

SCHOOL-BASED VIOLENCE PREVENTION  
 IN URBAN COMMUNITIES OF  
 LATIN AMERICA AND THE CARIBBEAN



WORLD BANK  
 SUSTAINABLE DEVELOPMENT DEPARTMENT  
 LATIN AMERICA AND THE CARIBBEAN REGION

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**.2** Tools

# Preface & Acknowledgements

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This School-Based Violence Prevention Toolkit was produced by a team at the World Bank led by Bernice van Bronkhorst (Senior Urban Specialist, LCSUW), Ximena Anwandter (Violence Prevention Specialist, Consultant, LCSUW/LCSSO), and Lorena Cohan (Social Development Specialist, LCSSO) with extensive background research and technical input from Joan Serra Hoffman (International Violence Prevention Expert, World Bank Consultant), and under the overall guidance of Guang Chen (Sector Manager, LCSUW) and Maninder Gill (Sector Manager, LCSSO).

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This Toolkit is composed of the following five publications: 1) Practical Guide (a primer on violence and violence prevention, the role of schools and communities in preventing violence, a five stage method for the design and implementation of a school-based violence prevention program and the recommendations from the piloting workshops in Colombia and Nicaragua); 2) Tools (a variety of selected tools to assist in developing the school-based violence prevention action plan); 3) Case Studies (successful, evidence-based school violence prevention practices); 4) Safe School Spaces (a practical tool for the design of safe schools from the CPTED/environmental design perspective); and 5) Disaster Risk Reduction

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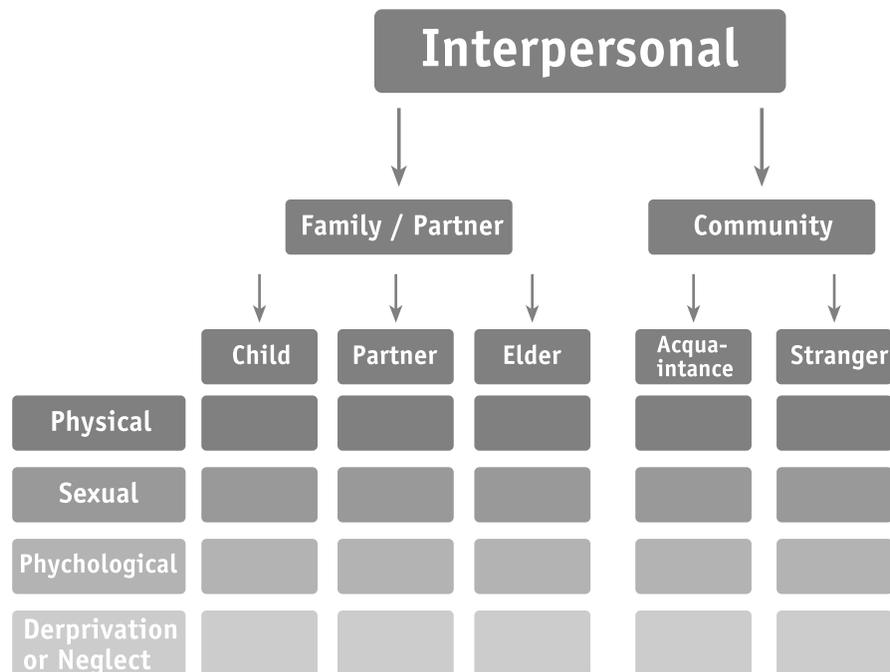
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TYOLOGY OF INTERPERSONAL VIOLENCE

Interpersonal violence refers to violence between individuals, and is subdivided into “family and intimate partner violence” and “community violence”. Most of the strategies, programs and activities in this manual are directed at interpersonal violence prevention. The former category includes child maltreatment; intimate partner violence; and elder abuse, while community violence is broken down into acquaintance and stranger violence and includes youth violence; assault by strangers; violence related to property crimes; and violence in workplaces and other institutions.



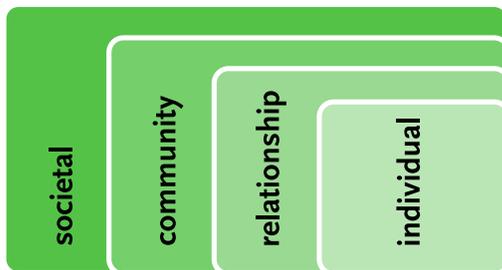
Source: Preventing violence: a guide to implementing the recommendations of the World report on violence and health, WHO.2002 .



EXPLAINING VIOLENCE AND VIOLENCE PREVENTION TO THE COMMUNITY, PARENTS AND STUDENTS

**DIRECTIONS:**

The four-level social-ecological model, proposed by WHO (2002), provides a better understanding of violence and the effect of potential prevention strategies, considering the interplay between individual, relationship, community, and societal factors. It allows the user to address the multiple factors that puts individuals at risk for experiencing or perpetrating violence.



**Individual**

The first level identifies biological and personal history factors that increase the likelihood of becoming a victim or perpetrator of violence. Some of these factors are age, education, income, substance use, or history of abuse.

Strategies for working on individual-level risk factors are often designed to change an individual's social and cognitive skills and behavioral practices through, following some examples:

- Educational curricula
- Counseling/therapy
- Social development programs
- Vocational training
- Victim care and support

**Relationship**

The second level includes factors that increase risk because of relationships with peers, intimate partners, and family members. A person's closest social circle-peers, partners and family members-influences their behavior and contributes to their range of experience.

Some strategies for working on relationships and the factors that contribute to violence include:

- Peer-based educational programs
- Educational/support programs for family and friends
- Intergenerational training/support programs
- Individual counseling
- Group therapy
- Family therapy (for a non-offending parent and children, to help them cope with the effects of vio-



lence by the offending parent)

- Parent training
- Home visitation
- Mentoring programs

### Community

The third level explores the settings, such as schools, workplaces, and neighborhoods, in which social relationships occur and seeks to identify the characteristics of these settings that are associated with becoming victims or perpetrators of violence.

Strategies at the community level can involve seeking to improve the attitudes, skills, and behaviors of those who work or serve in the community and to change institutional practices and community norms. As an example:

- Professional training
- Social norms projects
- Community education
- Advocacy for institutional policy changes
- Reducing alcohol availability
- Reducing weapons availability
- Changing institutional settings
- Refer people at risk for violence
- Improving trauma services

### Societal

The fourth level looks at the broad societal factors that help create a climate in which violence is encouraged or inhibited. These factors include social and cultural norms. Other large societal factors include the health, economic, educational and social policies that help to maintain economic or social inequalities between groups in society.

Strategies at this level involve collaborations between groups and organizations that come together to raise social awareness about the violence, educate the general public and policymakers, and promote and press for change in policies and laws, as well as norms and attitudes. As an example:

- Public education
- Media campaigns on social norms and attitudes
- Advocacy and lobbying for legal and policy change
- Public information
- Strengthen police and judiciary
- Reduce poverty and inequality
- Education reform
- Reduce access to means
- Job creation programmes



Source: World Report on Violence and Health. Geneva, Switzerland: World Health Organization; 2002:1-56. & Toolkit for Working with Men and Boys, Family Violence Prevention Fund. <http://toolkit.endabuse.org/Home.html>.

EXAMPLES OF GRADE-SPECIFIC OBJECTIVES FOR VIOLENCE PREVENTION SKILLS

**DIRECTIONS:**

The following table addresses the different skills or behaviors aimed to build violence prevention skills among students, from pre-school up to third grade of high school (from 4 years old up to 14 years old approximately).

<p><b>Pre-School</b></p>	<ul style="list-style-type: none"> <li>- Discuss how to say no to situations threatening one’s health or well-being (e.g., “no to breaking family or school rules” and “no to strangers.</li> <li>- Discuss the importance of resolving conflict with peers in a positive manner.</li> </ul>
<p><b>Grade 1 of High School</b></p>	<ul style="list-style-type: none"> <li>- Identify situations where refusal skills are necessary (e.g. say no to suggestion of stealing).</li> <li>- Identify how positive behaviour can resolve conflict and where/when to go for help when a conflict arises.</li> </ul>
<p><b>Grade 2</b></p>	<ul style="list-style-type: none"> <li>- Recall situations where refusal skills are important and practice using them.</li> <li>- Recognize conflict as a normal part of interpersonal relationships, recognize the importance of good communication and fact-finding, and recognize compromise as a way to negotiate a conflict.</li> </ul>
<p><b>Grade 3</b></p>	<ul style="list-style-type: none"> <li>- Demonstrate attentive listening skills and effective interpersonal communication skills which show care, consideration and respect.</li> <li>- Discuss and practice steps of the peer mediation process (e.g., ground rules, brainstorming).</li> </ul>
<p><b>Grade 4</b></p>	<ul style="list-style-type: none"> <li>- Asses personal use of positive communication skills.</li> <li>- Discuss and practice the peer mediation process.</li> <li>- Analyze the consequences of violent versus non-violent means to resolve conflict (e.g. reputation/labeling, isolation, physical injury, self-confidence, attention)</li> </ul>
<p><b>Grade 5</b></p>	<ul style="list-style-type: none"> <li>- Propose guidelines for healthy communications (e.g., respect, listening), role-play healthy communication and refusal skills.</li> <li>- Use the peer mediation process to resolve conflict.</li> <li>- Identify skills and responsibilities that support healthy family relationships, practice communications skills which promote good family relationships.</li> </ul>

<p><b>Grade 6</b></p>	<ul style="list-style-type: none"> <li>- Identify important decisions made during adolescence, analyze the cause and effect relationship between decision-making and short-and long-term consequences (e.g. injury).</li> <li>- Describe the benefits of team decision-making, identify strategies to become a good team member, practice team decision-making.</li> </ul>
<p><b>Grade 1 of High-School</b></p>	<ul style="list-style-type: none"> <li>- Demonstrate strategies to manage conflict and stressful situations.</li> <li>- Describe cause of conflict among youth in schools and communities.</li> <li>- Analyze environmental factors contributing to violence, discuss barriers to violence prevention.</li> <li>- Identify community resources and services for violence prevention.</li> </ul>
<p><b>Grade 2 of High-School</b></p>	<ul style="list-style-type: none"> <li>- Demonstrate the ability to communicate ideas and work together to achieve a common goal (e.g. cooperative learning group).</li> <li>- Identify reasons individuals become depressed and/or consider suicide, describe the referral procedures for these issues.</li> <li>- Identify factors in the home, school and community that decrease violence, identify the behavioural characteristics of perpetrators and victims of violence.</li> <li>- Examine ways conflicts can be resolved; identify barriers to communication and potential triggers for violent behaviour.</li> </ul>
<p><b>Grade 3 of High-School</b></p>	<ul style="list-style-type: none"> <li>- Demonstrate the ability to work cooperatively and resolve conflict peacefully.</li> <li>- Differentiate between emergency situations that are life threatening and those that are not and list action steps for each situation; demonstrate first aid skills and simulate responses to emergencies.</li> <li>- Evaluate violent situations and determine how best to avoid and/or resolve these situations.</li> </ul>

Source: West Virginia of Education Office of Healthy Schools: Instructional Goals and Objectives for Health Education, as cited by FRESH Tools for Effective School Health, First Edition, 2004. <http://www.unesco.org/education/fresh>



**DIRECTIONS:** The following table offers strategies for violence prevention among children and juveniles in each aspect of their lives: Personal, peers/social, family, community.

Personal	Preschool/Early Elementary School	Elementary/Intermediate	Middle School	High School
<p><b>Emotion</b></p> <ul style="list-style-type: none"> <li>• Can appropriately express and manage fear, helplessness, anger, affection, excitement, enthusiasm, and disappointment</li> <li>• Can differentiate and label negative and positive emotions in self and others</li> <li>• Increasing tolerance for frustration</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing feelings in positive ways</li> <li>• Controlling own anger</li> <li>• Labeling observed emotions</li> <li>• Harmonizing of others' feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Self-aware and self-critical</li> <li>• Harmonizing of own feelings</li> </ul>	<p>All areas should be approached as integrative:</p> <ul style="list-style-type: none"> <li>• Listening and oral communication</li> <li>• Competence in reading, writing, and computation.</li> <li>• Personal management: self-esteem, goal-setting/self-motivation</li> <li>• Learning to learn skills</li> <li>• Personal and moral evaluations of self, actions, behaviors</li> <li>• Beginning to focus on the future</li> </ul>	
<p><b>Cognition</b></p> <ul style="list-style-type: none"> <li>• Beginning to take a reflective perspective—role taking—What is the other seeing? What is the other feeling? What is the other thinking? What is the other intending? What is the other like?</li> <li>• Generating alternative possibilities for interpersonal actions</li> <li>• Emphasis on attention-sustaining skills, recall and linkage of material, verbalization of coping and problem-solving strategies used</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing about healthy foods and exercising</li> <li>• Times when cooperation, planning are seen; at times, shows knowledge that there is more than one way to solve a problem</li> <li>• Setting goals, anticipating consequences, working to overcome obstacles</li> <li>• Focusing on strengths of self and others</li> <li>• Ability to think through problem situations and anticipate occurrences</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing the importance of alcohol and other drug abuse and prevention</li> <li>• Establishing norms for health</li> <li>• Setting realistic short-term goals</li> <li>• Seeing both sides of issues, disputes, arguments</li> <li>• Comparing abilities to others, self, or normative standards; abilities considered in light of others' reactions</li> <li>• Acknowledging the importance of self-statements and self-rewards</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring meaning of one's life, life in general, transcendence</li> <li>• Taking care of self, recognizing consequences of risky behaviors (sexual activity, drug use), protecting self from negative consequences</li> <li>• Harmonizing of own and others' feelings</li> <li>• Adaptability: creative thinking and problem solving, especially in response to barriers/obstacles</li> <li>• Earning and budgeting money</li> <li>• Planning a career and preparing for adult role</li> <li>• Personal career development/goals—pride in work accomplished</li> </ul>	

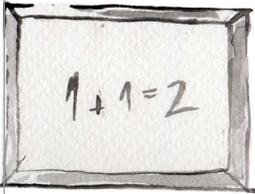
Personal	Preschool/Early Elementary School	Elementary/Intermediate	Middle School	High School
<p><b>Behavior</b></p> 	<ul style="list-style-type: none"> <li>• Learning self-management (e.g., when waiting one’s turn; when entering and leaving classrooms at the start and end of the day and other transition times; when working on something in a group or alone)</li> <li>• Learning social norms about appearance (e.g., washing face or hair, brushing teeth)</li> <li>• Recognizing dangers to health and safety (e.g., crossing street, electrical sockets, pills that look like candy)</li> <li>• Being physically healthy—adequate nutrition; screenings to identify visual, hearing, language problems</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding safety issues such as interviewing people at the door when home alone; saying no to strangers on the phone or in person</li> <li>• Managing time</li> <li>• Showing respect for others</li> <li>• Can ask for, give, and receive help</li> <li>• Negotiating disputes, deescalating conflicts</li> <li>• Admitting mistakes, apologizing when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Initiating own activities</li> <li>• Emerging leadership skills</li> </ul>	



