are used for young people and if the youth penal code promotes the rehabilitation of young offenders, it is possible to prevent them relapsing into violent behaviour. There is potential here for cooperation and the use of synergies between all sectors, with the state being called on to perform the role of coordinator and administrator. Human rights are especially important in this respect: they define the relationship between the state and the individual and ensure the latter has access to state services and protection, without fear of discrimination. This is especially pertinent in the context of gender- or age-specific discrimination, or discrimination on ethnic grounds.

- **Youth promotion:** State-supported youth promotion and youth welfare programmes provide for institutions such as youth centres or youth social work structures. These offer measures for counselling, prevention, rehabilitation and reintegration, and as such are important contributors to the prevention of youth violence. Services provided by the youth sector encourage the target group, on the one hand, to help influence the world around them and, on the other, to take responsibility for their own lives. On top of this, the sector plays a key role as it is well placed to perform a coordinating function and bring together the various relevant actors at one table.

The down side is that in many countries there is a lack of state institutions explicitly responsible for meeting the needs of children and youth, or the relevant structures are comparatively underdeveloped and suffer from shortfalls in funding and personnel. Nevertheless, in such cases advisory services at the national level can be particularly helpful and can be used to create a sustainable institutional foundation for youth promotion and the prevention of youth violence. Besides the many ways of integrating youth violence prevention into the different sectors, in the youth sector it is also possible to devote resources directly to the subject, for example as part of a national youth programme that prioritises the issue of youth violence. The decentralised structures of youth promotion can also perform vital functions, such as the coordination by municipal youth officers of participatory processes to develop local youth action plans.

- **Security:** The state is obliged to guarantee the security of its citizens. If lawless areas exist, or the state exercises its monopoly on the use of force or its regulatory measures for purposes of repression, this has a strong effect on the propensity of young people to resort to violence. However, facing up to youth violence should not mean simply treating the symptoms using the actors in security sector<sup>14</sup> and punitive measures. Especially in societies characterised by high levels of violence, there is a need for a balanced mix of preventive and punitive measures. The security sector demonstrates where the cross-over points are between the state and administration sector and the youth promotion sector. Police activities aimed at the needs of the local community, or the introduction of confidence-building measures between young people and the security services: these are examples of approaches with which the security and justice sector can contribute to the prevention of youth violence.

- **Social policy** (families, social security): The state is responsible for a wide range of social security and family support activities that are relevant for young people. Inadequate social protection, low levels of social cohesion and disintegrating family structures, for example in places where the number of child-headed households is growing due to HIV/AIDS, are significant gateways for youth violence. Young people seek support and want to play a role in society. If they cannot attain these through the family or the state there is a risk that they will turn to youth gangs and distance themselves from society. For the field of social policy, potentially attractive synergies exist with youth promotion, state and democracy, education and the world of work. The contributions this sector can make to the prevention of youth violence range from sensitisation measures and expert family counselling services, to basic insurance schemes or targeted promotion programmes aimed at young people and their families or at young people who take on responsibility for their younger siblings.

<sup>14</sup> The security sector consists of all state and non-state institutions or entities that play a part in ensuring the security of the people:

- (1) The security management and supervisory authorities include: the executive, national security committees, the legislature, specific legislative committees, the ministries for internal affairs and defence, authorities under common and traditional law, financial administration committees (e.g. finance ministry, budget officials, accounting and administrative committees), and civil society organisations.
- (2) The security-relevant organs of justice and of the rule of law include: ministry of justice, the courts, public prosecutor's office, human rights commissions and ombudsmen, representatives of common and traditional legal systems.
- (3) Active in the core area of the security actors are: the armed forces, the police, gendarmes, paramilitary forces, presidential guards, civil and military intelligence services, coastguards and border guards, customs & excise, and reserve and local security units (civil defence forces, militias).
- (4) Finally, the category of non-state security actors includes liberation armies, guerrilla forces and private security firms.

- **Health:** Healthcare is increasingly being seen as relevant for the whole of society. Everybody should have access to health services when they need them. The age at which young people start looking for their place in society, discovering their sexuality and developing their characters is precisely the moment when they begin to take risks. Consumption of drugs and alcohol have long-term effects on their health and have also been shown to encourage violent behaviour. Further risk factors for youth violence include risky sexual behaviour, teenage pregnancies and domestic violence. At the same time, of all the sectors the health sector faces some of the highest costs resulting from youth violence.

Access to health services, counselling and information campaigns about health risks can help to reduce youth violence. The closer the cooperation is with other sectors, such as social policy, youth promotion, education and state and administration, the more comprehensive it is possible to make healthcare, addiction counselling, and sensitisation services.

- **Education:** Education is a key element in the fight against youth violence. It enhances the competences of children, adolescents and adults in ways that improve their life prospects, and it encourages them to demand and use their social and political participation. This in turn helps secure their peaceful coexistence. The higher the level of education attained and the longer they spend attending schools, the lower is the risk of violent behaviour.

Therefore the level of access, the freedom from discrimination and the quality of the educational institutions all play a significant role. After the solid start of completed basic schooling, it is important that the institutions of further education are able to prepare young people for a future in employment and thus open the way to economic, political and cultural participation. Besides this, the schools can be used to communicate active and passive strategies for conflict resolution. Significant synergy effects exist with the youth promotion, labour and social policy sectors.

- **The world of work:** The areas of the labour sector that are most interesting in terms of youth violence prevention include employment promotion, vocational training and private-sector cooperation.

Unemployment, under-employment and poor working conditions often cause young people to sense a lack of prospects and experience frustration at an early age; they can also present more tangible problems in the daily fight for survival. As such they are potential triggers for violent behaviour in young people. According to estimates by the International Labour Organization (ILO), young people (15 to 24-year-olds) make up 25 per cent of the global population eligible for work, yet the same age-group also provides half of the 186 million unemployed worldwide. Moreover, a much higher number of them count as under-employed and are unable to secure their own livelihoods. Young people who belong to disadvantaged population groups, such as the poor, ethnic minorities and girls, are particularly badly affected by this. Most of these people work in the informal sector. Some of the reasons young people get caught up in the spiral of violence include inadequate social and economic security, a lack of social acceptance and integration, low self-esteem and the search for alternative – sometimes illegal – income opportunities<sup>15</sup>.

Well educated people are the drivers of sustainable economic growth and social development. In this respect, the most significant measures occur in three areas: strengthening the supply of labour through vocational training, encouraging the demand for qualified personnel, and co-ordinating the interplay between these two areas.

The private sector in particular can contribute to the prevention of youth violence through the targeted promotion of education and training for disadvantaged young people. Enterprises can also perform a supportive role for the reintegration of young offenders. Responsible management practices (e.g. implementation of social guidelines) and the provision of training in conflict mediation within the company establish good working conditions, which have a knock-on effect in the employees' own surroundings. Through a targeted involvement in prevention measures, the private sector can directly contribute to improvements in the investment climate and the security situation.

Potential for cooperation and synergies exists primarily with the youth promotion, education, social policy and state and administration sectors. The cross-cutting themes of human rights as well as gender and ethnic equality in the workplace are prominent areas for activities in this context.

<sup>15</sup> Cf. ILO: *Global Employment Trends for Youth*, Geneva: ILO, 2004, Introduction.

### Prevention of violence

Strategies for the prevention of youth violence operate at different levels to reduce the risk factors that promote violence; they aim to discourage the emergence of violence and also to confront existing violence. Depending on the stage at which the prevention activities begin (before, during or after violent behaviour develops), it is possible to distinguish three levels of prevention: primary, secondary and tertiary.<sup>16</sup>

- **Primary prevention:** The aim of primary prevention measures is to discourage youth violence even before it develops by identifying the conditions that lead to violence and then changing them. The measures address young people who do not yet show signs of violent behaviour by teaching them how to deal appropriately with the potential sources of violence that surround them.

Primary prevention measures range from single interventions, such as holding classes on mechanisms for peaceful conflict resolution, to support for security sector reform measures or broad-based sensitisation campaigns among the general public. Further examples of primary prevention strategies include vocational training and employment promotion measures, on-the-job apprenticeships, peace education in schools, youth promotion and the provision of leisure activities for young people.

- **Secondary prevention:** Secondary prevention measures address young people who are strongly exposed to risk factors that encourage violence or who have already demonstrated some violent behaviour. On the one hand, the purpose of prevention strategies is damage limitation, for example through town planning initiatives for the improvement of living standards, the supply of leisure activities for violent adolescents or the provision of emergency services. On the other hand, they aim to promote the competences of young people with interventions at an early stage. Measures that focus on the youth and their social ties include, for instance, counselling services for managing conflicts and increasing cohesion within families.

- **Tertiary prevention:** Tertiary prevention refers to the provision of long-term care following acts of violence as well as efforts to prevent relapses by young offenders. The prevention measures address violent repeat offenders by emphasising punishment and rehabilitation through re-socialisation. This is intended to effect behavioural change while also facilitating the reintegration of young people into society. For a long time, severe punishment of young perpetrators and a zero-tolerance policy as practised by Latin American states were seen as the only means of preventing youth violence. However, this has now been shown to be ineffectual. The full and consistent use of penal action is essential for a state to maintain its monopoly on the use of force and uphold national sovereignty. However, this must also be combined with reintegration measures and primary prevention strategies.

Prevention measures can refer to all three forms of prevention; they can range widely from educational programmes to open up new prospects, to counselling services and social work in disadvantaged neighbourhoods, or reforms to the juvenile penal code.

<sup>16</sup> WHO: *World Report on Violence and Health*, 2002, p 15.

### Behavioural change

Behavioural change is the culmination of a learning process and, in a best-case scenario, can be seen as the result of a project intervention. In general terms, this can be expressed as follows:

*Outcomes are defined as changes in the behaviour, relationships, activities, or actions of people, groups, and organisations with whom a programme works directly.<sup>17</sup>*

The planning process elaborated below is actor-oriented, which also infers that progress is measured in terms of the behaviour of the actors. According to symbolic interactionism<sup>18</sup>, significant others and key actors influence young people through their relationships with them and as a result of their actions toward them. These actors can be found in the different sectors and at the different levels. For this reason, the progress and effects of a prevention measure can best be assessed in terms of the actual behaviour of these actors. These changes in behaviour can be achieved through direct or indirect leverage. Two kinds of measure can therefore be used:

- **Actor-oriented measures** lead directly to behavioural change among the significant others or the key actors. Examples include sensitisation measures aimed at the parents, or training for the security forces to change the way they interact with young people, thereby helping to prevent youth violence. At the same time, if several different actors cooperate in measures to prevent youth violence, this might also count as a change in behaviour.
- **Structural measures** have an indirect effect on young people and their significant others. Securing or improving the institutional framework meets an important prerequisite for inducing beneficial behavioural changes. For this, the involvement of the key actors is essential. For example, a government's decision to promote youth systematically and to improve the related funding for youth social work can lead to improved working conditions for the social workers. Such an action by the youth ministry would help to change the behaviour of significant others – the social workers – and therefore also of the youth themselves, who are positively influenced by the social workers.

<sup>17</sup> Earl, Sarah, Fred Carden and Terry Smutylo: *Outcome Mapping. Building Learning and Reflection into Development Programs*. Ottawa: IDRC, 2001. See Part 1, p 11.

# PART 2

## Systemic analysis and planning

As has been shown, the overarching goal of systemic youth violence prevention is behavioural change among young people. In order to achieve this – to comprehend the phenomenon of youth violence in all its dimensions and develop a coherent and integrative response – this handbook will attempt a holistic examination. Thus the problem, whose causes and solutions derive from the interaction of various elements of the system, as well as the approach are both characterised as systemic. The latter involves linking the different actors, knowledge, resources and influences within the system, in order to reduce youth violence effectively.

The workshop concept which follows combines the terminology and the concepts provided in Part I to produce a coherent planning approach. This will guide both the analysis and the planning stages up to the point of implementation. Whereas the analysis section concentrates on establishing a systemic view of the subject of youth violence, the planning process is strictly tailored towards effecting the desired behavioural changes. The young people are the centre of attention in both of these consecutive procedures. The concept includes eight steps of analysis and seven of planning, which are described in detail below.

### 2.1 Analysis workshop

#### STEP 1

##### Step 1: Conducting a study

The first step, which should take place prior to the start of the analysis workshop, is to carry out a study into the causes, the extent and the consequences of youth violence in the specific context. This will establish the background for the first dimension of the systemic cube, describing the causes and problem areas.

##### Objective

For interventions to go beyond mere treatment of symptoms, it is essential to understand youth violence in terms of its causes. Therefore, the objective of the study is to collect and evaluate all the relevant data and information for planning the project. It brings together all the necessary knowledge about the causes, the extent and the consequences of youth violence, which then facilitate the systemic approach.

##### Procedure

The study involves research to find primary and secondary sources of literature, the collection of data, and the evaluation and preparation of the gathered material. Appropriate infor-

mation is often available from state institutions, research and health centres, civil society organisations or international organisations (Planning aid 3). Recent findings point to an interrelationship between social violence phenomena and violent political conflicts. This means it is also appropriate, when analysing youth violence, to use instruments and methods previously established for assessing conflicts and their causes. The annually updated country reports of the crisis early warning system operated by the German Federal Ministry for Economic Cooperation and Development (BMZ) can be used to obtain important information about conflict and violence-related situations in individual countries. For additional orientation, the BMZ's 'political-economic short analyses', which are updated regularly years, also contain brief conflict analyses and previously identified peace-build-ing needs for countries where there is a heightened or acute need for prevention measures. If a peace and conflict assessment (PCA) has been carried out at the portfolio and/or project level, then the conflict analyses and peace-building needs developed in this context can also be exploited when gauging the extent and the consequences of youth violence. If there is still not enough material available to answer specific questions, an attempt should be made to conduct interviews with the relevant experts, or to carry out new surveys to fill the gaps.

The study should cover the two following aspects of the subject:

- (1) First of all, the extent and the consequences of youth violence are explored, with reference to society and the state. Indicators for this are derived from the questions contained in Planning aid 2, which is based on the 'Armed Violence Reduction' question-matrix of the OECD<sup>19</sup>. These questions help to identify perpetrators, victims, form, extent and reactions, as well as the geographical hotspots of youth violence. We suggest that the research should be carried out based on the ecological model. The individual, relationship, community and societal levels should be used to structure the analysis of how people perceive the violent situation and how they view the perpetrators and victims as well as the activities undertaken to tackle youth violence. The answers gathered here may additionally serve as the first entry points for the approach to youth violence.
- (2) After the extent and consequences of youth violence have been recorded, the focus changes to the youth themselves and the risk factors, in other words to the causes of youth violence. The risk factors defined in Part 1 serve as the basis for the following analysis. In this handbook, the risk factors are divided into four levels to reflect the WHO ecological model, Planning aid 3 contains a comprehensive list of risk factors that influence young people.

<sup>19</sup> Cf. OECD: *Conflict and Fragility. Armed Violence Reduction – Enabling Development*. Paris: OECD, 2009.

When planning prevention projects, we suggest that you concentrate on the risk factors that occur at the relationship, community and societal levels. These can be most readily influenced using prevention measures, whereas the individual level is usually outside the scope of international cooperation projects.

The end product should be a study no longer than 30 pages, excluding notes and appendices. Copies will be given to those participating in the preparation of the planning process. The study may be completed either by a project staff member or by an external consultant.

An optional extra for the study is to include interviews or the results of workshops with key actors, significant others, young people or potential partners. This would require considerably more time and effort, but it would also increase the objectivity as well as the ownership of the planned intervention by the actors involved.

At the end of the handbook you can find the following aids for conducting this study:

- Sample terms of reference for carrying out the study (Planning aid 1)
- Model questions for ascertaining the extent and consequences of youth violence (Planning aid 2)
- Risk factors and possible information sources for a study (Planning aid 3).

#### Note

For the sake of monitoring and evaluation, it is helpful to have facts and figures that describe the causes, extent and consequences of youth violence at the outset of the measure. This makes it easier to quantify the results at a later stage, or at least to discuss them.

## STEP 2

### Step 2: Introducing the workshop concept

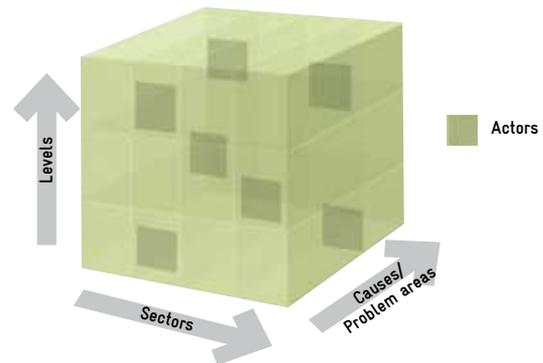
#### Objective

This step is intended to introduce the participants to the concept of the workshop to make it easier for them to follow its progression. It is very important to clearly define the terminology used and to clarify the objectives.

#### Procedure

At the start of the workshop, the moderator introduces the objective and the concept of systemic youth violence prevention, and presents the programme of the workshop using a schedule and a PowerPoint presentation. Above all, this means discussing the guiding principles of the systemic approach as they are formulated in the introduction.

The moderator may also use the systemic cube as an optional aid to help the participants visualise the process. It should be introduced at this stage so that its orientation function can be exploited during the following procedures.



As another option, the following exercise can be used to make clearer the meaning of the term 'systemic'.

- The participants spread out around the room.
- Each of the participants has to form a triangle in combination with two others. They choose two of the other participants without informing them of the choice.
- The game starts and the participants attempt to make the triangles together, but they are not allowed to communicate, either verbally or non-verbally.
- As no one knows with whom they are supposed to be connected, the group is constantly moving. In this way, it becomes clear that every individual change in the system produces a chain of further changes, only a small number of which were intentional.
- A subsequent discussion should look in particular at the consequences of each participant's movements. The mutual interdependence and the unintended consequences show us how to appreciate a systemic relationship.

At the end of the handbook you can find the following aids for introducing the workshop:

- PowerPoint Presentation on the workshop concept (Planning aid 4)
- Sample programme (Planning aid 6).

#### Note

We recommend that you distribute both the objectives and the programme of the workshop to the participants so that they can refer to them if they need to.

## STEP 3

### Step 3: Presenting the study and categorising the risk factors

#### Objective

The aim here is to present the study and discuss the risk factors in order to categorise them according to their respective problem areas. On the one hand, the knowledge acquired during the study should now flow into the planning process; on the other, the discussion and the sorting process will help to unify the understanding of the problem among the whole group. The starting point is therefore the study on the extent, consequences and causes of youth violence.

#### Procedure

To begin with, the person who wrote the study should now present the results related to the risk factors, the extent and the consequences of youth violence. The participants should already be familiar with these results in advance, so the presentation is not about passing on knowledge, but rather provides a starting point and impulse of discussion.

In a second step, the participants arrange the identified risk factors according to the relevant problem areas. By sorting the large number of possible risk factors into their problem areas they become easier to process during the workshop. This can be done by the group using a thematic categorisation of the risk factors, with the help of presentation cards. The moderator should therefore prepare the presentation cards with the risk factors in advance. It is possible to allocate risk factors to several different problem areas.

Possible problem areas include:

- Family
- Health (drugs and risky sexual behaviour)
- The world of work
- Prospects for the future
- Problems in the neighbourhood
- Security problems and attitude towards state security actors
- School and education

At the close of this thematic categorisation process, for each of the problem areas a small group will compose a short description to summarise it in two sentences. These summaries form the end product of this step.

When the cube is being used to illustrate the process, once the group has formulated the problem areas it will have completed the first axis. The moderator should make this clear in the illustration.

#### Note

We recommend that related problem areas should be summarised in one description, as in the example below. In this way, you will begin to prioritise from the outset, without limiting yourself in terms of content included.

#### Example of a short description

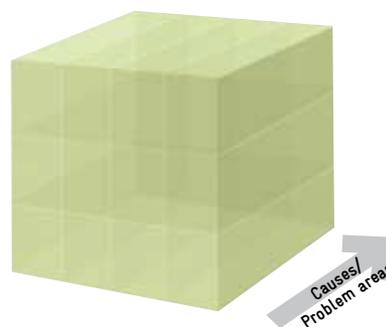
Young people go to school irregularly and are unmotivated, which means they achieve poor qualifications, or none at all, and then find it difficult to get a job. As there are no leisure-time activities specifically for the youth, it is very difficult to reach young people outside the formal structures.

## STEP 4

### Step 4: Choosing the problem areas to work on

#### Objective

The objective of this step is to specify which of the problem areas should form the target of the project activities. The answer will be derived from the risk factors identified, the political and economic context, and the requirements of the project itself. The basis of this selection process is therefore established using the information from the study combined with the problem areas defined during Step 3.



