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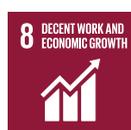
# A HANDBOOK

## How to Design, Monitor and Evaluate Peacebuilding Results in Jobs for Peace and Resilience Programmes

Version for field testing



Coordination Support Unit for Peace  
and Resilience (CSPR)/DEVINVEST



Schweizerische Eidgenossenschaft  
Confédération suisse  
Confederazione Svizzera  
Confederaziun svizra



Jobs for Peace and Resilience

Federal Department of Foreign Affairs FDFA



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# PREFACE

A century ago, in 1919, from the ashes of war was born the International Labour Organization (ILO), with a vision of the world where workers, employers and governments together could build a world of universal peace, based on social justice.

Despite the efforts and progress made by the countries and the international community, however, today more than 2 billion people are still living in fragile and conflict-affected situations, where poverty is increasingly concentrated. Given the risks posed by a changing climate, scarce natural resources, protracted conflict and low levels of human development, this number is unfortunately expected to rise unless communities worldwide build their resilience and work together for the consolidation of peace.

Conflicts have severe implications for the world of work, while poverty, unemployment and decent work deficits can themselves become triggers of vulnerability and fragility. The adoption in 2017 of the Recommendation No. 205 on Employment and Decent Work for Peace and Resilience represents a key milestone for ILO's work in conflict and fragility settings to generate employment and decent work contributing to promoting peace and social cohesion, preventing crises, enabling recovery and building resilience. Moreover, through its Jobs for Peace and Resilience (JPR) flagship programme, the ILO contributes to more peaceful and resilient societies through development cooperation projects that promote employment, decent work and social dialogue in fragile situations.

However, considering that empirical evidence on the role of employment in peacebuilding remains scarce, employment is often considered as a secondary priority in peacebuilding contexts. In this framework, the ILO, the Peace Building Support Office (PBSO), UNDP and the World Bank conducted joint research in 2016 on the employment contribution to peace. Based on the results of the study, a joint statement was elaborated identifying three main interlinked drivers of conflict, which in the literature have been

linked to unemployment and insufficient rights and quality at work: **a lack of contact** and interactions across different social groups; **a lack of opportunity, particularly for youth and women** and the **existence of grievances** over inequality, access to fundamental rights at work and exclusion. These elements constitute the following theory of change:

If employment programmes address adequately the three drivers of conflict, then employment programmes will contribute to peacebuilding.

This handbook "*How to design, monitor and evaluate peacebuilding results in jobs for peace and resilience programmes*" has been developed by the ILO as concrete step to mainstreaming peacebuilding results into employment programmes and in building evidence and knowledge on the above theory of change. The guide suggests to conduct conflict and fragility analyses, develop specific peacebuilding outcomes and indicators, and establish baselines through key informant interviews and focus group discussions as ways to both design projects by taking into consideration fragility factors and monitor their contribution to enhanced contact and *opportunities and reduced grievances*. The same approach is being used in the design of the JPR flagship programme, which allows the ILO to contribute to more peaceful and resilient societies through development cooperation projects that promote employment, decent work, institution building and social dialogue in fragile settings.

ILO constituents' commitment to working in situations of conflict and fragility has motivated CSPR/DEVINVEST to develop this guide which provides practical guidance to further position employment and decent work as contributor to peace and social cohesion in the humanitarian development nexus.

With the guide being a working document all ILO practitioners, constituents and partners are welcome to test the different tools introduced, adapt them to their local context and share their suggestions for changes and improvements.

**Mito Tsukamoto**

Chief of the Development and Investment Branch (DEVINVEST)  
Employment Policy Department, ILO

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# INTRODUCTION

## Why this guide?

The ILO has been working on peacebuilding since its foundation in 1919 in line with its constitutional principle that universal and lasting peace can be accomplished only if it is based on social justice. Building on the century-long experience and added value in promoting decent work for peace, in 2016 the ILO launched the Jobs for Peace and Resilience (JPR) flagship programme which contributes to more peaceful and resilient societies in fragile situations. Guided by ILO's Employment and Decent Work for Peace and Resilience Recommendation (No. 205), the JPR programme combines employment-intensive investments, technical, vocational and entrepreneurial skills trainings, employment services and local economic development approaches in a coherent and context-specific manner. The JPR programmes at country level are aligned with existing policy frameworks and contribute to local, national and international development plans and goals including the Decent Work Country Programmes (DWCPs), United Nations Development Assistance Frameworks (UNDAFs) and Sustainable Development Goals (SDGs).

However, in fragile and post-conflict situations, too often, decent employment is seen as a secondary consideration to the policy discussions on peacebuilding. This is partly because the contribution of employment programmes to peacebuilding processes is not always evident and

tangible. In fact, there is no clearly measurable evidence on the correlation and causal relationship between employment, poverty reduction and peacebuilding processes. Therefore linkages between peacebuilding and employment objectives are often poorly articulated and the theory of change underpinning how employment activities contribute to peacebuilding is often absent in project documents. The linkages are not well reflected in the project results chain, relevant situation analyses in relation to the conflicts are not systematically undertaken, and indicators to measure changes are absent, leading to a lack of monitoring data and limited "evaluability". Indicators also often do not measure the connection between employment and peacebuilding outcomes.

This guide aims to provide practical guidance and tools for assessing conflict sensitivity and including peacebuilding outcomes and indicators in employment programmes operating in fragile and conflicting contexts, particularly JPR programmes. It gives complementary and step-by-step guidance on how to analyse and include the peacebuilding component and linkages with employment throughout the project design and monitoring phases. The guide does not give specific guidance on how to draft an employment project proposal and does not replace the ILO's Development Cooperation manual.

### **BOX 1: Complementary guidance materials**

This guide is complementary to the following ILO guides:

- [DC Manual](#). This ILO publication guides you, step-by-step, on how to design, implement, monitor and evaluate development cooperation projects and programmes.
- [Employment and decent work in situations of fragility, conflict and disaster](#). This guide provides you with practical instructions on multidisciplinary approaches for crisis response.
- [ILO Policy guidelines for results-based evaluation](#).

## Who is this guide for?

- Project designers (including consultants)
- Staff implementing and backstopping JPR projects: national coordinators, M&E specialists, and CTAs
- Technical specialists in Decent Work Teams and HQ departments
- Project evaluators

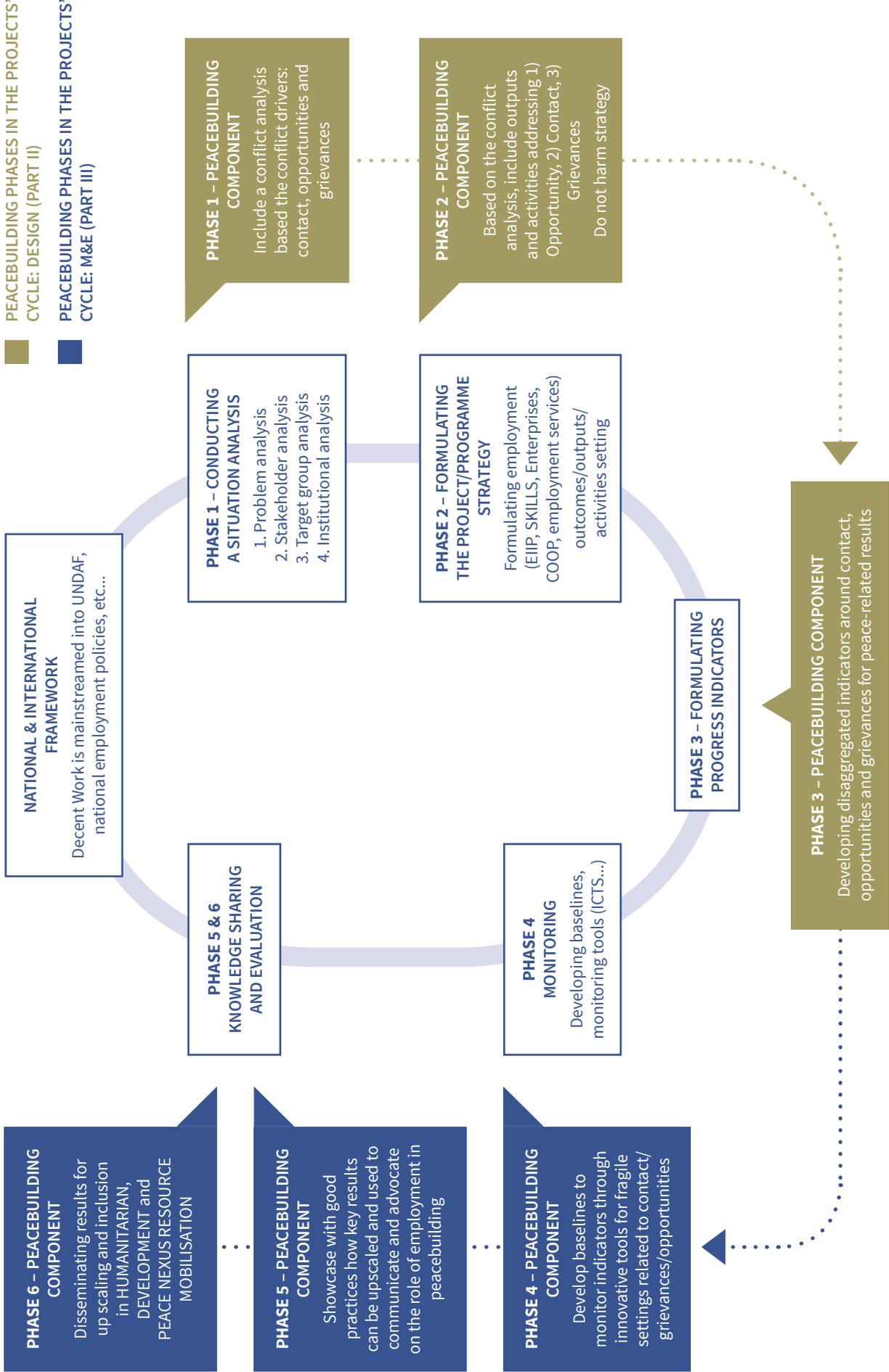
## Structure of the guide:

The core contribution of this guide is to present practical methods and questions for data collection, including key informant interviews, focus group and entry and exit participant surveys.