Personal	Preschool/Early Elementary School	Elementary/Intermediate	Middle School	High School
<b>Integration</b>	<ul style="list-style-type: none"> <li>Integrating feeling and thinking with language, replacing or complementing that which can be expressed only in action, image, or affectivity</li> <li>Differentiating the emotions, needs, and feelings of different people in different contexts—if not spontaneously, then in response to adult prompting and assistance</li> <li>Recognizing and resisting inappropriate touching, sexual behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Ability to calm self down when upset and to verbalize what happened and how one is feeling differently</li> <li>Encouraging perspective taking and empathic identification with others</li> <li>Learning strategies for coping with, communicating about, and managing strong feelings</li> </ul>	<ul style="list-style-type: none"> <li>Being aware of sexual factors, recognizing and accepting body changes, recognizing and resisting inappropriate sexual behaviors</li> <li>Developing skills for analyzing stressful social situations, identifying feelings, goals, carrying out requests and refusal skills</li> </ul>	
<b>Key Concepts</b>	honesty, fairness, trust, hope, confidence, keeping promises, empathy	Initiative, purpose, goals, justice, fairness, friendship, equity, dependability, pride, creativity	Democracy, pioneering, importance of the environment (spaceship Earth, earth as habitat, ecological environment, global interdependence, ecosystems), perfection and imperfection, prejudice, freedom, citizenship, liberty, home, industriousness, continuity, competence	Relationships, healthy relationships, fidelity, intimacy, love, responsibility, commitment, respect, love and loss, caring, knowledge, growth, human commonalities, work/workplace, emotional intelligence, spirituality, ideas, inventions, identity, self-awareness



Personal	Preschool/Early Elementary School	Elementary/Intermediate	Middle School	High School
<p><b>Peers / Social</b></p>	<ul style="list-style-type: none"> <li>• Being a member of a group: sharing, listening, taking turns, cooperating, negotiating disputes, being considerate and helpful</li> <li>• Initiating interactions</li> <li>• Can resolve conflict without fighting; compromising</li> <li>• Understands justifiable self-defense</li> <li>• Empathetic toward peers: showing emotional distress when others are suffering; developing a sense of helping rather than hurting or neglecting; respecting rather than belittling, and supporting and protecting rather than dominating others; awareness of the thoughts, feelings, and experiences of others (perspective taking)</li> </ul>	<ul style="list-style-type: none"> <li>• Listening carefully</li> <li>• Conducting a reciprocal conversation</li> <li>• Using tone of voice, eye contact, posture, and language appropriate to peers (and adults)</li> <li>• Skills for making friends, entering peer groups—can judge peers’ feelings, thoughts, plans, actions</li> <li>• Learning to include and exclude others</li> <li>• Expanding peer groups</li> <li>• Friendships based on mutual trust and assistance</li> <li>• Shows altruistic behavior among friends</li> <li>• Becoming assertive, self-calming, cooperative</li> <li>• Learning to cope with peer pressure to conform (e.g., dress)</li> <li>• Learning to set boundaries, to deal with secrets</li> <li>• Dealing positively with rejection</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing friends thoughtfully but aware of group norms, popular trends</li> <li>• Developing peer leadership skills</li> <li>• Dealing with conflict among friends</li> <li>• Recognizing and accepting alternatives to aggression and violence</li> <li>• Belonging is recognized as very important</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing friends thoughtfully but aware of group norms, popular trends</li> <li>• Developing peer leadership skills</li> <li>• Dealing with conflict among friends</li> <li>• Recognizing and accepting alternatives to aggression and violence</li> <li>• Belonging is recognized as very important</li> </ul>

Personal	Preschool/Early Elementary School	Elementary/Intermediate	Middle School	High School
<p><b>Family</b></p> 	<ul style="list-style-type: none"> <li>• Being a family member: being considerate and helpful, expressing caring, and developing capacity for intimacy</li> <li>• Making contributions at home—chores, responsibilities</li> <li>• Relating to siblings—sharing, taking turns, initiating interactions, negotiating disputes, helping, caring</li> <li>• Internalizing values modeled in family</li> <li>• Self-confident and trusting—what they can expect from adults; believe that they are important; that their needs and wishes matter; that they can succeed; that they can trust their caregivers; that adults can be helpful</li> <li>• Intellectually inquisitive—like to explore their home and the world around them</li> <li>• Homes (and communities) free from violence</li> <li>• Home life includes consistent, stimulating contact with caring adults</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding different family forms and structures</li> <li>• Cooperating around household tasks</li> <li>• Acknowledging compliments</li> <li>• Valuing own uniqueness as individual and as family contributor</li> <li>• Sustaining positive interactions with parents and other adult relatives, friends</li> <li>• Showing affection, negative feelings appropriately</li> <li>• Being close, establishing intimacy and boundaries</li> <li>• Accepting failure/difficulty and continuing effort</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing conflict between parents' and peers' values (e.g., dress, importance of achievement)</li> <li>• Learning about stages in adults' and parents' lives</li> <li>• Valuing of rituals</li> </ul> 	<ul style="list-style-type: none"> <li>• Becoming independent</li> <li>• Talking with parents about daily activities, learning self-disclosure skills</li> <li>• Preparing for parenting, family responsibilities</li> </ul> 

Personal	Preschool/Early Elementary School	Elementary/Intermediate	Middle School	High School
<p><b>Reasonable Expectations</b></p> 	<ul style="list-style-type: none"> <li>• Paying attention to teachers</li> <li>• Understanding similarities and differences (e.g., skin color, physical disabilities)</li> <li>• Working to the best of one's ability</li> <li>• Using words effectively, especially for feelings</li> <li>• Cooperating</li> <li>• Responding positively to approval</li> <li>• Thinking out loud, asking questions</li> <li>• Expressing self in art, music games, dramatic play</li> <li>• Likes starting more than finishing</li> <li>• Deriving security in repetition, routines</li> <li>• Able to articulate likes and dislikes, has clear sense of strengths, areas of mastery, can articulate these, and has opportunities to engage in these</li> <li>• Exploring the environment</li> <li>• Self-confident and trusting—what they can expect from adults in the school; believing that they are important; that their needs and wishes matter; that they can succeed; that they can trust adults in school; that adults in school can be helpful</li> </ul>	<ul style="list-style-type: none"> <li>• Setting academic goals, planning study time, completing assignments</li> <li>• Learning to work on teams</li> <li>• Accepting similarities and differences (e.g., appearance, ability levels)</li> <li>• Cooperating, helping—especially younger children</li> <li>• Bouncing back from mistakes</li> <li>• Able to work hard on projects</li> <li>• Beginning, carrying through on, and completing tasks</li> <li>• Good problem solving</li> <li>• Forgiving after anger</li> <li>• Generally truthful</li> <li>• Showing pride in accomplishments</li> <li>• Can calm down after being upset, losing one's temper, or crying</li> <li>• Able to follow directions for school tasks, routines</li> <li>• Carrying out commitments to classmates, teachers</li> <li>• Showing appropriate helpfulness</li> <li>• Knowing how to ask for help</li> <li>• Refusing negative peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Will best accept modified rules</li> <li>• Enjoys novelty over repetition</li> <li>• Can learn planning and management skills to complete school requirements</li> </ul>  	<ul style="list-style-type: none"> <li>• Making a realistic academic plan, recognizing personal strengths, persisting to achieve goals in spite of setbacks</li> <li>• Planning a career/post-high school pathways</li> <li>• Group effectiveness: interpersonal skills, negotiation, teamwork</li> <li>• Organizational effectiveness and leadership—making a contribution to classroom and school</li> </ul> 

Personal	Preschool/Early Elementary School	Elementary/Intermediate	Middle School	High School
<p><b>Appropriate Environment</b></p>	<ul style="list-style-type: none"> <li>• Clear classroom, school rules</li> <li>• Opportunities for responsibility in the classroom</li> <li>• Authority clear, fair, deserving of respect</li> <li>• Frequent teacher redirection</li> <li>• Classrooms and school-related locations free from violence and threat</li> <li>• School life includes consistent, stimulating contact with caring adults</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to comfort peer or classmate in distress, help new persons feel accepted/included</li> <li>• Being in groups, group activities</li> <li>• Making/using effective group rules</li> <li>• Participating in story-based learning</li> <li>• Opportunities to negotiate</li> <li>• Time for laughter, occasional silliness</li> </ul>	<ul style="list-style-type: none"> <li>• Minimizing lecture-mode of instruction</li> <li>• Varying types of student products (deemphasize written reports)</li> <li>• Opportunities to participate in setting policy</li> <li>• Clear expectations about truancy, substance use, violent behavior</li> <li>• Opportunities for setting, reviewing personal norms/standards</li> <li>• Group/academic/extracurricular memberships</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance/structure for goal setting, future planning, post-school transition</li> <li>• Opportunities for participating in school service and other nonacademic involvement</li> <li>• Being a role model for younger students</li> </ul>
<p><b>Community</b></p>	<ul style="list-style-type: none"> <li>• Curiosity about how and why things happen</li> <li>• Recognizing a pluralistic society (e.g., aware of holidays, customs, cultural groups)</li> <li>• Accepting responsibility for the environment</li> <li>• Participating in community events (e.g., religious observances, recycling)</li> </ul>	<ul style="list-style-type: none"> <li>• Joining groups outside the school</li> <li>• Learning about, accepting cultural, community differences</li> <li>• Helping people in need</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding and accepting differences in one's community</li> <li>• Identifying and resisting negative group influences</li> <li>• Developing involvements in community projects</li> <li>• Apprenticing/training for leadership roles</li> </ul>	<ul style="list-style-type: none"> <li>• Contributing to community service or environmental projects</li> <li>• Accepting responsibility for the environment</li> <li>• Understanding elements of employment</li> <li>• Understanding issues of government</li> </ul>



Personal	Preschool/Early Elementary School	Elementary/Intermediate	Middle School	High School
<p><b>Events Triggering Preventive Services</b></p> 	<ul style="list-style-type: none"> <li>• Coping with divorce</li> <li>• Dealing with death in the family</li> <li>• Becoming a big brother or big sister</li> <li>• Dealing with family moves</li> </ul>	<ul style="list-style-type: none"> <li>• Coping with divorce</li> <li>• Dealing with death in the family</li> <li>• Becoming a big brother or big sister</li> <li>• Dealing with family moves</li> </ul>	<ul style="list-style-type: none"> <li>• Coping with divorce</li> <li>• Dealing with death in the family</li> <li>• Dealing with a classmate's drug use or delinquent behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Coping with divorce</li> <li>• Dealing with death in the family</li> <li>• Dealing with a classmate's drug use or delinquent behavior, injury or death due to violence, pregnancy, suicide, HIV/AIDS</li> <li>• Transition from high school to workplace</li> </ul>



Source: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), *Best Practices of Youth Violence Prevention: A Sourcebook for Community Action Atlanta: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 2002.* <http://www.cdc.gov/ncipc/dvp/bestpractices.htm>





ESTABLISHING A SCHOOL TEAM

Write down the names of possible members in each section. Discuss as a group what each candidate offers in terms of potential interest in promoting health through the schools, openness to adapting and expanding his or her role in the school, specific skills, and influence in or outside the school community. Work with school officials in deciding how to select team members, ensuring that there is a balance of men and women, boys and girls, and if relevant, ethnic diversity. Use the last column to indicate with a check mark (✓) who is selected to join the team.

SECTOR/ADMINISTRATORS	NAME	SKILLS/INTERESTS	SELECTED FOR TEAM
Headmaster			
Principal			
<b>TEACHERS</b>			
Classroom teachers (mainly primary schools)			
Subject teachers: science, civic education, mathematics, physical education (mainly secondary schools)			
Teachers' representatives, unions, and organizations			
Others			
<b>HEALTH CARE</b>			
Physicians			
Nurses			
Others			
Health Educators			
Family Planning			
Public Health			
Clinical Workers			
Children's Health			
Reproductive Health			
<b>SCHOOL STAFF</b>			
Counselors			
Caretakers			
Drivers			
Informal Groups			

# Tool

# 5

Daycare Programs			
Preschool Programs			
Others			
<b>STUDENTS</b>			
Primary			
Secondary			
Student Counselors			
Others			
<b>PARENTS/FAMILY MEMBERS</b>			
Groups of Parents			
Others			
<b>COMMUNITY</b>			
Community Leaders			
Women's Groups			
Religious Groups			
Social Groups			
Social Services			
Pertinent NGO's			
Local Businesses			
Health Insurances			
Media			
Informal Businesses			
Private Businesses (specially oriented towards youth)			

Once we count on a list that represents all important sectors, we can discuss what each candidate can contribute in terms of leadership or professional skills, capacity to work as part of a group, connections with the community and other area leaders, group organization, fundraising or eloquence during public speeches. We should later also invite the candidates to support the school team efforts. Ideally we should attract committed individuals that take advantage of their experience and resources in order to get support for the school-based violence prevention efforts.

*Source: Adapted from Local Action, Creating Health Promoting Schools, WHO. 2000*

## INVOLVING YOUR COMMUNITY IN YOUR SCHOOL TEAM

### DIRECTIONS:

Create a list of candidates from the community that could provide support to and/or join the school team. Look for dedicated people who are flexible and can adapt to new situations, recognized for their interest in and experience with children and adolescents, education, or public health, knowledgeable about the community and capable of mobilizing support. Write down the names of possible members in each section. Discuss as a group what each candidate offers in terms of potential interest in promoting school violence prevention efforts, connections and influence in the community, and skills. Select team members, ensuring that there is a balance of men and women and, if relevant, ethnic diversity. Use the last column to indicate with a check mark (r) who is able to support, or join, the school team.

Sectors	Names	Skills / Interests	Decision
<b>HEALTH CARE</b>			
Physicians			
Nurses			
Health Educators			
Family Planning Staff			
Public Health Staff			
Clinic Workers			
Infant Health Workers			
Reproductive Health Workers			
<b>FAMILY AND YOUTH GROUPS</b>			
Parent's groups			
Women's groups			
Social groups			
Religious groups			
Social Service			
Relevant NOGs			
<b>EARLY CHILDHOOD EDUCATION</b>			
Informal groups			
Childcare Programmes			
Pre-school Programmes			



# Tool 6

Sectors	Names	Skills / Interests	Decision
<b>VILLAGE OR MUNICIPAL GOVERNMENT</b>			
Senior Officials			
Sanitation/ Public works staff			
Law Enforcement / Police			
Housing Programmes Staff			
Youth Programmes Staff			
Transportation Staff			
<b>LOCAL BUSINESSES</b>			
Health Insurance workers			
Media Representatives			
Street Vendors			
Private enterprises (particularly targeting youth)			

Once you have a list that represents all the important sectors, discuss what each candidate might bring in terms of leadership or professional ability, capacity to work as part of a group, connections to the community and to other leaders in the district, organizing groups, raising money, or public speaking. Then invite your candidates to support the school team efforts. Ideally, you will bring to participate

interested individuals who will mobilize their experience, resources and constituencies to rally support for the school violence prevention efforts.

*Source: Adapted from Local Action, Creating Health Promoting Schools, WHO 2000.*



## COLLABORATIVE DECISION-MAKING PROCESSES

To assure that the School Team will work effectively as a group, members must establish governance and decision-making processes. Aim to create an open environment that engenders trust and makes people feel comfortable expressing themselves. Early on, establish processes to reach resolution and address disagreements. Neglecting to formalize decision-making processes from the start will likely cause problems later. Depending on the size and diversity of opinion among the group, decision-making processes can range from informal to very formal; possibilities include decision by majority rule and consensus.