#### Procedure

If the requirements of the project are clear they may already define the detail of this step, so it will not necessarily have to be a separate item in the workshop agenda. If this is not the case, the workshop participants will decide the matter collectively, using (1) a discussion and (2) a subsequent decision-making process. During the preparation it is important to ascertain how many problem areas the project wants to address. To keep the planning process and the project itself manageable, a good number is between one and three.

- (1) During the discussion, the following two questions are debated for each of the problem areas identified in the previous step.
  - Which problem field poses the biggest problems for society and the state, or which are perceived as the biggest problems.
  - Is it possible for the project to achieve social change related to this problem area?
- (2) If no consensus is achieved during the discussion, a decision-making process should be initiated. Depending on the nature and size of the group, different procedures can be used for this. When working with a large group, sticky labels can be given out to the participants, who then attach them to the problem areas they prefer to deal with. The problem area receiving the most votes in this way will become the object of the ensuing process.<sup>20</sup>

The end product of this step is the final selection of problem areas that will be addressed.

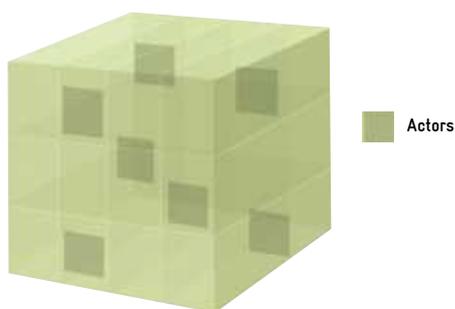
<sup>20</sup> Additional methods can be found in GTZ: *Methods Handbook for Youth Social Work*. Eschborn: GTZ, 2009, pp 66-69.

## STEP 5

### Step 5: Identifying the actors

#### Objective

Here the objective is to identify the relevant actors for the problem areas selected in the previous step. That means the actors who can positively or adversely influence the risk factors listed under the respective problem areas – i.e. significant others and key actors (see Part 1, p 11, 12). Not only must the existing actors be identified, but also those that are lacking. The problem areas chosen in Step 4 form the basis for identifying the actors. 'Maps' of the actors are created for each problem area, which show the youth themselves in the centre and include significant others as well as the key actors at relationship level, community level and societal level.<sup>21</sup>



#### Procedure

First of all, working associatively, the workshop participants draw up a list of actors for each problem area, writing them on presentation cards. These cards are collated into 'actors maps', as the following example illustrates. It is important to make sure that the actors are positioned directly on the correct level. The actors can originate from the following groups:

##### Relationship level:

- Friends and acquaintances (peers)
- Family
- Partners

##### Community level:

- School
- Work
- Neighbourhood
- Social workers
- Municipal authorities
- Security forces
- Judiciary

##### Societal level:

- Civil society organisations
- Associations
- Parties
- Ministries
- Media

The following key questions should help you to identify actors:

- Who are the significant others that influence the youth positively or negatively in this problem area?
- Which key actors are, or should be in a position, directly or indirectly, to improve the situation for young people in this problem area?
- What networks already exist to address this problem area or youth violence in general?
- What youth organisations and associations exist?

After this, the missing actors are also listed, as the creation of hitherto absent actors could become one of the tasks of the prevention measure. To identify them, you must return to the selected problem areas. The participants assess which of the risk factors are already being addressed by existing actors, and which are currently being neglected. The discrepancy here will provide clues as to what necessary actors are missing. Using cards of a different colour, these should be positioned on the actors map.

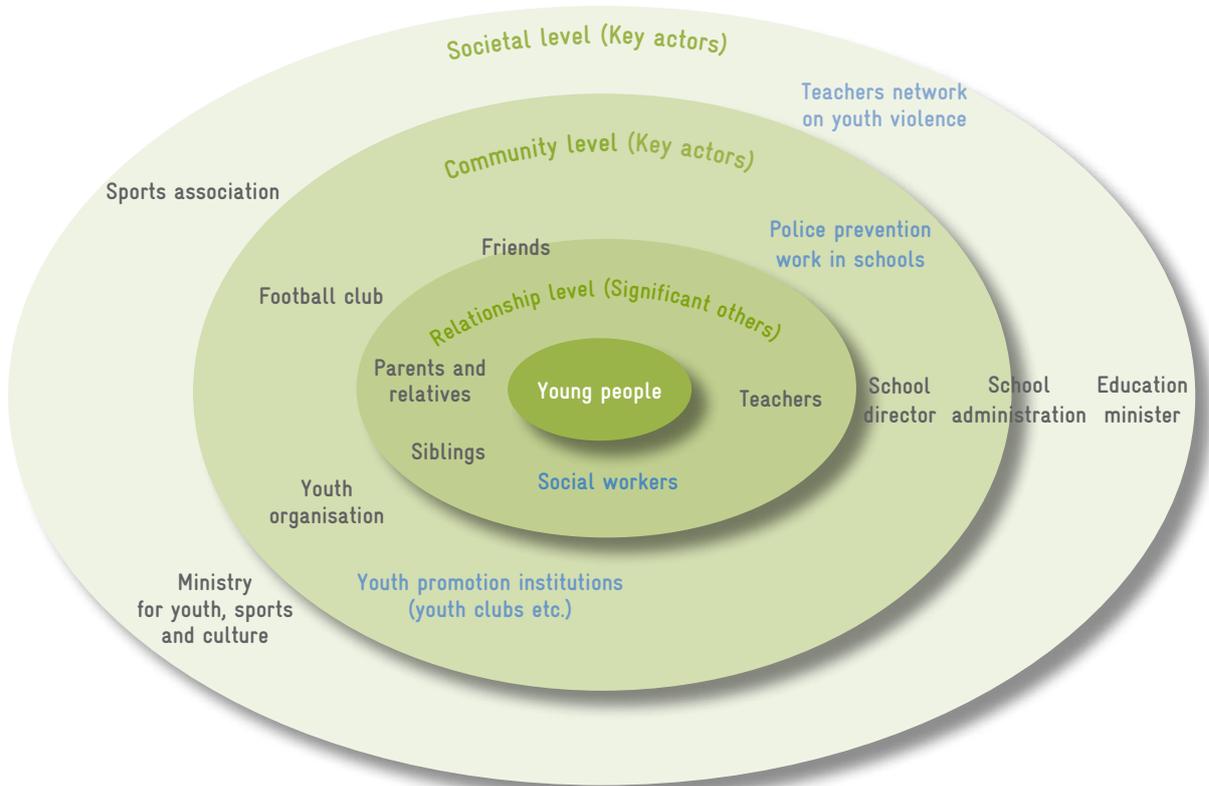
The end product of this step is a collection of actors maps – one for each of the selected problem areas, showing all the relevant actors.

When the cube is being used to illustrate the process, once the group has positioned the actors on the appropriate levels it will have completed the second axis, thereby revealing the second dimension for a systemic understanding of the problem. The moderator should make this clear in the illustration.

As an alternative, to save time, working groups can be formed to identify the actors in each problem area.

<sup>21</sup> When mapping the actors it may be helpful to see the results and information from Capacity WORKS, Success factor 2 Cooperation: Instrument 1: Internal actors map (p 80), Instrument 2: Internal key actors (p 86), Instrument 7: External actors map (p 120), Instrument 8: External key actors (p 124). GTZ: Capacity WORKS. The management model for Sustainable Development, Eschborn: GTZ, 2008.

Figure 4: Example of an actors map for the problem area, education and school  
grey = existing actors, blue = missing actors

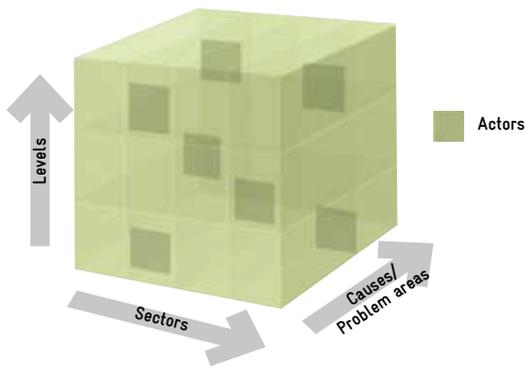


## STEP 6

### Step 6: Sector categorisation of the identified actors

#### Objective

With this step, the aim is to group the relevant actors according to their sectors. The sector analysis allows us to deepen our understanding of the actors within their own contexts. This is based on the actors maps that were created in Step 5 and the list of sectors in Part 1, p 14 - 16.



#### Procedure

The actors named in the maps are written down again on new cards. A sector matrix is drawn on a fresh pin board, as illustrated in the diagram below.

The participants discuss where to place the actors within this matrix, then fix the respective cards in the appropriate positions. Here, it is important to ensure that the process directly reflects any hierarchical structures. If it is not possible to place an actor clearly, he or she can be attached in several different sectors. The end product of this step is a sector matrix for each of the selected problem areas, which shows the positions of the relevant actors.

Alternatively, to speed up the categorisation process the moderator can perform the task during a break, then present the result to the group for a general discussion.

#### Note

When the cube is being used to illustrate the process, no addition should be made to the diagram for this step. The next two steps in the analysis are still required in order to fill in the remaining dimension of the cube.

Figure 5: Example of visualising a sector matrix

	Youth	Education	Employment
			Employment, vocational training Cooperation with the private sector
Society Key actors		Media, culture, academia	
	Research institutions	Universities	Specialised media
	Ministry	Regional forums and networks	
		Ministry	Ministry
Community Key actors		Technical implementation bodies	Technical implementation bodies
	Technical implementation bodies Youth associations	Trainers, teachers School directors	Business associations Private companies
		Participants in prevention councils and networks	
Relationship Significant others		Social workers in various areas of intervention	
	Youth promotion institutions	Trainers	
	Peers	Teachers	Supervisors Colleagues
		Young people	

## STEP 7

### Step 7: Listing actual and required cooperation arrangements

#### Objective

The purpose of this step is to identify cooperation arrangements which exist, as well as others that need to be established to make systemic youth violence prevention possible. The basis of this process is provided by the problem areas established in Step 3 and the sector matrix from Step 6.

#### Procedure

Through discussion, participants identify the existing and necessary cooperation arrangements. To start with, they record the cases of cooperation that already exist by drawing simple lines on the sector matrix.

After that, they turn their attention to the problem areas once again. The participants assess which of the risk factors are being addressed by which actors. Wherever there is duplication, an agreement to cooperate could bring improvements through the sharing of efforts. It is also possible that some risk factors exist, which can only be addressed through the collaboration of different actors. This will make it clear where additional cooperation arrangements between actors are needed. These are then also indicated on the matrix. In some cases, it might make sense to define the nature of the cooperative relationship more specifically. The following symbols might prove useful when assessing the existing cooperation arrangements<sup>22</sup>:

Figure 6: Example of symbols for cooperation

	Alliances and cooperation agreements
	Close relationships in terms of the frequency of contacts, interests, information exchanges, mutual trust and coordination
	Direction of dominant relationships
	Weak or informal relationships
	Relationship unclear
	Interrupted or spoiled relationship
	Conflict of interests; tense and conflictive relationships

The end product of this step is a modified sector matrix that shows the cooperation arrangements as well as the areas where cooperation is needed in the relevant field.

#### Note

The creation of a prevention council or the improvement of cooperation can already form one of the activities of the prevention measure.

<sup>22</sup> Based on GTZ: *Instrumente zur Akteursanalyse (Instruments for analysing actors)*, Eschborn: GTZ, 2006, p 15.

## STEP 8

### Step 8: Formulating sector profiles

#### Objective

The objective of this step is to produce a brief profile text on each of the relevant sectors, describing their respective contexts and background information. This will serve as a guide during the subsequent planning processes. It can also be used for a baseline study sketching the limitations and possibilities of each sector at the outset of the prevention measure.

#### Procedure

To compile the profiles, each of the relevant sectors is written on a separate flipchart sheet. The key questions listed below are then used to collect the relevant information on the prevailing conditions in each sector, which is then entered onto the flipchart sheets. Collectively, the participants and the moderator discuss the questions one at a time. They first record the relevant information using keywords and subsequently formulate it into a full text to use later. The key questions:

- In this sector, what legal regulations, policies, strategies and state or non-state programmes exist that relate to youth violence?
- What is the basic nature of the relationships between actors within this sector?
- What networks exist in the sector, at the different levels?
- What financial and human resources are available to the sector? Is there any free capacity?
- Are there any decentralised structures in this sector? How are these financed or staffed?
- What kind of training is typically provided for employees in this sector?
- How does this sector relate to other sectors?

The end product of this step is a set of sector profiles that summarise the essential contextual and background information for all the sectors relevant to the project.

If you are using the cube to illustrate the process, this sector analysis represents the last stage in the development of the systemic understanding and fills in the final dimension of the cube. The moderator should mark this clearly in the illustration.

*23 A tip for GTZ projects: If Capacity WORKS is being used or has been used, it is possible to combine this step with the environment analysis included in Capacity WORKS or to use the latter for evaluation of the results. (Success factor 1: Strategy, Instrument 2)*

#### Note

This step requires a great deal of context-specific information, which might be obtainable either from the preliminary study or from the more detailed knowledge of the workshop participants. If this is not the case, it will suffice to collect together all the available information and raise the participants' awareness about the character of the sectors and the relevant levers. For more extensive use of the profiles, any missing information should be researched and/or sector experts questioned.

#### Example

##### Profile: Youth sector

Currently **one law** on youth promotion exists, passed in 1964. This is out of date and is no longer enforced. Newer regulations do not exist and are not being prepared. There is also no specific penal code.

The **Ministry of Youth, Leisure and Sport** is the *de jure* central actor with responsibility for implementation and coordination. Responsibility for tackling youth violence lies with the department of youth affairs and its decentralised staff in the local councils. In real terms, though, the department has neither the financial means nor the implementation capacity to fulfil its duties at national or local level. The department is running two national youth promotion programmes, one of which focuses on HIV/AIDS prevention and the other on youth entrepreneurship.

There are many **non-governmental organisations** involved in this field, and developing innovative approaches. However, they receive no state support and are constantly under-funded, so they can rarely build up a stable, high-quality range of services.

Overall, the sector is characterised by a rather chaotic coexistence as there is **no coordination** by the ministry or any other institution. Moreover, because of the weak position of the ministry, there are no quality standards to control the implementation of initiatives.

It is apparent that most of the people active in the field have received **no specific training** to work with children and youth. Indeed any kind of (youth) social work training courses are rare. Often, due to the **poor financial and human resource situation**, the youth sector is not taken seriously. It is hard for it to compete with other sectors such as security and vocational training, which are perceived as more relevant for youth violence prevention, and it is not included in the work of these sectors.

## 2.2 Planning workshop

You have now completed the detailed analysis of the causes, extent and consequences of youth violence; you have identified the relevant actors and sorted them into their relevant sectors, and you have assessed the need for cooperation. Now it is time for the actual planning of the prevention measure. Achieving sustained changes and improvements in young people's living conditions and the associated mitigation of risk factors requires behavioural change among the significant others and the key actors.

The objective is to bring about long-term changes in the behaviour of the actors by using actor-oriented measures to build and improve structures. These should directly or indirectly affect the behaviour of the significant others, and therefore also influence the behaviour and development of children and youth. The behavioural changes are understood to be learning processes as well as processes of structural change. For a precise description of behavioural change, see Part 1, p 18.

Progress markers can be used to assess the influence the measure has on the partner's behavioural change and therefore to gauge its overall effectiveness. Thus, you can draw conclusions for the improvement of your own work and adapt the activities on a continuous basis. This means that already during the planning process, an important foundation is laid for continuous monitoring and closing evaluation.

The following planning process borrows from the outcome mapping method<sup>24</sup>. This was devised at the end of the 1990s by the Canadian International Development Research Centre as a project management instrument for development programmes and projects. The central idea behind outcome mapping is that development and transformation processes are influenced by the relationships which people and organisations maintain amongst themselves and with their surroundings, and which are always connected to learning processes and behavioural change. Outcome mapping highlights these developments towards behavioural change.

The first four steps of the planning workshop will:

- develop a vision
- turn the actors into actual partners for the measure
- create chains of actors, ranging from the young people to the partners
- define the required behavioural changes.

Only after the behavioural changes have been identified can the operational planning steps begin, including the activities of the prevention measure itself.

Figure 7: Illustration of a planning process



<sup>24</sup> Earl, Sarah, Fred Carden and Terry Smutylo: *Outcome Mapping. Building Learning and Reflection into Development Programs*. Ottawa: IDRC, 2001.

## STEP 9

### Step 9: Developing the vision

#### Objective

The purpose of this step is for the planning team collectively to establish a vision, which will become the target for the future activities of the prevention measure. This should be formulated as an aspect of long-term behavioural change among children and young people with regard to the selected problems, which is supported by the measure. The behavioural change should be seen, first and foremost, as minimising violent behaviour; secondly it should discourage the take-up or learning of violent behaviour. While the prevention measure is designed to achieve this overarching goal, it should not serve as the benchmark for it, because, under normal circumstances, this vision for the future is barely achievable. Instead it provides the direction and the justification for the activities undertaken, and efforts made as part of the prevention work. Therefore, the key question to ask during this planning step is:

*What do young people do differently in terms of the selected problem areas in order to avoid or minimise violence?*

The point of departure here derives from the significant problem areas identified earlier.

#### Procedure

On a maximum of three presentation cards each, the participants write single words that characterise the behavioural change they would like to see in young people. It is very important that they think of ideal forms of behaviour under perfect conditions.

At the end, the cards are presented one at a time and collected on a pin board. Taking all the cards into consideration, the participants find their own words to formulate a vision. They compose their vision statement as if it is an answer to the following question: WHAT do the young people do differently, and HOW?

The end product is a vision that describes the ideal behaviour of young people with respect to the problem area. The statement should not exceed half a page in length.

To enhance this participatory formulation of the vision statement, the moderator could stimulate the workshop participants to think in visionary terms in advance of the event, for instance through a preliminary e-mail communication. This will allow you to shorten the time used for this exercise in the group.

#### Note

It is very important that the key actors are involved, above all at the planning process; this contributes to the success and sustainability of the prevention measure. If they were not involved in the analysis phase, once this has been completed the relevant key actors for the level at which the prevention measure will operate should be invited to the planning workshop.

#### Example

##### **Selected problem areas: School, future prospects and urban neighbourhood.**

The young people regularly attend school or a vocational training course; they gain a qualification and then search actively for a meaningful employment. They make use of public leisure facilities, play a constructive role in their community and in this way resist the attraction of youth gangs. It is also the case that young people do not possess weapons and they are generally reducing their violent behaviour and aggression.

## STEP 10

### Step 10: Selecting the partners

#### Objective

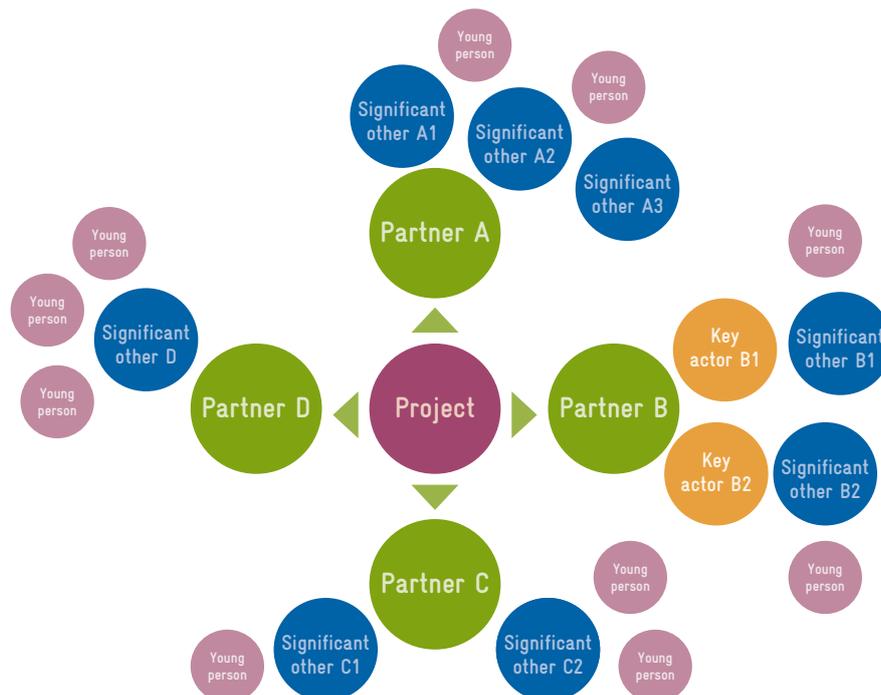
The objective is to select direct partners for the measure. These can be either significant others or key actors, who can be selected individually or as groups of institutions, organisations and persons. The main question is, which actors can contribute most to achieving the vision. Thus, the partners should be seen as the direct target group of the measure, which will work with them collectively to effect their behavioural change and thereby help reduce youth violence. This planning step is the core of the systemic approach to youth violence prevention, because the selection of the partners and their behavioural change are crucial in determining how successful or sustainable the project can be. This willingness and change on the side of the partner is the hallmark of the systemic approach. Purely for practical reasons, not all the significant others and key actors can become partners. It is a good idea to limit the number to a maximum of five partners, whereby you should also bear in mind that these partners also work together with other people and institutions, whom they can influence in turn. This prompts additional processes that also contribute to the prevention of youth violence. This means that with a good choice of partners, it is possible to reach significantly more actors indirectly.