The guide is divided into four parts:

1. **Theoretical background:** How employment may contribute to build peace
2. How to include the peacebuilding dimension throughout the **design stage in the framework of the project cycle**, as illustrated in Figure 1, of an employment programme operating in a fragile context (situation analysis, project results chain and performance indicators)
3. How to **establish baselines and collect data** to assess the employment contribution to peace results of projects, focusing on perceived changes in inter-group relations, economic opportunities and grievances
4. Annexes with **tools for data collection**

**FIGURE 1:** The Jobs for Peace and Resilience project cycle: adding a conflict-sensitive and peacebuilding layer to the traditional project cycle



# PART I

## THEORETICAL BACKGROUND: HOW EMPLOYMENT CAN CONTRIBUTE TO BUILD PEACE?



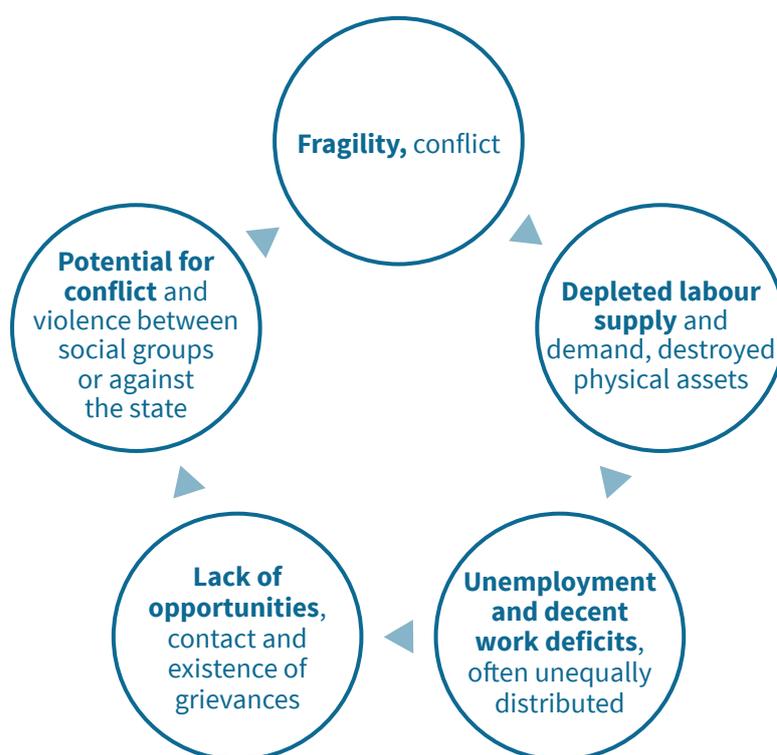
# PART I

## THEORETICAL BACKGROUND: HOW EMPLOYMENT CAN CONTRIBUTE TO BUILD PEACE?

The ILO can play a key role in the humanitarian-development nexus through its decent work agenda. In particular the JPR programme delivers immediate results in terms of jobs, skills training and self-employment opportunities to ensure a real impact in the short term and gain credibility among local populations, national stakeholders and international partners for a long-term contribution to creating conditions for sustainable solutions.

However, there is evidence that fragility, unemployment and decent work deficits are linked through the following “vicious cycle”<sup>1</sup>. The economic costs of violent conflict and disasters are staggering<sup>2</sup>. On the one hand, armed conflict and fragility can have severe implications for the world of work<sup>3</sup>, in terms both of availability and quality of jobs. Central to the idea of a “peace-development nexus”, fragility can severely halt and reverse sustainable economic development, with manifold implications for the world of work.

**FIGURE 2:** The vicious cycle of unemployment, decent work deficits and fragility



1 World Bank (2011), World Development Report 2011. World Bank, Washington, DC.

2 UN and World Bank (2018), Pathways for Peace: Inclusive Approaches to Preventing Violent Conflict, World Bank, Washington, DC.

3 OECD (2018), States of fragility 2018, OECD Publishing, Paris and Jütersonke et al. (2015), Employment and Decent Work in Fragile Settings: A Compass to Orient the World of Work, ILO and CCDP, Geneva.

## BOX 2: Key definitions

**Peacebuilding:** Refers to the process to prevent the resurgence of conflict and to create the conditions necessary for a sustainable peace in war-torn societies. It is a holistic process involving broad-based inter-agency cooperation across a wide range of issues. It includes activities such as disarmament, demobilization and reintegration of armed forces and groups; rehabilitation of basic national infrastructure; human rights and elections monitoring; monitoring or retraining of civil administrators and police; training in customs and border control procedures; advice or training in fiscal or macroeconomic stabilization policy and support for landmine removal (IAWG on DRR, 2006).

**Sustaining peace:** A process for managing conflict risk, creating peace in the long term and providing the basic opportunity for economic development (United Nations, 2007 and 2015).

**Fragility:** May be understood as the combination of exposure to risk and insufficient coping capacity of the state, system and/or communities to manage, absorb or mitigate those risks. Fragility can lead to negative outcomes including violence, the breakdown of institutions, displacement, humanitarian crises or other emergencies (OECD, 2016).

**Protracted social conflict:** Refers to conflict situations characterized by the prolonged and often violent struggle by communal groups for such basic needs as security, recognition, acceptance, fair access to political institutions, and economic participation (E. Azar, 1990).

Sources: Edward E. Azar (1990), *The Management of Protracted Social Conflicts: Theory and Cases*, Dartmouth Publishing Company; Inter-Agency Working Group on DRR (2006), *Integrated Disarmament, Demobilization and Reintegration Standards*; OECD(2016), *States of Fragility 2016: Understanding Violence*; UN (2015), *The Challenge of Sustaining Peace*; UN (2007), *Peacebuilding and the United Nations*.

With regard to the *demand* side of labour markets, violent conflict and persistent insecurity after war have been shown to discourage foreign and domestic private investments in productive sectors that provide jobs and livelihoods, divert public investments towards the security sector and destroy public and private physical capital, including infrastructure and assets. With regard to labour *supply*, increased mortality and disability rates result in a diminished work force, while also depressing the overall skills level – in particular for the most vulnerable segments of the population. Regarding the quality of work, fragility may increase informality and non-contractual and unregistered work, particularly for youth, and prop up illicit economies, built around – and making workers dependent on – continued violence. Furthermore, fragility severely limits the degree to which employees enjoy basic social protection and fundamental rights and principles at work – pushing many children into worst forms of child labour. **Unemployment and decent work deficits, on the other hand, can themselves be key contributing factors to conflict and fragility.**

### 1.1 The drivers of conflicts: Lack of opportunities, lack of contact and existence of grievances and violations of Fundamental Principles and Rights at Work (FPRW)

While there are well-established theories on a link between employment, decent work and peace, empirical evidence remains scarce, and effective interventions need to build on an analysis of prevalent drivers of violence and conflict in a given context. **This is why the JPR puts particular emphasis on advanced context analysis, learning, monitoring and evaluation of the contribution of employment to peacebuilding processes.**

Based on a [joint ILO/PBSO/UNDP/World Bank comprehensive review](#) of the academic literature and more than 450 employment programmes in fragile situations<sup>4</sup>, a [joint statement](#) was elaborated identifying three interlinked main drivers of conflict that in the literature have been linked to unemployment and insufficient rights and quality at work: a lack of contact and interactions across different social groups; a **lack of opportunity, particularly for youth and women and existence of grievances** over inequality, access to fundamental rights at work and exclusion. The mechanisms of constructive contact, sustainable opportunities and addressed grievances in turn provide a plausible “theory of change” of how employment may

4 Brück et al. (2016), *Jobs Aid Peace*, International Security and Development Center, Berlin; ILO, UNDP, PBSO and World Bank (2016), *Employment Programmes and Peace*.

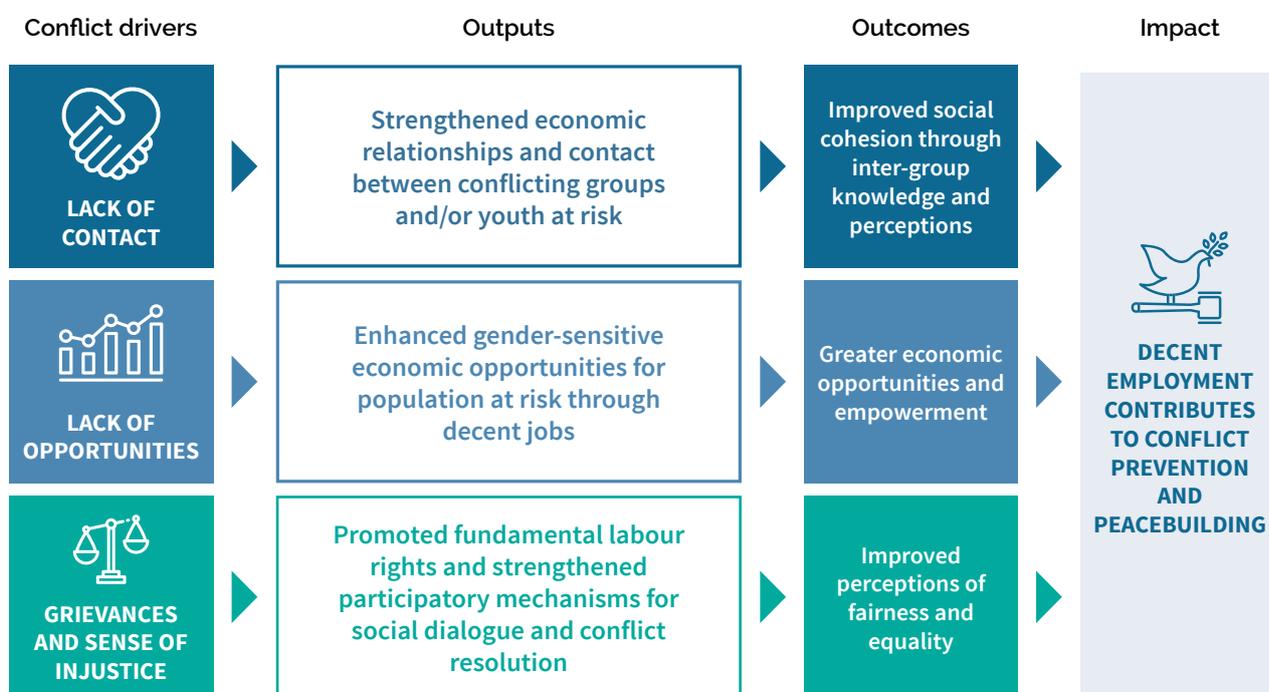
contribute to peace, addressing three conflict drivers, as part of a broader framework of inclusive and sustainable development.

First, in-group bias is one of the key social issues in conflict and post-conflict societies and may include ethnic groups, combatant-civilian distinctions or many other lines of division. There is evidence that if conflict is driven by negative perceptions among groups, employment programmes may reduce conflict by **increasing constructive inter-group contact**. By bringing people together, and strengthening opportunities for dialogue among social groups, including between the government, workers and employers organizations, employment programmes may break down stereotypes and increase social cohesion.

Second, the opportunity-cost model of violent behaviour assumes that economic rationales and the weighing of costs and benefits informs the decision to engage in (collective) violence. Employment, and the income associated with it, **increases opportunity costs of engaging in violence**: when populations of working age have access to decent work opportunities with adequate social protection coverage, they may be less prone to political and armed violence.