**MAJORITY RULE**

When using majority rule, decisions are made by voting or polling after some discussion. If the majority is in favor, its vote is accepted as a decision. The facilitator must allow adequate time for discussion from a variety of viewpoints.

- **Simple majority:** a vote of more than 50% of those present is required to pass a motion.

- **Super majority:** a vote of either 60% or two-thirds of those present is required to pass a motion.

**CONSENSUS**

Consensus is not the same as unanimity; it is the arrival at a decision that each member can accept. This is one of the most time-consuming methods because it involves every member. It is also an approach for exposing and exploring conflicting viewpoints before making a decision.

- **General consensus:** almost everyone has to agree, but there may be one or a very small number of people who are not completely comfortable with the decision.

- **Total consensus:** absolutely everyone has to agree. A single person can be a “holdout,” and here the group must continue to discuss the matter until the person agrees with the decision or until changes are made that make the outcome acceptable to the holdout. This method requires a high level of trust within the group and a very skilled facilitator.

*Source: Adapted from Card, J., Brindis, C.D., Peterson, J., & Niego, S. (2001). Guidebook: Evaluating teen pregnancy prevention programs (2nd ed, Chapter 4). Los Altos, CA: Sociometrics. From: U.S. Department of Health and Human Services, National Adolescent Health Information Center (NAHIC). Improving the Health of Adolescents & Young Adults: A Guide for States and Communities. Atlanta, GA: 2004.*



To learn what the current situation is in your school and community; you may need to make an assessment, and one of the best ways is to develop an assessment survey. It will allow you to gather information on violence problems in your school and community. The goal is to get a real picture of the situation through your students' own experiences, and other community actors, including teachers and parents.

There are many ways to learn about school needs. You can do interviews with students and teachers, or conduct observations, or study school records. And certainly, you should always check about past surveys that might have been done before, and use them as best you can. Don't reinvent the wheel!

### What is a needs assessment survey?

It is a way of asking group or school members what they see as the most important needs of that group, school or community. The results of the survey then guide future action. Generally, the needs that are rated most important are the ones that get addressed.

Depending on your resources (time, money, and people) a needs assessment survey may take many different forms. It can be as informal as asking around with people you know in your school: teachers, administrative staff, student leaders, and the community surrounding the school as neighbors and vendors. Or, it could take the form of a professionally-written survey that is mailed to hundreds of people. In general, however, true needs assessment surveys have some common characteristics, as follows:

- They have a pre-set list of questions to be answered.
- They have a pre-determined sample of the number

and types of people to answer these questions are chosen in advance.

- They are done by personal interview, phone, or by written response
- The results of the survey are tabulated, summarized, distributed, discussed, and (last, but not least) used.

A survey usually asks about needs that concern your particular community or group. This could include hundreds of possibilities, ranging from trash on the streets to vandalism, and bullying or from alcohol selling to minors to ethnic or racial conflict. These are examples of needs that might be perceived as a school issue or problem.

Note that some surveys are very broad, and ask about any and all kinds of needs. Others are narrow, and limit themselves to learning more about one or two. Broad and narrow surveys are both often done; both are worthwhile; which one to do depends on what you want to find out.

### Why should you do a needs assessment survey?

- To learn more about what your school needs are. A good survey can supplement your own sharp-eyed observations and experiences. It can give you detailed information from a larger and more representative group of people than you could get from observation alone.
- To get a more honest and objective description of needs than people—mainly students—might tell you publicly.
- To become aware of possible needs that you never saw as particularly important or that you never even knew existed.



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- To document your needs, as is required in many applications for funding, and as is almost always helpful in advocating or lobbying for your cause.
- To make sure any actions you eventually do get involved in are in line with needs that are expressed by the school and its surrounding community.

And also for two more reasons, which are less commonly understood:

- To get more group and community support for the actions you will soon undertake. That's because if people have stated a need for a particular course of action, they are more likely to support it. And, for the same reason...
- To get more people actually involved in the subsequent action itself.

## When should you do a needs assessment survey?

Some good times to do a survey include:

- When your group is just starting out
- When there is doubt as to what the most important needs are
- When your group members disagree on this point among themselves
- When you need to convince outside funders or supporters that you are addressing the most important school problems (Sometimes, these assessments are required.)
- When the school community asks you to do it
- When you want to be sure that you will have school and community support for whatever you choose to do.

## And are there times when you shouldn't?

There are. A needs assessment is not necessary before every action, and especially:

- When there is absolutely no doubt what the most important needs in the school and its community are
- When it is urgent to act right now, without delay
- When a recent assessment has already been done, and it is clear that the needs have not changed
- When you feel the school would see an assessment as redundant or wasteful, and that it would be harmful to your cause

## How do you carry out a needs assessment survey?

### A step by step approach

If you choose to do a survey here are some internal steps you (or your group) should take, and decisions you should make, before any information is collected at all:

### Helpful hint:

An assessment can be done by one person, acting alone. But generally speaking, a needs assessment survey will be more effective and more useful if it is designed and carried out by a group. This is especially true when no one has special experience in this field. In most needs assessment cases, many heads will usually be better than one. So try to assemble a small group of interested people to help you answer the questions below, make decisions, and carry out the job.



1. Ask yourself: **What are my reasons** for choosing to do this survey? Why am I getting involved in this? The answers may be immediately clear to you. They may also include many of the reasons previously listed. But perhaps your reasons are not entirely clear. Asking these questions gives you the chance to become clearer.

2. Ask yourself: **What are my goals** in doing this survey? What do I want to get out of it? How will the results be used? Again, your goals (and uses) may be very apparent; they may also relate to your reasons above. But you ought to be able to state them before you begin.

3. Ask yourself: **Am I ready** (or, Is my group ready?) to conduct this survey? Am I prepared to do the work that needs to be done, with high-quality effort? Before you begin, make sure your answer is Yes.

4. Decide **how much time** do you have to do the survey, from start to finish? How much time can you allow? Your answer will depend upon what is already known; upon the size of your target group; upon the importance involved; and upon the resources you have at your disposal. (How many people can help? How much money is available to spend?)

If nothing is known, the school is large, resources are low, and importance is high, your survey may take considerable time, several months or even more. And properly so. But if the reverse is true, you could complete a good survey in a month or less.

These figures are approximations. We would like to be more specific, but that is hard to do. There is no one universal answer to How much time? A minimum standard might be this: **Collect enough reliable information from a representative group so that**

**you are sufficiently confident in using that information to guide future action.** Apply this standard to your own situation. How much time do you think might be involved?

5. Decide: **How many people** are going to be asked? If you are surveying the needs of a small or even medium-sized group, you can (and should) include every single person. But suppose you have a school of 1,000 students, or even larger; you probably will not be able to ask everyone directly.

When the group is larger, you can make your survey available to everyone who wants to answer it. But a more objective technique, which will usually give you more reliable information, is to construct a sample a pre-determined percentage of the total group -- and to ask each member of the sample for their input.

6. Decide **what kinds of people** will be asked? For a smaller group, where you are asking everybody, this question will not arise. But with a larger group, when you are using a sample of the total population, you may want to be sure that certain parts of that population are included. For example, are you assessing violent incidents inside and outside the school? You'd then want to be sure to include parents and you might also survey or interview that group separately.

7. Decide **what questions** will be asked? Questions will depend upon the scope of the assessment. Geared your questions to violence prevention issues specifically would help to gather reliable information.

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Either way, you have a choice between asking more quantitative, or closed-ended questions, and more qualitative, or open-ended questions. Closed-ended questions involve a choice among fixed alternatives - you might state your degree of agreement with certain questions, or place your preferences in rank order. Open-ended questions allow more freedom; they give those answering the chance to say anything they want, even though the answers may be less precise. In many cases, your survey can include both types of questions.

8. Decide who will ask the questions? If you do interviews, the more people asking, the more ground you can cover; but the more interviewers will have to be trained. And they will need to be trained to use a standard procedure, so that results don't vary just because the interviewers operated differently. If you use written surveys, this question is less relevant; those who give out and collect the surveys should be thoroughly and uniformly instructed.

And remember: If you can, bring together a group to help you design the actual questions. Your group members will almost always think of good questions and ideas you wouldn't come up with alone.

9. Now that you've answered all the questions above, create a draft of the full survey. (Include the instructions; this is an often-neglected part of survey work, but don't forget it. Your instructions will set the tone for those who will be responding.)

10. Then, try out the survey on a test group. The test group should ideally be composed of the same kinds of people who will be taking the full survey. Why a test group? Because they will let you know if your instructions are clear and if your questions make sense. Even if your survey is perfectly clear to you, it

may not be clear to them. You need to find this out before the full survey gets dispersed. Don't bypass this step, your test group is like a trial run, or dress rehearsal, which will help you get rid of the rough spots before you hit the big time.

11. Revise the survey on the basis of your test group feedback. Sometimes this test-and-revision process may need to be repeated more than once.

12. Finally! When you are satisfied that all necessary revisions have been made, administer the survey to the people you have chosen.

13. Tabulate your results. For closed-ended questions, this can be a matter of simple addition. For open-ended questions, you can code the results into categories. What categories to use? Get some feedback from others, because the categories you decide on will shape how you interpret the data which is the next step.

14. Interpret your results. Interpretation goes beyond simple tabulation. It asks the questions: What is the meaning of the results? What are the main patterns that occur? What possible actions do the results point to? It's helpful if a group of people perhaps the same people who carried out the assessment review the results and share their own interpretations. The same numbers can mean different things to different people; some discussion here will clarify the most accurate interpretations to draw.

15. Plan future actions. Now comes the main payoff of your needs assessment survey, and your main reason for having done all this work. Bring the results and interpretations to your full group. Ask, and answer, the question: What should we do now? A good answer may once again take thought and discussion.

That comes with the territory. But the key point is that you can now plan and implement future actions with greater confidence that those actions are based upon important needs of the people you want to serve.

16. Implement your actions. Which of course is the reason we do these surveys in the first place. The results are there to be used for action; and your group should have already agreed to use them, going back to the beginning. Now you really are ready to act.

17. Repeat your assessment. Not right now, but at some point down the road. If a physical check-up for yourself is a good idea, so might be a check-up for the community, maybe every two years or so. Community needs can change; you want to be sure you know if, when, how, and why they do. For needs assessment is really an ongoing process just like community action itself.



Source: Adapted from the Community Tool Box, University of Kansas. Accessed on July 20th, 2010 at: [http://ctb.ku.edu/en/tablecontents/chapter\\_1003.aspx](http://ctb.ku.edu/en/tablecontents/chapter_1003.aspx).



**SAFETY ASSESSMENT TEAM PLANNING TOOL**

**DIRECTIONS:**

Use this table to identify the skills, resources, and expertise the school team will need to conduct your safety assessment; how to access those resources within the school and community; and who should serve on the needs assessment team. The list of resources will most likely include items such as research and data skills, expertise in the area of best practices, entrée into the schools, and funding.

In creating such a list, the School Team may find that many of the resources it needs can be found within the team itself. For missing resources, this tool can help the group identify organizations with which it might want to partner, and people it might recruit to participate in the needs-and-assets assessment process—some of them already identified in the “assessing community resources” form.

Skills Resources or Expertise Needed (e.g. in-kind, technical expertise, skills, funds)	Individual, Organization, or Institution that Can Provide Resources	Contact Information	Person Willing to Contact

Source: Adapted from Card, J., Brindis, C.D., Peterson, J., & Niego, S. (2001). *Guidebook: Evaluating teen pregnancy prevention programs* (2nd ed, Chapter 4). Los Altos, CA: Sociometrics.  
 From: U.S. Department of Health and Human Services, National Adolescent Health Information Center (NAHIC). *Improving the Health of Adolescents & Young Adults: A Guide for States and Communities*. Atlanta, GA: 2004.

## PURPOSES AND FORMATS OF QUESTIONS

**DIRECTIONS:**

The following guidelines will help you to elaborate your surveys when gathering information for the assessment of current situation in your school and community.

Questions are geared to find out what people know, did, feel and think.

1. To find out what information they know, ask them to describe something, e.g., "Please describe ..."
2. To find out what they feel, ask them, e.g., "How do you feel about ...?" or "How did you feel when ...?"
3. To find out what they think, ask them for their opinion on something, e.g., "How could the ... be improved?"
4. To find out what they did, ask participants to describe an activity they did.

**Two Types of Questions****1. Open-ended:**

No options are provided for the respondent to answer the question. They must think of their own response and describe it in their own words. If respondents have and take the time to reflect on answers to the question, you can get more meaningful information than from closed questions.

**2. Closed:**

The respondent is given a set of alternative choices from which he or she can choose to answer the question, i.e., "yes," "no," multiple choice, a rating, ranking, etc. Closed questions can usually be answered quickly, allowing you to get a lot of information quickly. However, respondents may rush through the questions and not take enough time to think about their answers. Your choices may not include the answer they prefer.

How you configure your questions together, depends on whether they're used in questionnaires, interviews or focus groups.



Source: *Appreciative Inquiry*, Written by Carter McNamara, MBA, PhD, Authenticity Consulting, LLC. Copyright 1997-2007. Accessed on July 20th, 2010 at: [http://www.managementhelp.org/commskls/appr\\_inq/appr\\_inq.htm](http://www.managementhelp.org/commskls/appr_inq/appr_inq.htm) from UNITED WAY WEBSITE.

**DIRECTIONS:**

The following questions can serve as a guide for your assessment interviews, focus groups and surveys.

>> How safe is the school? How prevalent is violence among students? What types of violence occur in the school? Where and at what time of day does it typically happen? Are weapons involved? If so, what kind? Who is involved in violent events? What seems to put some students at risk for engaging in violence? What seems to protect other students from engaging in violence? Do students feel safe at school? What is the school currently doing to reduce violence? What more can be done? How is violence affecting students' well-being and learning potential? Can outside individuals easily enter the school and threaten staff and students?

>> What perceptions of school safety are held by the teachers, administrators and students?

>> What is the nature of the school environment? Are children treated with respect and dignity? Is there respect and understanding for different cultures, backgrounds and religions represented in the school? Is there equal respect for boys and girls? What are some common positive, pro-social behaviors seen at school that can be enhanced and rewarded? Are firm, fair and consistently applied conduct standards enforced? Does the school have a protocol for dealing with traumatic events or emergencies? Are faculty, school staff and parents treated with respect?

>> How safe are students when they are not at school? What types of violence (including sexual violence, child abuse and neglect, domestic violence, suicide, youth violence, gang violence, violence, bullying, police brutality) occur to students outside of school (i.e., in the home or the community)? Where else are students witnessing or engaging in violence? Who is involved in it? What do parents seem to be doing to reduce, prevent or perpetuate violence? What is being done in the community to reduce or prevent violence? Which are the major problems threaten the safety and well-being of young people, their ability to stay in school? Are any of the following present in the community that surround your school: abuse of alcohol and other substances mental health issues, including such stresses as living in a war zone, being homeless, overwork, hunger, unintended pregnancies? Is there a presence of gangs in the community? Which is their nature? Which the enrollment methods? How many of the students belong to gangs? How many would like to drop off from a gang? Which are their opportunities to withdrawn safely?



