# Theory of Change



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# Initial context & pre-conditions

## Poor understanding of complex interactions affecting safety in urban environments

Safety in urban environments results from the complex interactions of relational elements. These interractions are often poorly understood, as are the key areas for potential improvement

The need to engage and build the capacities of public and private sector and young people

Many municipal authorities require capacity-building regarding youth engagement and how to holistically assess and address urban safety.

with learning opportunities in

the private sector.

empowered to participate in meaningful ways. There exist mixed levels of engagement of young people

Private sector is part of both the problem and the solution of safe urban environments (eg: security firms).

Young people are often not

aware of urban planning and

management, and are rarely

## The potential of young people

Young people are experts of their own realities and have the potential to contribute fantastic ideas to urban design, but are rarely empowered to do so.

## Gaps in policy, practice, and city planning

Policy and/or practice is often insufficient to make urban environments safe.

Safety of young people is often not a high priority in

There exists large scope to improve understanding through research, collaboration and learning across silos.

# A. Actions / Activities

# A1 Engage with urban actors to build understanding of safety predeterminants

- 1 Stakeholder mapping, engagement & convening
  - 2 Boost urban safety monitoring systems and data collecting
- 3 Engage young people in gathering data and sharing understanding of rational existence
- 4 Apply systems thinking to analyse interconnectivity
- A2 Capacity is built through participatory training and bridge-building
- **1** Identify capacity gaps

Impacts & systemic change feed into progressive iterative design.

Impacts

& systematic

change driving

improvements for safe urban

environments

1 Conduct

research

development

support, communication,

- administration
- 2 Training with urban 3 Capacity development with young people & bridge-building

Young people are engaged through capacity-building

youth contributing

to system-wide change

mentoring, connections and bridge-building

Co-design

people, city, &

3 Convene global

learning network

2

**Ideation** 

Selection

and Launch

A4 Build & share knowledge to catalyse change

**4** Use communication for awareness and knowledge sharing

2 Use advocacy &

engagement to trigger change

4 Engagement with private sector: (a) To encourage safety improvements; (b) To create learning opportunities

A3 Establish an innovation incubator (Enable

young people's ideas to address safety challenges)

# B1 Adaptive system model built on data, stories, and analysis

B. Outputs

B2.1 Urban administration is aware of what, why, and how to engage young people in improving safe urban environments.

B2.2 Young people are upskilled, connected, emboldened, aware of opportunities, invited to take power.

B2.3 Private sector improves practice & opens opportunities for young people in this topic.

B3.1 Young people enabled to innovate for change (eg: through physical placemaking)

B3.2 Innovations implemented to address specific safety challenges

B2.4 Government,

private sector and young people are

prepared to engage

in innovation

incubator.

# B4. Contribution to preconditions of system change

# Policies around

engagement with young people in urbar Policies around integration of data to better understand systemic urban

# **Practice**

Through capacity bui and incentive building ocal authorities to assign a to see that policies are participatory budget which is enacted effectively. pent based on the opinions Through the provision and ideas of young people. Through engagement with MUBs to seek greater long of tools to enable better Through provision of erm finance availability for

concrete examples of nunicipalities for safer urban effective engagement with young people that has led Through engagement with the private sector (CSR o safer environments

# connections

- Between cities within the learning Between young people and power-
- Between young people and usinesses offering traineeships, etc.

By linking in tech providers and other

out-of-the-box thinkers The relationship between people and heir physical environments.

#### **Power dynamics**

innovation engine and participatory voices in municipal planning and otherwise (using components 1 and 3 to amplify youth voices regarding what urban safety issues exist, why they exist, and how they can be practically • By mobilizing political will for larger-

scale improvements.

#### **Mental models**

• Challenge the deeply-held beliefs and assumptions and taken-for-granted ways of operating that maintain the status quo: By demonstrating to young people that they have the capacity to affect real change in their environments, societies and their own lives (personal). · By showing powerful examples of youth innovation to urban decision-makers to

### change their underlying beliefs about the capacities of young people.

# C. Outcomes

## C1 System understanding

C2 Capacity and empowerment

Authorities view urban safety as the outcome of a relational understanding of urban components and integrate this view into future policy and action.

#### **Long term**

Young people proceed with their lives and careers with greater capacity for civic and entrepreneurial engagement

# C3 Innovation and youth-driven action

#### Long term

Mind-sets are changed to recognize the capability and importance of engaging young people in urban betterment.

# **Short term**

Stakeholders (including authorities, young people and private sector) witness the positive impacts of youth innovation on urban safety.

**Short term** 

Γhe relational elements

of urban safety are

understood and built

into city action plans.

**Short term** 

Authorities are better able

to engage with and act upon

the inputs of young people.

### C4 Systemic improvements and scale

#### **Long term**

Improvements overflow from participating cities to neighbouring ciites, cities in global learning network and beyond.

#### **Short term**

Participating cities improve preconditions of system change leading to safer urban environments.

# Personal

#### Material

Young people recognise how they can keep themselves safe and act accordingly.

#### **Relational** The environments in

**Impacts** 

Urban environments are safer for young people.

which young people are able to develop connections are made safer.

### Societal

Relational

#### **Material**

tangible

mprovements in

young people's

safety in urban

environments.

Public and private sector, academic & civil society actors routinely collaborate with young people to make urban environments safer.

Young people's safety is a oriority concern in urban planning and development.

**Subjective** 

Young people feel safe and

valued in

their urban

environments.

**Subjective** 

#### Environment

#### **Material** Environmental

aspects of urban safety trigger other environmental initiatives (beyond this programme).

#### Relational **Urban safety** enhances

**Subjective** The importance environmental sustainability.

to urban safety of environmental sustainability is better understood by city actors.