Third, many of today’s violent conflicts relate to group-based grievances arising from inequality, non-respect of human and labour rights, exclusion, lack of participatory mechanisms and dialogue as well as feelings of injustice. It is when an aggrieved group assigns blame to others or to the state for its perceived economic, political, or social exclusion that its grievances may become politicized and risk tipping into violence<sup>5</sup>. Furthermore, in some cases, it is not unemployment, but the experience of exploitative, precarious, informal work, basically **non-respect of FPRW**, that spurs grievances as well as a sense of injustice: research from Afghanistan and the Democratic Republic of the Congo echoes findings in the non-fragile labour market literature which argue that “adverse incorporation” into the labour market, for example through informal sector micro-enterprise activity or unregulated formal sector employment, can exacerbate poverty and instability<sup>6</sup>. It follows that inclusive and transparent employment and social protection programmes, which aim to improve equality in opportunities, livelihoods, as well as the quality and rights at work, could reduce the risk of conflict by **addressing individual grievances**.

**FIGURE 3: Theory of change on “How Decent Employment contributes to Peacebuilding” based on Brück et al. (2016) “Jobs Aid Peace”**



5 UN and World Bank (2018), op.cit.

6 Holmes et al. (2013), What is the Evidence on the Impact of Employment Creation on Stability and Poverty Reduction in Fragile States, ODI, London.

## 1.2 What is the difference between a peacebuilding programme, a conflict-sensitive employment programme and an employment for peacebuilding programme?

There are three types of programmes in a fragile setting and it is important to distinguish one from the other:

- **Peacebuilding programme (PBSO/Humanitarian type of programmes):** peacebuilding is the ultimate goal (development objective) and employment is a secondary objective – employment and livelihood activities and outputs are integrated as a mechanism for supporting peacebuilding objectives. *This is usually what humanitarian, PB organizations do and sometimes the ILO participates (e.g. during disarmament, demobilization and reintegration (DDR) programmes for reintegration of ex-combatants).*
- **Conflict-sensitive employment programmes (employment programmes in a fragile settings):** Conflict-sensitive development seeks to ensure that design, implementation and outcomes do not undermine peace or exacerbate conflict, and contribute to peace where possible (within the given priorities). *This is what the ILO usually does in conflict-affected countries.*
- **Integrated employment for peacebuilding programmes:** a peacebuilding focus (and effort to address one or more drivers of conflict) is intentional and embedded in the design and objectives (outcomes/objectives and outputs with specific indicators) of a programme that also seeks to address specific employment issues. There is a complementary interaction between the peacebuilding and employment objectives. *This is what we want to achieve with JPR programmes.*

Therefore, simply adding peacebuilding activities into an employment programme without considering how they complement each other does not constitute integrated employment for peacebuilding programming.

As an example of integrated employment for peacebuilding programming, in Jordan and Lebanon, the ILO is implementing employment programmes that contribute to building interaction and inter-group contact, while reducing grievances and sense of injustice between the Syrian refugee community and the host community, while developing the local economy, fostering economic opportunities through joint ventures and upgrading of public infrastructure.

Interventions in all policy areas in fragile and conflicted-affected states should contribute to tackling conflict and fragility as a primary or secondary set of objectives<sup>7</sup>.

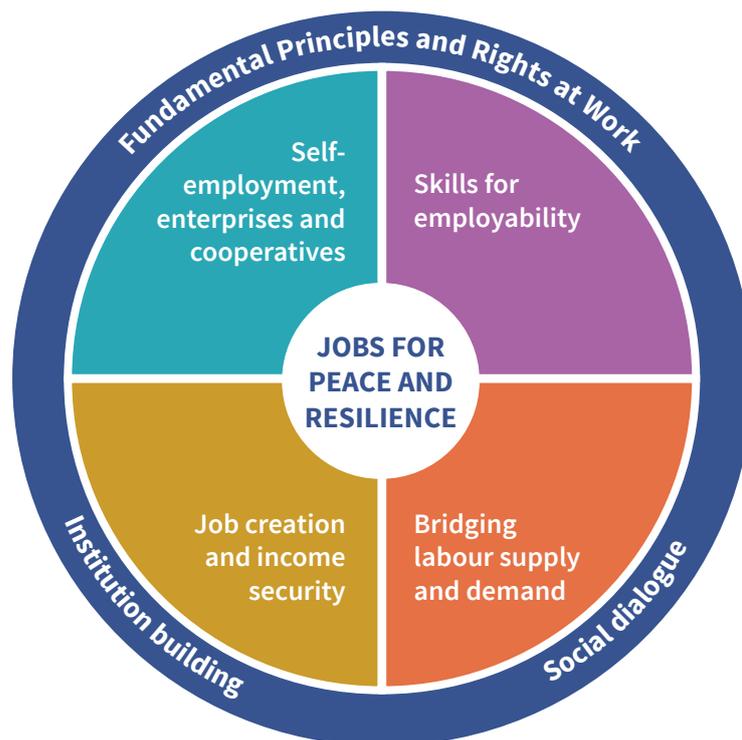
## 1.3 Introducing the JPR: A modular approach for employment for peace

Numerous crisis situations constantly destroy livelihoods, interrupt business activities and damage workplaces. Many workers lose their jobs, businesses are destroyed, inequalities and social exclusion are exacerbated amidst a lack of respect for labour standards. Therefore the world of work plays a particularly important role in such settings of conflicts and disasters – creating decent employment and income-generation opportunities, making basic social services and social protection available, upholding labour rights, building representative and accountable institutions, and promoting social dialogue.

Through its Jobs for Peace and Resilience (JPR) flagship programme launched in 2016, the ILO contributes to more peaceful and resilient societies through development cooperation projects that promote employment, decent work and social dialogue in fragile situations.

7 DFID (2010), *Results in conflict-affected and states and situations*, DFID, London.

**FIGURE 4:** A modular local resource-based approach



Guided by ILO’s **Employment and Decent Work for Peace and Resilience Recommendation (No. 205)**, the Jobs for Peace and Resilience programme combines employment-intensive investments, technical, vocational and entrepreneurial skills training, employment services and private sector and local economic development approaches in a coherent and context-specific manner. The programme builds on ILO’s decade-long experience and added value in promoting employment, decent work and structural transformation of the economy.

The JPR’s modular, local resource-based approach focuses on the following key objectives:

- Providing direct job creation and income security
- Enhancing skills for employability
- Supporting self-employment, enterprises and cooperatives
- Bridging labour supply and demand

These key objectives are achieved through institution building, fundamental principles and rights at work and social dialogue.

The programme places a strong focus on youth and women, given the specific challenges and needs they face in situations of fragility, conflict and disaster. By enhancing the economic prospects and inter-group contact, and by addressing grievances of the most

vulnerable communities, JPR projects aim to reinforce social cohesion and build resilience to future shocks. Considerations of how employment and decent work link to peace and disaster resilience are therefore key to the design, implementation, monitoring and evaluation of the JPR.

### Building capacity for rights-based, inclusive labour market governance

The JPR puts first the needs and priorities of its target groups, which are discussed with relevant constituents and stakeholders. During the implementation, the JPR’s components are primarily channelled through national and local institutions, ensuring local ownership and sustainable capacity building.

The JPR contributes to the Decent Work Agenda by pursuing interrelated and mutually reinforcing strategies through a downstream-upstream approach, where delivering quick and tangible benefits in terms of job creation, skills development, employment services and enabling business environment promotes inclusive and effective labour market governance, which is essential for sustaining peace and resilience in fragile situations.

### **BOX 3: Examples of the importance of employers’ and workers’ organizations in peacebuilding initiatives**

#### **Employers’ organizations: Sri Lanka**

Employer and business member organizations (EBMOs) were heavily involved in helping to bring an end to the almost 3 decade-long ethnic conflict between the Sinhalese and Tamil communities that had plagued Sri Lanka since 1983. EBMOs not only provided support to businesses in sectors which were negatively affected by the conflict, such as tourism, but also united in joint fora such as the Joint Business Forum (J-Biz) to lobby for an end to the war.

#### **Workers’ organizations: Guinea**

Thanks to their understanding of the local context, unions played an important role between 2006 and 2008 in Guinea during a period when there were widespread strikes and demonstrations resulting from erosions in purchasing power and failures to respect the rule of law and democracy and leading to dozens of deaths. In response to this crisis, one of the trade unions carried out an evaluation of training and skills gaps so as to ensure that the measures taken to respond to the crisis also took into account its root causes.

Sources: Dr Danura Miriyagalla (2016), Case Study: Business and Peace in Sri Lanka: The Roles of Employer and Business Member Organizations, ILO Bureau for Employers’ Activities; ILO Bureau for Workers’ Activities (ACTRAV)(2018), Recommendation No.205 on Employment and Decent Work for Peace and Resilience: What Role for Trade Unions. ILO ACTRAV Policy Brief, ILO, Bureau for Workers’ Activities (ACTRAV), Geneva.

## The role of employers’ and workers’ organizations

While employers’ and workers’ organizations face challenges - such as difficulties in organizing or keeping up their membership base - during conflicts, they often also play a critical role in paving the way to peace. With a good understanding of the local context, a membership that often spans beyond religious or ethnic barriers and thus fosters social cohesion, and leveraging power to influence government decisions related to conflicts and their cessation, these organizations can be powerful agents in preventing conflict and promoting peace.

### Enhancing synergies with other programmes and strategic partners

The implementation of the JPR in fragile, disaster- or conflict-affected situations is closely coordinated with other ILO flagship programme activities, particularly with the Social Protection Floor, IPEC+ and occupational safety and health (OSH). Strategic partnerships and strong coordination with relevant United Nations agencies, other international organizations and development partners are also critical elements of the JPR.

## The importance of gender in jobs for peace and resilience programmes

Women’s meaningful participation in all aspects of employment for peace is critical and has a direct impact on sustainability of results.<sup>8</sup> Men and women experience and respond to conflict in different ways hence the need to address gender issues in ILO’s responses.

Peacebuilding as an approach embraces the integration of gender, as it aims to ensure the active, inclusive participation of all persons, particularly vulnerable groups. Women and men are affected by crisis in different ways, due to their different roles, responsibilities, needs, and activities. For example, conflicts often exacerbate women’s already disproportionate care role. The deaths and out-migration of men combined with fluctuating birth rates often lead to a decrease in the adult male population, and an increase in the proportion of women-headed households. These new women heads-of-household not only have to take on new economic responsibilities, but, given the deterioration of public care services and facilities in times of conflict, their already existing care role is made more difficult and time-consuming, limiting the time available for productive work. This productive work also becomes more challenging during and after conflicts. For instance, for women entrepreneurs, finance may become more difficult to secure, and access to inputs and markets may become limited due to insecurity and damaged or destroyed infrastructure, reinforcing women’s already disadvantaged economic position.

8 UN and World Bank (2018), op.cit.

## BOX 4: The ILO, the Peacebuilding Support Office (PBSO) and the Swiss Confederation join forces to enhance the employment contribution to peacebuilding processes



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Federal Department of Foreign Affairs FDFA

In 2018, as follow-up action of the 2016 [Joint Declaration on employment for peace](#), the ILO and PBSO developed a joint programme to *Sustain Peace and Foster Development through Employment Creation in Conflict-affected Situations*. It aims at effectively strengthening the peacebuilding dimension of employment programmes. The ILO and PBSO are reinforcing their respective expertise in peacebuilding and employment creation. The two agencies respectively advocate for job-rich strategies and implement employment activities aimed at increasing decent work opportunities, focusing on youth in fragile, conflict-affected and disaster-prone countries. The programme contributes to the broader UN effort to efficiently and effectively use employment programmes as a means to sustain peace and achieve [SDG 8 \(decent work and economic growth\)](#) and [SDG 16 \(peace, justice and strong institutions\)](#).