#### Procedure

The participants choose actors from the actors map as potential partners for the prevention measure, and they write these names on new presentation cards. The important thing is to identify the actors that can contribute most to the achievement of the vision. If the number of suggestions is equal to the stated number of required partners, no further selection process is necessary.

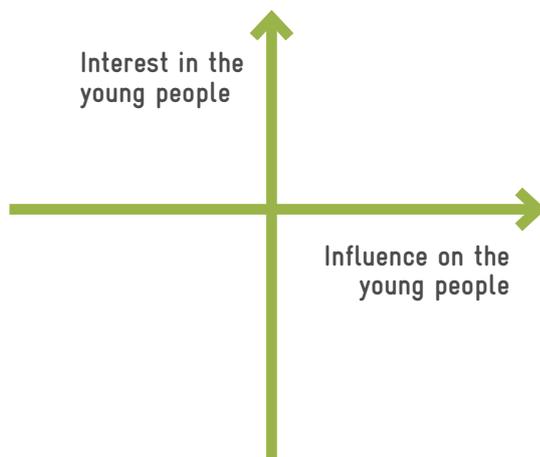
If the number is larger, the following decision-making process can be used. A graph with two axes is fixed on a pin board as illustrated in figure 9. The first axis represents the interest the actors have in young people, while the second shows the potential the actors have to influence them. The participants position all the proposed partners on these two axes, relating the exercise to the particular problem area under discussion. Now it is possible to see which of the partners can contribute most to the vision as formulated; at the same time it also becomes clear whether a behavioural change is needed in one or other of the two dimensions. If the group cannot make a collective decision even despite this discussion, a participatory decision-making method can be used, as those suggested in Step 4.

Figure 8: Example of visualisation how to reach key actors and significant others through the partner



The end product of this step is a selection of up to five partners with whom the project can initiate a process of behavioural change.

Figure 9: Example of diagram for selecting partners



#### Note

Key actors who do not become direct partners, but who nevertheless want to contribute to the prevention measure, can become supporters and associates. This support can vary widely in form, including the provision of services and financing, organisation of activities for young people, and support in political or media circles. In the course of the prevention measures, the contribution of these actors can change to that of direct partners, or it might remain a one-off involvement. Above all, a supporting role should be defined for those key actors who form part of the planning team but who are not expected to act as partners.

## STEP 11

### Step 11: Developing actor chains

#### Objective

The aim here is to gain an understanding of the interaction between the partners and the young people, and to find out which of the key actors and significant others can be used to reach them. This knowledge can be used to identify a probable chain of effects. Any gaps in this chain will also highlight potential problems for the project. Together with the information gained from the analysis workshop, this therefore provides the basis for establishing what changes are necessary in the partner's behaviour.

#### Procedure

The so-called 'mail game' helps the participants to understand the functional chain more easily, and to develop actor chains for all the partners.

- The participants form a circle, standing. Two of them position themselves at opposite ends of the room. One of these takes on the role of a vulnerable young person, for example a pregnant 14-year-old girl, who has dropped out of school, has no vocational qualifications nor employment, and who lives in a marginalised area with her grandmother. The other participant standing opposite plays the minister responsible for youth.
- The minister wants to send the young woman a letter, but he knows neither her address nor her telephone number.
- The participants are told to work out which actors need to be involved in the process for the young woman to be identified and the letter delivered.
- As the participants suggest relevant actors, they should move to take up positions forming a chain between the minister and the young woman. It is possible for more than one chain to form, for the letter to be delivered.
- When discussing the game afterwards, the group should look particularly closely at the 'missing links' in the chain. For example, they should examine whether any connection to young people exists at all, or if there is an insurmountable break in the chain.

When this round of the game is over and has been duly reflected upon, the participants should repeat the same exercise for each of the different partners. This means the minister-role is replaced by each of the other partners in turn. Presentation cards are now used, which the participants attach to a pin board in the appropriate order. The missing links within the chain are clearly highlighted so that they can be referred to and duly considered during the next step, the planning of the behavioural changes.

## STEP 12

### Step 12: Defining the behavioural changes

#### Objective

The objective now is to determine what changes of behaviour the prevention measure should support on the side of the partners. In pursuing the vision, the measure can only actively promote behavioural changes among its immediate partners. However, any changes in the behaviour of the partners will also lead to changes in the behavioural patterns of other key actors and significant others, as well as any strategic actions they take. For this reason, the goal of all the project's activities and services is to effect behavioural changes among the partners. In this context, behavioural changes are understood as the results of learning processes and processes of structural change (see Part 1, p 18). Accordingly, such changes include:

- altered patterns of cooperation, cooperative structures and relationships
- long-term activities and specific individual measures that produce sustained changes.

This planning step is based on the sociological theory of symbolic interactionism, according to which the behaviour of significant others strongly influences the behavioural patterns of children and young people, which foster violence. Their behaviour is, in turn, subject to the influences of other actors and basic infrastructural conditions.

This planning step draws on both the vision, as formulated earlier, and the actor chain, which explicates the channels of interaction between the partners and the target group.

#### Procedure

The change in the young people's behaviour has already been defined in the vision. With this goal in mind, building cumulatively along the actor chain you must now elaborate the behavioural changes that are required on the part of the other actors. This will give rise to a number of behavioural change scenarios, which then form the results hypotheses for the project.

- Key questions for the elaboration of behavioural changes:
  - How should the significant other/actor/partner alter his or her behaviour in order to contribute as much as possible to achieving the vision?
  - What new relationships or new kinds of cooperation and relationship need to emerge between the actors?
- The answers to these questions are then fed into short behavioural change statements – one for each of the actors in the actor chain. These statements are formulated as an answer to the following question: WHAT does the significant other/actor/partner do differently, and HOW? The behavioural change statements should only present the desired changes in behaviour; they should not include any information about the strategies or plans of the project.
- The vision of this workshop refers to a long-term process of social change that could not usually be achieved within the timeframe of a prevention measure. Therefore, as your partners' behavioural changes are presented as the objectives of the project, against which its success will be measured, these changes must be formulated in realistic and achievable terms.
- At this stage of the planning process, it is highly recommended that the partners and the key actors named in the actor chain should be involved. Together with them, you must now assess the conceptual results of the workshop against reality.
  - Will it be possible to achieve the desired behavioural changes?
  - Are there any problems or barriers that you can already identify?
- If everyone agrees with the formulation of the partners' behavioural changes, the statements can be entered into the table (Figure 10).
- This planning step must be carried out for each individual partner.

As an optional extra, you can use the role-play ‘Ideal world and real world’ to elucidate the concept of behavioural change:

- The participants form themselves into one of the actor chains that was defined in the previous step, with each participant playing the part of one of the actors.
- To begin with, each person in the chain plays the role according to the current reality of their actor, stressing as they do so their rejection of, or support for the vision, and their own role vis-à-vis the other actors around them.
- The understanding of roles and the problems that emerge here reflect the actual, current behaviour that you are trying to change.
- Now the role-play is repeated, but this time the participants play the same scene according to the ideal situation. This ideal world demonstrates the changes of behaviour that are needed if the vision is to be achieved.
- After this exercise, it should be much easier for the participants to define the required behavioural changes for the different actors.

**Note**

Depending on the size of the whole group, this procedure can be carried in working groups, divided either according to the problem areas being addressed, or according to the respective partners.

Figure 10: Example of illustrating behavioural changes supported by the project

	Project activities	Expect to see	Like to see	Love to see	Behavioural change
Society		1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.	Desired behavioural change of the partner
Community					Desired behavioural changes of the key actors, influenced by the partner
Relationship					Desired behavioural changes of the significant others, influenced by the key actors
Individual					Vision = ideal behaviour of the youth

## STEP 13

### Step 13: Establishing the progress markers

#### Objective

This step is intended to establish a series of progress markers, which are used to divide up each partner's passage toward their actual behavioural change into a series of intermediate steps. Thus the markers represent a set of milestones to be reached on the way. They describe the changes in behaviour which have to occur first, before the ideal behaviour can be assumed in the longer term. They illustrate the logic and the complexity of the change process being pursued by the project. This step in the planning process builds on the statements setting out the desired behavioural changes for each partner as well as the sector profiles.

Three consecutive milestones can be defined, described in terms of what you would 'expect to see', 'like to see' and 'love to see'. Several progress markers can be agreed upon for each of these intermediate goals. 'Expect to see' refers to behavioural changes that are relatively easy to achieve with just a low level of commitment on the part of the partner, which should be seen as reactions by the partner to activities carried out as part of the prevention measure. The 'like to see' goals require the partner to show an active willingness to learn, which in turn is supported by activities of the measure. The goals set out under 'love to see' can be attained with more self-initiative and commitment on the side of the partner, and they occur as the consequence of passing the previous milestones. The example below (Figure 12, p 35) illustrates this process.

Using the procedure makes it easier to plan, manage and monitor the prevention measure, as the progress markers make it possible to observe and control the actual progress made by the partners. If a partner's situation should change, if their options become more limited or if they turn out to be less useful than hoped for achieving the vision, this can be recognised at an early stage and that knowledge can be fed into the subsequent planning of the measure. This means that failure and risks can be avoided.

The progress markers are also useful for the later stage of evaluation. The prevention measure will be assessed in terms of the degree to which it has influenced the behavioural change of the partner. With the markers it is possible to make a graduated differentiation of success that reflects the nature of each partner.

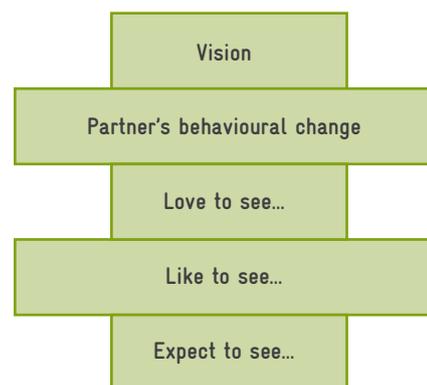
#### Procedure

The participants use presentation cards to record the different steps which the partner must make to achieve the behavioural change. These steps are themselves expressed in terms of behavioural changes – as changes in activities, relationships and behaviour. The group then sorts the cards into the categories 'expect to see', 'like to see' and 'love to see'. This produces a sketch of the change process. As they do this they should pay particular attention to the sector profile, as this can reveal potential barriers or problems that could prevent the partner achieving the progress marker. The example below illustrates the formulation and the categorisation of the various progress markers.

This step needs to be carried out individually for each of the selected partners; it can also be done simultaneously by smaller working groups.

The end product is the set of progress markers; these are now entered into the table of behavioural change scenarios in Step 12.

Figure 11: Hopscotch course for the planning of the progress markers or the visualisation of the concept



As an optional extra, you can use this variation of the popular children's game hopscotch, either to plan the progress markers or to demonstrate the concept that underlies the process.

- A hopscotch course is drawn on the ground in chalk or marked out with tape.
- The fields are arranged as shown in the diagram and are given the titles: 'expect to see', 'like to see', 'love to see', 'behavioural change' and 'vision'.
- The behavioural change and the vision have already been established in the previous steps.

- Now the participants have to decide what should be the next step on the way to achieving the vision, and which of the three categories that are still open it belongs to.
- It is best to begin with the first step, 'expect to see'.
- At the end, there should be consensus in the group that the progress markers do in fact represent the most important milestones on the road to behavioural change.

By using the children's game it is possible to engender in the participants an understanding of the role the progress markers play in the process of behavioural change.

**Figure 12: Example of a set of progress markers**

Vision: The young people regularly attend school or a vocational training course; they gain a qualification and then search actively for meaningful employment. They make use of public leisure facilities, play a constructive role in their community and in this way resist the attraction of youth gangs. At the same time, young people do not possess weapons and they are generally reducing their violent behaviour and aggression.

Partner	'Expect to see'	'Like to see'	'Love to see'	Targeted behavioural change
<b>Ministry of Education</b>	<ol style="list-style-type: none"> <li>1. Discusses and comments on study into youth violence.</li> <li>2. Participates in inter-ministerial expert exchanges on youth violence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participates actively in the prevention council.</li> <li>2. Supports trade union in its teacher training courses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Initiates a committee for the development of the action plan.</li> <li>2. Plans in next budget to provide for measures to tackle youth violence.</li> </ol>	Develops an action plan for the prevention of youth violence in schools, and arranges for funding of its implementation.
<b>Ministry of Youth</b>	<ol style="list-style-type: none"> <li>1. Conducts study into the problem of youth violence.</li> <li>2. Organises an inter-ministerial expert exchange on youth violence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develops organisational proposal for a national prevention council and refers this proposal to a superior authority.</li> <li>2. Enhances the role of local youth officers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provides financing for prevention of youth violence.</li> <li>2. Creates a sectoral body to facilitate the prevention council.</li> </ol>	Initiates a national Council for the Prevention of Youth Violence that meets regularly; takes on the organisational responsibility for this council.
<b>Youth officers</b>	<ol style="list-style-type: none"> <li>1. Participates in training courses on youth violence prevention.</li> <li>2. Establishes contacts with other actors working in prevention.</li> </ol>	<ol style="list-style-type: none"> <li>1. Organises special training for social workers on conflict mediation.</li> <li>2. Hosts an initial meeting of the relevant actors.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses the budget line of the youth ministry in order to carry out own activities.</li> <li>2. Establishes a self-administering prevention council.</li> </ol>	Initiates a local Youth Violence Prevention Council and builds up a range of services specifically for urban youth.

## STEP 14

### Step 14: Strategic planning of activities

#### Objective

The objective of this step is to plan specific project activities that will encourage and support behavioural changes on the side of the partner. The strategic plan developed here should include varied activities that use different approaches and methods to support the partner, either directly or indirectly, while also introducing learning and change processes that foster the behavioural change. Combining different sorts of activity in this way will increase the prospects of success for your prevention measure. The following table describes possible types of activities in different categories.

The choice of activities will depend on the nature of the changes you want to achieve in the partner's behaviour. Approaches and methods<sup>25</sup> are then allocated to the activities.

There are many activities that contribute to the prevention of youth violence. As has been described, they are divided into primary, secondary and tertiary prevention (see Part 1, p 17). Depending on the respective contexts, partners and levels of intervention, the prevention measures might focus on just one of these aspects, or they may pursue a combination of all three. The following chapter includes a selection of possible activities arranged according to their intervention level.

Figure 13: Example of visualisation of project activities that encourage behavioural changes of the partner

Strategic plan, Partner 1			
Approach	Causal	Educational/ informative	Supportive/ accompanying
Direct	Usually connected to a direct result, product or service (e.g. preparing a report, investigation results, financing, etc.)	Learning new skills and ways of thinking (e.g. capacity building, workshops, training courses, further education, etc.)	Network of support  Technical support, advice, mentoring (e.g. a trained officer responsible for new tasks and change processes)
Indirect	Change of political or natural surroundings  Incentives, rules, guidelines (e.g. change of policy, infrastructural improvements, etc.)	Education, information, press and public relations activities  Influencing the discourse (e.g. conferences, expert dialogue, media, information and sensitisation campaigns)	Long-term cooperation and exchanges between the partners in forums, committees, etc.  Networks (e.g. prevention council, research group, surveys, etc.)
	Control over activities and their influence; change of partner's behaviour is down to the project.	The project promotes change, while the actual influence on behavioural change is steered by the partner.	

<sup>25</sup> Definition: Methods are ways of tackling tasks in order to achieve goals and/or to solve problems. Methods are tried and tested, considered and transferable approaches to the achievement of certain tasks and targets. J. Schilling *Didaktik/Methodik der Sozialpädagogik*. 1993.

The choice of activities is based on the behavioural changes of the partners established in Step 12 and the progress markers defined in Step 13.

#### Procedure

Each participant writes down a list of activities (no more than seven) to use when working with the respective partner. These should contribute to the achievement of the progress markers. Here, the key question is:

*What activities can the prevention measure use to help achieve the progress markers?*

The participants present their proposals, which are then discussed in detail by the group to determine whether or not the activities will contribute to the desired behavioural change. In this way, a collective decision is made about which activities to use. The moderator fixes the agreed activities to a pin board.

After the activities have been collected, the group must discuss whether the project has adequate funding, personnel and time to carry out the activities fully, or if the choice of activities should instead be narrowed.

This step needs to be taken individually for each of the selected partners; the separate processes may also be carried out simultaneously by smaller working groups.

The end product of this step consists of activity plans, which are strategically oriented to achieve the progress markers for the different partners.

#### Note

Using appropriate questions, the moderator can help the group to come up with a balanced combination of activities:

- How can the prevention measure contribute actively to capacity development? (Category: direct, educational/informative)
- How can the measure provide the partner with sustainable support, advice and mentoring? (Category: direct, supportive/accompanying)
- How can the measure change the political and structural environment of the partner? (Category: indirect, causal)
- How can the measure use the media and PR activities in its work? (Category: indirect, educational/informative)
- Will the prevention measure contribute to the creation of networks? (Category: indirect, supportive/accompanying)

## STEP 15

### Step 15: Operative planning

#### Objective

The aim of this step is to complete the timetable for the activities and begin the operative planning. In the previous step, you chose appropriate activities to help achieve the progress markers. Now you will make a start with planning and implementation. To this end, the activities will be arranged in a logical chronological order for their enactment under the auspices of the project. The basis for this step are the lists of activities established for each partner in Step 14.

#### Procedure

First of all, the participants arrange the activities into a logically appropriate order. This involves assessing whether certain activities build upon each other, or if they are even mutually dependent. To do this, the cards showing the different activities prepared in the previous step are now arranged in the appropriate order on the pin board.

Once this has been done, the next step is to determine priorities and to agree a timetable. This involves answering the following three questions for each activity, in a discussion with the whole group<sup>26</sup>.

- When should this activity take place?
- Who is responsible for it?
- What financial and personnel resources are needed to carry out this activity and are they available?

Using the results of this step, you can create an operational plan<sup>27</sup> and a timetable, such as the proposed example in the following illustration.

This step needs to be taken individually for each of the selected partners; the separate processes may also be carried out simultaneously by smaller working groups. This procedure can be used as long as it is already clear who is to take responsibility for which of the different partners.

The end product of this step is an appropriate operational plan, which includes a timetable for implementation and also details the personnel and material resources required.

Figure 14: Example of operational plan with timetable and required resources

Illustration: Operational plan												
Name of project:					Planning period:							
Vision:					Prepared on:							
Activity	Expected behavioural change	Desired behavioural change	Timetable			Responsible	Personnel			Material costs	Operational costs	Remarks
							Project	External experts	Additional staff			
1												
2												
3												
4												

<sup>26</sup> See GTZ: Capacity WORKS. GTZ's management model for sustainable development. Eschborn: GTZ, 2008, p 73.

<sup>27</sup> Tip for GTZ projects: the strategic planning and the creation of an operational plan can be combined with the use of Capacity WORKS (Success factor 1 – Strategy, Step 6).