Checkpoints is a tool (survey) for students, to be used by themselves, with friends, at home or with a student group—if there is any. The goal is to draw attention to the existing problems of aggression, bullying and violence in the school.

**DIRECTIONS:**

Request students to read the following survey, and mark in the column the corresponding “yes” or “no” for each statement, according to their own perception. . If the student doesn’t know any answer, he/she could ask someone to help him/her find out. At the end of exercise—after compiling all the survey answers—you will get an idea about how far action has already been taken to improve behavior, and which areas need action.

<b>Home, school &amp; Community</b>	<b>Yes</b>	<b>No</b>
1. I take part in making the rules on behaviour.		
2. The rules apply to all of us, children and adults including visitors.		
3. I know what happens when any rule is broken.		
4. The Home/School Contract deals with non-violence and says how violence can be avoided both in and out of school.		
5. We work with people from the local community to find ways of preventing violence.		
<b>Values</b>		
1. We all want the school to be a safe, happy place.		
2. Everyone is expected to respect oneself and others.		
3. Adults set an example of good behaviour.		
4. We all have a say in making the Code of Conduct.		
5. We are encouraged		
<b>Organization</b>		
1. I know who to speak to if I am bullied, called names or hurt in any way.		
2. Ways of stopping violence are discussed regularly by the School Council.		
3. The school puts money towards preventing unacceptable behaviour.		
4. The rules on behaviour are explained in full to every newcomer.		
5. Other rules also make it clear that good behaviour is expected always.		

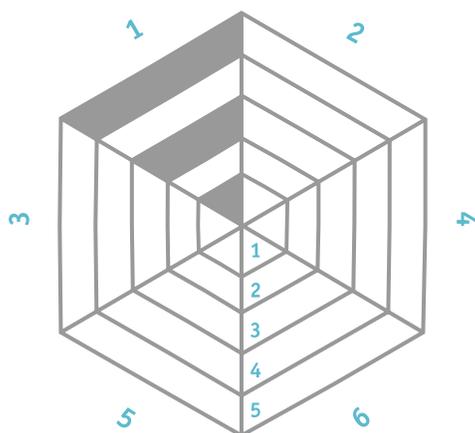
Environment	Yes	No
1. My school is a friendly place, clean and cared for.		
2. I am involved in helping to look after the school environment.		
3. There are comfortable places indoors and outside for me to enjoy during breaks.		
4. Overcrowding on school premises is avoided.		
5. There is a place for me to keep my belongings safe.		
<b>Curriculum</b>		
1. I learn why violence happens and how I can avoid it.		
2. Examples of non-violent behaviour are set, as in sport, where there are rules and a referee.		
3. Teachers remind me about both my rights and my responsibilities.		
4. There are extra activities put on at breaks and after school.		
5. We study examples of violence in TV, video and advertising to help us understand the harm caused by violence.		
<b>Training</b>		
1. I know that I have the right to give my opinion on any matter that affects me.		
2. I learn about violence through drama and role-play and what might follow violence.		
3. I learn how to stop anger or an argument leading to violence.		
4. I understand that adults can be bullies too and that bullying is always wrong.		
5. I learn that using violence is never the right.		
<b>Suggestions:</b>		



The Checkpoints web: The web represents six aspects or Checkpoints of your school:

1. Home/school/community
2. Values
3. Organization
4. Environment
5. Curriculum
6. Training.

Once you have read and ticked each statement for either yes or no, transfer your answers to the web starting from the middle, shading in the yes answers. For example, if you answered yes to statements 1, 3 and 5 in Checkpoint 1, then the diagram would look like this:



The web now shows how far your school has reached in dealing with unacceptable behaviour and where further action could be taken.

Source: Adapted from: *Checkpoints for Young People*, by George Varnava, NSPCC. For the complete list of Checkpoints please visit:  
<http://www.ukobservatory.com/downloadfiles/Checkpoints%20for%20schools%20updated.pdf>

# Tool 13

## CHECKPOINTS FOR SCHOOLS

Checkpoints for schools and its companion Checkpoints for young people have been revised in the light of feedback from their widespread use and a researched evaluation conducted by Roehampton University for Birmingham local education authority. Together, they constitute a framework for a whole-school approach to behaviour and its relationship to learning.

Checkpoints for schools was selected as one of three UK projects submitted to the European Commission's Education and Culture Initiative research programme (DG XX 11/10/99) entitled 'CONNECT' on violence in schools.

Checkpoints are a practical resource devised as a response to need in a society where anger, aggression, conflict and violence have become commonplace and tolerated. Checkpoints can be used at primary or secondary level and are particularly applicable to the transfer stage – for Year 6 preparing for secondary school or Year 7 as part of an induction programme.

Checkpoints have four main aims: to raise awareness, to facilitate institutional self-audit, to offer guidance and provide a model adaptable to each institution's particular circumstances.

### **DIRECTIONS:**

Tick either "in place," "proposed," or "not in place" in each of the following checkpoints. Then transfer the results to the web provided at the end of the format and include Checkpoint 7 (other actions not included in the questions) to include any actions not included. This tool will help the school to undergo a self-assessment to determine its capacity to introduce and sustain a non-violent (violence prevention) intervention strategy

The following action plan is suggested:

1. A strategy and timetable for using Checkpoints are prepared.
2. A whole-school statement of intentions is made, for example: "We intend to eliminate all violence at our school". Staff, students, parents and teachers subscribe to this.
3. The commitment is publicized and links are formed with outside agencies.
4. Checkpoints are integrated with other school policies and practices.
5. Statements shown as "not in place" are systematically addressed.
6. Checkpoints are established as an ongoing process with built-in monitoring.
7. Specific criteria are formulated by the school for evaluating progress in behavior management.

Checkpoint 1: Home, School and Community	A	B	C
1. The school works closely with parents, providing information and opportunities for discussion, encouraging involvement in the formulation of non-violence and anti-bullying policies.			
2. The contract or agreement between home and school includes a specific commitment to non-violence and gives guidance on how parents can help implement the policies at home and at school.			
3. Links are made with local community groups and external agencies in respect of violence prevention.			
4. The school publicizes its commitment through its newsletter and by other means.			
5. Agreed standards of behaviour apply to all members of the school and to visitors.			
6. The school makes it clear that non-violent behaviour is also expected outside school and at home.			
7. Examples of conflict avoidance strategies are presented through the curriculum and supported by other school policies.			
8. The school is clear and consistent in dealing with incidents, particularly those that may amount to a criminal offence.			
9. The school takes careful note of any circumstances in the local community that might put any of its students at risk.			
10. The local press supports the school in helping to build its reputation as a safe place.			



# Tool 13

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Checkpoint 2: Values	A	B	C
1. Creating a secure, friendly atmosphere is accepted by all as an important aim.			
2. All members of the school participate in the development of a Code of Conduct, which specifies non-violence and is made prominent throughout the school.			
3. It is understood that the school's values apply both inside and outside school.			
4. The school ensures that its rules do not contradict external regulations or laws relating to violence-prevention.			
5. Good relationships are consistently fostered and all adults exemplify the standards of behaviour expected of students – without intimidation, threat or aggression.			
6. Mutual respect is consistently promoted and expected of everyone.			
7. The school helps everyone to adopt a sense of responsibility for one another and for the school.			
8. Violent language, the violent use of language and name-calling are systematically discouraged.			
9. All disciplinary measures are appropriate to the individual and his or her stage of development.			
10. Conciliatory behaviour is noted and commended and assembly is used to promote the values of the school to the whole school community.			

Checkpoint 3: Organization	A	B	C
1. There is a budget for the implementation of non-violence policies.			
2. The induction of new students, teachers, and staff includes the presentation of violence-prevention policies and procedures.			
3. The timetable and daily routines are scrutinized to ensure they do not increase the chances of conflict occurring.			
4. The school ensures that its rules, for example on uniform or releasing students from the classroom, do not become a cause of conflict.			
5. Students regularly discuss violence prevention through a school council or committee.			
6. There are student and staff mediators and all members of the school are encouraged to seek help and advice if needed.			
7. Potential victims and aggressors are identified early and support given to pre-empt difficulty. Students themselves and, as appropriate, parents are involved.			
8. A record is kept of incidents and a regular survey is carried out to inform, complement and reinforce policy.			
9. All members of the school are familiar with emergency procedures, including those relating to visitors or intruders.			
10. All staff know who is the designated person for child protection matters.			

TOOLS

# Tool 13

Checkpoint 4: Environment	A	B	C
1. Students share in the management of the school environment to reduce the risk of aggressive or violent behaviour.			
2. The premises are kept visually attractive with high quality displays that are relevant, well-positioned and regularly updated.			
3. People movement is free-flowing; overcrowding is avoided.			
4. Suitable furniture and carpeted areas are provided to allow for cooperative play and social interaction.			
5. Buildings, facilities and equipment are treated with respect; litter and vandalism are dealt with promptly to prevent escalation.			
6. Temperature, lighting and ventilation are of a suitable standard and regularly checked, creating an environment conducive to positive attitudes and enjoyable learning.			
7. Outdoor spaces have designated social areas, shelter and secure places for cars and bikes.			
8. A health and safety risk assessment is carried out, with maintenance completed regularly.			
9. Expert advice on security is sought and security measures are in operation.			
10. There is safe-keeping for students' belongings and arrangements for retrieving lost property.			



Checkpoint 5: Curriculum	A	B	C
1. Non-acceptance of violence is prominent in the planning and delivery of the curriculum and the school's development plan.			
2. Students are taught about violence, its types and consequences and non-violent alternatives.			
3. Non-violence is presented in interactive ways and students with different needs and interests are equally involved.			
4. Alternatives to violent reactions are demonstrated, for example in physical education and games, where emphasis is placed on cooperation and accepting arbitration.			
5. A Personal Development Programme focuses on the whole person and the importance of appropriate social behaviour. It emphasizes the relationship between rights and responsibilities.			
6. Relationships, sex education and parenting skills are together an integral part of the curriculum.			
7. Extra activities which encourage cooperation are provided to engage students at unsupervised times.			
8. Media treatment of violence is studied and critical viewing skills are developed.			
9. Representatives of outside agencies promoting pro-social behaviour contribute to the curriculum and provide information on services and help lines.			
10. Specific advice is given on personal safety.			



# Tool 13

<b>Checkpoint 6: Training</b>	<b>A</b>	<b>B</b>	<b>C</b>
1. The different types of violence – physical and non-physical, their causes and consequences.			
2. Anatomy of an incident: danger signals, involvement, witnessing, the aftermath.			
3. Bullying as a through-life phenomenon and the possible link between bullying and parental smacking.			
4. The relationship between violence and power, feelings and behaviour, and the value of positive discipline.			
5. How changes in children’s personal lives can result in changed behaviour.			
6. Changing the culture of acceptance of bullying – at school and elsewhere.			
7. Intervention to break the progression from minor to major incident: from disagreement to anger, to aggression, to a push, to violence and to revenge.			
8. Problem-solving techniques used to prevent conflict.			
9. Being a good listener and a reliable witness.			
10. Violence, the law and human rights.			



<b>Checkpoint 7: Other Initiatives</b>	<b>A</b>	<b>B</b>	<b>C</b>
Every school is unique. Its particular, local circumstances will shape the way it operates. This concluding Checkpoint invites schools to add any initiatives or practice not covered elsewhere. These are some of the examples collected from a number of schools:			
1. The creation of a “quiet place” in the school helped to lower tension and avoid dispute.			
2. Differences between boys and girls – as bullies or victims – were debated.			
3. Poetry writing or art programs were stimulated by discussion on bullying.			
4. Checkpoints was used as the basis for a new Schoolwide Violence Prevention Program.			
5. Students published their own ‘Charter for Non-Violence’.			
6. Checkpoints provided a context for reviewing child protection policy within the school and the community.			
6. Trainees on teaching practice became involved in the process and a record of their experience was included in their academic course of study.			
7. The school initiated community collaboration			

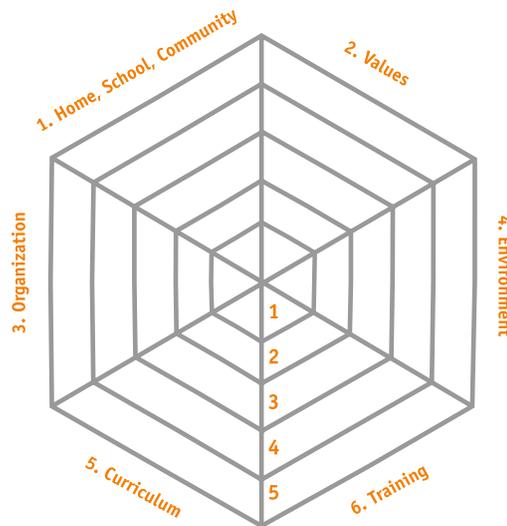


**INSTRUCTIONS:**

Once the statements have been read and ticked for either: in place, proposed or not in place, transfer the results to the web starting from the middle shading those areas in which there is a “check” for either A, B or C. The web illustrates visually the stage reached by the school in addressing violence, and

highlights where further action needs to be taken, mainly “not in place” and “proposed”. After twelve month a second revision should allow you to have an “After” web, which will show you the progress made and the points that need to be addressed.

**(B) Before**



Source: Adapted from: *Checkpoints for Schools: Towards a non-violent society*, by George Varnava, NSPCC. For the complete list of Checkpoints please visit:

<http://www.ukobservatory.com/downloadfiles/Checkpoints%20for%20schools%20updated.pdf>



**DIRECTIONS:**

Based on your knowledge of social problems (violence in the community and the school), use the list below to note those that are common in your community. Add other topics as they surface from your consultations. The list below is for illustrative purposes, you should develop one that is based on your school and community issues.

Circle a number to indicate how serious each condition is: 1 = not a problem, 2 = a fairly small problem, 3 = somewhat of a problem, 4 = a serious problem, 5 = a very serious problem.

Then describe ways in which each problem affects students, teachers/staff, and the community in terms of well-being, absenteeism, academic performance, repetition of grade levels, economic vitality, quality of teaching, and burden on health services.

Societal Problems	How Serious					Effects on studentes, teachers, school and community
	1	2	3	4	5	
Use of alcohol, tobacco and other substances	1	2	3	4	5	
Injuries	1	2	3	4	5	
Unintended pregnancies	1	2	3	4	5	
Violence	1	2	3	4	5	
Presence of gangs	1	2	3	4	5	
Lack of parenting	1	2	3	4	5	
Presence of small weapons	1	2	3	4	5	
Availability of firearms	1	2	3	4	5	
Sexual abuse	1	2	3	4	5	
Sexual exploitation of children and young	1	2	3	4	5	
Lack of civic engagement	1	2	3	4	5	
Lack of community services for children and youngsters	1	2	3	4	5	
Others	1	2	3	4	5	



Source: Adapted from Local Action, *Creating Health Promoting Schools*, WHO, 2000.

## ASSESSING COMMUNITY SAFETY AND VIOLENCE PREVENTION POLICIES

**DIRECTIONS:**

Use the list below to note any policies—or lack of policies—that affect the safety of students, teachers/staff, and community. Consider those that concern school attendance; equal access to school for girls and boys; child work; sexual harassment and exploitation; women in school; disciplinary policies

in the school; violence; alcohol and other drug use, production, marketing, and distribution. Also think about how actual practice, as opposed to official policy, has an effect on the students and the community safety.