Therefore, responses to conflict that do not take into consideration women's specific needs and role cannot be effective and sustainable. In the immediate term, project activities need to be designed in a way that enables women to participate (for example, by providing child care services). Through the work opportunities that they provide, such programmes can help to redefine gender roles and shape more equitable relations through increased contact and empowerment, while this increased contact in turn contributes to better social cohesion and to building peace.

In the long term, the design and content of the interventions should ensure that women's practical and strategic needs are met. For example, interventions to reconstruct infrastructure should factor in women's needs when considering what infrastructure is built, and prioritising infrastructure that alleviates women's unpaid care work (for instance, by rehabilitating health centres, schools or crèches) and facilitates their productive work (for instance, by prioritising roads

or bridges that are important for women's business operations).

While gender inequality can also undermine peace and drive conflict and violence, as women enter new sectors and take on new responsibilities, with well-designed support, conflict responses can also provide opportunities for transformative change in gender relations, with positive dividends for peace. While their role in peacebuilding is often neglected, women play a critically important role in building sustainable peace: women's participation in peace negotiations has been shown to increase the likelihood of a peace agreement lasting at least 15 years by 35%, and women's economic empowerment is a significant contributor to post-conflict recovery and reconstruction as women's participation in the economy means productive resources are fully used, and as women tend to allocate a substantial proportion of their economic dividends to family well-being and community recovery<sup>9</sup>.

## BOX 5: To know more: Key gender resources

- ILO's 1998 Gender guidelines for employment and skills training in conflict-affected countries: [https://www.ilo.org/employment/Whatwedo/Publications/WCMS\\_115909/lang-en/index.htm](https://www.ilo.org/employment/Whatwedo/Publications/WCMS_115909/lang-en/index.htm)
- UNWOMEN 2017 Handbook on Gender-Responsive Reporting in Conflict Affected Countries in Africa: <http://africa.unwomen.org/en/digital-library/publications/2017/07/handbook-on-gender-responsive-reporting-in-conflict-affected-countries-in-africa>

9 Stone (2015) and Justino et al. (2012) cited in OECD (2017), *Gender Equality and Women's Empowerment in Fragile and Conflict Affected Situations: A Review of Donor Support*, OECD Publishing, Paris.

# PART II

## HOW TO INCLUDE PEACEBUILDING OUTCOMES AND INDICATORS IN EMPLOYMENT PROGRAMMES?



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Following up the step-by-step DC Manual guidance on how to design a project, the ILO office or department in charge of elaborating a project may add the following elements in the case of a JPR type project.

This approach is also based on the recommendations of the [2015 Independent Thematic Evaluation of the ILO's Work in Post-Conflict, Fragile and Disaster-affected Countries: Past, Present and Future](#), which stipulates that: “Based on the elements illustrated above, and bearing in mind what the ILO currently does and the role it could have in the humanitarian response continuum, a general intervention strategy can be developed to guide ILO's work in these countries. (...) A strategy should be comprehensive enough to cover all types of crises that might be identified and should include the following elements<sup>10</sup>:

- Accurate assessment of the specific contexts, and analyses and mapping of needs.
- Identification of the mechanisms of coordination with other UN agencies.
- Specific design and planning of interventions within a good logical framework or ToC, and realistic, clear and measurable objectives.
- Identification of a mechanism for M&E, including sets of indicators.
- In the immediate aftermath of the crisis, focus on employment generation interventions and support to livelihood interventions, combined with capacity building of tripartite constituents and local communities.
- In the transition to the recovery and development phase and beyond, focus on capacity building of tripartite constituents and local communities, in combination with other types of interventions.

- Allow for long-term interventions or, at the very least, for adequate duration.
- Define follow-on and phasing-out plans.
- Define sustainability plans and mechanisms at the design stage.
- Contain a communication strategy.”

This part will guide you through the **identification and design** of employment projects contributing to peacebuilding through the following phases:

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**PHASE 1** In any fragile situation and context, projects should start with a thorough analysis of local drivers of conflict and fragility to be conducted during the **situation analysis** at the beginning of a project design.

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**PHASE 2** This phase specifies some general and more specific implications of such an analysis for project design and how to **formulate specific project objectives, outputs and activities** to contribute to peace and resilience through the promotion of opportunities, increased contact among local stakeholders and reduced grievances.

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**PHASE 3** Formulating **indicators to measure the contribution of decent employment to the peacebuilding process**.

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<sup>10</sup> For more details, refer to [2015 Independent Thematic Evaluation of the ILO's Work in Post-Conflict, Fragile and Disaster-affected Countries: Past, Present and Future](#), p.22.

In the following pages the three design phases are going to be presented in detail.



## PHASE 1: Undertaking a conflict analysis: Key questions to be addressed

For conflict interventions in fragile and conflict-affected states it is recommended to undertake a conflict analysis to inform the theory of change. This is not just a section on conflict within a situation or governance analysis but a thorough analysis of the drivers of conflict and how the intervention will aim to address them. The initial understanding of conflict can be revised throughout the intervention and reflected in a modified theory of change and intervention log frame.

It is often assumed that conflict contexts are well understood but conflicts are more and more protracted, complex and in constant flux; once a theory of change is articulated, there may well be changes in conflict dynamics that make the planned project pathway no longer relevant. Explicitly laying out a conflict analysis in the first place enables the project implementer to review progress and assess if the activities and outputs are still relevant to the conflict. In addition, improved conflict analysis will also help to focus efforts on the underlying causes, rather than the more superficial effects of conflict. For example, a project might focus on mediation of local land disputes, cattle rustling or access over natural resources and forget to address land policy at the national level, or customs around dowries required for marriage, which might be key drivers of the conflicts<sup>11</sup>.

The lines of inquiry relate, first, to general and strategic considerations of how to identify project communities and technical areas where the ILO's work can add value, and then, second, zoom in on a focused conflict and fragility analysis which can be pursued along the lines of the three transfer mechanisms between employment and peace presented in the previous chapter: **lack of opportunities, contact and grievances**.

Previous evaluations conducted by the ILO in the country and/or the region and/or in similar settings should be taken into consideration, particularly the lessons learned and good practices extracted, such as the above mentioned [2015 Independent Thematic Evaluation](#).

It may include key participatory analysis questions and data collection methods to assess how unemployment may be linked to conflict, and in turn, how employment promotion may contribute to conflict prevention and peacebuilding in countries and sub-national "pockets of fragility" that are of concern to the JPR. These questions could be for example included in the ToR for a consultant tasked with developing an initial concept note or during a participatory situational analysis workshop.

Each conflict context is obviously different and the three conflict drivers needs to be analysed through a specific conflict analysis. "Failure to carry out a conflict analysis in the design phase can lead to unfounded assumptions, inaccurate theories of change and programmes that fail to address the most important issues"<sup>12</sup>.

<sup>11</sup> Care International (2012), *Defining Theories of Change*, Care International, London.

<sup>12</sup> Bayne S.

## BOX 6: Peacebuilding and recovery-related assessments and studies

For example, it is worth identifying whether a Peacebuilding and Recovery Assessment (PBRA) (previously called Post-Conflict Needs Assessment, PCNA) has been undertaken. PCNAs are multilateral exercises undertaken by the UN Development Group (UNDG), the European Commission (EC), the World Bank (WB) and Regional Development Banks in collaboration with the national government and with the cooperation of donor countries. Recovery and Peacebuilding/PCNAs are increasingly used by national and international actors as an entry point for conceptualizing, negotiating and financing a common shared strategy for recovery and development in fragile, post-conflict settings. The PCNA includes both the assessment of needs and the national prioritization and costing of needs in an accompanying transitional results matrix.

### STEP 1: Conducting a desk review

- What are reliable and accessible sources of information on the current employment and decent work situation, as well as its link to peace and resilience?
- Was a previous evaluation conducted in the country? (ILO independent evaluations are available in i-discovery alongside evaluations conducted in the same areas of intervention by other International Organizations and NGOs).
- What is the overall legal and operational framework for participation of different groups (refugees or specific ethnic groups in active conflict) in economic activities and social protection measures? What are the obstacles?
- Are there existing opportunities for instance in local planning, representation, etc. that might be useful to leverage/liaise with?

### STEP 2: Stakeholder analysis

- What/who are the stakeholders and conflicting groups, communities and individuals (people, institutions, structures and organizations) likely to be affected (positively or negatively) by the project?
- What are the characteristics, motivations, expectations and constraints of those conflicting groups? How can stakeholders be expected to contribute to or block the foreseen changes? What could be their potential involvement in a project? How can the project support agents for change, and work with or around agents that are against change?
- What are the key gender issues among the stakeholders? To shed light on this, a specific gender analysis linked to conflict has to be conducted, examining the gendered division of labour, access to and control over resources, and gender-related cultural attitudes and stereotypes. During the participatory stakeholders analysis, key gender questions have to be addressed, for

example:

- Were women informed and invited to the meeting?
- Was the meeting held at an appropriate time for men and women? Was childcare arranged?
- Are women normally encouraged to participate in decision-making processes or are systematically excluded?
- How is tension playing out and how is it affecting men and women differently?
- How would conflict impact upon women's access to resources (agricultural lands, water, etc.<sup>13</sup>)

### STEP 3: Target group analysis and selection

#### Ultimate beneficiaries:

- How are specific societal “antagonistic” groups affected differently by un- or underemployment and decent work deficits?
- What is the relevance of age, gender, displacement, ethnicity, religion, geographic location, disabilities, etc. in mediating access to employment and decent work?
- What are the different and common implications for the host community/refugees/IDPs and migrants, disaggregated by sex?
- What are the specific implication for women in conflict?
- What is the role of the workers' and employers' organisations?
- Based on available qualitative and quantitative indicators, what are the most vulnerable (geographic and social) communities, disaggregated by gender, in terms of
  - poverty level
  - unemployment level
  - level of informality
  - insecurity and prevalence of violence?

13 Initiative for Peacebuilding (2010), A Guidance for integrating peacebuilding into development, IfP, Brussels.

## BOX 7: Who are the recipients and ultimate beneficiaries of projects?

- Direct recipients are usually local ministries, training institutions, administration and community-based organizations.
- Ultimate beneficiaries are the target group of women and men that is expected to be better off as a result of the project.

Source: Extracted/adapted from ILO, DC Manual, op.cit.

### Direct recipients:

- What are existing capacities of relevant institutions and actors at national and local level, including the social partners, in promoting employment and decent work in situations of fragility?
- What could be the specific role of women in conflict resolution? What are the gender equity barriers to promote contact between men and women and allow women's participation into the decision making processes?