# PART 3

## Selection of approaches and methods

This part presents various approaches and methods for youth violence prevention from the sectors of employment, education, gender, health, youth and security that have already been successfully tested. The exemplary collection complements the workshop concepts from Part 2. It

shortly describes each of the approaches and methods, emphasises the link to youth violence prevention and explains the utilisation. At the end of each illustration there is a link to the source as well as to the free download of the approach or method.<sup>28</sup>

### 3.1 Inter-agency Network for Education in Emergencies (INEE): Peace Education Programme

Problem area:	Problems in communities, development in crisis regions or refugee camps		
Intervention level:	Relationship	Community	Society
Sectors:	Education, youth		

<b>Title:</b>	<b>Inter-agency Network for Education in Emergencies (INEE): Peace Education Programme</b>
<b>Short description:</b>	This programme imparts competences for the constructive resolution of problems and conflicts, and also values and attitudes for the promotion of peace. It can be implemented in difficult circumstances with limited material inputs (e.g. in refugee camps), and it operates at three levels: formal education (schools), community education, and vocational education for teachers and community facilitators. To date, the INEE programme is probably the best known peace educational concept to have been used in the context of humanitarian aid and development cooperation.
<b>Target group (actors):</b>	The actors are the representatives of the relevant ministries for formal or non-formal education, education planners, education institutions, employees in the field emergency aid and development cooperation, local non-state organisations in the field of education, teachers, school pupils, parents and other members of the community.
<b>Objective (behavioural change):</b>	State decision-makers, education planners, schools and other institutions or NGOs in the education and youth sectors all integrate the programme into their concepts and measures and raise the profile of peace education activities. Teachers, social workers and community facilitators acquire the personal and methodological skills they need to communicate peace-building values; they can demonstrate new approaches and behaviour as alternatives to the use of violence. School pupils, young people and members of the community learn to appreciate their own ability to promote peaceful coexistence; in their daily lives, they use methods that encourage constructive dialogue and problem solving without violence.
<b>Results and impact in the field of youth violence:</b>	By incorporating the approaches and methods of peace education into schools as well as community education and youth promotion programmes, the INEE programme contributes directly to the prevention and reduction of youth violence. Above all following armed conflicts, young people are marked by their experiences of violence. The Peace Education Programme introduces them to aspects of peaceful coexistence, human rights and democratic values.  The young women and men learn forms of behaviour and methods of communication that help them to present their concerns without using violence and to solve conflicts through dialogue with others. Thanks to the simultaneous use of peace education activities in the community, the young people are not left isolated with their new ideas and knowledge. Together with the adults they can assume social responsibility for shaping peaceful, respectful coexistence. Prejudices and mistrust are alleviated between the youth and adults.

<sup>28</sup> Please note: the approaches and methods are arranged by intervention levels. Within each intervention level, the order is alphabetical. This explains the different arrangement of the approaches and methods in the German and the English version of the handbook.

	<p>When the programme was implemented in two refugee camps in Kenya, a number of important effects were observed: people found independent, non-violent solutions to minor problems, disputes and scuffles; the number of confrontations fell; conflicts were prevented from escalating; the security situation improved and the crime rate fell. An unforeseen benefit was that the young people and community members have since acted on their own initiative as multipliers of the peace education programme in the camps and in their countries of origin.</p>
<p><b>Implementing the method:</b></p>	<p>The programme consists of three components: the formal school programme, the non-formal education programme for community work and the training programme for teachers and community facilitators.</p> <ol style="list-style-type: none"> <li>1. The formal school programme is intended to mainstream peace education in the schools. Unlike many other peace education concepts, however, it promotes peace as a specific school subject, with one lesson every week. If the topic is taught purely as a cross-cutting theme, there is a danger that the peace components are lost or neglected amidst the variety of other material covered in each class. As a guide for teachers, the Teacher Activity Kit contains a cumulative series of teaching units to use with all the primary school grades, as well as targeted lessons for use with secondary pupils. The methods it contains are interactive and adapted to the pupils' particular circumstances, such as age and developmental stage (inter-active child-centred methodology). In order for the pupils to internalise the skills and values for conflict prevention and resolution, it is important that the teaching adheres to the prescribed structure. However, if teachers have the option and the skills to incorporate special teaching units in their own teaching programme, it is acceptable that they integrate individual sections of the Teacher Resource Book in selected lessons.</li> <li>2. As a rule, the non-formal education programme for community work (the community programme) is implemented as a series of separate workshops. The programme runs for 36 hours – 12 three-hour lessons with cumulative content. Here too, it is important to observe the prescribed structure in order to achieve success. To reach the young people who do not attend school, the materials of the non-formal education programme can also be used for youth projects or as part of leisure-time and employment promotion measures.</li> <li>3. A number of different handbooks are available for the training of teachers and community facilitators. In order to ensure quality, experienced trainers can be recruited from countries in which the programme has already been used. The trainers' course imparts a mixture of thematic and methodological know-how. Teachers and community facilitators must first internalise the concept, the values and the methods of peaceful coexistence for themselves, before they can teach them successfully.</li> </ol> <p>Experience has shown that components 1 and 2 cannot be implemented effectively if the teachers and facilitators have not received specific training.</p>
<p><b>Example:</b></p>	<p>The programme was developed and implemented in Kenya. Since then it has been used in ten further countries and integrated into complementary initiatives in Sri Lanka, Kosovo, Pakistan and Sierra Leone.</p>
<p><b>Sources, links and further information:</b></p>	<p>Background information on INEE and the Peace Education Programme can be found at the following site, where it is also possible to download instructions and handouts for trainers and teachers  <a href="http://www.ineesite.org/index.php/post/peace_education_programme">www.ineesite.org/index.php/post/peace_education_programme</a></p> <p>Evaluation of the Peace Education Programme in Kenya (1998-2001)  <a href="http://ineesite.org/uploads/documents/store/doc_1_63_peace_educaiton_review_obura.pdf">http://ineesite.org/uploads/documents/store/doc_1_63_peace_educaiton_review_obura.pdf</a></p>

### 3.2 Providing security and modernising the police by integrating a gender perspective

Problem area:	Gender-based violence, public security		
Intervention level:	Relationship	Community	Society
Sectors:	Security, state and administration, youth, social policy		

<b>Title:</b>	<b>Training module: Providing security and modernising the police by integrating a gender perspective</b>
<b>Short description:</b>	Modernising the police is an important prerequisite for the reduction and prevention of gender-based violence in the public and private spheres alike. This training module combines processes of change in the institutional structures of the police with the development of concepts and methods for dealing with gender-based violence in the community or region. Integrated into the work of the police, a gender perspective becomes an instrument of change.
<b>Target group (actors):</b>	The actors are male and female employees of the police, as well as members of the relevant ministries and NGOs. It is also advisable to include youth organisations during the application phase.
<b>Objective (behavioural change):</b>	Police employees recognise the causes, forms and extent of gender-specific violence. They also develop appropriate services and counselling activities designed to cope with the existing situation and meet the various security needs of the citizens. In the spirit of shared responsibility, they try to form alliances at the local level, for example with women's organisations and other civil society actors. Police officers gain a new conception of what it means to be female or male, and they start to uphold equal opportunities of participation and recognition for women and men in the structures and work of the police authorities. As gender-specific barriers and discrimination are dismantled within the police structures, police officers can also embody the new perception of gender roles for the outside world, and promote the idea of respectful interaction between people. In this way they contribute to equality of opportunities and to the realisation of human rights for men and women as members of society.
<b>Results and impact in the field of youth violence:</b>	Existing inequalities and the use of violence are often reproduced in the succeeding generation. Young women and men who have been victims or witnesses of violence often become violent themselves or join potentially violent groups, or they continue to fall victim to violence. Alongside the various other causes of youth violence, young people often lack alternative forms of behaviour to violence. They need positive role models. Through the modernisation of the police structures, the police officers learn to embody and enforce values such as equality of opportunities and mutual respect. They can pass on the methods for equitable dialogue and constructive conflict resolution, which they learn during their training, to the young people and by doing so supply them with alternatives to the use of violence. A process of growing awareness begins among the youth. They try out new non-violent behavioural patterns, which they can then pass on to the next generation. By cooperating with organisations and initiatives in the community, the police can guide young people toward additional services and activities of support. These help them to escape the spiral of violence, to develop a new outlook for the future, and to play their part in the development of society.

<p><b>Implementing the method:</b></p>	<p>Carrying out the training requires a conceptual and organisational framework as set out here: The methodology used should force the police officers to address the concepts of gender and gender-specific violence, and encourage them to devise potential improvements to their work and the structure of the police force. All the police units from a single region should be involved in the training activities, which should take place in state-run training institutions such as police academies. Regional gender coordinators should be employed to support the continued process of implementation, for example, through the creation of a regional police strategy with tangible gender-related objectives and indicators. To push through the strategies and goals that have been developed, it is important to cooperate with women's organisations and groups. Legal personnel should also be involved in the training and implementation process, in order to integrate international, regional or national equal opportunities instruments into the work of the police. No more than 25 people should take part in each course.</p> <p>The course itself includes an introduction, a main section and an evaluation:</p> <ol style="list-style-type: none"> <li>1. The introduction provides information about the training objectives, the programme and the organisational framework. If necessary, a round of personal introductions can be held. A number of special ice-breaker exercises can be used to establish a relaxed and constructive working atmosphere, and the participants are given the chance to voice their own expectations.</li> <li>2. The main body of the course is divided into four blocks. The first of these addresses the social conditions and the gender relationships within the community or society (role models, transfer of gender concepts between milieus, opportunities for change). The second block is devoted to the gender approach and the modernisation of the police institutions (number and function of female and male employees, causes of gender barriers and discrimination, potential for modernisation). The third involves a discussion of gender-specific forms of violence in the region and their impacts on public security are discussed, while the fourth block looks at how the police deal with gender-based violence (traditional and modern approaches).</li> <li>3. Evaluations take place at the outset, in the middle and at the close of the course. To begin with, this means questioning the participants on their expectations and comparing these with the organisers' own expectations. Regular checks are carried out after the individual blocks to ascertain if the results are diverging from these targets; adjustments are made if necessary. The closing evaluation assesses the participants' satisfaction with the organisation and form of the workshop and at the same time also looks at the learning experiences and effects achieved among the police officers involved.</li> </ol>
<p><b>Example:</b></p>	<p>Promotion of gender policies in Nicaragua Combating violence against women in Peru, Ecuador, Bolivia and Paraguay</p>
<p><b>Sources, links and further information:</b></p>	<p><a href="http://www.gtzgenero.org.ni/publicaciones.php?idorigen=1">www.gtzgenero.org.ni/publicaciones.php?idorigen=1</a> (This website also contains a detailed handbook of methods)</p>

### 3.3 CINEDUC – Education through cinema

<b>Problem area:</b>	Social infrastructure, community conflicts, lack of prospects		
<b>Intervention level:</b>	Relationship	Community	Society
<b>Sectors:</b>	Youth, education, state and administration, health, social policy		

<b>Title:</b>	<b>CINEDUC – Education through cinema</b>
<b>Short description:</b>	This method combines the screening of a consecutive series of films on relevant development topics with information events, participatory discussions and the promotion of active decision-making skills. Particularly in rural areas where there are few leisure activities and poor social infrastructure, CINEDUC provides an attractive diversion. At the same time, it prompts people to think about topics such as human rights, peaceful conflict resolution, the promotion of democracy, and responsible health behaviour.
<b>Target group (actors):</b>	The actors are young women and men from different age groups and population segments, as well as parents, local authorities and decision-makers, representatives of civil society organisations, and other interested members of the public.
<b>Objective (behavioural change):</b>	The actors become better aware of development-related issues that affect the daily lives of young people in their communities. They use different perspectives to examine the conflict-relevant structures and behavioural patterns that exist in their everyday surroundings; they learn to appreciate their own responsibility and their potential to influence developments; they assess how they themselves behave and then find alternatives to this. CINEDUC promotes not only the competences of each individual, but also solidarity within the community. The participatory methods for discussion and analysis help those involved to improve their communication and debating skills; they also build up mutual tolerance and a constructive approach to differences of opinion. In a media education module the actors learn how to make discerning and responsible use of the media. A longer-term goal of the method is the formation of initiatives and organisations that work for sustainable community development, free of violence.
<b>Results and impact in the field of youth violence:</b>	This method shines a light on various aspects and causes of youth violence, for example violence within families, the lack of future prospects, violence against women, structural violence, cultural and ethnic conflicts, and the attraction of violent behaviour or youth gangs. In their dialogue, the different actors exchange their views, feelings and experiences. Furthermore, they learn to reflect on their own possibly violent or violence-prone behaviour, and also to take responsibility for upholding human rights and the rights of children and youth in their communities. Young people learn to approach the adults with their concerns and their ideas about community development, instead of using violent behaviour to drawing attention to their grievances. Participatory methods and approaches for peaceful conflict management are taught, which can then be incorporated into the daily work of the local officials, teachers and members of various institutions. This leads to the democratisation of decision-making processes at community level. Film is also a very good medium for dealing with sensitive issues or traumatic experiences. A film may be set in a place or in an imaginary world that, on the surface, has little in common with the audience's reality. During the ensuing discussions, the actors can then slowly draw parallels to their own lives and thus overcome their own reticence. Confrontation with films that depict other cultures fosters the viewers' understanding for other lifestyles. Cultural, ethnic or religious preconceptions are then questioned, and new prospects for a peaceful coexistence are discussed.

<p><b>Implementing the method:</b></p>	<p>This method is carried out as follows:</p> <ol style="list-style-type: none"> <li>1. Development of the overall concept. Before each film screening, the desired educational goals and the target group are defined and then the film is chosen. Bearing these details in mind, appropriate participatory methods are then identified, which will serve as the tools for looking more closely at the film's messages. When choosing the films, it is important to consider the age, language skills and current knowledge level of the target groups, as well as the emotions that might be provoked. If there are potential language difficulties, either subtitles or a direct translation of the important passages can be used. In order to achieve a long-term impact, it is important to use a series of seven films. In this way, the actors involved – above all the young men and women – will have enough time to put their new participatory methods into practice. The number of participants should be between 30 and 40 per film screening. If a greater number of people attend the screening, at the end of the film 30 volunteers, representing a cross-section of the audience, should be chosen to take part in the analysis and discussion process. The rest of the people can stay in the room as spectators.</li> <li>2. Structuring and implementation of the individual events. Each event consists of an introduction to the main theme of the film, the screening itself and the analysis and discussion. The moderator should explain in detail what film is to be shown, how long it takes and, if appropriate, should provide some background information on the story and its context. It is possible to use the arrangement of the seating in the room or a special décor to create an atmosphere that enhances the impact of the film. After the film, the main information and plot should be recapitulated briefly to make sure everyone understands. Then the actors analyse and discuss the impressions and emotions which the film inspired in them, as well as the main messages, motives and relationships of the film's main characters. Various participatory methods can be used to do this, for example, group or solo work, role-playing, values barometer, collages, conflict mapping and Maslow's hierarchy (or pyramid) of needs. The actors compare the situation in the film with the reality in their own community, then examine it from a number of different angles. They propose alternative ways of dealing with situations, and then practise them.</li> </ol> <p>The following technical equipment should be available: a computer that can play DVDs (or a VCR machine, a projector or a DVD player), an extension cable, adapter plugs, generator, speakers and cables, a table, a screen, material to darken the room, a voltage regulator, and a microphone in case translations are needed.</p>
<p><b>Example:</b></p>	<p>CINEDUC – Éduquer par le cinema, Rwanda  Further information (with detailed descriptions of participatory methods, a film list and evaluation templates): GTZ (2009): CINEDUC – Education through cinema: Introduction and guide to the method</p>
<p><b>Sources, links and further information:</b></p>	<p><a href="http://www.gtz.de/de/themen/uebergreifende-themen/jugend/30253.htm">www.gtz.de/de/themen/uebergreifende-themen/jugend/30253.htm</a>  <a href="http://www.gtz.de/youth">www.gtz.de/youth</a> → Weitere Informationen → Methoden und Ansätze</p>

### 3.4 Community policing

Problem area:	Problems in the urban district, repressive law and order policies		
Intervention level:	Relationship	Community	Society
Sectors:	Security, state and administration, youth, employment		

<b>Title:</b>	<b>Community policing</b>
<b>Short description:</b>	The purpose of community policing is to make sure that police work meets the needs of the people; it promotes an approach to problem solving that focuses on individuals rather than the state. Besides the job of fighting crime, other factors are also taken into consideration that impinge on the citizens' feelings of safety (e.g. public disorder and neglect). The community policing concept, which originated in the USA, enhances the preventive side of police work and promotes cooperation between the police and the community when dealing with public security problems and improving the quality of life.
<b>Target group (actors):</b>	The actors include representatives of the police, the municipal authorities and business associations, as well as other relevant interest groups, NGOs and the media.
<b>Objective (behavioural change):</b>	The actors involved take a holistic view of violence and crime prevention. They not only concentrate on fighting criminal offences, but also address social situations and aspects of the public infrastructure that pose threats to local security. The police integrate citizens' experiences and potential into their concepts and working methods. By doing so, they improve their effectiveness and level of acceptance among the population. Members of the police force develop a new understanding of a police officer's job, with more attention paid to prevention and participation compared to traditional crime fighting methods. The citizens come to feel their concerns and fears are taken seriously. They take on social responsibilities and, to the best of their ability, they help to improve living conditions of the community. The police and the community learn to cooperate on a basis of mutual trust; reservations and prejudices are broken down.
<b>Results and impact in the field of youth violence:</b>	When dealing with youth violence, the state often resorts to regulatory measures that are frequently harsh and repressive (e.g. zero tolerance or 'Operation Hard Hand'). However, it has been proven that this approach does little to solve the problems and often even leads to an escalation of the problem. Community policing encourages preventive approaches, especially in socially deprived areas. It analyses the causes of youth violence and identifies alternatives to criminal or violent lifestyles. This is possible because of the networking of the police with the societal actors and decision-makers whose responsibility it is to develop and carry out youth promotion measures. As part of their prevention activities, the actors also try to resist the emergence of no-go areas for normal citizens, whose existence is based on actual or perceived high crime rates in certain neighbourhoods. Such feelings of insecurity can prompt a chain reaction in which socially better-off citizens leave an area and criminality expands, for instance, due to the growth of youth gangs. With appropriate investments in the social infrastructure and youth social work, these areas can be made more attractive again for all citizens. Cooperation with the media encourages objective and responsible reporting that can rebuild people's confidence.

<p><b>Implementing the method:</b></p>	<p>The following points should be taken into consideration when using the community policing concept:</p> <ol style="list-style-type: none"> <li>1. To be able to respond to local needs and challenges, it is important that the structures of the police and other authorities have been decentralised. Offices should be opened or contact persons identified in the separate neighbourhoods to function as the interfaces between the respective communities and the higher (police) structures. Financial and human resources will be needed to accomplish this. By visiting the local police contact persons, citizens can voice their concerns and make suggestions, or they can seek information and advice. Citizens can also hold community meetings, and surveys can be carried out into security-relevant topics.</li> <li>2. For community policing to work, a change in attitudes is required regarding the roles and methods of police work. Therefore, it should be undertaken as a component part of a more comprehensive reform of the (national) security sector, as this will allow the new policing culture to be integrated sustainably.</li> <li>3. The local authorities, the relevant societal actors and the people themselves must all support the concept of community policing if it is to have the desired effects. At the same time, while this networking goes ahead the police must still remain the central players and coordinators of measures to ensure public security.</li> </ol>
<p><b>Example:</b></p>	<p>Community policing in selected cities of the USA Trials of the western community policing model in Brazil, Haiti, Uganda and South Africa</p>
<p><b>Sources, links and further information:</b></p>	<p>Community Policing: Variations on the Western Model in the Developing World <a href="http://www.gsdr.org/go/display/document/legacyid/1040">www.gsdr.org/go/display/document/legacyid/1040</a></p> <p>Bundeskriminalamt – German Federal Criminal Police Office (1998): Controlling crime in the United Kingdom. Current developments from a police perspective (Example ‘Problem-oriented police work’, p 50) <a href="http://www.bka.de/vorbeugung/pub/kriminalitaetskontrollegb.pdf">www.bka.de/vorbeugung/pub/kriminalitaetskontrollegb.pdf</a></p> <p>Peter Kolbe: Staatlichkeit im Wandel am Beispiel der Kriminalprävention (Changing state processes: the example of crime prevention), in: Bundeszentrale für politische Aufklärung. Aus Politik und Zeitgeschehen (46/2005) <a href="http://www1.bpb.de/themen/MLPY8E.0.0.Staatlichkeit_im_Wandel_am_Beispiel_der_Kriminalpr%E4vention.html#art0">www1.bpb.de/themen/MLPY8E.0.0.Staatlichkeit_im_Wandel_am_Beispiel_der_Kriminalpr%E4vention.html#art0</a></p> <p>Community Policing: Definitions, history, objectives, implementation in Germany, criticism <a href="http://www.kriminologie.uni-hamburg.de/wiki/index.php/Community_Policing">www.kriminologie.uni-hamburg.de/wiki/index.php/Community_Policing</a></p>

### 3.5 Get Youth on Board! – A toolkit for stakeholder collaboration and youth promotion

Problem area:	Missing structures, future prospects, problems in communities		
Intervention level:	Relationship	Community	Society
Sectors:	Youth, education, health, state and administration, social policy, employment, security		

<b>Title:</b>	<b>Get Youth on Board! – A toolkit for stakeholder collaboration and youth promotion</b>
<b>Short description:</b>	This toolkit contains practical instructions, instruments and methods for networking important actors and for planning and implementing youth promotion measures. It uses a participatory and integrated approach and its four modules can be used either for specific youth programmes or for projects in other sectors where young people have a role to play.
<b>Target group (actors):</b>	The actors are representatives of institutions, organisations and programmes – both –state and non-state – that are connected to youth promotion, as well as representatives of youth organisations.
<b>Objective (behavioural change):</b>	The relevant actors at the intermediate level (town council, province or district) address the situation of young people and become aware of the potential they represent for local development. They boost their expertise and their organisational skills, for example in the fields of elementary youth social work or children and youth rights, or for the creation and maintenance of long-term cooperation structures. Based on this they devise collective goals and activities to promote young people. The youth themselves contribute their experiences and ideas throughout the process of networking and strategy development. They ensure that the cooperation and the youth-relevant measures are oriented to the real needs of the young men and women. This raises the acceptance and usefulness of the youth promotion activities and improves the social integration and participation of young people.
<b>Results and impact in the field of youth violence:</b>	Through the use of the toolkit, the problem areas in young people’s lives are defined for the local context, as are the priorities of youth promotion. If youth violence is a core problem, its causes and potential openings for intervention are analysed in detail; the actors then collectively develop appropriate measures. The relevant institutions and organisations use synergies and improve the services they provide for young people. They carry out integrated measures that discourage the willingness of young people to use violence, while creating new prospects for them and promoting their social, political and economic integration. The youth gain a space in which they can peacefully raise their particular concerns as part of the political and social decision-making processes. They are perceived as social players rather than viewed as mainly a problem group. The adults and the young people alike overcome their fears and prejudices; mutual trust can grow.
<b>Implementing the method:</b>	A conceptual framework needs to be established in preparation of the workshop. For this the following questions are significant: What are our objectives? What modules are important for achieving our objectives? Which actors should take part? What are our timetable and our budget? The toolkit can be used flexibly; i.e. one can use just a selection of its modules or all of them as a complete package. If youth promotion has not yet become established, it is advisable to carry out all the modules. The introduction, ‘Getting started’, and the conclusion, ‘Summary and evaluation’, should always be used. If possible, the relevant actors should not only be invited in writing; it is better to visit them in person to discuss the concept and objectives of the workshop. This will increase the respective actors’ feelings of identification with the idea (ownership).