Policies (Name them)	Actual effect of policy and practice on students, teachers, school and community.
<b>National Policies</b>	
<b>District Policies</b>	
<b>Local Policies</b>	
<b>School Policies</b>	

Source: Adapted from Local Action, *Creating Health Promoting Schools*, WHO, 2000.



# Tool 16

## ASSESSING COMMUNITY RESOURCES

### DIRECTIONS:

List community resources that support violence prevention efforts and wellbeing and people who might be interested in working with the local schools.

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Institutions	People
Teachers and school networks	
Clinic, hospital and health care providers. Violence prevention, and other public health programmes	
Village or Municipal governments	
Local Police	
Relevant NGOs	
Youth Programs	
Parent's groups	
Social' groups	
Community centers & Social services	
Social groups	
Private enterprises	
Media: Local newspapers, radio or TV stations	
Anti-crime groups	



Source: Adapted from Local Action, Creating Health Promoting Schools, WHO, 2000.



**DIRECTIONS:**

Use the following form to assess your community resources and assets. This will help you elaborate or recognize programs that could support your violence prevention efforts.

COMMUNITY RESOURCES	WHAT IS IT?	WHERE IS IT LOCATED?	WHEN IS IT AVAILABLE?	WHO CAN USE IT?
Example: Youth apprenticeship program	Provides training in skilled crafts		Monday and Thursday from 12:00 -3:00	Ages 16-18
Example: Child -friendly school	Primary school			
COMMUNITY ASSETS				
Example: Retired community members	3 individuals willing to supervise training activities or be mentors for youth		Various time	Youth interested in learning



# Tool 18

## REVIEWING CURRENT SCHOOL EFFORTS ON SAFETY OR RELATED VIOLENCE PREVENTION INITIATIVES

### DIRECTIONS:

The school could have some program in place without acknowledging it, with another name or a different perspective. This tool is designed to help schools assess current efforts that can be the foundation for new efforts. The four headings express principles that underlie the creation of violence prevention efforts. For each section, fill in examples from your school.

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### Caring for themselves and others . . .

Most schools already provide opportunities for students and school staff to care for themselves and others. List examples of current efforts:


### Making decisions and taking control of circumstances that affect safety . . .

Most schools already engage students and school staff in making decisions and taking control of circumstances that affect safety. Examples of current efforts:


### Creating social conditions that enable people to be safe . . .

Most schools already involve students and school staff in fostering conditions in society that promote the security of all its members. Examples of current efforts:


**Improving students' understanding of violence and violence prevention knowledge and skills and how to apply them . . .**

Most schools already work to strengthen students' and school staff violence prevention knowledge and skills and how to apply them. Examples of current efforts:


**School Partnerships with community agencies that address youth development, safety and violence prevention.**

Most communities already have some activities to address violence and related risk and protective factors and that seek to promote safety. Examples of current efforts:




Source: Adapted from Local Action, *Creating Health Promoting Schools*, WHO, 2000.



**DIRECTIONS:**

Before you start to design your survey questions, in order to assess the current situation of your school and your community in relation with violence and violence prevention efforts, clearly articulate what problem or need is to be addressed using the information to be gathered by the questions. Review why you're doing the evaluation and what you hope to accomplish by it. This provides focus on what information you need and, ultimately, on what questions should be used.

**Directions to Respondents**

1. Include a brief explanation of the purpose of the questionnaire and a clear explanation of how to complete the questionnaire and where to submit it once completed.

2. Note conditions of confidentiality, e.g., who will have access to the information, if you're going to attempt to keep their answers private and only accessed by yourself and/or someone who will collate answers.

**Content of Questions**

1. Ask about what you need to know, i.e., get information in regard to the goals or ultimate questions you want to address by the evaluation.

2. Will the respondent be able to answer your question, i.e., do they know the answer?

3. Will respondents want to answer the question, i.e., is it too private or silly?

**Wording of Questions**

1. Will the respondent understand the wording, i.e., are you using any slang, cultural-specific or technical words?

2. Are any words so strong that they might influence the respondent to answer a certain way? Attempt to avoid use of strong adjectives with nouns in the questions, e.g., "highly effective government," "prompt and reliable," etc.

3. To ensure you're asking one question at a time, avoid use of the word "and" in your question.

4. Avoid using "not" in your questions if you're having respondents answer "yes" or "no" to a question. Use of "not" can lead to double negatives, and cause confusion.

5. If you use multiple choice questions, be sure your choices are mutually exclusive and encompass the total range of answers. Respondents should not be confused about whether two or more alternatives appear to mean the same thing. Respondents also should not have a clearly preferred answer that is not among the alternative choices of an answer to the question.



## Order of Questions

1. Be careful not to include so many questions that potential respondents are dissuaded from responding.
2. Attempt to get recruit respondents' motivation to complete the questionnaire. Start with fact-based questions and then go on to opinion-based questions, e.g., ask people for demographic information about themselves and then go on to questions about their opinions and perspectives. This gets respondents engaged in the questionnaire and warmed up before more challenging and reflective questions about their opinions. (Consider if they can complete the questionnaire anonymously; if so, indicate this on the form where you ask for their name.)
3. Attempt to get respondents' commentary in addition to their ratings, e.g., if the questionnaire ask respondents to choose an answer by circling an answer or provide a rating, ask them to provide commentary that explains their choices.
4. Include a question to get respondents' impressions of the questionnaire itself. For example, ask them if the questionnaire was straightforward to complete ("yes" or "no"), and if not, to provide suggestions about how to improve the questionnaire.
5. Pilot or test your questionnaire on a small group of clients or fellow staff. Ask them if the form and questions seemed straightforward. Carefully review the answers on the questionnaires. Does the information answer the evaluation questions or provide what you want to know about the program or its specific services? What else would you like to know?
6. Finalize the questionnaire. Finalize the questionnaire according to results of the pilot. Put a date on the form so you can keep track of all future versions.

Source: *Appreciative Inquiry*, Written by Carter McNamara, MBA, PhD, Authenticity Consulting, LLC. Copyright 1997-2007. Accessed on July 20th, 2010 at:

[http://www.managementhelp.org/commskls/appr\\_inq/appr\\_inq.htm](http://www.managementhelp.org/commskls/appr_inq/appr_inq.htm)



**DIRECTIONS:**

Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around a topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses. Usually open-ended questions are asked during interviews.

Before you start to design your interview questions and process, clearly articulate to yourself what problem or need is to be addressed using the information to be gathered by the interviews. This helps you keep clear focus on the intent of each question.

**Preparation for Interview**

1. Choose a setting with little distraction. Avoid loud lights or noises, ensure the interviewee is comfortable (you might ask them if they are), etc. Often, they may feel more comfortable at their own places of study, work or homes.
2. Explain the purpose of the interview.
3. Address terms of confidentiality. Note any terms of confidentiality. Explain who will get access to their answers and how their answers will be analyzed. If their comments are to be used as quotes, get their written permission to do so.
4. Explain the format of the interview. Explain the type of interview you are conducting and its nature. If you want them to ask questions, specify if they're to do so as they have them or wait until the end of the interview.
5. Indicate how long the interview usually takes.
6. Tell them how to get in touch with you later if they want to.
7. Ask them if they have any questions before you both get started with the interview.

8. Don't count on your memory to recall their answers. Ask for permission to record the interview.

**Types of Interviews**

1. Informal, conversational interview - no predetermined questions are asked, in order to remain as open and adaptable as possible to the interviewee's nature and priorities; during the interview, the interviewer "goes with the flow".
2. General interview guide approach - the guide approach is intended to ensure that the same general areas of information are collected from each interviewee; this provides more focus than the conversational approach, but still allows a degree of freedom and adaptability in getting information from the interviewee.
3. Standardized, open-ended interview - here, the same open-ended questions are asked to all interviewees (an open-ended question is where respondents are free to choose how to answer the question, i.e., they don't select "yes" or "no" or provide a numeric rating, etc.); this approach facilitates faster interviews that can be more easily analyzed and compared.
4. Closed, fixed-response interview - where all interviewees are asked the same questions and asked to choose answers from among the same set of alternatives. This format is useful for those not practiced in interviewing.

## Types of Topics in Questions

### One can ask questions about:

1. Behaviors - about what a person has done or is doing
2. Opinions/values - about what a person thinks about a topic
3. Feelings -
4. Knowledge - to get facts about a topic
5. Sensory - about what people have seen, touched, heard, tasted or smelled
6. Background/demographics - standard background questions, such as age, education, etc.

### Sequence of Questions

1. Get the respondents involved in the interview as soon as possible.
2. Before asking about controversial matters (such as feelings and conclusions), first ask about some facts. With this approach, respondents can more easily engage in the interview before warming up to more personal matters.
3. Intersperse fact-based questions throughout the interview to avoid long lists of fact-based questions, which tends to leave respondents disengaged.
4. Ask questions about the present before questions about the past or future. It's usually easier for them to talk about the present and then work into the past or future.
5. The last questions might be to allow respondents to provide any other information they prefer to add and their impressions of the interview.

### Wording of Questions

1. Wording should be open-ended. Respondents should be able to choose their own terms when an-

swering questions.

2. Questions should be as neutral as possible. Avoid wording that might influence answers, e.g., evocative, judgmental wording.
3. Questions should be asked one at a time.
4. Questions should be worded clearly. This includes knowing any terms particular to the program or the respondents' culture.
5. Be careful asking "why" questions. This type of question infers a cause-effect relationship that may not truly exist. These questions may also cause respondents to feel defensive, e.g., that they have to justify their response, which may inhibit their responses to this and future questions.

### Conducting Interview

1. Occasionally verify the tape recorder (if used) is working.
2. Ask one question at a time.
3. Attempt to remain as neutral as possible. That is, don't show strong emotional reactions to their responses. Suggestion: act as if "you've heard it all before."
4. Encourage responses with occasional nods of the head, "uh huh"s, etc.
5. Be careful about the appearance when note taking. That is, if you jump to take a note, it may appear as if you're surprised or very pleased about an answer, which may influence answers to future questions.
6. Provide transition between major topics, e.g., "we've been talking about (some topic) and now I'd like to move on to (another topic)."
7. Don't lose control of the interview. This can occur when respondents stray to another topic, take so long to answer a question that times begins to run out, or even begin asking questions to the interviewer.

# Tool 20

## Immediately After Interview

1. Verify if the tape recorder, if used, worked throughout the interview.
2. Make any notes on your written notes, e.g., to clarify any scratchings, ensure pages are numbered, fill out any notes that don't make senses, etc.
3. Write down any observations made during the interview. For example, where did the interview occur and when, was the respondent particularly nervous at any time? Were there any surprises during the interview? Did the tape recorder break?

Source: Adapted from *Appreciative Inquiry*, Written by Carter McNamara, MBA, PhD, Authenticity Consulting, LLC. Copyright 1997-2007. Accessed on July 20th, 2010 at: [http://www.managementhelp.org/commskls/appr\\_inq/appr\\_inq.htm](http://www.managementhelp.org/commskls/appr_inq/appr_inq.htm).



**DIRECTIONS:**

Focus groups are a powerful means to evaluate services or test new ideas. Basically, focus groups are interviews, but of 6-10 people at the same time in the same group. One can get a great deal of information during a focus group session.

**Preparing for the Session**

1. Identify the major objective of the meeting.
2. Carefully develop five to six questions (see below).
3. Plan your session (see below).
4. Contact potential members to invite them to the meeting. Send them a follow-up invitation with a proposed agenda, session time and list of questions the group will discuss. Plan to provide a copy of the report from the session to each member and let them know you will do this.
5. About three days before the session, contact each member to remind them to attend.

**Developing Questions**

1. Develop five to six questions - Session should last one to 1.5 hours -- in this time, one can ask at most five or six questions.
2. Always first ask yourself what problem or need will be addressed by the information gathered during the session, e.g., examine if a new service or idea will work, further understand how a program is failing, etc.
3. Focus groups are basically multiple interviews. Therefore, many of the same guidelines for conducting focus groups are similar to conducting interviews.

**Planning the Session**

1. Scheduling - Plan meetings to be one to 1.5 hours long. Over lunch seems to be a very good time for other to find time to attend.
2. Setting and Refreshments - Hold sessions in an open room (classroom), or other setting with adequate air flow and lighting. Configure chairs so that all members can see each other—in a round. Provide name tags for members, as well. Provide refreshments if possible
3. Ground Rules - It's critical that all members participate as much as possible, yet the session move along while generating useful information. Because the session is often a one-time occurrence, it's useful to have a few, short ground rules that sustain participation, yet do so with focus. Consider the following three ground rules: a) keep focused, b) maintain momentum and c) get closure on questions.
4. Agenda - Consider the following agenda: welcome, review of agenda, review of goal of the meeting, review of ground rules, introductions, questions and answers, wrap up.
5. Membership - Focus groups are usually conducted with 6-10 members who have some similar nature, e.g., similar age group, status in a program, etc. Select members who are likely to be participative and reflective. Attempt to select members who don't know each other. The School Team could call invite a wider range of participants, to gather information from students, parents and community leaders, and foster discussion.
6. Plan to record the session with either an audio or audio-video recorder. Don't count on your memory. If this isn't practical, involve a co-facilitator who is there to take notes.

# Tool 21

## Facilitating the Session

1. Major goal of facilitation is collecting useful information to meet goal of meeting.
2. Introduce yourself and the co-facilitator, if used.
3. Explain the means to record the session.
4. Carry out the agenda - (See "agenda" above).
5. Carefully word each question before that question is addressed by the group. Allow the group a few minutes for each member to carefully record their answers. Then, facilitate discussion around the answers to each question, one at a time.
6. After each question is answered, carefully reflect back a summary of what you heard (the note taker may do this).
7. Ensure even participation. If one or two people are dominating the meeting, then call on others. Consider using a round-table approach, including going in one direction around the table, giving each person a minute to answer the question. If the domination persists, note it to the group and ask for ideas about how the participation can be increased.
8. Closing the session - Tell members that they will receive a copy of the report generated from their answers, thank them for coming, and adjourn the meeting.

Source: Adapted from *Appreciative Inquiry*, Written by Carter McNamara, MBA, PhD, Authenticity Consulting, LLC. Copyright 1997-2007. Accessed on July 20th, 2010 at; [http://www.managementhelp.org/commskls/appr\\_inq/appr\\_inq.htm](http://www.managementhelp.org/commskls/appr_inq/appr_inq.htm)

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## Immediately After Session

1. Verify if the tape recorder, if used, worked throughout the session.
2. Make any notes on your written notes, e.g., to clarify any scratching, ensure pages are numbered, fill out any notes that don't make senses, etc.
3. Write down any observations made during the session. For example, where did the session occur and when, what was the nature of participation in the group? Were there any surprises during the session? Did the tape recorder break?



**DIRECTIONS:**

Case studies are particularly useful in depicting a holistic portrayal of a client's experiences and results regarding a program—in this case, students, staff members and the community in general. For example, to evaluate the effectiveness of a program's processes, including its strengths and weaknesses, evaluators might develop cases studies on the program's successes and failures. Case studies are used to organize a wide range of information about a case and then analyze the contents by seeking patterns and themes in the data, and by further analysis through cross comparison with other cases. A case can be individuals, programs, or any unit, depending on what the program evaluators want to examine through in-depth analysis and comparison.