### Selecting the target group:

The targeting of programmes in peacebuilding settings involves challenging trade-offs. With limited resources, the goal is to positively affect those most at risk of engaging in violence, or those most vulnerable to the impacts of violence. At times, the drivers of conflict are better addressed through employment programmes that avoid targeting specific groups or regions. Decisions on the programme design should be underpinned by conflict analysis.

Currently, programmes often define categories of eligible participants in broad and ambiguous terms, for instance, “at-risk youth”. This makes determining eligibility a challenge. Furthermore, ambiguous categories render programmes prone to a perceived or real favouritism or lack of transparency. Instead, programmes should seek to specify the intended target group. For instance, a project may target “underemployed male urban youth between 18-26 years old who have been in contact with law enforcement in the past five years.” Based upon a clear definition, criteria for access to the programme can then be defined, alongside open and transparent processes for their application.

Geographical targeting allows for equal treatment of participants and can focus resources in restive areas or vulnerability hotspots. Restricting resources to selected areas, however, can also risk increasing tensions among regions if some are viewed as receiving favourable treatment. Categorical targeting that limits benefits to a population group is equally challenging, for similar reasons.

### STEP 4: Problem analysis

- Which drivers of fragility are relevant in the country? How do they impact effective access to decent employment, labour market governance, and the situation of workers and employers?
- How do un- or underemployment and decent work deficits, in turn, exacerbate fragility, conflict and violence?
- **Lack of Contact:** Do members of different conflict parties or communities interact in the economic sphere, or is employment in the private and public sector segregated along sectarian lines?
- **Lack of Opportunities:** What role does a lack of employment opportunities and poverty play as a motivating factor for crime, violence and mobilization into armed groups? How and where do illicit and violent activities provide vulnerable members of society with economic opportunities?
- **Existence of Grievances:** How does unequal access to employment of one group compared to another, a sense of social injustice and perceived rights violations contribute to fragility and conflict? Who is particularly excluded and marginalized in the economic sphere (with special analysis on gender inequality)? How is the role of the government in promoting employment and access to public sector jobs perceived, by whom?

## **BOX 8: An ILO tool to analyse the fragility and conflict consequences on the world of work: the fragility compass**

The ILO developed a tool, based on a report conducted in 2015 in partnership with the Graduate Institute of Geneva, to make sense of fragility from the perspective of employment and decent work activities. This tool, the fragility compass (see Figure 5), is destined for practitioners across the world of work, and proposes a brainstorming instrument while conducting a conflict analysis in partnership with ILO constituents (Ministry of Labour, workers' and employers' organisations) by:

1. looking into the merit of the concept of fragility and its applicability with regard to interventions targeting employment and decent work;
2. exploring and elaborating on the factors and triggers that drive fragility in specific programming contexts, as well as on the possible range of employment and decent work interventions and collaborative responses these might require; and
3. providing analytical orientation as a quick, pragmatic brainstorming aid in the areas of employment and decent work in fragile settings.

### **STEP 5: Institutional analysis**

The stakeholder analysis examines the characteristics of different stakeholders while the institutional mapping focuses on the relationships between the major players, particularly the tripartite constituents. Interactions and conflictive relationships will need to be analysed in detail. It allows to analyse the potential areas of engagement for the ILO and inter-agency complementarity.

- What are potential policy areas where decent employment could contribute to peace and resilience through its integrated and local resource-based approach?
- What is the current level of national and local, public and private capacity in ensuring decent work principles and promoting employment through labour-based public works, technical and vocational training, entrepreneurship development and employment services?
- Which agencies are active where and through what initiatives in which of the JPR's four main areas of employment promotion?
- In which technical areas of employment promotion and in which geographical location is ILO's involvement in highest demand? What is ILO's potential value added?
- Through what channels could the ILO mobilise resources for a JPR project?

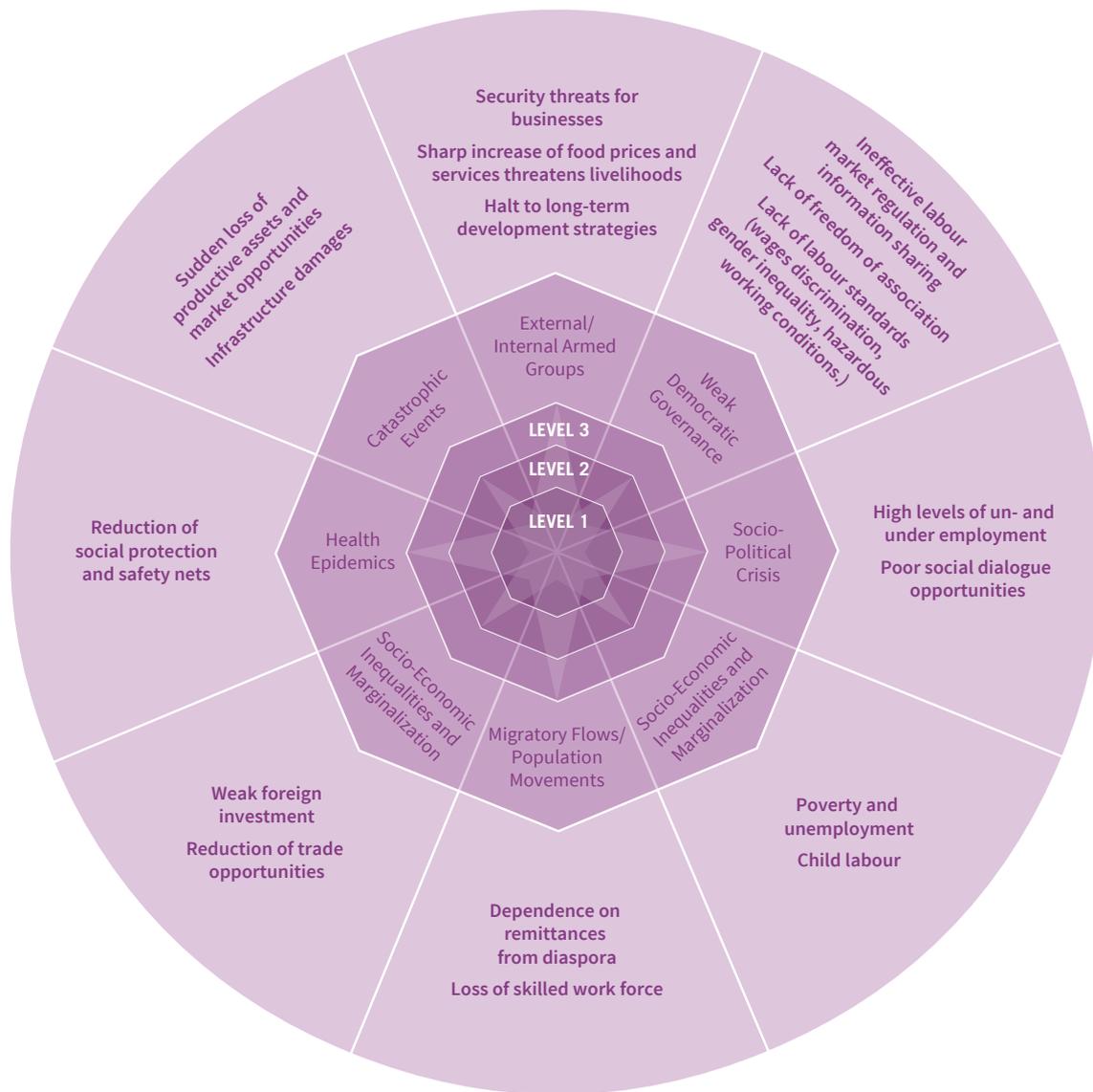
### **STEP 6: Including a Do No Harm approach**

During the situation analysis it is key to address conflict sensitivity issues and to apply the "Do No Harm" approach. All interventions in a conflict-affected and fragile setting are potentially harmful. Our interventions may bolster an illegitimate government or undermine state-society relations. Therefore, it is recommended to systematically address the following questions:

- What are potential risks involved in selecting certain areas and participants (ethnic background, gender, etc.)?
- What are dividers and sources of tensions between groups, gender and social partners? Social partners and civil society?
- How could a project impact on dividers and tensions, particularly among social partners?
- Who would benefit from the resources distributed through the programme?
- How will gender relations be impacted by the project?
- What are options for programme adjustment so that it will do no harm, particularly for excluded groups?
- What is the relative importance of the formal and informal rules that govern how the State and society work? How does it impact gender relations?
- What is the legitimacy of the state among elites? Among diverse social groups? Among social partners?
- Are we sure we are not creating parallel structures outside the State?<sup>14</sup>

14 For more information, please see the OECD-DAC (2010), Do No Harm: International Support for Statebuilding, OECD Publishing, Paris.

**FIGURE 5:** Fragility compass



**PHASE 2:** Elaborating specific outcomes, outputs and activities on employment creation for peacebuilding

These key guidance points are not intended to deal with all the issues related to the elaboration of peacebuilding outcomes and outputs exhaustively. Specific guidance per policy area will need to be developed.

If peacebuilding becomes an explicit aim of employment programmes, then we should think about ways that programme outputs and activities can best respond to the analysis of local conflict and fragility drivers. This section therefore suggests practical ways of how standard practices can be made more conflict-sensitive and peace-promoting, as well as additional programme components which might add to a project’s peace effect.

As illustrated in the step-by-step development cooperation design manual, the project results chain (or “theory of change”) underlying the logical framework formulates the “best case scenario” to address the conflict drivers: “If we produce A outputs, then we will produce B objective/outcome, because of C reasons”.

**EXAMPLE:** IF marginalized youth from different ethnic backgrounds acquire jointly the same technical and vocational skills, they improve conflict resolution skills and are able to access employment services, **THEN** they will find decent job opportunities and simultaneously inter-group trust and relations will be improved, **BECAUSE** the programme matches skills with labour market demand and creates constructive inter-group contact.

## Formulating outcomes (immediate objectives), outputs and activities specifically addressing employment contribution to peacebuilding processes

JPR projects and any decent work programmes in a fragile setting should include specific peacebuilding and/or conflict mitigation outputs and activities, going beyond the usual components of traditional employment programmes: such peacebuilding activities may fall into two broad categories: (1) activities aimed at raising individuals' awareness, understanding and skills on peace and conflict resolution; and (2) activities aimed at bringing people together and improving intra- and inter-group trust and cooperation.

Furthermore, programmes and projects should maximize **local participation in assessments** which inform project activities (and try to encourage invited representatives to widely consult their constituencies

prior to attending), as they can be a mechanism to voice grievances and “be heard”<sup>15</sup>.

An important component of the employment for peace results focuses on building the capacity of local institutional partners to plan and implement employment policies and programmes for peace and resilience and raising their awareness on the link between employment promotion, decent work and peace.