	<p>The toolkit contains practical instructions and exercises for the implementation of the separate modules. Its implementation can be divided into the following stages:</p> <ol style="list-style-type: none"> <li>1. Through the introductory section, Getting started, the actors get to know one another and gain an initial insight into the training and professional backgrounds of the other participants. It fosters a constructive working atmosphere, especially between the adults and young people. A code of conduct is established collectively, which shapes the rest of the cooperation.</li> <li>2. The first training module is intended to raise awareness. The adult actors are sensitised to the situation and needs of young people. At the same time, the module imparts information on aspects of youth social work, about children and youth rights, and about the significance of youth participation. Together, the group examines the current state of implementation of young people's rights in the local area. Interactive exercises help to reduce mistrust between the actors, and between adults and young people in particular.</li> <li>3. In the second module, the actors are shown how to carry out a situation and needs assessment. Here, the everyday reality and the needs of young people, and the relevant organisations and activities that already exist are analysed and documented.</li> <li>4. The third module supports the building of cooperative structures, and the results cannot be prescribed in advance. The participants gain a comprehensive overview of the work being done by the other actors, and they learn about possible openings for, and forms of cooperation in the field of youth. They describe the working relationships that already exist and define those they would like to see. Furthermore, they develop a common vision and mission and set collective priorities. Ideally, the actors will agree on actual forms of cooperation for the future.</li> <li>5. The final step, Module 4, is about planning youth promotion. The actors begin by developing an action plan for the promotion of young people. To guide them, the moderator supplies background information about youth policies and action plans. The actors set priorities for youth promotion and define joint approaches and activities. This process can take some time, depending on the thoroughness and scope of the action plan. If the time available is insufficient, additional meetings or phases should be arranged.</li> </ol> <p>An evaluation should be held following each module and at the end of the whole process. This should include a summary of achievements, an evaluation of the results and an evaluation of the whole workshop or process (including organisation, venue, methods, moderation, etc.).</p>
<p><b>Example:</b></p>	<p>Youth Development through Football, South Africa          Use of individual modules: Empowerment and Development of Youth, Kosovo          GTZ (2008): Get Youth on Board! – A toolkit for stakeholder collaboration and youth promotion</p>
<p><b>Sources, links and further information:</b></p>	<p>Under the following link you can download the detailed description of all the modules and exercises, including background information on various youth-relevant topics, advice for the moderators, ice-breaker exercises, checklists for workshops and thematic working groups, and sample workshop programmes</p> <p><a href="http://www.gtz.de/de/themen/uebergreifende-themen/jugend/30253.htm">www.gtz.de/de/themen/uebergreifende-themen/jugend/30253.htm</a></p> <p><a href="http://www.gtz.de/youth">www.gtz.de/youth</a> → Weitere Informationen → Methoden und Ansätze</p>

### 3.6 Local youth action plan

<b>Problem area:</b>	Future prospects, lack of sustainability and needs-orientation of youth promotion activities		
<b>Intervention level:</b>	Relationship	Community	Society
<b>Sectors:</b>	Youth, state and administration, social policy, education, employment, security		

<b>Title:</b>	<b>Local youth action plan</b>
<b>Short description:</b>	A local youth action plan sets out in practical terms, the goals, measures and resources needed for local-level implementation of higher-level national youth promotion policies. It takes account of the particular needs of the respective community.
<b>Target group (actors):</b>	The actors are the state coordinators for youth affairs, representatives of the relevant ministries and units of local government, representatives of youth promotion institutions and organisations, the media, the police and judiciary, the private sector and finally also the youth organisations and young people themselves.
<b>Objective (behavioural change):</b>	The local government guarantees reliable and long-term youth promotion that is oriented on the real needs of young women and men and which makes the most of their own potential. Moreover, an institutional framework is created for the participation of all actors on an equal footing, which especially encourages the involvement of young people. State and civil society actors in the field of youth affairs link up in a network. They exploit their synergies in order to use financial, human and technical resources more efficiently. In this way, they raise the effectiveness and reach of their measures. The young people assume political and social responsibility to improve living conditions in the community.
<b>Results and impact in the field of youth violence:</b>	The youth action plan provides a foundation on which to carry out cross-sectoral youth promotion. Coordinated interventions that address all aspects of young people's lives open up new prospects for them and their families; the measures discourage violence and enhance the social participation of women and men. The young people are given the chance to contribute to the political decision-making processes that affect their own lives; thus they find a way out of their marginalisation. They are treated with new respect by the adults in the community; they develop self-confidence and learn to use democratic structures to draw attention to their concerns and represent their interests.
<b>Implementing the method:</b>	For the method to be implemented successfully, the following conditions must be met: Local youth offices and/or youth coordinators should exist. These will play the lead role in developing the youth action plan. If these are not available, a youth council should be formed, composed of members of all the institutions and organisations related to youth, as well as the youth representatives themselves. To ensure the acceptance and sustainability of the action plan, it is important to secure the participation of a wide range of actors, including young people from differing social and ethnic backgrounds or age groups. There is a need for transparency in the cooperation structures between the state and non-state actors and in the division of tasks and functions. Decisions should be made collectively. To guarantee proper youth participation, information and discussion events can be held, for example at schools, youth clubs, youth organisations or other centres likely to be visited by young people. The young people can form focus groups to define their concerns, needs and ideas and then interact with the other actors to develop practical proposals for the action plan. For the cooperation meetings to be effective, it is important to define clear objectives for each meeting and to bring together the actors relevant in each case.



	<p>The development of the youth action plan involves the following steps:</p> <ol style="list-style-type: none"> <li>1. A time frame is established. Writing a youth action plan (draft, consultations and end version) usually takes six months.</li> <li>2. The document is structured according to the following scheme: introduction (background, vision/mission, actors, time frame); situation in the community (facts and figures about the situation of young people, existing resources and youth activities); priorities for local youth promotion (objectives, activities, resources, indicators); a short overview as a table showing the objectives, planned activities, responsible person and timetable for each activity, and the budget.</li> <li>3. A survey is conducted to obtain data about the lives of young people, and the existing resources and activities for youth promotion are analysed (using a SWOT analysis – strengths, weaknesses, opportunities and threats). This information can be used to formulate a description of the starting situation.</li> <li>4. The youth promotion priorities are defined. These should be realistic and achievable; they should reflect the existing capacities and address the real needs of the young people in the community.</li> <li>5. Overarching objectives to improve the living conditions of young people are formulated for the short, medium and long term. For each of these, tangible and quantifiable subsidiary objectives are also set out, including a timetable.</li> <li>6. At a public presentation, the completed draft of the youth action plan is shown to, and discussed with all the relevant actors who were not involved in its creation (e.g. experts, government representatives, donors, more young people). Within a fixed time limit it should be possible for people to submit comments in writing, which are then processed by the youth council or the youth office. The youth action plan should be revised based on these comments from the population. It is also important that those who submitted the comments should receive feedback on whether or not their concerns have been accommodated – and if not, why not.</li> <li>7. Monitoring and evaluation are carried out continuously throughout the process. The information and experiences which accrue during the development of the youth action plan are repeatedly assessed in the light of the objectives and indicators defined at the outset. Steps are taken to ensure that the planned objectives and indicators match the actual demand for youth promotion, and that the activities pursued are in fact appropriate for meeting the objectives.</li> </ol>
<p><b>Example:</b></p>	<p>Conflict transformation and youth empowerment in Serbia</p>
<p><b>Sources, links and further information:</b></p>	<p>Ministry of Youth and Sports of the Republic of Serbia, GTZ (2009): Manual for Local Youth Action Plan (LYAP) Development <a href="http://www.gtz.de/de/themen/uebergreifende-themen/jugend/30248.htm">www.gtz.de/de/themen/uebergreifende-themen/jugend/30248.htm</a>  <a href="http://www.gtz.de/youth">www.gtz.de/youth</a> → Weitere Informationen → Aus der Praxis</p>

### 3.7 Return and reintegration of young people and their families

Problem area:	Future prospects, public security		
Intervention level:	Relationship	Community	Society
Sectors:	Rural development, food security, youth, employment		

<b>Title:</b>	<b>Voluntary return and reintegration of young people and their families</b>
<b>Short description:</b>	Due to civil wars and other armed conflicts, in many (African) countries governments have lost full control over some of their territorial areas, most commonly in remoter, rural regions. A lack of prospects, above all for young people, threatens to spark further conflicts. Many younger adults then migrate to larger cities in a search for paid employment. Once there, however, they usually live in urban poverty areas where they are disproportionately affected by unemployment and underemployment. Frustration levels rise and the propensity to violence grows. Meanwhile, the rural areas are affected by a shortage of labour. The voluntary return of young adults and their reintegration into their home villages helps the cities to reduce the spread of youth violence. At the same time it presents the young people with opportunities for employment in their regions of origin.
<b>Target group (actors):</b>	The actors are young people and their families who have left their home villages, either during or after an armed conflict and who now live without prospects in urban poverty areas.
<b>Objective (behavioural change):</b>	The young men and women overcome the fears and reservations that first caused them to leave their homes. They see the return as an opportunity to build a dignified life and to secure an independent livelihood for themselves and their families. At the same time, they become aware of their own potential to develop their home communities and they take on social responsibility. The citizens who remained in the villages view the young returnees as social and economic actors who are contributing to improved living conditions.
<b>Results and impact in the field of youth violence:</b>	The voluntary return of the largely unemployed and disaffected youth minimises the risk of social unrest in urban areas and the continued rise of youth gang culture, crime and violence. Meanwhile, in their areas of origin, the return of the young people has a stabilising effect and contributes to the socioeconomic development of the local communities. Here too, the lack of prospects, resignation and propensity to violence are reduced and the general security situation improves. The voluntary returns take place strictly according to do-no-harm principles. This means that not only the young returnees but also the communities that receive them benefit from the resources that are provided.



<p><b>Implementing the method:</b></p>	<p>This method is carried out in the following steps:</p> <ol style="list-style-type: none"> <li>1. Young people who are willing to return to their villages of origin are identified and registered.</li> <li>2. Their claims of belonging to particular communities are checked.</li> <li>3. Negotiations take place in the communities to establish the rights and the duties of the returnees. In order to reduce fears and reservations, and to build trust, preliminary discussions are held between representatives of the returnees and the village residents.</li> <li>4. The young people are then transported back to their home communities.</li> <li>5. Male returnees and their families are given resettlement kits, which mainly consist of household implements and basic food stuffs. To build a positive atmosphere, the communities to which the young people are returning are also given support (e.g. rice or practical commodities).</li> <li>6. The programme also provides employment promotion measures and support for the securing of livelihoods. The young returnees mainly work on the rehabilitation of agriculture. They help their older relatives or community members by working their land or building irrigation systems. At the outset, they benefit from a food-for-work programme that offers food, tools and other commodities in payment for the work they do. The young people also receive land from the village community, which they can cultivate for themselves. They can grow food for their own use or to sell at the market. Furthermore, training is provided for the returnees, for community development committees and for other relevant societal actors. The courses include modern cultivation and irrigation techniques, project management, leadership skills, and effective conflict management. At the same time, support is given for small-scale development projects, such as cassava processing or local production of palm oil.</li> </ol>
<p><b>Example:</b></p>	<p>Employment promotion programme in Sierra Leone</p>
<p><b>Sources, links and further information:</b></p>	<p>The publication, “Youth Voices: Stories of Hardship, Stories of Hope”, is a compilation of success stories, which tells of the return of individual people and also describes the reintegration project. It can be downloaded here  <a href="http://www.gtz.de/de/themen/uebergreifende-themen/jugend/31724.htm">www.gtz.de/de/themen/uebergreifende-themen/jugend/31724.htm</a>  <a href="http://www.gtz.de/youth">www.gtz.de/youth</a> → Weitere Informationen → Jugendgewaltprävention</p>

### 3.8 Round table on crime prevention in municipal areas

Problem area:	Problems in the urban district, future prospects, security problems		
Intervention level:	Relationship	Community	Society
Sectors:	Youth, state and administration, social policy, security, education, employment		

<b>Title:</b>	<b>Round table on crime prevention in municipal areas</b>
<b>Short description:</b>	This is a method for dealing with pressing issues of crime and violence within municipal authority areas. A round table brings together all the relevant actors and promotes the development of effective and properly coordinated solutions. The impetus for such an initiative can come from different political or societal actors who are interested in addressing a particular problem.
<b>Target group (actors):</b>	The actors are the representatives of schools, parents and pupils, as well as the police, the municipal administration (social welfare office, youth department), churches, societies, child day-care centres, youth organisations, companies, psychosocial counselling centres and private individuals.
<b>Objective (behavioural change):</b>	The representatives of the various social groups and institutions present at the round table exchange their views and experiences and, as they do so, establish a body for longer-term networking and cooperation. They increase their knowledge of the causes of violence and crime, and of the concepts and approaches for the prevention of it. They develop joint programmes (including financing schemes) or improve the use of synergies for the benefit of existing measures. Furthermore, through projects, working groups, societies and civic initiatives, they plan and facilitate the practical implementation of the programmes and approaches. This raises the effectiveness and sustainability of the violence prevention work done at the community level.
<b>Results and impact in the field of youth violence:</b>	The cooperation between the different actors leads to the development of holistic measures to violence prevention that take effect at all relevant levels (individual, family, education, labour market, leisure activities). Those involved in the round table recognise that youth violence is the result of complex relationships that call for a multi-sectoral approach. The individual actors become aware of their position and their responsibility and contribute to the design of practical measures. As youth representatives also participate, the adults gain a better insight into the lives of young people and what causes violent tendencies. Working with the young people, solutions are developed that properly address their needs. This results in better youth-relevant services, as well as greater acceptance and more intensive use of these services by young men and women alike. The measures planned at the round table meetings encourage the social and economic participation of young people and offer them alternatives to passivity and violence.



<p><b>Implementing the method:</b></p>	<p>The creation of a round table on the prevention of violence involves the following steps:</p> <ol style="list-style-type: none"> <li>1. A team of initiators from the municipality (e.g. school management, state institutions, initiatives, Local Agenda, individuals) becomes involved in local violence prevention and develops a set of goals. These actors identify additional relevant actors and get in touch with them. As many activities relate to areas of police work, it is a good idea to contact the police at an early stage!</li> <li>2. The first operative meetings are arranged and carried out; the round table is established as a body.</li> <li>3. The round table organises itself into a steering group and, if necessary, into working and subsidiary groups. These could look at a single core topic from different perspectives and/or address different areas of work.</li> <li>4. External experts can be invited to contribute their support.</li> <li>5. The actors participating in the round table devise coordinated concepts for violence prevention, which they launch and run within their own institutions as well as other relevant centres.</li> </ol> <p>When setting up a round table, one success factor is the clear formulation of goals for the working groups (Who does what, with whom and by when?). Hierarchical decision-making tends to deter efficient and creative activities and discussions, so collaboration on equal terms is recommended. At the same time, the interests, needs and resources of all the actors should be kept transparent.</p>
<p><b>Example:</b></p>	<p>Round table on violence prevention and conflict management, Tübingen  <a href="http://www.gewaltpraevention-tue.de/index.php?id=10001">www.gewaltpraevention-tue.de/index.php?id=10001</a></p>
<p><b>Sources, links and further information:</b></p>	<p>The round table as a part of municipal crime prevention (Baden-Württemberg)  <a href="http://www.kultusportal-bw.de/servlet/PB/-s/m0369r3sgqd9qsor9x7fysxbb5rlxn/menu/1229504/index.html">www.kultusportal-bw.de/servlet/PB/-s/m0369r3sgqd9qsor9x7fysxbb5rlxn/menu/1229504/index.html</a></p> <p>Institute of municipal prevention councils (Rheinland-Pfalz)  <a href="http://www.kriminalpraevention.rlp.de/kriminal/nav/33d/33d0fe0d-ad70-446d-ba86-802e9faa5a32&amp;class=net.icteam.cms.utils.search.AttributeManager&amp;class_uBasAttrDef=a001aaaa-aaaa-aaaa-eeee-000000000054.htm">www.kriminalpraevention.rlp.de/kriminal/nav/33d/33d0fe0d-ad70-446d-ba86-802e9faa5a32&amp;class=net.icteam.cms.utils.search.AttributeManager&amp;class_uBasAttrDef=a001aaaa-aaaa-aaaa-eeee-000000000054.htm</a></p>

### 3.9 Social entrepreneurs

Problem area:	Public security, future prospects, risk behaviour		
Intervention level:	Relationship	Community	Society
Sectors:	Youth, state and administration, employment, security		

<b>Title:</b>	<b>Social entrepreneurs (Avancemos/Ashoka)</b>
<b>Short description:</b>	The idea of social entrepreneurship motivates young people to develop and implement innovative business ideas, which help to improve social conditions in their communities (e.g. in the fields of human rights, education and training). A network of the most important societal actors assesses the business ideas and discusses them with the young people. If the verdict is positive, the young women and men are given start-up funding to realise their social projects. Thereafter, the actors within this network continue to function as contacts and advisors during the development of the businesses.
<b>Target group (actors):</b>	The actors are young women and men aged between 14 and 25 who, due to their particular social and economic situation, face a higher risk of sliding into crime. Other actors are representatives of relevant ministries, state institutions and the security sector, as well as expert staff from non-state youth-promotion organisations and private sector representatives.
<b>Objective (behavioural change):</b>	The young people assume responsibility for the improvement of living conditions in the community. In the process of developing and implementing their business ideas, and through discourse with other societal actors, they acquire personal and entrepreneurial skills that enable them – as part of society – to contribute actively to social development. Representatives of politics and economics, as well as the rest of the population, cease to view young people primarily as a problem, but see them instead as social and economic actors in their own right. They recognise the need to (continue) developing strategies and structures for youth promotion and participation, rather than concentrating on repressive measures to contain youth violence.
<b>Results and impact in the field of youth violence:</b>	<p>The promotion of social entrepreneurs encourages greater self-confidence in the young people. They recognise their own potential and their capacity to influence social development processes; they acquire competences for communication, networking, management, lobbying and constructive conflict resolution. These skills help the young women and men to improve their prospects for the future and to create alternatives to violence and a life on the streets. While they are conceiving and achieving their business ideas the young people make contact with society's important actors and decision-makers, who can then help them with their continued social and economic integration. The dialogue with the adults involved also promotes mutual understanding, the reduction of prejudices, and collective efforts to find solutions to the causes of violence. Furthermore, relations also improve among the young people themselves. They advise and support one another as they put their ideas into practice, and they act as multipliers and good examples within their milieu (peer-to-peer effect). The successful implementation of business ideas inspires interest among other young people, even among the members of youth gangs (in El Salvador, for example, local gangs demand no protection money from a bakery where young people are teaching others in their own age group to bake bread, provided gang members are also allowed to take part in the activity). Thus the concept of social entrepreneurship not only contributes to the prevention of youth violence, it also provides an incentive to escape from violence.</p> <p>Private companies become aware of the role they can play in the prevention of youth violence and they incorporate the promotion of young people into their training and CSR programmes. Security forces recognise that repressive responses to youth violence have little success on their own; they start to work together with other actors in the field of violence prevention.</p>