**Developing a Case Study**

1. All data about the case is gathered. For example, if the study is to highlight a program's failure with a client, data would be collected about the program, its processes and the client. Data could result from a combination of methods, including documentation (applications, histories, records, etc.), questionnaires, interviews and observation.

2. Data is organized into an approach to highlight the focus of the study. For example, data in the case of an school violence prevention program would be organized in a chronological order to portray how the School Team launched the program, went through the program and did achieved—or not—desired outcomes.

3. A case study narrative is developed. The narrative is a highly readable story that integrates and summarizes key information around the focus of the case study. The narrative should be complete to the ex-

tent that it is the eyes and ears for an outside reader to understand what happened regarding the case. As an example, the narrative might include key demographic information about the school and students targeted, phases in the program's process through which the program passed and any major differences noticed about that target population during the process, early indicators of failures and key quotes from the participants.

4. The narrative might be validated by review from program participants. For example, the participants for whom the program failed, would read the narrative to ensure it fully depicted his or her experience and results.

5. Case studies might be cross-compared to isolate any themes or patterns. For example, various case studies about program failures might be compared to notice commonalities in these participants' experiences and how they went through the program. These commonalities might highlight where in the program the process needs to be strengthened.



Source: Adapted from *Appreciative Inquiry*, Written by Carter McNamara, MBA, PhD, Authenticity Consulting, LLC. Copyright 1997-2007. Accessed on July 20th, 2010 at: [http://www.managementhelp.org/commskls/appr\\_inq/appr\\_inq.htm](http://www.managementhelp.org/commskls/appr_inq/appr_inq.htm)

Data on school or community violence issues can be challenging at times. Use the following resources as possible sources of local data:

**>> Department of finance**

or municipal planning publishes population data providing information on such areas as poverty levels, expected population growth, racial groups, and foster care youth.

**>> School districts**

have data on school attendance, dropout and graduation rates, which are useful for demographic profiling. Identifying both struggling students and those who excel may offer insight on what types of programs and supports are successful and where to focus additional efforts. In addition, school districts may have administered surveys assessing the health behaviors and attitudes of students.

**>> State and municipal health departments**

(and programs supported by them) collect data on types of unintentional and intentional injuries and their rates, vital statistics, suicide rates, the prevalence of violence, mental health, pregnancy or birth rates, and rates of HIV and other STDs.

**>> Hospital discharge data,**

available from the county department of health, include emergency room visits and the causes of hospitalization. This information may be valuable in determining and monitoring levels of violence and mental health diagnoses as well as the rates and causes of intentional and unintentional injuries.

**>> Youth-serving agencies and youth programs**

may have conducted their own needs-and-assets assessments. These data may be useful in identifying where services are located (or are in need), what types of youth services exist, the populations served, and how many persons have access to services.

**>> Juvenile justice/youth authority institutions**

may provide data on crimes, the prevalence of violence and arrests for driving under the influence, or use of alcohol or other illicit substances. Police reports and court records are also valuable sources.

**>> Community or municipal assessments,**

annual reports, and reports governmental institutions may already contain significant amounts of information related to violence prevention or special populations, such as youth with disabilities or homeless youth.

**>> Journals, newspaper articles, reference manuals, clearinghouses, and online literature**

may provide background information (and potential solutions) pertinent to the violence prevention concerns in your school and community. It is important to be aware of any biases and to know the data source, especially for information found online.

**>> Survey questionnaires**

allow data collection for large numbers of respondents on a wide variety of health behaviors and young people's perceptions of these behaviors. Generally, administering surveys at schools, school-linked services, community-based organizations, and teen health centers is effective for collecting data on youth behaviors and attitudes. Surveys of adults are useful for documenting their perceptions of youth issues and strategies that adults might accept.

Community settings, such as the work site, and parks and other recreation sites, as well as door-to-door or telephone data collection, are useful for obtaining data.

#### >> Interviews

can complement questionnaire data by eliciting more in-depth responses from youth, parents, providers, teachers, and other stakeholders. Carefully selecting persons for interview is important, as this method may be more time-consuming. It provides an opportunity for building relationships with school and community members most heavily affected by the issue being studied. Bias can be introduced by using a non-representative, convenience sample.

#### >> Focus groups

are selectively held with target populations to gain better insight into their perceptions of the issues of concern and how to address them. Sessions usually involve a facilitator, note taker, and 8-10 participants. Special consideration of who leads the group is necessary; ideally, the skilled facilitator is matched by sex and ethnicity/racial background to the groups being led.

#### >> Observational appointments (site visits)

help coalition members better understand the scope of the problem by transforming statistics and numbers into real people, and real organization providing services to community members. Visits to schools, community centers, health centers, and other sites provide invaluable insights into their efforts to better meet the needs of adolescents.

*Source: U.S. Department of Health and Human Services, National Adolescent Health Information Center (NAHIC). Improving the Health of Adolescents & Young Adults: A Guide for States and Communities. Atlanta, GA: 2004.*



**DIRECTIONS:**

Use this worksheet to brainstorm a list of questions to guide your safety assessment. You may find that, depending upon the topic the school and community is exploring, all the questions may not be relevant.

After brainstorming, the School Team will need to narrow the list by prioritizing questions. Prioritizing should be guided by the resources available to the School Team, the scope and depth of the assessment, and the relevancy of the questions.



**Youth Profile Questions**

Our top three questions about the demographics and socioeconomics of students and youth in our community are:

1.
2.
3.

Our top three questions about [insert violence issue being addressed] and its antecedent factors are:

1.
2.
3.



Our top three questions about school-related violence issues are:

1.
2.
3.

**Community Resources Questions**



Our top three questions violence prevention and services available to students and young people in the community are:

1.
2.
3.

Our top three questions about best practices are:

1.
2.
3.



Tool  
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Our top three questions about school resources in our community are:

1.
2.
3.

 Our top three questions about youth development efforts in our community are (for example, volunteering, employment, civic engagement, mentoring, and relationships with adults):

1.
2.
3.

Our top three questions about adolescent violence prevention and children and youth development initiatives in our community are:

1.
2.
3.

**Environment and Norms Questions**

Our top three questions about community attitudes and perceptions of (insert violence issues being addressed) are:

1.
2.
3.

Our top three questions about community, city, state, federal and policies and laws related to [insert violence issue being addressed] are:

1.
2.
3.

Our top three questions about funding are:

1.
2.
3.

*Adapted from: Card, J., Brindis, C.D., Peterson, J., & Niego, S. (2001). Guidebook: Evaluating teen pregnancy prevention programs (2nd ed, Chapter 4). Los Altos, CA: Sociometrics. Brindis, C.D., Card, J.J., Niego, S. & Peterson, J. L. (1996). Assessing your community's needs and assets: A collaborative approach to adolescent pregnancy prevention. Los Altos, CA: Sociometrics.*



**DIRECTIONS:**

Use this tools to map out what information is needed to answer each needs-and-assets assessment questions (or surveys), the sources of data, how data will be collected, who will collect it, and the time frame.

Complete the applicable table for each segment of the assessment forms provided previously (youth profile, community resources, environment and norms, and any other survey required).

Safety assessment question	Information needed to answer questions	Sources of existing data	Data to be collected (if existing data are not available)	How data will be collected	Persons/group responsible	Time frame
<b>Question 1:</b> Example: What is the economic profile of students and their families in our community?	% students living in poverty by race/ethnicity	National/local Census			School Team member? Students?	2 weeks
	% students living in single-parent households by race/ethnicity	National/local Census			School Team member? Students?	2 weeks
	% students receiving free breakfast or lunch	School files or municipal office records			School Team member? Students?	2 weeks
<b>Question 2:</b>						
<b>Question 3:</b>						



Source: Adapted from Card, J., Brindis, C.D., Peterson, J., & Niego, S. (2001). *Guidebook: Evaluating teen pregnancy prevention programs* (2nd ed, Chapter 4). Los Altos, CA: Sociometrics.

Safety assessment question	Information needed to answer questions	Sources of existing data	Data to be collected (if existing data are not available)	How data will be collected	Persons/group responsible	Time frame
<b>Question 1:</b> Example: Are student-friendly violence prevention services available in the community?	Are there health care centers that serve students (children, teens and juveniles)?		Number of health care centers that serve students	Survey of health care centers	School Team member with assistance from two students	2 weeks
	Do health care center have policies and procedures that reduce barriers for students (children, teens and juveniles) to access care?		Number of students-friendly practices implemented by health care centers	Survey of health care centers	School Team member with assistance from two students	2 weeks
<b>Question 2:</b>						
<b>Question 3:</b>						
						

Source: Adapted from Card, J., Brindis, C.D., Peterson, J., & Niego, S. (2001). *Guidebook: Evaluating teen pregnancy prevention programs* (2nd ed, Chapter 4). Los Altos, CA: Sociometrics.



# Tool 26

## PRIORITIZATION SURVEY

### DIRECTIONS:

On a scale of 1-5, please indicate the degree to which you think each proposed strategy will be effective and supported by the community. All answers will be averaged and used to help prioritize strategies for the school violence prevention program.



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Proposed Strategy	Community Support					Effectiveness				
	Weak			Strong		Low			High	
	1	2	3	4	5	1	2	3	4	5

### Instructions for Using the Prioritization Survey

Use this survey with a group that offers broad representation of school and community stakeholders and viewpoints. Results may be used to prioritize strategies, or they may indicate a need to revise strategies and survey the group again.

**1.** Distribute the survey and describe to respondents what is meant by school and community support and effectiveness:

>> School/ Community Support— These are examples of what respondents should consider when ranking each strategy for school and community support: Will your school and community find this strategy controversial, culturally appropriate, or a necessary expense? Will it consider the strategy a priority?

>> Effectiveness—Consider whether each strategy is based on best practices, whether the strategy will target students most at risk, and whether your school and community has the resources to implement it.

**2.** Review survey responses: Someone will need to average the ratings for community support and effectiveness for each strategy. The results can be summarized in a table similar to this one:



Strategy	Community Support	Effectiveness
1. Provide sport related-after school programs	3.7	4.5
2. Invest in illuminating streets and clear common roads to school and surrounding areas	1.8	3.9

3. The School Team will need to decide what strategies constitute higher and low priority for community members based on these ratings. One way to use this information to prioritize strategies is to create a ranking system similar to this one:

High Priority = high community support, high effectiveness

Priority = low community support, high effectiveness

Low Priority = high community support, low effectiveness

Last Resort = low community support, low effectiveness

Source: Adapted from: Wadud, E. (2002). Rating community goals. In *Community Toolbox: Part J, Chapter 38, Section 3*. Accessed on July 20th, 2010, from [http://crb.lsi.ukans.edu/tools/en/sub\\_section\\_main\\_1365.htm](http://crb.lsi.ukans.edu/tools/en/sub_section_main_1365.htm)



**DIRECTIONS:**

This tool is designed to assist you in using the information you have collected through the previous tools to clearly describe issues that could be addressed (for example: the level of physical violence and verbal abuse in the school is high) and to set goals that you are likely to achieve (for example: reduce levels of physical violence and verbal abuse.)

List issues that have emerged as important, if it is helpful, make notes.


You may not have sufficient resources to address all of the issues listed. To narrow down the list and establish practical goals for your programme, discuss which issues the school and community most wants to address, which issues have the most significant impact on education and wellbeing, which issues the School Team are most eager to address? Discuss which issues can realistically be addressed given the resources available to the school and community? Are there other considerations to take into account?

Based on your discussion, identify 2 - 3 issues and write these below as goals for your programme.

<b>Meta 1:</b>
<b>Meta 2:</b>
<b>Meta 3:</b>

Source: Adapted from Local Action, *Creating Health Promoting Schools*, WHO, 2000.



# Tool 28

## WRITING GOALS AND OBJECTIVES (ANOTHER TOOL)

### DIRECTIONS:

Use this worksheet to create goals and objectives for your intervention. Copy extra sheets as needed.

### Definitions:

Goals are long-term outcomes of an intervention that a School Team hopes to achieve over a significant period of time. A typical intervention has only one or two major goals, which may be pursued through multiple objectives.

Objectives are short-term outcomes and should be thought of as pathways to goals. They can be measured at the completion of a program or several months afterward.

When developing goals and objectives for an action plan, it is important to:

Clearly link each objective to a goal.

Be sure that both goals and objectives are measurable.

Be specific about the geographic area, target population, and time frame of each goal and objective.

Goals	Objectives
Example: To minimize violence and bullying within the school	Examples: - To reduce the amount of school absenteeism due to fear of going to and from schools by (xx percent) by (xx date) - To change school policies and procedures to ensure non-violent forms of discipline by (xx date). - To implement a school-wide program to mediate behavior problems and disputes between adolescents by 2011. - To offer a 25 hour lesson program classes in 6th-grade (11 to 12 years old students) to help students develop social skills and learn non-aggressive responses appropriate for dealing with conflict.



Source: Adapted from Card, J., Brindis, C.D., Peterson, J., & Niego, S. (2001). *Guidebook: Evaluating teen pregnancy prevention programs* (2nd ed, Chapter 4). Los Altos, CA: Socio-metrics.

**DIRECTIONS:**

This tool is designed to help you identify objectives for each of the goals previously identified. Start with one goal that you selected using the previous tools.

The objectives should be specific and measurable. Bear in mind existing activities, programmes and resources that might contribute to achieving your goal (think in terms of the resources currently available or easily to reach, policies that might help or need to be modified, and school and community resources that might be sought and employed). Think about setting objectives that allow you to use available resources efficiently and are most likely to lead to your goal.

**Note:**

Set deadlines for each objective, and try to note which way the objective would be measure for results. The following are goal examples, for which you would determine an objective:

**Engage parents, students and community leaders and authorities in violence prevention efforts**

- Objective 1 .....
- Objective 2 .....
- Objective 3 .....

**Provide a safe environment**

- Objective 1 .....
- Objective 2 .....
- Objective 3 .....

**Provide prosocial skills education in the classroom**

- Objective 1 .....
- Objective 2 .....
- Objective 3 .....

**Train the trainees (building teachers' capacity)**

- Objective 1 .....
- Objective 2 .....
- Objective 3 .....

**Improve school environment, surrounding areas**

- Objective 1 .....
- Objective 2 .....
- Objective 3 .....

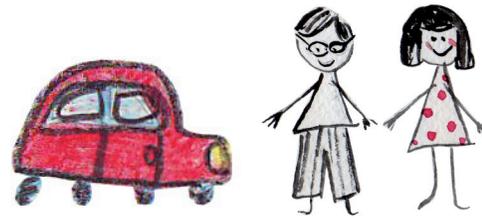
*Source: Adapted from Local Action, Creating Health Promoting Schools, WHO, 2000.*



**DIRECTIONS:**

Once goals and objectives have been identified, use this worksheet to link them with program components or activities. If matching a particular component to your goals and objectives seems difficult, you may need to abandon this approach and find a more appropriate strategy. Completing this worksheet will help the school team focus its efforts. Complete the table from right to left by first filling in the Goals and Objectives columns, then filling in the program components that relate to them. It may help to draw arrows between program components and the goals and objectives to which they correspond, as some components will address more than one goal and objective.