Figure 6 gives you an example of an employment for peace programme logical framework. Some employment for peacebuilding outputs per JPR outcome are suggested. They are just examples and do not replace the **employment policy-related outputs developed by each technical department. They are complementary to reinforce only the peacebuilding contribution of employment programmes through creation of opportunities, contact and reduction of grievances.**

### BOX 9: What are outcomes, outputs, and activities?

The **logical framework** is a way of presenting the substance of the project in a comprehensive and understandable form. The logical framework includes:

- A hierarchy of outcomes, outputs and activities;
- Progress indicators and the means of verification;
- Assumptions about the project context.

Phase 2 focuses on the core part of the logical framework that relates to elaborating specific outcomes, outputs and activities on employment creation for peacebuilding:

- **Outcomes** are the specific changes that the project is expected to bring about by the end of the project – in the quality and quantity of the services provided by the target group, and/or the way in which they are delivered by the direct recipients.
- **Outputs** are what the project directly produces, such as training, legislative proposals, policy documents, methodologies, information, awareness raising, intervention models, etc. An output is a product or service that the project delivers to a direct recipient in order to achieve the outcomes. They are the necessary and sufficient means to achieve the outcomes.
- **Activities** are the necessary and sufficient actions to produce the outputs.

Source: Extracted/adapted from ILO, DC Manual, op.cit.

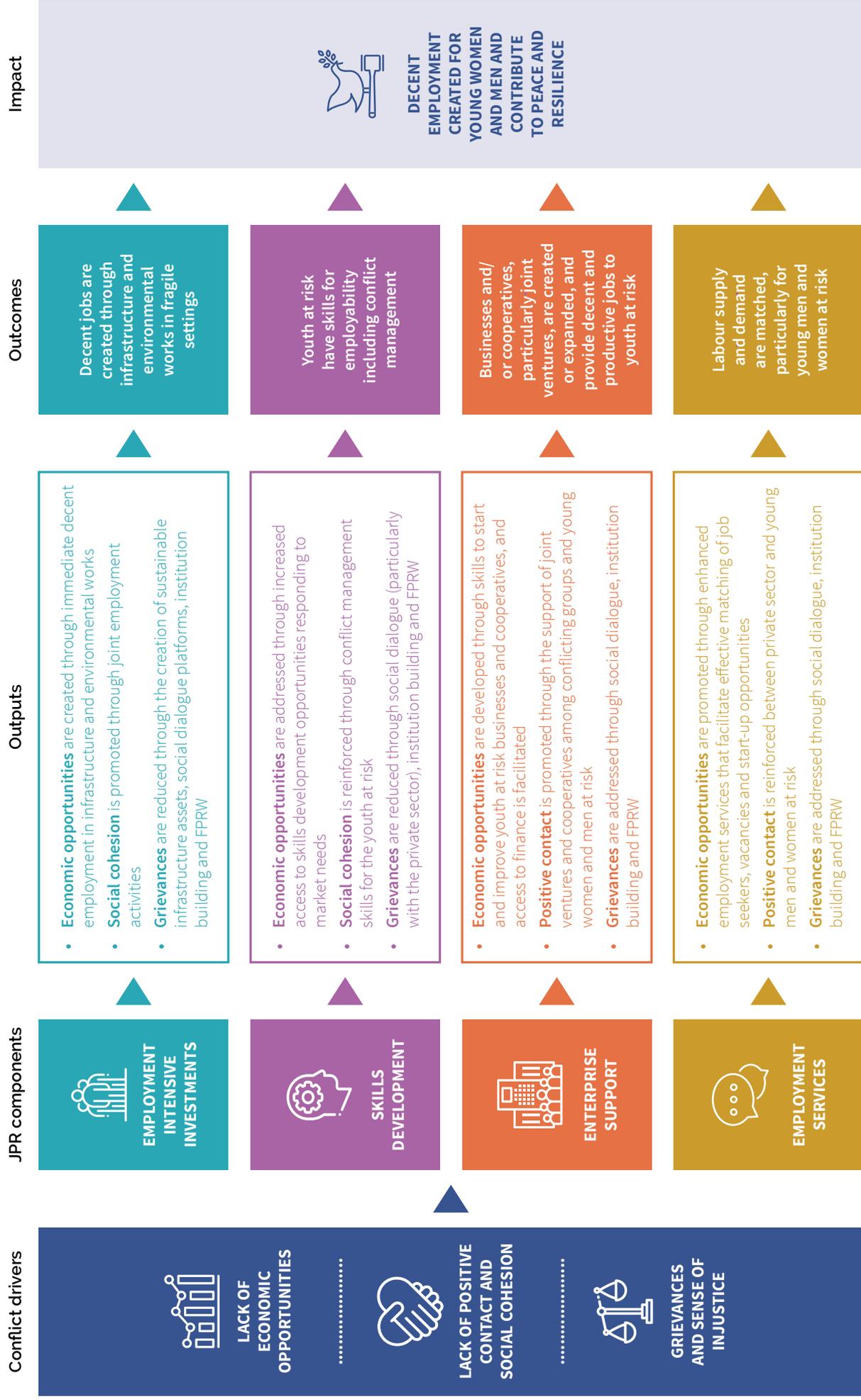
### BOX 10: Risk analysis and management

Risk analysis is critical, particularly in fragile settings. However, the potential to diversify risk is more limited as alternative interventions to achieve the same outcomes in fragile settings may be more difficult to identify and deliver. Scenario analysis of alternative interventions together with a risk analysis against each will be helpful. Ultimately, though, because of the difficulty of diversifying risk and given the implementation challenges of operating in fragile states, the key drivers may well be procurement and management aspects for the preferred option, including well developed risk management strategies.

For more information, please refer to the ILO DC Manual, op.cit., p.83.

15 ILO, UNDP, PBSO and WB (2016: 4-5), op. cit.

**FIGURE 6:** Jobs for peace and resilience programme – theory of change for the peace building component



## Examples of outputs per conflict driver

### OUTPUTS

#### Contact

- Conflicting groups work together through value chain development or infrastructure development.
- Sensitization workshop on ethics and standards are organised for the government, social partners and key stakeholders.
- Constructive inter-group contact is promoted through sports and other extracurricular activities at enterprise level as well as TVETs, etc.
- Conflict resolution and core employability skills curricula are included in vocational training programmes for (young) women and men.
- “Joint ventures” and/or cooperatives between potentially conflicting groups (for example refugees/IDPs and host communities) are promoted.

#### Grievances

- Decisions on rehabilitation of priority infrastructure are made with the participation of conflicting groups using social dialogue and mediation platforms.
- Institutions and social partners have reinforced capacities on conflict management and on how to engage in peacebuilding processes in their country/region/community.
- Stereotypes among employers on youth, women and “antagonistic” groups are broken.
- Participatory dialogue platforms are promoted for decent employment and peacebuilding.  
*Engaging in dialogue around useful and productive work is often effective in bringing people together and they can simultaneously address grievances through improved governance for dialogue processes, employment and social protection through a rights-based approach. These opportunities are essential for rebuilding broken communities and preventing further destruction. Projects could establish or strengthen tripartite (or wider community) dialogue mechanisms which oversee the development and implementation of employment policies and programmes.*
- Government visibility in realizing fair distribution of jobs and trainings is increased.
- Trainings for youth leaders to become “ambassadors of peace” in their local community are implemented.
- Community radios to promote messages of peace and non-violence are used.

#### Opportunities

- This is what ILO programmes generally do in fragile and non-fragile settings. In Annex I, a list of specific outcomes and outputs per JPR policy area are developed.

## **BOX 11: Ways to ensure interventions benefit women and enable women to contribute to peace**



You will have seen that the theory of change and examples of outputs refer to women and men as the beneficiaries of interventions.

In order to make sure that both women and men – and not just one sex – benefit from peacebuilding interventions, it is important to ensure that the formulation of outcomes and outputs and design of activities takes into account differences in the situation and needs of women and men, and addresses these differences.

The project outcomes and outputs should aim to bring about gender equality by responding to women’s strategic needs in a long-term perspective, which is key not only for the goal of gender equality, but, also as gender equality will contribute positively to peacebuilding through enhanced social justice, contact and social cohesion:

For example:

- In EIIP interventions, decisions on what infrastructures are built or rehabilitated should give consideration to women’s infrastructure-related needs (for example, social service infrastructure that alleviates women’s care burden, or roads, footpaths or bridges that provide women access to productive inputs or markets).
- In SME/cooperatives-related interventions, women’s access to high quality business development services should be ensured. For instance, women’s access to finance may be limited and the development of appropriate financial products might therefore be necessary, or, women may have more limited business management skills, meaning additional training may be required.

Such measures will not only advance women’s empowerment, but, by reducing grievances linked to unequal access to resources and opportunities and enhancing contact, will also contribute positively to reducing conflicts and enable women to act as agents of peace.

In the more immediate term, the delivery of project activities also needs to be cognisant of and respond to the differential needs of men and women, by, for example, ensuring that the location and timing of activities suits women and men; that childcare support is provided where feasible; or that both female and male resource persons (e.g. trainers) are engaged in cases where beneficiaries may not be able to interact comfortably with the opposite sex.

## **BOX 12: Jobs for Peace programmes examples**

### **Value chain development for social cohesion in Lebanon**

In Northern Lebanon, a local economic development programme was implemented targeting both the host community and refugees, through the development of the value chain that brought, for the first time, cooperatives from different confessions together in Lebanon. All market players developed awareness and were motivated in favour of the common cause: successfully planting new varieties of potatoes, meeting the requirements and conditions for exporting to the EU, and then achieving such exports. Thus, value chain development appears to be a good approach to enhance contact between separated community groups for use in post-conflict countries fragmented by internal conflict and division.

### **Strengthening the capacity of cooperatives to become agents of peacebuilding in post-conflict Sri Lanka**

The ILO-WFP 2018 project “Empower: Building Peace through the Economic Empowerment of Women in Northern Sri Lanka”, funded by the UN Peacebuilding Fund, aims to enhance economic empowerment, social integration, and resilience of female former combatants and other disadvantaged and conflict-affected women in Northern Sri Lanka by increasing their participation in economic livelihood and peacebuilding activities. The project supports these women by connecting their cooperative enterprises with new markets, networks and opportunities that have opened up as a result of an improved post-conflict environment. The project endeavours to achieve three main outcomes:

1. To ensure that female former combatants and other conflict-affected women in Northern Sri Lanka increase their economic contribution by effectively accessing new market opportunities, resources and information.
2. To leverage their increased social status, derived from enhanced economic empowerment, to be a leading voice in the region’s private sector contribution to peacebuilding. Under this outcome, the project engages specifically in trainings on conflict resolution, the Sri Lankan peace process and possibilities for cooperatives to contribute actively to the peacebuilding process.
3. These war-affected women are now engaged in income generating activities, cooperatives and businesses with partners beyond their own communities and ethnic groups in order to reinforce contact and social cohesion within the community but also between cooperatives from previously conflicting zones (North and South), and are therefore more likely to gain greater decision-making roles in their community and to be more involved in reconciliation and conflict risk mitigation.

### BOX 13: What are indicators?

Phase 3 focuses on indicator formulation:

**Indicators** are quantitative or qualitative factors or variables that provide a simple and reliable means to measure achievement, to reflect changes connected to an intervention, or to help assess the performance of a development actor.