<p><b>Implementing the method:</b></p>	<p>The methodology used for Avancemos/Ashoka can be divided into four steps:</p> <ol style="list-style-type: none"> <li>1. An organisation team is set up and the project is announced. Relevant societal actors are identified for inclusion in the organisation team. They work together to create a work plan for a period of a year. Each actor will perform a particular function in the process of selecting young candidates, assessing the business ideas and providing advice and support to the young people thereafter. The project is promoted in the local media. Young people are called upon to take part and can register their interest.</li> <li>2. A workshop is carried out with the slogan, ‘Dreaming and thinking’, which guides the young participants in developing their ideas and their visions. They are also given a handbook which contains all the important information they need for the development and implementation of a business idea. After this, they begin to design their social project.</li> <li>3. A dialogue takes place at community level, including a discussion of the business ideas. The organisation team invites the young people and the community residents to a meeting where the youth can present their projects, and these are then discussed. Guided by the actors in the organisation team, the best ideas are chosen. The criteria for selecting projects include the innovativeness and creativity of the business ideas, the sustainability and the scope of their impact, as well as the entrepreneurial capacity of the young people to implement their projects (which is assessed on the basis of the presentation and discussion).</li> <li>4. The business ideas are put into action, with facilitation provided for the implementation process. The organisation team signs an agreement with the young people whose ideas have been chosen. This includes the payment of start-up capital. A website is developed on which to present the social projects. The progress of the projects is discussed at regular meetings between the organisation team and the young entrepreneurs, and the latter are given advice and support.</li> </ol>
<p><b>Example:</b></p>	<p>The FORTALECE project in El Salvador is cooperating with Avancemos/Ashoka and two NGOs (Fe y Alegria, FUSALMO) to promote social entrepreneurs among the youth of Soyapango, a community in San Salvador affected by high levels of youth violence.</p>
<p><b>Sources, links and further information:</b></p>	<p><a href="http://www.ashoka.org">www.ashoka.org</a></p> <p><a href="http://www.avancemos.org">www.avancemos.org</a></p> <p><a href="http://www.genv.net/es-sv/dream_it">www.genv.net/es-sv/dream_it</a></p>

### 3.10 TEACH-VIP (Training, education and advancing collaboration in health on violence and injury prevention)

Problem area:	Future prospects, risk behaviour, problems in the urban district		
Intervention level:	Relationship	Community	Society
Sectors:	Youth, education, health, state and administration, security employment state and administration, security		

<b>Title:</b>	<b>TEACH-VIP (Training, education and advancing collaboration in health on violence and injury prevention)</b>
<b>Short description:</b>	TEACH-VIP is a modular training programme and a planning aid for the prevention of youth violence. The curriculum was developed by the WHO and is targeted at actors from various organisations and institutions who play a role in the development and implementation of measures to prevent youth violence. The programme combines theoretical knowledge with the presentation of practical concepts and approaches that have already been tested in a range of projects.
<b>Target group (actors):</b>	The actors are expert staff in the health and youth sectors, employees of the relevant ministries and administrations, security personnel and representatives of NGOs, youth organisations and private companies.
<b>Objective (behavioural change):</b>	The actors become aware of the complex causes and forms of expression of youth violence and they extend their conceptual and methodological know-how with regard to suitable prevention measures. They recognise the significance of cross-disciplinary cooperation, share their information and knowledge, and exploit synergies. Working together, they design and implement effective multi-sectoral strategies and projects for the prevention of violence. In addition to this, they devise an appropriate monitoring system which ensures that the services intended to benefit young people do in fact reach them.
<b>Results and impact in the field of youth violence:</b>	<p>TEACH-VIP prompts the development and implementation of holistic approaches to youth violence prevention. This takes into consideration all the levels of intervention contained in the WHO ecological model that are significant for both the development and the counteraction of violence (individuals, relationships, community, society). The actors exchange their experiences and opinions; they overcome their mistrust and prejudices and develop long-term structures of cooperation. Through the dialogue with young women and men, the adults gain an insight into the lives, problems and concerns of young people. They recognise their own responsibility and their capacity to influence the situation of the youth for the better.</p> <p>Moreover, TEACH-VIP fosters structures for peaceful dialogue between the societal groups. The improvement of transparency, the use of synergies and the complementary use of resources make it possible to provide a more broadly-based array of services that matches the real needs of young people, without worrying about sector boundaries. Actors who are otherwise less interested in violence prevention (e.g. companies) also come to understand the relevance of protective factors and become aware of the own roles, for instance as providers of training and creators of employment.</p>



<p><b>Implementing the method:</b></p>	<p>The TEACH-VIP curriculum consists of 21 core lessons and 39 advanced lessons. The latter deal more deeply with special topics and can be used if needed. Each lesson is designed to take one hour.</p> <p>This methodical approach to youth violence prevention is divided into four steps:</p> <ol style="list-style-type: none"> <li>1. Alliances are built between young people and adults: this is done using a moderated dialogue through which both sides can voice their opinions, feelings and concerns.</li> <li>2. Information on the theories and concepts related to youth violence and its complex causes, and sensitisation about the significance of inter-disciplinary cooperation: A discussion takes place about the experiences gained through successful and unsuccessful violence prevention projects, and a conceptual framework is devised for youth violence prevention measures (objectives, intervention level, relevant actors, resources).</li> <li>3. Development of effective multi-disciplinary projects for the prevention of violence at community level.</li> <li>4. Development and implementation of an efficient monitoring and evaluation system, which is based on the WHO ecological model and ensures sustainability.</li> </ol>
<p><b>Example:</b></p>	<p>TEACH-VIP is being used in El Salvador in collaboration with the Pan American Health Organization (PAHO) to develop projects for violence prevention that focus on promotion of youth employment.</p>
<p><b>Sources, links and further information:</b></p>	<p><a href="http://www.paho.org/CDMEDIA/FCHGTZ/docsregionalesteachvip.htm">www.paho.org/CDMEDIA/FCHGTZ/docsregionalesteachvip.htm</a></p> <p><a href="http://www.iansa.org/regions/camerica/documents/boletin8gtz-ops.pdf">www.iansa.org/regions/camerica/documents/boletin8gtz-ops.pdf</a></p> <p><a href="http://adolescencia.sochipe.cl/subidos/documentos/fotos/teach2.JPG">http://adolescencia.sochipe.cl/subidos/documentos/fotos/teach2.JPG</a></p> <p><a href="http://adolescencia.sochipe.cl/modulos.php?mod=documentos&amp;fn=5970ce332198baece7cde000c7169bf0&amp;cat=3">http://adolescencia.sochipe.cl/modulos.php?mod=documentos&amp;fn=5970ce332198baece7cde000c7169bf0&amp;cat=3</a></p> <p><a href="http://www.universia.edu.pe/noticias/principales/destacada.php?id=68674">www.universia.edu.pe/noticias/principales/destacada.php?id=68674</a></p>

### 3.11 Training for youth leaders

<b>Problem area:</b>	Integration, future prospects, risky behaviour		
<b>Intervention level:</b>	Relationship	Community	Society
<b>Sectors:</b>	Youth, state and administration, education and employment		

<b>Title:</b>	<b>Training for youth leaders</b>
<b>Short description:</b>	In order to engage freely and democratically in activities to improve their living conditions, young people need special personal and practical skills as well as contact persons in the local community. This one-year course equips selected young women and men with the competences they need to be able to plan and implement activities on behalf of the youth in their communities. At the same time networks are established with political decision-makers.
<b>Target group (actors):</b>	The training is aimed primarily at young people between the ages of 16 and 22, who are involved in youth organisations or otherwise socially engaged. It is also open to younger or older members of the category youth. It is beneficial to involve actors from several different communities or regions as this increases the impact, promotes reciprocal exchanges and networking, and can help to reduce prejudices or animosities.
<b>Objective (behavioural change):</b>	As active citizens, the youth leaders take responsibility for the needs of young people at community level and motivate other young people to become involved in society. On the one hand, they organise activities and non-formal education services in the communities and pass on their own knowledge and experience to the other young people. On the other, they act as intermediaries between the youth and the political decision-makers and they represent the interests of young people during the development and implementation of programmes and strategies for youth promotion. This makes it possible for the relevant actors in the local authorities or public institutions to cooperate with young men and women in order to develop needs-oriented services for the youth. Moreover, the training for youth leaders increases the professionalism of non-state youth social work as it imparts internationally recognised quality standards, concepts and methods.
<b>Results and impact in the field of youth violence:</b>	<p>Young people – especially in poorer sections of the population or from poorer areas – often fail to see any future prospects for themselves; they are the victims of inadequate social integration and have little confidence, either in political decision-makers or in their own ability to improve their situations for themselves. This leads to frustration, passivity and to the re-channelling of potentially positive energy into criminal or violent behaviour. For this reason, young people are often perceived as problems by the rest of society.</p> <p>Through the youth leader training, the young women and men gain self-confidence and experience solidarity and cooperation within a team. They learn to recognise their abilities and how to stand up for their interests by debating in a democratic system. Prejudices are dismantled between young people and the decision-makers and the perception of the youth as partners in community development grows.</p> <p>The education and leisure-time activities started by the youth leaders provide a meaningful alternative to loafing on the streets or forming gangs. The youth leaders provide a channel for other young people to express their interests at the political level and gradually to assume a more active role in improving their own living conditions. This can help to mitigate or prevent the illegal or violent behaviour that grows out of frustration and passivity.</p>

	<p>Also, when young people from different cultural or ethnic backgrounds are involved in the training courses, it helps to reduce prejudices and boost mutual tolerance and trust. The young people can also become multipliers encouraging the peaceful coexistence of different population groups within the communities.</p> <p>Furthermore, they will find the skills and contacts acquired during their training useful when they enter the world of employment.</p>
<p><b>Implementing the method:</b></p>	<p>This method is carried out as follows:</p> <p>Preparation/organisation:</p> <ol style="list-style-type: none"> <li>1. Ideally, between four and six communities are identified, from which young people are inducted into the training programme. Important selection criteria: there should be ready access to active youth and youth organisations, and the local government shows an interest in cooperation.</li> <li>2. Trainers should be selected who have experience in conducting workshops as well as youth social work; they should be directly involved in the design of the training programme.</li> <li>3. The application forms to participate in the course can be distributed through schools or in other institutions and organisations where young people spend their time. This form should ascertain candidates' personal details, their level of education, membership in organisations and their roles in them, experiences of seminars or workshops, their special interests, their motivation for applying, their expectations and how they imagine they will use the skills they acquire.</li> <li>4. To start with, between 20 and 30 of the most active young people should be chosen from each community. This choice must include an even gender balance as well as an equal number of urban and rural applicants. Then, at introductory workshops held in the communities, 8 to 10 actors are identified from each community. In the case of under-age youths, parental permission is needed.</li> <li>5. Following these steps, an extensive programme should be developed for the entire course of training. The timetable for the individual workshops should be designed to fit the pattern of the young people's daily lives and availability (e.g. in school holidays, after work). It is also important to plan the venue for the workshops well in advance. If young people from several communities are involved, it is a good idea to hold at least one workshop in each of those communities.</li> </ol> <p>Training content: Characteristics and functions of non-governmental and youth organisations, teamwork, volunteering, youth policy, project management, PR work and lobbying, reporting, gender issues, youth work, peaceful conflict resolution. Depending on the specific context, additional topics may also be included.</p> <p>Support for small projects run by the new youth leaders: In order to put their new competences into practice, the young leaders are called on to submit a project proposals for youth-related activities – one each for each community. They then receive a modest amount of financial support for this. These projects should reach as many young people as possible in the communities.</p>
<p><b>Example:</b></p>	<p>Youth Leaders in Bosnia and Herzegovina</p>
<p><b>Sources, links and further information:</b></p>	<p>You can find more information (including templates of application forms, programmes, etc.) in the publication. GTZ (2009): Youth leaders in Bosnia and Herzegovina – One year training to prepare young people for dealing with youth issues at local level This can be downloaded at the following website <a href="http://www.gtz.de/de/themen/uebergreifende-themen/jugend/30248.htm">www.gtz.de/de/themen/uebergreifende-themen/jugend/30248.htm</a> On the same page you can also download the training materials for the youth leader training. <a href="http://www.gtz.de/youth">www.gtz.de/youth</a> → Weitere Informationen → Aus der Praxis</p>

### 3.12 Training for youth social workers (TWIGA approach)

<b>Problem area:</b>	Future prospects, lack of relevant expertise		
<b>Intervention level:</b>	Relationship	Community	Society
<b>Sectors:</b>	Youth, education, employment		

<b>Title:</b>	<b>Training for youth social workers (TWIGA approach)</b>
<b>Short description:</b>	This training programme strengthens the expertise of actors involved in youth social work at community, district and provincial levels, and also boosts the organisational and entrepreneurial skills of young people. It was developed as a collaboration between technical cooperation youth projects in Uganda and Kenya and the organisation, Jugendsozialwerk Nordhausen. Its four core modules can be adapted flexibly to the local context and can be supplemented if necessary.
<b>Target group (actors):</b>	The actors are representatives of state and non-state organisations, who are responsible for youth work either professionally or on a voluntary basis, as well as the youth themselves (mostly aged between 15 and 24).
<b>Objective (behavioural change):</b>	The actors from state institutions and NGOs increase their specific expertise and their knowledge of methods in the field of youth social work; they improve their services in support of young people's socioeconomic integration. The young people acquire the skills they need to start and manage youth groups and to carry out small leisure-time, educational or employment-oriented projects. As such they can themselves assume social responsibility for improving their living conditions. Moreover, they use their new entrepreneurial skills to run small businesses and thus contribute to local development.
<b>Results and impact in the field of youth violence:</b>	By raising the professionalism of youth social work and by using modern methods of group dynamics, young men and women can be reached more easily and included in youth-relevant measures. The young people make greater use of activities to shape their free time more meaningfully and to get involved in local development processes. This provides them with an alternative to boredom and frustration and counteracts a growing potential for violence. Through their TWIGA training, young people also acquire important communication skills which empower them to voice their concerns in the context of peaceful dialogue with adult actors. Moreover, the training imparts management skills that enable the young participants to organise themselves and grasp the initiative to improve their own prospects and those of their peers. An important part of this are the measures designed to promote their economic integration. A lack of access to adequately paid employment is a major cause of youth violence. The TWIGA approach makes it possible for disadvantaged people to build up their own businesses and thus to live as part of society, independently and on their own terms.

<p><b>Implementing the method:</b></p>	<p>The TWIGA training consists of four core modules:</p> <ol style="list-style-type: none"> <li>1. In the “Group Guide”, the actors learn how to stage a workshop and also how to use group dynamics and games.</li> <li>2. Through the “Project Manager”, the young people acquire important skills for the management of youth groups.</li> <li>3. The “Business Advisor” builds up the entrepreneurial abilities of the young actors. To this end, it covers the following topics: attributes of an entrepreneur, types of business, developing business ideas, market analysis, marketing, costing, pricing and financial management, business plan development, building up a small business, personnel management, customer service, communications. Together with the young people, business models are developed that fit the local context (e.g. based on agriculture).</li> <li>4. The “Conflict Mediator” imparts important techniques for constructive conflict resolution.</li> </ol> <p>In Kenya, two supplementary modules were developed: the Innovator (creative thinking techniques) and the Counsellor (methods for one-to-one and group counselling). Subsequently, in Uganda, the Cooperative Societies module was added.</p> <p>Each module contains several lessons on a variety of topics, each with its own corresponding handout. The modules can be applied flexibly and can be adapted to the local context or the specific needs of a group.</p> <p>To achieve sustainable improvements in the young people’s socioeconomic prospects, the training should be combined with community mobilisation activities, participatory situation analyses, action planning and the facilitation of youth groups and young entrepreneurs.</p> <p>The TWIGA approach as a whole involves several steps. First of all, working together with the community, youth promoters are selected using criteria defined by the community members. This selection should observe gender equality. The second step involves a participatory analysis of the main challenges facing the young people in the community and then the development of needs-oriented promotion measures. The youth promoters take the lead to steer this process in cooperation with the community. Then the youth promoters receive their training using the TWIGA training modules. Based on the training, the youth groups are established in the community. These start to offer economic, educational and leisure-time activities for young people. The groups are headed by the youth promoters and the TWIGA trainers make regular follow-up visits. Youth groups which devise particularly promising income-generating activities are given some start-up capital or other material support.</p>
<p><b>Example:</b></p>	<p>Development of the modular training programme in Uganda and Kenya by GTZ in cooperation with Jugendsozialwerk Nordhausen e.V.; Continuation of the method by YSA Uganda (<a href="http://www.yauganda.org">www.yauganda.org</a>); Replication in 2009 as part of Development Oriented Emergency and Transitional Aid (DETA) and the Employment Promotion Programme (EPP) in West Africa; Adaptation for the Republic of Moldova by colleagues of the Centre for International Migration and Development (CIM) and the Froebel Academy International</p>
<p><b>Sources, links and further information:</b></p>	<p><a href="http://www.gtz.de/de/themen/uebergreifende-themen/jugend/31724.htm">www.gtz.de/de/themen/uebergreifende-themen/jugend/31724.htm</a></p> <p><a href="http://www.gtz.de/youth">www.gtz.de/youth</a> → Weitere Informationen → Jugendgewaltprävention</p>

### 3.13 Gender-based violence

<b>Problem area:</b>	Social conflicts or emergency situations, sexual violence, inadequate protection and security structures		
<b>Intervention level:</b>	Relationship	Community	Society
<b>Sectors:</b>	State and administration, health, education, water, food and nutrition, security, local development		

<b>Title:</b>	<b>Guidelines on Gender-based Violence Interventions in Humanitarian Settings, focusing on prevention of and response to sexual violence in emergencies</b>
<b>Short description:</b>	These guidelines published by the Inter-Agency Standing Committee (IASC) contain a series of interventions for the prevention of and response to gender-based violence in various phases of emergency and crisis situations. These include preparatory measures to use in advance of emergencies, minimum interventions for use during the early phases of emergencies and crises, and approaches designed to consolidate these earlier interventions during the stabilisation and rehabilitation phases. The guidelines can also be applied to the prevention of sexual violence in day-to-day life.
<b>Target group (actors):</b>	The actors are the staff of national and international development organisations, representatives of government at local, national and international levels who intervene in crisis-affected regions, and representatives of non-governmental and community organisations. For the successful implementation of the measures described, it is very important to include local actors (local population, internally displaced persons, refugees, businesses and initiatives, etc.) and to encourage the participation of girls and women.
<b>Objective (behavioural change):</b>	The different actors expand their knowledge about, and awareness of the forms and extent of sexual violence in their respective contexts. They form networks to support the planning and implementation of multi-sectoral interventions that confront gender-based violence. The inclusion of communities, local decision-makers and above all the women and girls ensures that the measures are targeted at the real needs of the victims and that they accommodate any relevant cultural or religious factors. The guidelines strengthen the competences of community members for dealing with sexual violence. This helps to ensure the sustainability of the new interventions and structures, even after the crisis situation is over.
<b>Results and impact in the field of youth violence:</b>	Raising the topic of sexual violence at community level encourages young men and women – who contribute a large proportion of both the perpetrators and victims of sexual violence – to start looking more closely at the subject. They start to question traditional roles or certain patterns of behaviour and structures related to the crisis, which foster gender-based violence. Thus, the subject of violence itself, as well as the use of violence in various areas of life, come more sharply into focus for the young people. They consider alternative behavioural patterns and receive support from among the structures and contact persons at the community level. The general process of sensitisation at the local level creates an atmosphere that discourages violence and promotes solidarity among all members of the community. The implementation of targeted, sector-specific interventions improves the protection against sexual violence. Moreover, it also helps to prevent or mitigate other youth violence which is not gender-based. Above all, by opening the way to education the measures create new future prospects for young people, despite the crisis situation. This in turn helps avert frustration and the propensity to violence. At the same time, the education system imparts important information and competences which, even after the crisis, continue to promote peaceful coexistence. Also, young people who take part in educational measures are less willing to join armed groups or youth gangs.