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Level	Program Component	Objectives	Goals
Individual/Family			
School/Peers			
Community			
Policy/Society			

Source: Card, J., Brindis, C.D., Peterson, J., & Niego, S. (2001). *Guidebook: Evaluating teen pregnancy pre-vention programs (2nd ed, Chapter 4)*. Los Altos, CA: Sociometrics; and U.S. Department of Health and Human Services, National Adolescent Health Information Center (NAHIC). *Improving the Health of Adolescents & Young Adults: A Guide for States and Communities*. Atlanta, GA: 2004.



Hopefully, your work up to this point will have produced many potential solutions. Now, it's time to decide which idea is best. There are many possible ways to do this. One approach includes doing the following three things for each idea:

**1. Judge each idea independently. List on separate pieces of paper:**

- What you like about the idea?
- What you don't like about the idea?
- What the side effects might be?

**2. Ask the following questions:**

- Is it practical?
- Is it effective?
- Is it cost effective? How much funding would it require? Does the school have the budget to implement the idea? If not, would it be feasible to get it in a timely manner?
- Will it be easy to put into practice? There's a lot involved in this question. Related questions might include: Can it be done by group members, or will you need outside help? How much time will it take? Will anyone need to learn new skills?
- Will it be accepted by everyone involved? That is, by group members, those who will be affected, and those doing the work? How about the community as a whole?
- Is it consistent with other things done by the group?

Looking at the above questions, it's easy to see that the answers will often be fairly subjective. Spending on a project 20% percent of the total violence prevention program budget may not be much if you are working with a large funding, but may be quite a bit more for less well-funded—or no funded at all—schools. But going through the above questions should give you a pretty good idea of what will work for you.

**3. Modify the solution you are looking at if suggestions have come up that can improve it.**

After looking carefully at each idea, and weighing the pros and cons of each, you're now ready to make your decision.

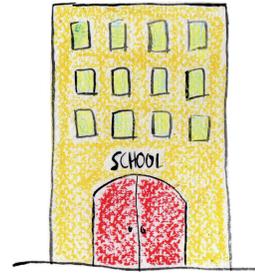
*Source: Adapted from The Community Tool Box, University of Kansas. Accessed on July 20th, 2010 at: <http://ctb.ku.edu/en/Default.htm>*



Type of Program	Outcome	Indicator(s)
Tutorial program for 6th grade students	Students' academic performance improves.	- Number and percent of participants who earn better grades in the grading period following completion of the program than in the grading period immediately preceding enrollment in the program.
Counseling for parents identified as at risk for child abuse or neglect	Risk factors decrease. No confirmed incidents of child abuse or neglect.	- Number and percent of participating families for whom Child Protective Service, or similar, records report no confirmed child abuse or neglect during 12 months following program completion.
After school recreation program	Decrease in school absenteeism. Decrease in fighting	- Number and percent of absentee students compared to the period following completion of the program than in the period immediately preceding enrollment in the program. - Number and percent of reduction in fights compared to the period following completion of the program than in the period immediately preceding enrollment in the program.
Conflict resolution program	Decrease in fighting Increase in use of conflict resolution skills among participants	- Number and percent of reduction in fights in the period following completion of the program compared to in the period immediately preceding enrollment in the program - Number and percent of students that report adoption of non-violent methods of resolving conflict in the period following completion of the program compared to the period immediately preceding enrollment in the program



Source: Adapted from *Measuring Program Outcomes: A Practical Approach* © Copyright 1996 United Way of America.



FOURTH STAGE:  
MANAGEMENT AND  
IMPLEMENTATION OF AN  
ACTION PLAN FOR VIOLENCE  
PREVENTION



**DIRECTIONS:**

On this form copy one of your goals and one objective you have selected to meet this goal. Think about one year's time. Identify the steps needed to achieve each objective, who will take responsibility for the completion of the step, when the step will be completed, and what resources will be required. Make additional copies of this page to create an action plan for additional goals, objectives, and years.

**Goal:** .....

**Year:** ..... **Objective:** .....

Steps	Person Responsible	Time to Complete	Resources Required/Cost	Potential Barriers or Resistance	Collaborations	Success indicators
<p><b>Example:</b> To implement a school-wide program to mediate behavior problems and disputes between 11 and 14 years old.</p>	<p>School principal: Mr./Ms. XYZ, teachers: Mr./Ms. Xxx and students: XX and YY</p>	<p>April 1, 2012</p>	<p>Facilities for weekly meetings; mediator—to provide training to teachers and peer mediators during the first stages; easel, paper, food, supervision, stipends to teachers or recognition method—to be implemented.</p>	<p>Parents concern about their children participating.</p>	<p>Principal, student council, parents association, local health facility or civil organization—mediator, local business leaders—to pay stipends.</p>	<p>Number of teacher and staff member that participate. Reduction—in percentage—of bullying and fighting in school premises and surrounding communities</p>

Source: U.S. Department of Health and Human Services, National Adolescent Health Information Center (NAHIC). *Improving the Health of Adolescents & Young Adults: A Guide for States and Communities*. Atlanta, GA: 2004.

ASSESSING AVAILABILITY OF IN-KIND CONTRIBUTIONS AND REDEPLOYMENT OPTIONS

**DIRECTIONS:**

Although traditional fundraising is a valuable strategy, there is also a potential for donations and for redeployment (redistribution of available resources to use them more effectively) at structural, organizational, and individual levels. Donations, in-kind services, and redeployment can advance both individual and collective organizational goals. Review the needs-and-assets assessment to determine possible

contributors. After reviewing the needs-and-assets assessment, consider how school resources can be used to fill project needs through partnerships or shared resources. Such sharing of resources assists the school violence prevention program by helping it reach its goal, and at the same time avoids duplication of services while effectively meeting community needs.

**What in-kind school or community resources exist that can be applied to the school teams's/action plan strategies?**

Three horizontal lines for text entry.

**Are there better ways to use existing resources and facilities?**

Three horizontal lines for text entry.

**Who else is serving the same population or working on the same issues?**

Three horizontal lines for text entry.

**What resources can be pooled to maximize their potential?**

Three horizontal lines for text entry.

**What does the school have to offer other groups?**

Three horizontal lines for text entry.

*Source: Adapted from Brindis, C.D., & Davis, L. (1998). Building strong foundations, ensuring the future. In Communities responding to the challenges of adolescent pregnancy prevention: Vol. 2. Washington, DC: Advocates for Youth.*







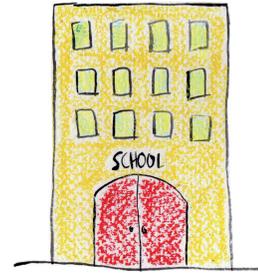
List at least three reasons why the school team's project demonstrates a strong commitment to the community (i.e., that the school team is dedicated to working with and within the community to effect positive change).


Provide at least three clear reasons why the approach will be effective for the students, population and community.


Provide three reasons why the group is interested in this particular funder. How does the school team's project relate to the funder? How will involvement in this project benefit the funder? For example, will it help it demonstrate its connection to the community;? Does it fit its mission?


*Source: Adapted from Butts, D. (1999). Raising funds for teen pregnancy prevention. In T. Kreinin, S. Kuhn, A.B. Rodgers, & J. Hutchins, Get organized: A guide to preventing teen pregnancy: Vol. 3. Washington, DC.: The National Campaign to Prevent Teen Pregnancy, and U.S. Department of Health and Human Services, National Adolescent Health Information Center (NAHIC). Improving the Health of Adolescents & Young Adults: A Guide for States and Communities. Atlanta, GA: 2004.*





.....  
FIFTH STAGE:

MONITORING AND  
EVALUATION OF THE  
ACTION PLAN



ASSESSING PROGRAM READINESS FOR EVALUATION

**DIRECTIONS:**

The purpose of this form is to assess whether a program is ready to conduct a formal evaluation or whether additional program changes are needed. This form should be completed by school team members and community partners. The assessment can be completed as part of a staff meeting. After compilation, the answers will be used to help decide which aspects of the program need work to improve its readiness for a more thorough assessment.

Answer the following questions using a scale of 1-5. Space is provided below each question and at the end of the form to list suggestions for improving the program. Respondents are encouraged to answer questions as honestly as possible. The forms can be completed anonymously.



# Tool 36

Somewhat / Outstanding

	1	2	3	4	5
The program has been successful in retaining participants for 1 year or longer.					
If not, why?					
Staff/Participants know the program's goals, objectives and target group.					
If not, why?					
Staff have all the skills they need to implement the program.					
If not, why?					
Staff feel supported by school and community.					
If not, why?					
Participants are given the opportunity to suggest program changes.					
If not, why?					
Staff/participants are enthusiastic about the program.					
The community is involved in developing the program.					
The school team seeks input from community members in revising the program.					
If not, why?					
Youth are involved in program development.					
If not, why?					
The school team seeks input from participants in revising the program.					
If not, why?					
Sufficient time is available to deliver each program component.					
If not, why?					
Supplies/physical resources are available to deliver each component.					
If not, why?					
Each component is delivered as planned.					
If not, why?					

The following steps can improve staff/participants retention:

1.
2.
3.

The following steps can improve staff/participants understanding of the program’s goals, objectives, and target population:

1.
2.
3.

List three skill areas where staff/participants capacity building is necessary and steps the program can take to ensure improved staff/participants capacity:

Skill	Action Step

School team can take the following steps to be more supportive of staff/participants:

1.
2.
3.

The following steps can give staff more opportunities to provide input on program operations and suggest program changes:

1.
2.
3.

The following steps can improve community input into the program:

1.
2.
3.

The following steps can improve youth input into the program:

1.
2.
3.



# Tool 36

The following steps can improve participant input into the program:

1.
2.
3.

The following steps can ensure that sufficient time is available to deliver each program component:

1.
2.
3.

The following steps can ensure that supplies/physical resources are available to deliver each program component:

1.
2.
3.

The following steps can ensure that each program component is delivered as planned:

1.
2.
3.

Source: Sedivy, V., & Brindis, C. (2001). *Minimizing the Risk of Premature Evaluation: Lessons from an Evaluation of Seven Adolescent Pregnancy Prevention Programs and U.S. Department of Health and Human Services, National Adolescent Health Information Center (NAHIC). Improving the Health of Adolescents & Young Adults: A Guide for States and Communities.* Atlanta, GA: 2004.

**DIRECTIONS:**

Complete this timeline to determine what resources are available and what people, organizations, tools, etc. will be needed to conduct a program evaluation.

Task	Time Frame	Resources Needed (e.g. staff time, school approval, specific skills)	Persons Responsible
<b>Example:</b> Decide on evaluation design.			
<b>Example:</b> Create/research data collection tools.			
<b>Example:</b> Recruit comparison/control group, train staff/community members in evaluation skills, obtain consent, pilot tools, collect data, analyze data, present findings.			

Source: U.S. Department of Health and Human Services, National Adolescent Health Information Center (NAHIC). *Improving the Health of Adolescents & Young Adults: A Guide for States and Communities*. Atlanta, GA: 2004.



# Tool 38

## PROCESS EVALUATION TOOL

### DIRECTIONS:

The purpose of process evaluation activities are to determine how well the program was actually implemented by comparing it with the original action plan. It examines whether your program has stayed true to its design and the extent to which it is producing all the materials and services promised. The left-hand column lists several questions that process evaluations often seek to answer.

First select the questions to be used in your process or monitoring evaluation, then use the subsequent columns to list the data the coalition can collect to answer the questions, sources of that data, and baseline measures that help gauge whether the program is achieving what it set out to do. The form is partially completed to provide examples of possible data and baseline measures.

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Source U.S. Department of Health and Human Services, National Adolescent Health Information Center (NAHIC). *Improving the Health of Adolescents & Young Adults: A Guide for States and Communities*. Atlanta, GA: 2004.

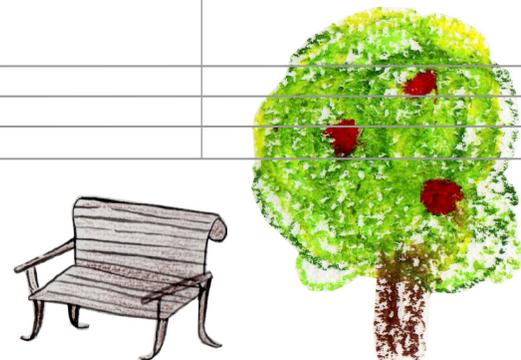
# Tool 38

Evaluation Question	Data Needed to Answer the Question	Data Source	Baseline Measure
Are appropriate personnel, equipment and financial resources available in the right quantity, in the right place, and at the right time to meet program needs? If not, what barriers exist?	<ul style="list-style-type: none"> <li>- Staff skills, education and training</li> <li>- Staff productivity</li> <li>- Perceived barriers</li> </ul>	<ul style="list-style-type: none"> <li>- Resumes</li> <li>- Staff activity logs</li> <li>- Schedules of program activities</li> <li>- Interviews with school team (managers) and staff</li> </ul>	<ul style="list-style-type: none"> <li>- Job descriptions</li> <li>- Staff work plans</li> <li>- Program activities</li> </ul>
Is the program providing the expected services and reaching the target population?	<ul style="list-style-type: none"> <li>- Number of program components implemented (number of classes implemented, number of events held, etc.)</li> <li>- Participant characteristics (age, sex, race, neighborhood, etc.)</li> <li>- Number of sessions in which persons participate</li> </ul>	<ul style="list-style-type: none"> <li>- Program activity logs</li> <li>- Participant registration forms</li> <li>- Participant sign-in sheets for each activity</li> </ul>	<ul style="list-style-type: none"> <li>- Action plan/program plan</li> <li>- Grant proposal or program plan</li> </ul>
How well is the program meeting the needs of participants, their families, and staff?	<ul style="list-style-type: none"> <li>- Participant, parent, and staff satisfaction with the program</li> </ul>	<ul style="list-style-type: none"> <li>- Interviews with participants, parents, and staff</li> <li>- Client satisfaction forms</li> </ul>	<ul style="list-style-type: none"> <li>- Needs and assets assessment data</li> </ul>
Are the activities being completed on time? Was sufficient time given in the timeline to reach the selected objectives? Are we reaching our target population/			
Is the program delivering an appropriate quantity of services			
Is the program being implemented as planned			

**DIRECTIONS:**

Outcome and impact evaluations indicate whether an intervention or initiative has accomplished its short- and long-term goals, respectively. This form helps identify what data need to be collected for the evaluation. List short- and long-term outcomes in the left-hand column, then list indicators for each outcome, sources of existing data, and the method that will be used to collect new data. Much of the information needed for this worksheet can be taken directly from your logic model worksheet.