Source: Extracted/adapted from ILO, DC Manual, op.cit.

### PHASE 3: Formulating employment for peacebuilding outcomes and outputs indicators

The joint ILO/PBSO/UNDP/WB research assumptions that employment might contribute to peacebuilding through changes in economic opportunities, inter-group relations, and grievances are quite intangible and difficult to measure. These difficulties are compounded by the challenging circumstances of collecting data in fragile settings. To overcome some of these challenges, this chapter proposes to identify indicators for outputs and objectives that measure progress in relation to the conflict drivers (opportunities, contact and grievances) to monitor and assess the effective contribution of employment to peacebuilding.

Indicators need to be identified at all stages of the results framework based on the theory of change and be incorporated logically into results chains that link overall country level objectives to intervention level objectives and outcomes. This is useful because:

- It allows us to aggregate intervention level monitoring results to report on peacebuilding outcomes at country level; and

- Disaggregating existing development indicators (e.g. on provision of basic employment services such as pertinent job matching and placement, 1-to-1 counselling on job search, attribution of change due to services received) in different ways can help us to monitor trends in fragility and conflict – e.g. to monitor regional, ethnic or other forms of exclusion.

Peacebuilding indicators should be complementary to indicators which may be used to monitor key policy areas objectives. For example, a vocational training programme may aim principally to increase the number of youth having a diploma leading to a job or participating in a public employment programme. However, if the programme is also designed to improve the legitimacy of the state in the eyes of a marginalised group, indicators should include changes in attitudes towards the state among the target population. It would also be important to disaggregate the indicator measuring the number of youth going to school or participating in a public employment programme to show the proportion coming from the marginalised groups.



#### TIPS

Table 1 contains a comprehensive list of core “JPR peacebuilding indicators”, which project teams can use to operationalize their assumptions of how the project may contribute to peace by addressing the conflict drivers of lack of opportunities, lack of contact and existence of grievances. They should complement the specific key outcome and output performance indicators of each policy area of the JPR programme and not replace them.

In Annex 1, you can find a list of outcomes, outputs and indicators per Jobs for Peace and Resilience policy area:

- Skills and employability,
- Employment intensive investment programmes,
- Bridging labour supply and demand and
- Enterprises and cooperative development,

as well as cross-cutting issues: Social Dialogue, Institution Building and Fundamental Rights at Work. The list also includes suggestions of specific peacebuilding outputs per policy area. In order to capture gender-related changes, it is important to disaggregate data collected on these indicators by sex, but also to include specific indicators relating to gender equality and women’s empowerment. Suggestions for such indicators have been incorporated in Table 1 below and in Tool 3, although tailoring will be needed for each project.

**TABLE 1: Specific indicators related to peacebuilding**

The left column indicates which survey questions out of the survey in Tool 3 can measure each indicator

*All indicators should be disaggregated by age, gender, location and potentially social group*

**DRIVER OF CONFLICT: Lack of economic opportunities – Indicators for increased economic opportunities among JPR programme participants:**

<b>B1</b>	% Change of employed programme participants	<b>Definition:</b> Percentage of programme participants that report to be self- or wage employed three months after the end of the programme (having responded “part-time, full-time or self-employed”).
<b>B-G1</b>	Change in percentage of female participants who feel they are treated equally with men at the workplace	<b>Definition:</b> Percentage of participants who feel they are treated equally with men at the workplace (having answered “yes”).
<b>B2</b>	% Change in beneficiary income	<b>Definition:</b> % change in average income reported by participants over the lifecycle of the project.
<b>B3</b>	Change in percentage of participants worried about being able to find a livelihood	<b>Definition:</b> Percentage of respondents expressing concern about their ability to meet their basic needs, the needs of their family (having answered “most of the time, always”).
<b>B4</b>	Change in percentage of participants who express hope in their future economic situation	<b>Definition:</b> Percentage of participants who expect their future economic situation to be better than their present economic situation (having answered “better off”).
<b>B5</b>	Change in percentage of participants confident about seeking positive employment options in the future (by type of perceived likelihood of future activity)	<b>Definition:</b> Change in perceived likeliness of different future employment options and in percentage of programme participants considering positive employment options as likely (having answered “likely, very likely”).
<b>B-G2</b>	Change in percentage of female participants who feel their job gives them power and pride	<b>Definition:</b> Percentage of participants who feel their job gives them power and pride (having answered “yes”).

**DRIVER OF CONFLICT: Lack of inter-group relations and distrust among (ethnic, political, social, religious, etc.) groups – Indicators for improved contact, inter-group perceptions and trust among JPR programme participants:**

<b>C1</b>	Change in percentage of participants having (C1) interacted with members of “opposing” group recently (C2) having interacted in different settings	<b>Definitions:</b> Percentage of participants reporting to have interacted with members of “opposing” group within past three months (“Yes”), and reporting to have interacted in specific settings (having ticked the different options given in question C2).
<b>C3</b>	Change in frequency of interaction between members of “opposing” groups	<b>Definition:</b> Percentage of participants interacting “less than once a month”, “several times a month”, “several times a week” or “daily” with members of “opposing” group for working purpose (or specifying the purpose).
<b>C4</b>	Change in percentage of participants willing to interact with members of “opposing” group at the workplace	<b>Definition:</b> Percentage of participants who report feeling comfortable working alongside a member of other (to be defined) social groups (having answered “rather comfortable, very comfortable”).
<b>C-G1</b>	Change in percentage of participants who feel comfortable working alongside people of the other sex	<b>Definition:</b> Percentage of participants who report feeling comfortable working alongside a member of other sex (having answered “rather comfortable, very comfortable”).
<b>C5</b>	Change in percentage of participants reporting positive relationship with other groups	<b>Definition:</b> Percentage of participants reporting “rather good” or “very good” relationships with members of adverse group.

**DRIVER OF CONFLICT: Lack of inter-group relations and distrust among (ethnic, political, social, religious, etc.) groups – Indicators for improved contact, inter-group perceptions and trust among JPR programme participants:**

<b>C-G2</b>	Change in percentage of participants reporting positive relationship with members of the other sex	<b>Definition:</b> Percentage of participants reporting “rather good” or “very good” relationships with members of the other sex.
<b>C6</b>	Change in percentage of participants trusting members of other groups	<b>Definition:</b> Percentage of participants reporting trust of members of adverse group “to a rather great” or a “great” extent.
<b>C7</b>	Change in percentage of participants viewing their community as socially cohesive	<b>Definition:</b> Percentage of participants “agreeing” or “strongly agreeing” with statement “My municipality/community is a place where people from different backgrounds get on well together”.

**DRIVER OF CONFLICT: Individual grievances over inter-group inequality and/or unfair government treatment – Indicators for lessened grievances and greater trust/confidence in government (fairness)**

<b>D1</b>	Change in percentage of participants perceiving no vertical inequality to their own detriment	<b>Definition:</b> Percentage of participants reporting “much worse” or “worse” living conditions than other country (wo)men.
<b>D2</b>	Change in percentage of participants perceiving no horizontal inequality to the detriment of own social group	<b>Definition:</b> Percentage of participants reporting “much better”, “better” or “same” living conditions of own (to be defined) social group, compared to other groups.
<b>D-G1</b>	Change in percentage of participants perceiving no economic inequality based on sex	<b>Definition:</b> Percentage of participants reporting that women’s economic conditions are “much better”, “better” or “the same”, compared to those of men.
<b>D3</b>	Change in percentage of participants viewing government treatment of their social group as fair	<b>Definition:</b> Percentage of participants reporting that the government “never” treats their (to be defined) social group unfairly.
<b>D4</b>	Change in percentage of participants perceiving no regional inequality to the detriment of their region	<b>Definition:</b> Percentage of participants perceiving “much better”, “better” or “same” living conditions of own region compared to other regions.
<b>D5</b>	Change in percentage of participants viewing government treatment of their region as fair	<b>Definition:</b> Percentage of participants reporting that the government “never” treats their region unfairly.
<b>D-G2</b>	Change in percentage of participants viewing treatment of women by the state government as fair	<b>Definition:</b> Percentage of participants reporting that the government “never” treats women unfairly.
<b>D6</b>	Change in percentage of participants that have trust in the government	<b>Definition:</b> Percentage of participants that express trust in the government (“great extent”, “rather great extent”).
<b>D-G3</b>	Change in percentage of participants who think community leaders also defend women’s needs and aspirations	<b>Definition:</b> Percentage of participants reporting that they think community leaders defend women’s needs and aspirations (“great extent”, “rather great extent”).

*Indicators can either 1) measure the change in the average value provided by participants on a specific survey item (e.g.: change in average income) or 2) measure the change in the percentage of participants that provide certain answers on a specific item. As it is not sure if the same participants will fill out the exit and entry questionnaire, it is best to focus on percentages and not absolute numbers. For example: “change in percentage of participants worried about being able to find a livelihood”.*



# PART III

## HOW TO MONITOR PEACEBUILDING OUTCOMES?



## PART III

# HOW TO MONITOR PEACEBUILDING OUTCOMES?



### PHASE 4: Developing baselines and collecting data

This section focuses on how to assess the results achieved and the validity of assumptions on how employment projects aim to achieve their peace objectives. The three theories of change on how employment can build peace relate to changes in knowledge, perceptions, attitudes and behaviours in individual programme participants<sup>16</sup>. Existing data sources will be unable to provide the necessary base- and endline data on peace-related variables.

Therefore, JPR projects will need tools to collect primary data to establish and monitor the indicators. This section will propose three data collection tools – focus group discussions (FGD), key informant interviews (KII) and participant surveys – to collect baseline and exit data on participants’ perceptions and attitudes concerning:

- economic opportunities (linked to the conflict driver “lack of opportunities”)
- contact and inter-group relations (linked to the conflict driver “lack of contact”)
- inequality and citizen-state relations (linked to the conflict driver “existence of grievances”)

**This information will allow the ILO and its partners to build knowledge and learning** about the validity of the theory of change, and the peace-related results

of projects, as most ILO employment projects rarely define nor assess their impact on peacebuilding. While this section provides an overview of how the instruments are linked and how their use may be mutually supportive, specific data collection tools are presented in detail in the next section, which provides practical guidance on the use of each tool separately.

These concepts do not capture changes in violence, peace and stability directly, but **focus on intermediary variables**, which can be assumed to be within a programme’s outputs (results under direct responsibility of the ILO) and linked to a relevant driver of conflict (contact, opportunities and grievances), as introduced in Part I.

### Jobs for peace and resilience data collection tools in a nutshell

Data collection, baselines and M&E systems have to be part of any project and programme and should be budgeted from the beginning (see 4.2).

One-to-one surveys of the project target group are the most common method to collect primary data and to compare results before and towards the end of a programme. The UN Peacebuilding Support Office explicitly recommends indicators based on surveys of participants’ and the wider population’s perceptions<sup>17</sup>.