<p><b>Implementing the method:</b></p>	<p>One of the main priorities of the guidelines is the planning of minimum responses to gender-based violence in emergency and crisis situations. To support this, it includes a number of special action sheets covering five cross-cutting functions (Coordination; Assessment and Monitoring; Human Resources; Protection; and Information, Education, Communication) as well as six sector-specific activities (Protection; Water and Sanitation; Food Security and Nutrition; Shelter and Site Planning and Non-Food Items; Health and Community Services; and Education).</p> <ol style="list-style-type: none"> <li>1. Cross-cutting functions: For effective coordination it is necessary to establish multi-sectoral structures (working groups on gender-based violence at national, regional and local levels; sector-specific focal points; and an overarching coordination unit, involving, for instance, the UN and an international or national NGO). This coordination should cover situation analyses, strategic and action planning, awareness-raising activities, distribution of funding, monitoring and evaluation, and the maintenance of international standards for working in the field of sexual violence. Through careful recruitment practices and by adhering to codes of conduct for national and international organisations, it is possible to counteract structures and attitudes that foster sexual violence. Women should be employed with equal opportunities in all positions, including management roles. Often the (potential) victims of sexual violence remain silent as they are afraid of suffering renewed violence or stigmatisation, or because they do not know what help is available. It is therefore essential to provide information as well as awareness-raising and confidence-building measures in the communities. As the perpetrators of sexual violence are frequently combatants, it is important that the police and security forces should receive information and training. Within the communities, it is their job to enforce international laws and conventions on the prevention of sexual violence.</li> <li>2. Sector-specific activities: Water and sanitation programmes should take steps to ensure girls and women get equal access to clean drinking water. They should also be protected from sexual attacks at public water points or sanitation facilities, for example through the deployment of security patrols. When planning food and nutrition programmes, it is important to consider gender-specific data on the nutrition situation. (Young) women should be consulted in the planning process and when choosing locations for food distribution. Gender-sensitive community planning and the provision of secure housing for particularly vulnerable groups (e.g. single women and girls, victims of violence) can also help prevent or mitigate sexual violence. Access to basic health services is a must. It is also important to support the community-based psychological or social assistance provided to victims of sexual violence by midwives, family members or religious leaders. Another vital sector activity is to ensure girls and boys have secure access to education. This does not just mean providing classrooms. It also involves raising awareness among the teachers and in the community about the dangers of sexual abuse on the way to school or within educational institutions; and it means developing specific measures to protect girls and boys from sexual attack.</li> </ol> <p>As both a cross-cutting function and a sector-specific activity, protection involves assessing the security situation, forming a protection strategy and supplying services designed to meet people's needs. In addition to this, a system must be created that enables people to communicate anonymously about cases of sexual violence.</p>
<p><b>Example:</b></p>	<p>Programme Development of the health sector (reproductive health, health financing)</p>
<p><b>Sources, links and further information:</b></p>	<p>The IASC Taskforce on Gender in Humanitarian Assistance, 2005.  Guidelines on Gender-based Violence Interventions in Humanitarian Settings, focusing on prevention of, and response to sexual violence in emergencies.  Under the following link you can find more information about the Guidelines, along with downloadable PDF versions (including the action sheets) in several languages (English, French, Spanish, Arabic and Malay)  <a href="http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-subsidi-tf_gender-gbv">www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-subsidi-tf_gender-gbv</a></p>

### 3.14 Youth commission

<b>Problem area:</b>	Problems in the urban district, future prospects, lack of state structures		
<b>Intervention level:</b>	Relationship	Community	Society
<b>Sectors:</b>	Youth, governance, social policy, education, employment		

<b>Title:</b>	<b>Youth commission</b>
<b>Short description:</b>	Coordinating the state's youth promotion activities at the national level requires a body that takes into account all levels of administration. It is essential that this should also guarantee the participation of young people. A youth commission can bring together the relevant actors and initiate the development of collective strategies and programmes. Apart from that, it can also prepare the ground for an inter-sectoral committee for the promotion of young people.
<b>Target group (actors):</b>	The actors are the national authorities, responsible state ministries and representatives of youth associations and other groupings of young people.
<b>Objective (behavioural change):</b>	The representatives of the various relevant ministries coordinate and harmonise their youth promotion programmes at the different administrative levels. They develop new measures that are designed to complement each other and they exploit synergies. Young women and men voice their concerns and their ideas as a contribution to the development of youth promotion strategies and programmes; as empowered citizens they assume responsibility for improving their own situations. A broad alliance emerges to meet the needs of young people.
<b>Results and impact in the field of youth violence:</b>	<p>A newly created youth commission might prove to be just the first in a series of sustainable structures for youth promotion, because it is often the institutional base that youth promotion lacks. State structures are missing, as are qualified employees and related laws and programmes. Even in the youth NGO sector, there is often no consistent structure of youth representation.</p> <p>The participation of young women and men enables them to raise their needs and their suggestions in a democratic way for the sake of the political decision-making processes. The young people improve their communication skills and develop greater self-confidence. They feel they are taken seriously as part of society. This also helps to strengthen the position of youth organisations. Young people unite in order to promote their rights and interests through peaceful dialogue with political decision-makers. In the medium to long term, establishing cross-sectoral youth promotion programmes oriented toward the real concerns of young people will increase their integration and participation in society. Improved services that are relevant for the youth provide them with alternatives to membership in gangs or violent and criminal behaviour.</p>

**Implementing the method:**

When using this method, the following points should be observed:

The youth commission consists of approximately 18 actors, of whom about ten are youth representatives. It is inaugurated by the responsible ministry, the ministerial council or another higher body. The youth commission regularly reports to this body, and submits proposals and drafts to it. All the actors are appointed by the ministerial council for a duration of three years. They can be paid expenses, although this is only advisable for the youth representatives. General conditions:

1. Among its appointees, the commission should include representatives of all authorities and ministries that are directly related to youth affairs, for example the ministries of youth, education, health, family, culture and employment. Moreover, depending on the structure of the state, additional administrative levels should be invited, in order to ensure vertical representation. The ministry of finance should also be included when devising youth programmes.
2. As an aspect of civil participation, it is important to make sure all youth organisations or youth representatives are entitled to send delegates. As a rule, youth representatives are appointed by the national youth council or by national youth networks.
3. When setting up the commission it is important to consider carefully its size and composition. If it is too large, this could compromise the commission's decision-making power and effectiveness. Only the most important actors should be appointed. For a wider reach, regular consultations can take place with relevant third parties.
4. A detailed description of the goals and the political purpose of the commission should be completed in advance and agreed by all the actors. It should be guaranteed that all the participants' needs will be considered, and that their involvement is on the basis of equality.
5. The commission should be located in a place where it can achieve the most results. This does not automatically mean the youth ministry or the youth department in a ministry. The youth commission is a committee that is supposed to ensure integrated youth promotion rather than address individual aspects of it.

The youth commission performs the following functions: establishing the principles underlying the coordination of youth-related tasks; harmonising the plans and programmes at the various state levels; collection and dissemination of information about the situation of the youth; analysis of youth-related problem areas; coordination of youth promotion projects; development of a strategy of international relations with reference to youth.

For it to succeed in its role, the commission must include the following activities in its work: the development of an institutional framework for youth promotion; the development of a youth policy; the elaboration and introduction of new approaches and/or legal reforms for youth promotion; the holding of special events to hear the concerns of young people; the development of proposals for international donors and other relevant institutions.

**Example:**

Establishment and promotion of structures in the youth sector, Bosnia and Herzegovina

**Sources, links and further information:**

'Get Youth on Board! A toolkit for stakeholder collaboration and youth promotion' and the 'Youth participation' fact sheet, which includes a description of the Bosnian Youth Commission, can be downloaded from the following web page  
[www.gtz.de/de/themen/uebergreifende-themen/jugend/30253.htm](http://www.gtz.de/de/themen/uebergreifende-themen/jugend/30253.htm)  
[www.gtz.de/youth](http://www.gtz.de/youth) → Weitere Informationen → Methoden und Ansätze

### 3.15 Learning to live together – Design, monitoring and evaluation of education for life skills, citizenship, peace and human rights

Problem area:	Societal conflicts, effectiveness of the education sector in promoting peace		
Intervention level:	Relationship	Community	Society
Sectors:	Education, state and administration		

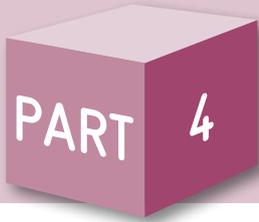
<b>Title:</b>	<b>Learning to live together – Design, monitoring and evaluation of education for life skills, citizenship, peace and human rights</b>
<b>Short description:</b>	This is a handbook containing methods and instructions for the monitoring and evaluation (M&E) of aspects of national education systems as well as individual education projects that promote competences for peaceful coexistence. It is the only systematic survey of work in this field that has so far been produced. UNESCO's International Commission on Education for the Twenty-first Century identified 'learning to live together' as one of four areas of education that impart vital core competences for life-long learning and social participation (the other three are 'learning to learn', 'learning to be' and 'learning to do').
<b>Target group (actors):</b>	The main actors are political decision-makers, education planners and curriculum specialists (including teacher training curricula), and programme directors of education projects run as part of development cooperation and by local NGOs. Within education ministries, the handbook is primarily aimed at the departments in charge of curriculum development and the development of teaching materials, at monitoring and evaluation departments, at planning offices that use the Education Management Information System (EMIS), at examination authorities and commissions, and at planning and financing departments.
<b>Objective (behavioural change):</b>	The state actors and education experts assess national education systems and individual education projects in terms of their promotion of competences for peaceful coexistence. They extend their knowledge of modern concepts and methods for encouraging peaceful coexistence through education and support the role of peace education in education policies and other relevant national strategies, as well as in curricula and actual educational measures. Monitoring and continuously adapting the objectives, indicators and methods of peace promotion raises the efficacy and sustainability of the education programmes.
<b>Results and impact in the field of youth violence:</b>	The systematic use of the handbook contributes indirectly to the prevention and reduction of youth violence. By strengthening aspects of peaceful coexistence in education programmes, teaching methods and curricula, the education system encourages young women and men to develop an understanding of the values that promote peace. The young people try out methods of communication that are based on tolerance and mutual respect. They acquire personal and social life skills with which they can express their concerns clearly to other young people or adults, without resorting to violence. Furthermore, they can act as multipliers to promote peaceful coexistence within their families and communities. Through their use of the handbook, the state and non-state actors from the education sector learn to view peace education more strongly as a task for the whole of society and they become more conscious of their own responsibility as role models. They recognise that good governance, respect for human rights, equality of opportunities and the participation of all social groups in decision-making processes are important prerequisites for any credible attempt to communicate peaceful values to the younger generation.

<p><b>Implementing the method:</b></p>	<p>The handbook covers peace education, human rights education, citizenship education and the communication of life skills. Its use is guided by the following fundamental and conceptual considerations:</p> <ol style="list-style-type: none"> <li>1. The handbook assumes that in order to promote competences for peaceful coexistence, a holistic view of all these issues is crucial, as are teaching methods designed specifically for them. Its instruments for monitoring and evaluating the content and approaches of peace education can be incorporated into programmes and centres for the development of curricula and teaching materials, into teacher training systems and into national and project-based M&amp;E systems for schools. The guiding question is: ‘To what extent does the peace education approach being applied in the school system, the pilot project or the system-wide initiative to promote peaceful coexistence skills actually achieve its objectives?’ The training, curricula and materials that are provided to support the teachers’ efforts to communicate conflict prevention methods during their classes can also form aspects of M&amp;E.</li> <li>2. At the outset of the support, a conceptual framework should be developed which establishes the goals of the evaluation as well as the core competences that are to be assessed. These competences include: basic social skills (e.g. empathy, respect of one’s fellow people, support for human rights), interpersonal skills (e.g. self-control during periods of grief, anger or stress, self-confidence), and cognitive skills (e.g. independent problem-solving and decision-making, critical thinking). Apart from this, it is important to gauge how far the curricula and teaching materials address topics that will encourage the pursuit of social responsibility, peaceful coexistence and respect for human rights. Moreover, the evaluation should include the integration and use of participatory and interactive methods, because democratic and peace-promoting behavioural patterns also require practice.</li> </ol>
<p><b>Example:</b></p>	<p>Individual instruments contained in the handbook were tested in the development cooperation programme ‘Education for social cohesion’ in Sri Lanka.</p>
<p><b>Sources, links and further information:</b></p>	<p>GTZ (2008): Learning to live together – Design, monitoring and evaluation of education for life skills, citizenship, peace and human rights  <a href="http://gtz2008-en-learning-live-together-education.pdf">gtz2008-en-learning-live-together-education.pdf</a>  Download here  <a href="http://www.gtz.de/de/themen/soziale-entwicklung/bildung/25670.htm">www.gtz.de/de/themen/soziale-entwicklung/bildung/25670.htm</a></p>

### 3.16 Further links

Apart from the approaches and methods already presented, there exist a number of others that can be recommended. The following list offers a collection of links where such approaches and methods can be downloaded free of charge:

- “Approaches and Methods for the Promotion of Children and Youth in German Development Cooperation”, Sector Project “Implementation of Children and Youth Rights”, GTZ, 2008 (English, German, French, Russian):  
[www.gtz.de/de/themen/uebergreifende-themen/jugend/30253.htm](http://www.gtz.de/de/themen/uebergreifende-themen/jugend/30253.htm)
- “A Young People’s Toolkit on Issues Connected to Gender-Based Violence. Raising Awareness on Roles & Responsibilities in Relationships”, Project “Promotion of Women’s Rights”, GTZ Cambodia, 2010 (English):  
[www.gtz.de/de/themen/uebergreifende-themen/jugend/30253.htm](http://www.gtz.de/de/themen/uebergreifende-themen/jugend/30253.htm)
- “Methods Handbook on Youth Social Work”, Sector Project “Implementation of Children and Youth Rights”, GTZ, 2009 (English):  
[www.gtz.de/de/themen/uebergreifende-themen/jugend/30253.htm](http://www.gtz.de/de/themen/uebergreifende-themen/jugend/30253.htm)
- “Peace, Conflict and Development Cooperation. A Resource Pack for Working in Conflict Countries”, Sector Programme “Peace und Security”, GTZ, 2008 (English):  
[www2.gtz.de/publikationen/isissearch/publikationen/details.aspx?RecID=BIB-GTZ074091](http://www2.gtz.de/publikationen/isissearch/publikationen/details.aspx?RecID=BIB-GTZ074091)
- “Youth Participation in Development. A Guide for Development Agencies and Policy Makers”, DFID-CSO Youth Working Group, 2010 (English):  
[www.ygproject.org](http://www.ygproject.org)



## Practical planning aids

During the preparations for the analysis and planning process, some important issues must be clarified and decisions made that will set the tenor of subsequent activities. Besides the practical questions related to the workshop implementation, such as moderation, venue and timetable, for the later success of the prevention measure it is vital that the right participants are chosen and invited. The analysis and the planning for the prevention measure can take place either in a single workshop or in two workshops held separately. This decision depends on the participants themselves as well as the financial considerations and available timeframe. In Planning aid 5, you can find checklists for the preparation of workshops, which provide an overview of all the questions to answer before the event takes place. This section discusses individual aspects of the preparation and provides some tips for the planning process.

### 4.1 Participants in the analysis and planning process

The composition of the planning team depends on the specific local situation as well as the human resources and financing that are available for the future measure. It should include the employees of the prevention measure being planned as well as the partners among whom the measure is intended to support change.

#### Inclusion of key actors and partners

We recommend that you make an effort to include the key actors and partners comprehensively and at an early stage of the planning process, despite the fact that this requires extra sensitivity, especially during the planning of behavioural change. This step should raise the likelihood of success because if there are more key actors participating already at the stage of analysing the causes and consequences of youth violence, there will be more detailed information available for the planning of the measure. Essentially, the better the basis of information, the greater will be the prospect of success. At the same time, as the level of participation rises so too does the ownership by the future partners and key actors, which is a fundamental prerequisite for the sustainability of the prevention work.

If the handbook is being used as a planning tool for a new prevention measure or a new technical cooperation project, the early inclusion of key actors and possible later partners will be a key to its success, and is therefore highly recommended.

If the purpose is to adapt an existing project being run by a governmental or non-governmental organisation, or a technical cooperation project or component intended to contribute to the prevention of youth violence, then the inclusion of the key actors and potential partners is very helpful for the sake of ownership, but not always essential.

As an element of advisory services on youth violence, the handbook might also be useful as a planning tool for the activities of a permanent committee on youth violence prevention. The greater the number of relevant actors who are actively involved and coordinated, the greater will be the prospect of bringing sustainable changes to the situation of young people.

#### When to involve the actors

Besides the general question of including the key actors and partners in the process, it is also important to decide on the right moment for involving them, depending on the context and on the actors themselves. Here are two possible options:

- (1) All the known actors in the field of youth violence prevention are invited to the analysis workshop, where they work together to define the parameters of the measure. Then, for the subsequent planning workshop, only the key actors and potential partners who are relevant to the project thus defined are invited; otherwise, all the actors continue to work together.
- (2) The process of analysis is carried out by the project team alone, with no key actors involved. Then, for the planning process, only those key actors are invited who are relevant for the problems that have been prioritised. The measure is then planned collectively with these potential partners, and the behavioural changes to be targeted are agreed. In this case, it is expedient to make a good choice of actors. Not all the actors will become partners in the course of the planning process. Nevertheless, they have an important role to play as supporters of the prevention measure, and can contribute significantly to its success. It is also quite possible that actors become active partners at a later stage.

## 4.2 Time planning

The length of the whole process, from carrying out the study and then a more thorough analysis, through to the detailed planning of activities for the prevention measure, will depend both on the amount of information available and on the extent and the timing of the involvement of the key actors and later partners.

### Conducting a study

Altogether, approximately three weeks should be allowed for the completion of the study into the causes, extent and consequences of youth violence. This period should be enough time for researching and writing the study, and also for obtaining feedback from the client and including this in the final product. Without fail, the study must be finished before the workshop starts.

The time needed to complete the study depends on the amount of information available. If youth violence is already a recognised phenomenon in the region and has been the subject of statistical and academic analysis, then your own study will require less research. If youth violence is a new phenomenon about which there is little reliable information, then it is advisable to commission a detailed study. It is essential to include interviews with young people as well as the key actors from the administration, education and health sectors. This will increase the time needed for the study considerably. However, the more detailed your knowledge of the context-specific causes and manifestations of youth violence and of the young people's needs is, the more effective and successful will be your prevention work. Moreover, if you obtain detailed information about the situation prior to the start of the prevention measure, this can serve as a baseline study that makes it easier to carry out monitoring and evaluation at a later stage.

### Time needed for the workshop

The analysis workshop will require one and a half days in total. The planning workshop can also be carried out in one and a half days, as shown in the programme included in Planning aid 6. Altogether, therefore, three days should be planned for the workshops.

As has been mentioned, the duration of the planning workshop depends on the number of problem areas to be dealt with and on the number of partners involved. To make sure that the prevention measure is achievable and to restrict it to a realistic timetable, it makes sense to:

1. address a maximum of three problem areas
2. cooperate with a maximum of five partners
3. execute the separate planning steps of the workshop, if possible, using small working groups in parallel.

## 4.3 Moderation

During the workshop, the staff and the partners undergo a process of learning and experience, which feeds into the planning of behavioural changes and the corresponding activities of the prevention measure. This relatively complex analysis and planning process should be conducted by an experienced moderator who is not a part of the planning team. Guiding this learning process calls for a lot of sensitivity as well as experience in working with groups. If at all possible, the moderator should possess previous knowledge of the outcome mapping method.

## AID 1 Planning aid 1: Sample terms of reference for carrying out the study

It is essential to be clear about the consultant's assignment in order to ensure the quality of his or her work. Precise terms of reference (TOR) form the basis of a contract. The template below can serve as a model for the TORs if it is adapted to the respective context.

**Client stated here**

**Consultant stated here**

### Background

Youth violence represents a growing obstacle to the country's socioeconomic development. The project will therefore address the causes and consequences of the phenomenon. The study will provide the foundation for a systemic planning process.