	<b>Indicators</b>	<b>Data Source</b>	<b>Data Collection Method</b>
<p><b>Short-Term Outcomes:</b> Example: Reducing the extent of violence using knives, guns, etc.</p>	<p>Recorded rates for wounding/homicides caused by guns/knives Incidents of knife/gun attacks in records Number of seizures of illegal weapons</p>	<p>School records Health center records</p>	<p>Records review</p>
<p><b>Long-Term Outcomes:</b> Example: Increase community awareness and mobilization</p>	<p>Number of programs launched involving the community and average students, parents, and community members participation</p>	<p>Meetings' notes and signed forms</p>	<p>Records review</p>

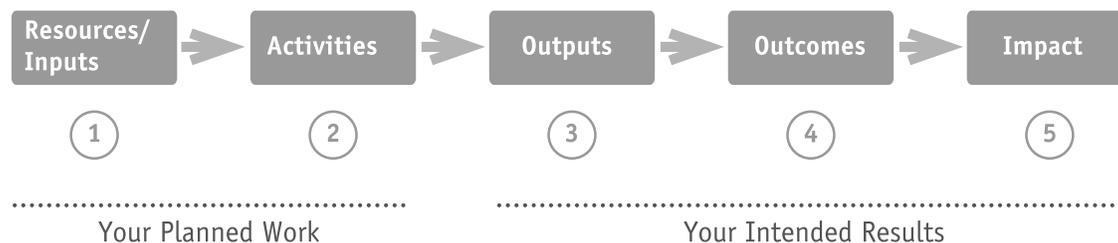


Source: U.S. Department of Health and Human Services, National Adolescent Health Information Center (NAHIC). *Improving the Health of Adolescents & Young Adults: A Guide for States and Communities*. Atlanta, GA: 2004

**DIRECTIONS:**

A logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve. A logic model will link the outcomes (both short- and long-term) with program activities and processes and the assumptions and principles of the program. Its processes facilitate

thinking, planning, and communications about program objectives and actual accomplishments. The most basic logic model is a picture of how you believe your program will work. It uses words and/or pictures to describe the sequence of activities thought to bring about change and how these activities are linked to the results the program is expected to achieve. For example:



**YOUR PLANNED WORK** describes what resources you think you need to implement your program and what you intend to do:

1. Resources include the human, financial, organizational, and community resources a program has available to direct toward doing the work. Sometimes this component is referred to as Inputs.
2. Program Activities are what the program does with the resources. Activities are the processes, tools, events, technology, and actions that are an intentional part of the program implementation. These interventions are used to bring about the intended program changes or results.

**YOUR INTENDED RESULTS** include all of the program's desired results (outputs, outcomes, and impact):

3. Outputs are the direct products of program activities and may include types, levels and targets of services to be delivered by the program.
4. Outcomes are the specific changes in program participants' behavior, knowledge, skills, status and level of functioning. Short-term outcomes should be attainable within 1 to 3 years, while longer-term outcomes should be achievable within a 4 to 6 year timeframe. The logical progression from short-term to long-term outcomes should be reflected in impact occurring within about 7 to 10 years.
5. Impact is the fundamental intended or unintended change occurring in organizations, communities or systems as a result of program activities within 7 to 10 years. Usually, impact often occurs after the conclusion of project.



The visual representation of the school violence prevention program in a logic model is flexible, points out areas of strength and/or weakness, and allows the School Team to run through many possible scenarios to find the best. In a logic model, you can adjust approaches and change courses as program plans are developed. Ongoing assessment, review, and corrections can produce better program design and a system to strategically monitor, manage, and report program outcomes throughout development and implementation.

**Example: Implement After School Programs for children between 11 and 16 years old.**

Resources/ Inputs	Activities	Outputs	Outcomes	Impact
>> Staff required: Couch for football and volley ball prac- tices. >> Training courts. >> Stipends and lunches. >> Students.	>> Fundraising to get community support for staff's stipends. >> Improve training courts. >> Promote the events among stu- dents.	>> Reasonable use of school space. >> Schedule of football and volley practices every other day and during the weekends. >> Strong student participation.	>> Student engage- ment in program >> Community parti- cipation	>> Reduction of risk activities and scenarios that affect children after school
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Your planned work</b>			<b>Your intended results</b>	



Source: W.K. Kellogg Foundation Logic Model Development Guide, 2001, a companion publication to the Evaluation Handbook, please refer for further information to: <http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf>





**DIRECTIONS:**

The following is an example of the contents to be detailed within an evaluation report.

- Title Page (name of the organization that is being, or has a product/service/program that is being, evaluated; date)
- Table of Contents
- Executive Summary (one-page, concise overview of findings and recommendations)
- Purpose of the Report (what type of evaluation(s) was conducted, what decisions are being aided by the findings of the evaluation, who is making the decision, etc.)
- Background About Organization and Product/Service/Program that is being evaluated
- a) Organization Description/History**
- b) Product/Service/Program Description (that is being evaluated)**
  1. Problem Statement (in the case of non-profits, description of the community need that is being met by the product/service/program)
  2. Overall Goal(s) of Product/Service/Program
  3. Outcomes (or client/customer impacts) and Performance Measures (that can be measured as indicators toward the outcomes)

4. Activities/Technologies of the Product/Service/Program (general description of how the product/service/program is developed and delivered)
5. Staffing (description of the number of personnel and roles in the organization that are relevant to developing and delivering the product/service/program)

- Overall Evaluation Goals (e.g., what questions are being answered by the evaluation)
- Methodology
- a) Types of data/information that were collected**
- b) How data/information were collected (what instruments were used, etc.)**
- c) How data/information were analyzed**
- d) Limitations of the evaluation (e.g., cautions about findings/conclusions and how to use the findings/conclusions, etc.)**
- Interpretations and Conclusions (from analysis of the data/information)
- Recommendations (regarding the decisions that must be made about the product/service/program)
- Appendices: content of the appendices depends on





the goals of the evaluation report, eg.:

- a) Instruments used to collect data/information
- b) Data, e.g., in tabular format, etc.
- c) Testimonials, comments made by users of the product/service/program
- d) Case studies of users of the product/service/program
- e) Logic model
- f) Evaluation plan with specified outcomes, sources to collect data, data collection methods, who will collect data, etc.



Source: *Basic Guide to Program Evaluation* © Copyright Carter McNamara, MBA, PhD, Authenticity Consulting, LLC. Adapted from the *Field Guide to Nonprofit Program Design, Marketing and Evaluation*. Accessed on July 21st, 2010 at: [http://managementhelp.org/evaluatn/fnl\\_eval.htm#anchor1586742](http://managementhelp.org/evaluatn/fnl_eval.htm#anchor1586742)



## MULTICENTER STUDY: CULTURAL NORMS AND ATTITUDES TOWARD VIOLENCE IN SELECTED CITIES OF LATIN AMERICA AND SPAIN, PROJECT ACTIVA

The ACTIVA Project is the outcome of a multicenter study coordinated by the Pan American Health Organization, to evaluate violence and related cultural norms and attitudes in selected cities of Latin America and Spain. The study represents a collaborative effort between research centers and institutions of recognized excellence in the subject, under the auspices and technical cooperation of PAHO. This document constitutes the uniform questionnaire and manuals used for the household survey, applied in all countries involved in the multicenter study.

The purpose of the Activa project was twofold: to generate information aimed at policies and city violence-prevention programs, and to offer criteria for decision-making and gather information to serve as a basis for evaluating policies and prevention programs. This study was to provide baseline data to help develop policies and prevention programs at all levels: primary, secondary and tertiary. The sample size for this transversal study was a phenomenal 10,821. It included a probabilistic survey using a uniform questionnaire and methodology and entailing face-to-face interviews with people between the ages of 15 and 70 living in urban households.

### Objectives

1. Analyze and compare data on the prevalence of physical and verbal aggression towards children, spouses/partners and people outside the family.
2. Identify personal, environmental and socioeconomic factors associated with these violent behaviors.

### Results:

The study found that between 3% and 27% of the children had been physically punished by one of their parents with the use of an object. It was also noted that 34% of the children had been struck during the 12 months prior to the study. The ages of the children in this category ranged from 2–7 years.

Caretakers use corporal punishment most frequently on children between the ages of 3 and 5. It was also discovered that young parents and caretakers of low-socioeconomic status with a lack of education were more prone to use physical punishment as a means of correcting behavior (Orpinas 1999, Concha-Eastman 2001). The study did have some limitations, however, such as not being able to make direct correlations about violence and its causes. The most important result of this study is the insight it provided into the attitudes of the people interviewed. Once health professionals understand their attitudes and behaviors, perhaps prevention programs can be developed to curtail violence.



## Methodology

### Design:

: Project ACTIVA used a cross-sectional design to survey a sample of the population between 18 and 70 years of age living in households in the metropolitan areas of selected cities. Between September 1996 and March 1997, a representative sample was selected in each city by socioeconomic stratum. The sample was stratified by clusters and was proportional in terms of socioeconomic condition and population density. The sample size was estimated at 1200 individuals per city. Individuals were selected in households by systematic sampling without substitution. This calculation assumed a variance and maximum error of a 95% confidence level. Data was collected using a common questionnaire.

In one city, Houston/Austin, a different methodology was employed. The survey was done through telephone interviews of a random sample of adults between 18 and 70 years of age. The questionnaire contained approximately one-third of the questions of the ACTIVA common questionnaire

### Instrument:

Instrument development: In January 1996, the Pan-American Health Organization, in collaboration with the WHO Collaborating Center at University of Texas-Houston, organized a meeting in Houston with Latin American investigators to design a common household survey of adults. The Psychological Research Institute of the University of Costa Rica served as a processing center for data analysis resulting from the pilot testing of the questionnaire and the preliminary analysis of the final data. The Institute for Studies of Religion (ISER) of Rio de Janeiro, Brazil, facilitated

the compilation of the final data set and the review of the sampling methodology.

The process of selection of the items was guided by theory, research on risk factors, and experience of the participating investigators. Social Cognitive Theory (Bandura, 1986) was the theoretical framework that informed the evaluation model. Social Cognitive Theory postulates that behavior is dynamic and that it is influenced by characteristics of the person, other behaviors of the person, and characteristics of the environment where that behavior is performed. These three elements continuously interact and influence each other simultaneously. This continuous interaction is called reciprocal determinism. The environment refers to all factors that are external to the person but can affect the behavior of that person, such as family members or social institutions. How the person reacts to the environment will be influenced by the person's own cognitive representation of the environment, which could be real or distorted. Thus, evaluating the individual's perception of the environment can give a good understanding of how the environment is influencing the individual's performance.

### Final questionnaire:

The final questionnaire included socio demographic characteristics of the interviewees and their families, prevalence of aggressive behaviors and of other violence-related behaviors, personal attitudes toward aggressive behaviors, self-efficacy for alternatives to violence, perception of social institutions and the government, and victimization both in the family and in the community.

# Tool 42

## Sample:

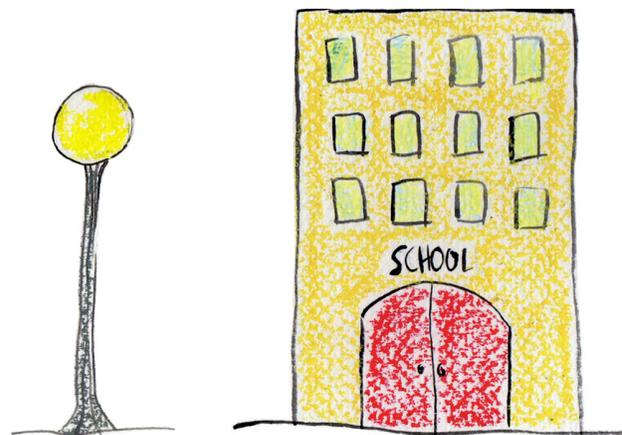
The survey was administered to a random, probabilistic sample, stratified by socio-economic status, of adults of eight cities: El Salvador-Bahia (n=1384) and Rio de Janeiro (n=1114), Brazil; Santiago, Chile (n=1212); Cali, Colombia (n=2288); San José, Costa Rica (n=1131); San Salvador, El Salvador (n=1290); Madrid, Spain (n=1105); and Caracas, Venezuela (n=1297). The total sample for these eight cities was 10,821 persons. Due to sampling problems in two cities, Santiago and Cali, the sample had to be adjusted for socio-economic status and gender so that the sample would represent the distribution of the population. In all cities, women were slightly more represented in the sample than in the population. Non-response rates varied by city and socioeconomic status, being highest in the high socioeconomic stratum and lowest in the low stratum.

In Texas, 1110 persons (500 in Austin and 610 in Houston) between 18 and 70 years old were interviewed by phone.

This is an anonymous questionnaire, and it will not record addresses or identities. The information provided is strictly confidential. The project requests participants to answer each question as honestly as possible. Participation is voluntary. The selected student or community member may refuse to answer any question or end the interview any time he or she wishes.

To obtain information or order copies of the technical papers (including the Questionnaires and Manuals), please contact the following address:  
**Research Coordination/Research Grants Program  
Health and Human Development Division  
Pan American Health Organization  
525 – 23rd Street, N.W.  
Washington, DC. 20037, USA  
Telephone: 202 974-3117  
Facsimile: 202 974-3680  
e-mail: RGP@paho.org**

Source: *Pan American Journal of Public Health* Vol. 6(4), Pan American Health Organization, 1999  
<http://www.paho.org/English/HCP/HCN/VIO/activa-project.htm>



The GSHS is a survey conducted primarily among students aged 13–15 years, developed by the World Health Organization (WHO) in collaboration with United Nations' UNICEF, UNESCO, and UNAIDS. The purpose of the GSHS is to provide data on health behaviors and protective factors among students to:

- >> Help countries develop priorities, establish programs, and advocate for resources for school health and youth health programs and policies;
- >> Allow international agencies, countries, and others to make comparisons across countries regarding the prevalence of health behaviors and protective factors; and
- >> Establish trends in the prevalence of health behaviors and protective factors by country for use in evaluation of school health and youth health promotion.

### Methodology

The GSHS uses a standardized scientific sample selection process; common school-based methodology; and core questionnaire modules, core-expanded questions, and country-specific questions that are combined to form a self-administered questionnaire which can be administered during one regular class period.

The ten GSHS core questionnaire modules measure the most important health behaviors and protective factors among students. At least six of the ten GSHS core questionnaire modules must be used by each country. Once a core questionnaire module is selected, all the questions in that module must be used without modification. Each core questionnaire module contains from 3 to 7 questions. The 10 core

questionnaire modules address the leading causes of morbidity and mortality among children and adults worldwide are:

- >> Violence and unintentional injury
- >> Alcohol and other drug use
- >> Protective factors
- >> Mental health
- >> Sexual behaviors that contribute to HIV infection, other sexually-transmitted infections, and unintended pregnancy
- >> Dietary behaviors
- >> Hygiene
- >> Physical activity
- >> Tobacco use
- >> Respondent demographics

### Capacity Building and Training

On-going capacity building and support is provided by WHO and CDC. Capacity building includes help with sample design and selection; training of survey coordinators; provision of survey implementation handbooks and other materials; provision and scanning of computer-scannable answer sheets; data editing and weighting; and provision/facilitation of funding and resources to assist countries.



### Data Release and Publication Policies and Procedures

GSHS data release and publication policies and procedures are based on the following guiding principles:

- GSHS data are owned by the official country-level agency (ex. Ministry of Health) conducting or sponsoring the survey.
- Public health and scientific advancement are best served by an open and timely exchange of data and data analyses.
- The privacy of participating schools and students must be protected.
- Data quality must be maintained.

For more information: [www.cdc.gov/gshs](http://www.cdc.gov/gshs) or [www.who.int/chp/gshs/en/](http://www.who.int/chp/gshs/en/)