### Objective

The consultant will carry out a study to serve as the basis for the subsequent analysis and planning process, which should thus enable a systemic perspective. The causes should be analysed in light of the risk factors at the different levels (Planning aid 3); and the consequences and extent of the phenomenon should be examined using the attached key questions (Planning aid 2).

Special priority should be given to the following topics or sectors:

- Security
- Governance
- Health
- Social security
- Youth promotion
- Education
- Business and employment

All these fields should be consciously included, and interconnections between the different sectors should be identified.

### Agreement

With the inclusion of available data, the consultant will prepare a study of up to 30 pages in length, examining the causes, manifestations and consequences of youth violence. In assessing the risk factors, the consultant will concentrate on the relationship, community, and societal levels with relevance for prevention measures. The consultant will thereby undertake to gauge and categorise the serious risk factors and the particular manifestations (geographical, demographical, etc.).

If there is not enough existing data or information the consultant may, after discussion with the client, carry out interviews to assess the causes, extent and consequences of youth violence to supplement the desk research. To conduct such a survey, the consultant will develop a questionnaire using the key questions and risk factors as stated. The choice of possible interviewees from among the actors in the administration, civil society, schools, youth promotion, non-school education centres and the health, security and business sectors, and from among social workers and the affected youth themselves, will be agreed together with the client. For suggestions of possible interview partners, see Planning aid 3.

Specific separate steps covered by this agreement:

- Research on the causes, effects and extent of youth violence in the respective contexts, using available data, studies and analyses
  - Classification of the available data according to the risk factors (Planning aid 3) and the questions (Planning aid 2)
  - Close communication with the client about the content and orientation of the study
  - Written appraisal of the results in a document of up to 30 pages
  - If necessary, development of a questionnaire
  - If necessary, holding of interviews
  - Incorporation of the comments of the client
  - Presentation of the study and its results to start the analysis workshop
- The first draft of the study will be submitted to the project no later than XX.XX.XXXX.
  - The text with the client's comments will be returned to the consultant no later than XX.XX.XXXX.
  - The final and polished version of the study will be submitted to the project no later than XX.XX.XXXX.
  - A presentation of the results of the study by the consultant is planned for XX.XX.XXXX.

### Breakdown of quantities

The consultant will complete the above-mentioned tasks in no more than 15 expert-days. If it proves necessary to conduct interviews, a further five expert-days will be added.

The consultant will also be paid a lump sum of EUR XXX to cover the telephone, internet and travel costs.

## Planning aid 2: Questions on the core problems and their extent at each level<sup>29</sup>

### Individual

- What relationship do the perpetrators have with the population?
- What relationship do the perpetrators have with the victims?
- What is their relationship with the state actors and institutions?
- What role do alcohol and drug abuse play for the young people?
- What factors cause people from the same village/neighbourhood to become violent offenders?

### Relationship

- Are young people often the perpetrators or victims of violence within the family?
- In what ways are young people the victims of physical violence?
- Is there an apparent high propensity to inter-personal violence in society or among the youth?

### Community

- How do men, women, children and youth define their security needs?
- Who commits attacks, when and against whom?
- Who is directly or indirectly affected by youth violence, and what kind of violence does this involve?
- Do any reporting systems exist for violent offenders? Are there problems of access to these? Do all the cases get recorded in the existing systems?
- How does society perceive the state actors and institutions, and how does it interact with them?
- How does society perceive the youth and violent offenders, and how does it interact with them?
- How do the police, teachers, municipal administration, employers, social workers or church representatives interact with the youth and violent offenders?
- Whom do the people turn to with their legal or security concerns?
- Is there a system of protection for the victims?
- What factors limit the problem-solving capacity of the traditional structures at local level?

### Society

- Are there any important historical or cultural conditions that encourage youth violence or promote the recruitment of young people in armed conflicts?
- Do ethnic identity, sex, age or other relevant demographic characteristics play a role in determining the most common victims of youth violence?
- Are specific acts of violence subject to any geographical concentration?
- Are weapons readily available? What kind are available? How extensive is the use of these weapons? Is there a regional concentration?
- Are there any informal institutions or cultural norms that encourage the spread of weapons?
- How do state institutions contribute to people's perceptions of security?
- What factors limit the state in its ability or its willingness to address the problem of youth violence?
- To what extent does the state contribute to youth violence? What is the relationship of state officials to the perpetrators?
- How do the legislature, executive and judiciary respond to the challenge?
- How would you describe the state's strategy in the face of youth violence?
- What factors determine the training, opportunities and accountability of the police, judicial and prison officers? Is an effective criminal prosecution possible?
- What effect does youth violence have on economic productivity? What is being done by the private sector?
- How do the media report on youth violence? In what ways do they influence people's perceptions?
- How do celebrities (sportsmen and women, actors, musicians) react to the phenomenon of youth violence and its causes? Are they affected by it?

<sup>29</sup> The questions for assessing the extent and the core problems borrow from the OECD's *Key Questions for Armed Violence Reduction*. Cf. OECD: *Conflict and Fragility. Armed Violence Reduction – Enabling Development*. 2009.

# AID 3

## Planning aid 3: List of risk factors and possible sources of information

	No.	Risk factor	Potential data source
<b>1. Individual</b>	1.1	Pregnancy and delivery complications	Hospital, clinic and medical records; health surveys in communities
	1.2	History of psychiatric illness of parents	Hospital, clinic and medical records; health surveys in communities
	1.3	Poor behavioural control	Surveys in families and schools
	1.4	Attention deficits, hyperactivity or learning disorder	Surveys in families and schools
	1.5	Deficits in social cognitive or information-processing abilities	Surveys in families and schools
	1.6	Poor social problem-solving skills	Surveys in families and schools
	1.7	Low self-confidence	Surveys in families and schools
	1.8	High emotional distress	Surveys in families and schools
	1.9	Exposure to violence and conflict in the family	Hospital, clinic and medical records; surveys in families
	1.10	History of early aggressive and violent behaviour	Hospital, clinic and medical records; surveys in families, schools and communities
	1.11	Victim of child maltreatment	Hospital, clinic and medical records; surveys in families, schools and communities
	1.12	Involvement with drugs, alcohol, or tobacco	Hospital, clinic and medical records; surveys in families, schools and communities
<b>2. Relationship</b>	2.1	Poor supervision of children by parents	Surveys in families and communities
	2.2	Harsh physical punishment to discipline children	Surveys in families and communities
	2.3	Poor parenting practices (negligence, child abuse, missing care, etc.)	Surveys in families and communities; police records; hospital, clinic and medical records
	2.4	Parental conflict in early childhood	Surveys in families
	2.5	Experiencing parental separation or divorce at a young age	Surveys in families
	2.6	Low level of emotional attachment between parents and children	Surveys in families
	2.7	Low level of family cohesion	Surveys in families
	2.8	Early pregnancy	Surveys in families; hospital, clinic and medical records
	2.9	Low parental education	Data from education ministry; studies and statistics from UN, World Bank, etc.; surveys in families
	2.10	Low socioeconomic status of the family	Data from labour ministry; studies and statistics from UN, World Bank, etc.; surveys in families
	2.11	Parental substance abuse or criminality	Data from ministry of social affairs; police records, hospital, clinic and medical records; surveys in families

	No.	Risk factor	Potential data source
<b>3. Community</b>	3.1	Low engagement in school	School records; survey in schools
	3.2	Poor performance in school	Data from education ministry; school records; survey in schools
	3.3	Poor pedagogic quality of learning and education environment	Data from education ministry; school records; survey in schools
	3.4	Poor educational competence of teachers	Data from education ministry; school records; survey in schools
	3.5	Poor learning environment (facilities, materials, etc.)	School records; survey in schools
	3.6	Physical, mental and sexual violence from teachers and schoolmates	School records; survey in schools, families and communities; hospital, clinic and medical records
	3.7	No information on HIV/AIDS	Survey in schools
	3.8	Stress due to strong competition and examination concepts	Survey in schools and families
	3.9	Frequent school transitions	Data from education ministry; school records; survey in schools
	3.10	Truancy and dropping out of school	Data from education ministry; school records; survey in schools
	3.11	Friends who engage in violence	Surveys in communities
	3.12	Social rejection by peers	Surveys in communities
	3.13	Being a gang member	Police records; local government records
	3.14	Risky sexual behaviour	Health records; surveys in communities
	3.15	High crime levels	Police records
	3.16	High population density	Demographic records
	3.17	High residential mobility	Demographic records
	3.18	High unemployment	Data from ministry of labour; local government records
	3.19	Missing vocational training opportunities	Data from ministry of education; local government records
	3.20	Local illicit drug trade	Police records; local government records
	3.21	Weak institutional policies	Surveys in communities
	3.22	Inadequate victim care services	Ministry of health; ministry of social affairs; local government records; survey in communities
	3.23	Ethnic problems	Police records; surveys in communities
	3.24	Missing leisure activity facilities (sport, art, cinema, etc.)	Surveys in communities
	3.25	Low levels of community participation	Surveys in communities; local government records
	3.26	Socially disorganised neighbourhoods	Demographic records; local government records
	3.27	High concentrations of poor residents	Demographic records; local government records
	3.28	Low levels of social cohesion within a community	Surveys in communities
	3.29	High firearm availability	Police records; surveys in communities

	No.	Risk factor	Potential data source
<b>4. Society</b>	4.1	Rapid social and demographic change	Social and demographic records
	4.2	Urbanisation	Demographic records
	4.3	No non-violent alternatives for resolving conflicts	Surveys in communities
	4.4	Economic inequality	Ministry of social affairs; studies and statistics from UN, World Bank, etc.
	4.5	Gender inequality	Data from ministry of social affairs
	4.6	Policies that increase inequalities	Surveys
	4.7	Poverty	Ministry of social affairs; studies and statistics from UN, World Bank, etc.
	4.8	Weak economic safety nets	Ministry of social affairs; studies and statistics from UN, World Bank, etc.
	4.9	Poor rule of law	Studies and statistics from UN, World Bank, etc., surveys
	4.10	Cultural and religious norms that support violence	Surveys
	4.11	Conflict/post conflict situation	Surveys

# AID 4

## Planning aid 4: PowerPoint Presentation

**giz**



### Systemic Youth Violence Prevention

#### Introducing the handbook



Systemic Prevention of Youth Violence  
A handbook to design and plan comprehensive violence prevention measures

**giz**



#### Overview

1. Objective and target group
2. What's new about this handbook?
3. Structure of the handbook
4. Analysis steps
5. Planning steps



## 1. Objective and target group

### Objective:

- § Planning, adaptation and advice for prevention measures

### Target group:

- § Technical cooperation projects and/or components
- § Local authorities, NGOs, etc.



## 2. What's new about the handbook?

### Systemic causes of the problem = Systemic approach

- § Systemic way of working (cross-sectoral and multi-layered)
- § Orientated toward young people
- § Focus on behavioural change among key figures and significant others [**Who** does **what**, **how** and with **whom**?]

### Connecting familiar development cooperation approaches and methods

- § WHO public health approach
- § OECD armed violence reduction
- § Outcome mapping
- § PCA – Peace and conflict assessment
- § Capacity WORKS
- § Human rights approach

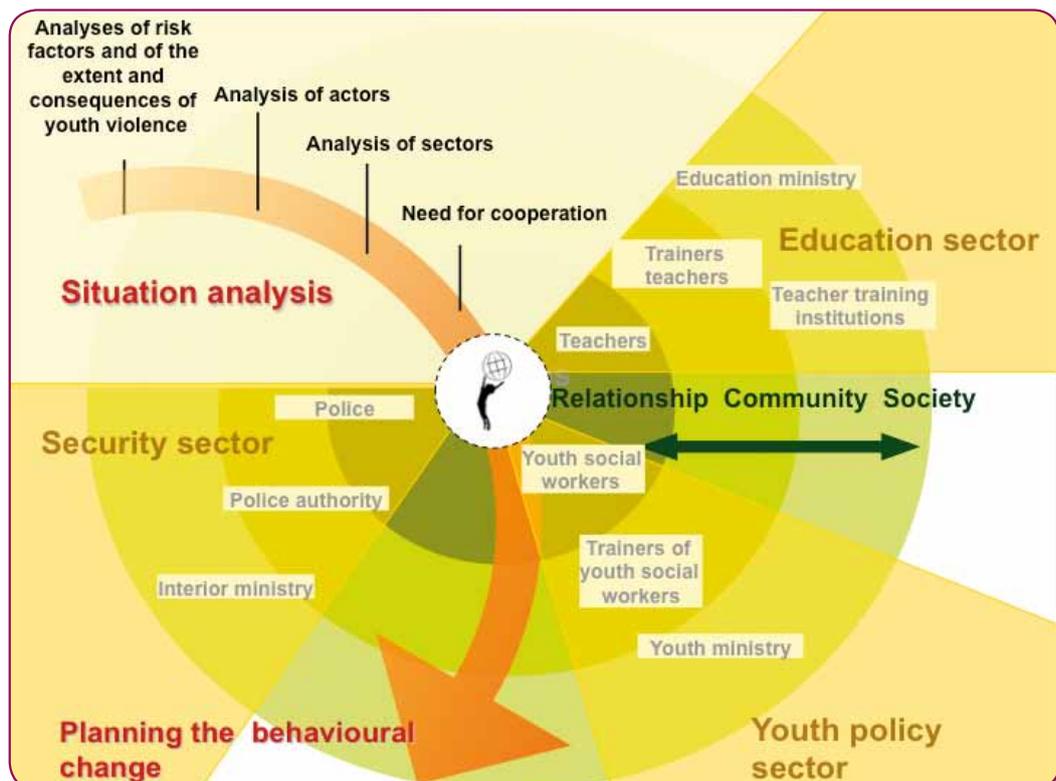
giz

### 3. Structure of the handbook

#### Three sections

1. Introduction to the theory regarding youth violence
2. Workshop concept for:
  - à analysing the context-specific causes and extent of youth violence, as well as the current situation of young people
  - à planning a prevention measure tailored to the situation, which aims at effecting behavioural change among young people and relevant key figures.
3. Selection of successful approaches and methods for youth violence prevention, collected from various different sectors

Seite 5





## 4. Analytical steps: The challenge of youth violence

- Step 1: Conducting a study
- Step 2: Presenting the study and categorising the risk factors
- Step 3: Choosing the problem areas to work on
- Step 4: Identifying the actors
- Step 5: Sector categorisation of the identified actors
- Step 6: Listing actual and required cooperation arrangements
- Step 7: Formulating sector profiles



## 5. Planning steps: From the gathering of information to a tailor-made prevention measure

- Step 8: Developing the vision
- Step 9: Selecting the partners
- Step 10: Developing actor chains
- Step 11: Defining the behavioural changes
- Step 12: Establishing the progress markers
- Step 13: Strategic planning of activities
- Step 14: Operative planning

## AID 5

## Planning aid 5: Checklist for workshop preparation

<b>Preliminary considerations</b>	<p>Establish the purpose for using the handbook (planning of a new prevention measure, adaptation of a current project, advisory services).</p> <p>Establish the manner and timing of the partner involvement.</p> <p>Establish the circle of workshop participants.</p> <p>Depending on who will participate, decide whether the analysis and planning workshops should be held together or separately.</p>
<b>Preparation</b>	<p>Create a time schedule and fix the dates for the workshops.</p> <p>Select and commission a consultant to undertake the study of the causes, extent and consequences of youth violence.</p> <p>Invite the participants.</p> <p>Provide comments on the study and, together with the consultant, prepare a presentation of the results to open the workshop.</p> <p>Select, commission and prepare a moderator.</p> <p>Select a venue for the workshop, and book it.</p> <p>Provide a supply of moderation materials (pin boards, flipcharts, cards, pens, etc.).</p>
<b>Tip</b>	<p>The Sector Project “Implementation of Children and Youth Rights” has a wealth of experience in the preparation, moderation and implementation of workshops where customised prevention measures are being developed. The staff of the sector project happily offers you its expertise, which comprises knowledge of various contexts and sectors. You can find the sector project’s contact details in the imprint on page 2 of this publication.</p>

## AID 6 Planning aid 6: Sample programme

For planning a measure to address a single problem area with several partners, who will form smaller working groups.

<b>Analysis workshop</b>	<b>Day 1</b>	
	Morning	Step 2: Introducing the workshop concept (1 hour)
		Step 3: Presenting the study and sorting the risk factors (2 hours)
		Step 4: Choosing the problem areas to work on (1 hour)
	Afternoon	Step 5: Identifying the actors (1.5 hours)
		Step 6: Sector categorisation of the identified actors (30 minutes)
		Step 7: Listing actual and required cooperation arrangements (1.5 hours)
<b>Planning workshop</b>	<b>Day 2</b>	
	Morning	Step 8: Formulating sector profiles (1.5 hours)
		Step 9: Developing the vision (1.5 hours)
	Afternoon	Step 10: Selecting the partners (1 hour)
		Step 11: Developing actor chains (1 hour per partner)
	<b>Day 3</b>	
	Morning	Step 12: Defining the behavioural changes (2 hours per partner)
	Step 13: Establishing the progress markers (1 hour per partner)	
Afternoon	Step 14: Strategic planning of activities (1 hour per partner)	
	Step 15: Operative planning (2 hours)	

These times are based on the experiences of analysis and planning workshops held in El Salvador (see Planning aid 7). In fact, the times may vary widely depending on the group, so the times given here should only be taken as a rough guide.

## AID 7 Planning aid 7: Experiences using the content of this handbook in El Salvador

In November 2009, two workshops on the systemic prevention of youth violence were held in the context of the project FORTALECE which is being implemented by GTZ on behalf of BMZ using this handbook in Sonsonate and Soyapango, El Salvador. These towns are two of the places in the Central American country most severely affected by the youth gangs known as Maras.

In all, some 33 people from diverse occupational groups participated in both workshops. They included representatives of the churches, employees of NGOs, and staff of the municipal authorities and the police. As the group had already worked together to produce a broad-based analysis at a previous workshop, it was possible to build on this and move directly into the planning stage. The aim of the workshop was therefore to transform the results of that analysis and the initial planning ideas into practical projects, which could then be implemented by those involved in the planning. Youth violence is a problem of society: it derives from society and affects it, too. As is explained in detail in the handbook, social change can only be achieved if the behaviour of people, institutions or organisations changes. Working on this basic premise, the participants formed small groups to develop their projects. Depending on the problem areas selected, the groups developed visions that ranged from youth participation and initiatives for better employment prospects, to the communication of values. One group from Soyapango decided on the following vision: The young people become productive contributors to society. They do so either self-sufficiently or in dependent employment.

Because of the short time available for the workshop, one partner was selected to stand as an example of the project development and the further steps of the planning phase were carried out for his case. To fit with their vision, the respective group chose the Mayoral Department for Social Affairs and set out the following behavioural change for it: The Department for Social Affairs prioritises the needs of young people and supports their approaches to local neighbourhoods and private businesses.

Once this had been identified, the question was raised, of how the change could be achieved and what steps could be taken in that direction. By agreeing on the milestones, the participants created a route to find the answers to these questions. As a first step, relating to the behavioural change described above the group categorised participation in the project and the regular meetings as 'expect to see'. As 'like to see', they listed the prioritisation of the needs of young people and the support for youth participation, while 'love to see' was applied to the integration of the project into the Department for Social Affairs as a means for the department to address the needs of the youth in the field of employment. In this way, the reactive approach of the partner should gradually turn into an active one.

Thus it was possible to identify and arrange appropriate measures for implementing the project. The project could now contribute successfully to behavioural change and thereby also to a societal transition that will reduce youth violence. The result of this planning process was a schedule of measures to be undertaken in small steps, which has allowed the participants to help reduce the complex social phenomenon of youth violence.

# Abbreviations

<b>BMZ</b> .....	Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (German Federal Ministry for Economic Cooperation and Development)
<b>GTZ</b> .....	Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH
<b>GIZ</b> .....	Internationale Zusammenarbeit (GIZ) GmbH
<b>IADB</b> .....	Inter-American Development Bank
<b>IDRC</b> .....	International Development Research Centre
<b>ILO</b> .....	International Labour Organization
<b>MDG</b> .....	Millennium Development Goal
<b>NGO</b> .....	Non-governmental organisation
<b>OECD</b> .....	Organisation for Economic Co-operation and Development
<b>OM</b> .....	Outcome mapping
<b>PCA</b> .....	Peace and conflict assessment
<b>TOR</b> .....	Terms of reference
<b>UN</b> .....	United Nations
<b>WHO</b> .....	World Health Organization

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