16 Brück et al. (2016), op.cit.

17 <http://www.unpb.org/application-guidelines/7-monitoring-and-evaluation-me-reflective-peacebuilding/>

The core features of each data collection method presented in this guide are summarized in Table 2.

**TABLE 2: JPR data collection methods for project identification, design, evaluation and learning**

Data collection method	Desk-based research (DBR)	TOOL I Key informant interviews (KII)	TOOL II Focus Group Discussions (FGD)	TOOL III Participant survey
<b>Objective</b>	Contextual background research and data analysis collected from the field	Key information from experts and officials possessing privileged knowledge in respective field	Local community and participant perceptions and attitudes about employment-related peace issues	Attitudes, perceptions and behaviour of beneficiaries, before and after participation in JPR projects
<b>Instrument</b>		Semi-structured questionnaire using similar questions as in participant survey	Open-ended questionnaire using similar questions used in participant survey	Survey: Structured, closed format questionnaire
<b>No. of people</b>		Usually 1 per interview	Max. 12 per focus group, possibly divided by age, gender, religion, or other relevant variables	Depends on project size, very large projects should randomly sample survey participants
<b>Type of data collected</b>	Qualitative and quantitative	Mostly qualitative	Qualitative	Quantitative
<b>Use in the project cycle</b>	Project identification		Project design	
	Project evaluation and learning			

**Focus group discussions and key informant interviews** serve to complement the survey's quantitative data with rich, qualitative knowledge. Particularly after the surveys have been conducted at the end of the programme, FGDs and KIIs allow to dig deeper into the results of a survey, by having participants explain their perceptions and attitudes in respect to peace in a more flexible way.

Mainstreaming these “mixed methods” data collection tools in all JPR operations aims to significantly enhance the learning about the JPR's effects in terms of peacebuilding, and helps to adjust and refine the approach taken by project teams presently and in future projects.

The tools are presented in the next section and include detailed guidance and draft templates for each respective tool, such as questionnaires and discussion guides, both at the project identification,

design and end-of-project stage. The templates should be reviewed carefully by the project team to be adapted to specific contexts and with a view to making alterations, as necessary, to make sure that they will generate sufficient information on specific issues of concern.

The table below gives an overview of the steps involved in designing, preparing, implementing, sequencing and analysing focus group discussions, key informant interviews and participant surveys for the evaluation of a project's peace-related results. The next section provides specific tools to implement any data collection instrument at a specific stage of the project cycle, the table focuses on how the three data collection instruments are linked and can be used in combination for a comprehensive inquiry into a JPR project's effects, and Annex II provides details for each step.

**TABLE 3: Overview of the steps for evaluating a project's peace-related results**

<b>STEP 1</b>	Consult local stakeholders / advisers on overall M&E approach	<ul style="list-style-type: none"> <li>Consult key local stakeholders on the M&amp;E activities foreseen for the project</li> </ul>
<b>STEP 2</b>	Select a survey data collection method and prepare pilot data collection	<ul style="list-style-type: none"> <li>Choose the data collection method: direct, indirect, on paper or devices</li> </ul>
<b>STEP 3</b>	Translate, vet and pilot the draft survey questionnaire	<ul style="list-style-type: none"> <li>Translate and vet the survey template with local advisers and revise</li> <li>Test the survey on a smaller-scale target group to identify weaknesses</li> <li>Possibly ask volunteers to think aloud while answering questions and analyse what motivated their answers</li> <li>Revise and finalize survey questionnaire</li> </ul>
<b>STEP 4</b>	Select survey respondents	<ul style="list-style-type: none"> <li>Randomly assign programme participants who will be surveyed</li> </ul>
<b>STEP 5</b>	Run the baseline survey and analyse the data	<ul style="list-style-type: none"> <li>Train interviewers to avoid unintentional influence on responses</li> <li>Enter data into prepared Excel sheet</li> </ul>
<b>STEP 6</b>	Run the exit survey	<ul style="list-style-type: none"> <li>The exit survey mostly equals the entry survey, with slight adjustments</li> </ul>
<b>STEP 7</b>	Analyse and compare results	<ul style="list-style-type: none"> <li>Interpret results as perceptions rather than facts and combine them with other data sources to assess the outcomes of the project</li> </ul>
<b>STEP 8</b>	Conduct exit focus group discussions and or key informant interviews	<ul style="list-style-type: none"> <li>Set up focus group discussions and/or key informant interviews with members of the target group (and beyond) to discuss and expand on key findings of the participant surveys</li> </ul>
<b>STEP 9</b>	Disseminate findings and share results	<ul style="list-style-type: none"> <li>The Coordination and Support Unit for Peace and Resilience (CSPR) will be responsible for global knowledge management and dissemination of good practices and lessons learned.</li> </ul>

### Budgeting employment for peacebuilding data collection

It is key to budget at the design stage the establishment of baselines, data collection and implementation of an M&E strategy, which are particularly costly in conflict-affected areas where strict security concerns have to be implemented. Alternative and innovative ways of collecting data, such as mobile surveys, should be envisioned.

### Ethical principles of data collection

The following principles guide the data collection activities of the JPR. They should be clearly communicated to participants in any knowledge building exercise before and after the programme.

**Do no harm:** Our interventions may bolster an illegitimate government or undermine state-society relations. This means that as well as assessing the

risks of not intervening, we must be aware of the potential for interventions to do more harm than good. We should understand these risks and monitor programme delivery to ensure we minimise any (inadvertent) harm. This will include also the data collection process. Indeed, data can be very powerful and we must take care not to exacerbate or create tensions or conflict or put particular groups at risk through insensitive handling of data.<sup>18</sup>

**Voluntariness and informed consent:** Decisions to participate in focus group discussions, key information interviews or entry and exit surveys must be autonomous and voluntary whereby no external influence mediated or coerced participants' decision in any way. Voluntariness signifies the participating individual's right to refuse participation, refuse any question at any time, and right to have their interview dismissed or questionnaire destroyed if they so choose, at any point.

18 DFID (2012), Results in fragile and conflict-affected states and situations, DFID, London, p.26

**Confidentiality:** Refers to protecting the privacy of an individual and her/his family and signifies that no information retrieved during the interview or elsewhere will be disclosed to a third party not directly affiliated with the M&E team.

**Anonymity:** Refers to withholding any identifying information or any information that could be used to locate or identify the respondent and his/her household and/or family.

**Sensitivity and respect for gender and cultural norms:** The data that is collected needs to reflect the respective situations of women and men, and the voices of both should be heard during the exercise. In order to allow women and men to participate fully, the data collection process should be respectful of gender and cultural norms. For example, female interviewees may not be comfortable with being interviewed by a male interviewer or participating in a mixed-sex focus group. Provisions for arrangements in which women and men feel comfortable should therefore be made. The way in which questions are phrased may also need to be adjusted based on the cultural context, and, it is therefore important to consult local resource persons on the questionnaires to be used prior to the data collection exercise.

## PHASE 5: Reporting and monitoring data

Robust reporting and oversight is particularly important in fragile settings, where delivering complex interventions may require more flexibility, with elements of trial and error. Country offices may need to employ tools and approaches for managing results at intervention level in a more innovative and intensive way, often with a higher level of expenditure, than in other contexts. Reporting should be partnered, assessing both partner country and development partners – but also transparent, using for example existing web-based platforms.

Quality, real-time monitoring (and where possible evaluation) of the delivery of activities and early results is needed alongside robust management to ensure that lessons are learned and corrections made. This can be particularly challenging in fragile settings where partner M&E systems are often notably weaker and can become activity-focused losing sight of the strategic issues. Feedback from beneficiaries through community-based monitoring (for **Funds funded projects**, please see Tool 4 developed by PBSO) can be a useful way to get factual monitoring information especially through mobile phones, when

other information sources are difficult to access. It can also ensure that marginalised groups are fully included.<sup>19</sup>

Close engagement with implementing partners, particularly ILO constituents, to support, facilitate and oversee operations is required.

### Challenges to be addressed during M&E in conflict-sensitive settings

The proposed “mixed methods approach” of comparing base- and end line results on peacebuilding indicators has some limitations.

**Value for money:** Programmes to promote employment in a fragile setting and to support peacebuilding processes can be strategically very significant, but politically risky and outside our control. If one intended outcome is to stabilise or reduce risks in a difficult and complex environment, then as a result the counterfactual (or do nothing comparison) is vital as it may be that without the programme, instability will worsen. An intervention could be value for money even where outcome measures show no change or if the alternative is a rapid deterioration in the situation<sup>20</sup>. Furthermore, benefits in fragile settings may accrue over relatively long time periods (15-30 years) compared with other types of ILO programmes. Furthermore humanitarian funds are often short-term (12-18 months) and it might be hard to assess any kind of peacebuilding results in such a limited timeframe.

**Social desirability bias:** One key limitation of using survey data to measure support for violence is that respondents may distort or conceal their underlying beliefs on sensitive questions due to social desirability bias and for fear of how the information may be used. Furthermore, concepts like contact, grievance and propensity to violence may be hard to measure through surveys. For example, those exposed to the project may have been more likely to respond positively even if their behaviour and attitude has not changed.

**Immediate vs. long-term impacts:** The timeframe of an entry survey before and an exit survey towards or at the end of an employment programme means that the primary data collection at this stage will provide insights only on the more immediate impacts of the programme – what Brück et al. (2016) call the “programme effect”. The impact of the programme on the employment status of participants, and how such changes in employment status might themselves be linked to changes in contact, grievances and

<sup>19</sup> Ibid

<sup>20</sup> Ibid, p.14

peaceful norms, could only reasonably be assessed at a later point in time, for instance 6 or 12 months after completion of the programme.

**Representation:** Programme participants meet certain criteria in order to enter JPR projects and may hold different characteristics than the general population. The selection of a computer-based self-reporting method may also favour respondents that have a certain level of IT skills. In short, programme participants themselves are not representative of the general population, and if programme participants who fill out the survey are not selected randomly, the results of the survey will not be statistically significant for all programme participants.

**Causality:** The proposed methodology does not measure the causal effect of an employment programme on the peace-related outcomes of interest: different from impact evaluations which include a control group, the methodology only gives a limited indication of the extent to which the programme itself has contributed to the change in the outcome, and does not rule out that other factors – aside from the programme – explain the effect.

The long term gains of this approach despite its challenges are significant. For example, such exercises provide insight into what works and what does not in order to adjust ongoing programmes, optimize future programmes, and replicate ones which were successful (see Phase 6 below). They also provide evidence for advocacy and support resource mobilization efforts.

## PHASE 6: Learning and sharing from monitoring and evaluation: building evidence on the contribution of employment to peace

It is essential to have systems in place to respond to the results of M&E through changes in ongoing programmes and new programme design. We need to learn lessons from the aspects of interventions that did not work as well as aspects that have been successful.

It is therefore recommended that employment for peace programmes include an innovative knowledge building approach on how employment programmes can contribute to peacebuilding through the creation of economic opportunities, the promotion of social cohesion through contact between conflicting communities and the reduction of grievances through social dialogue. As introduced in Part II, key perception indicators will therefore be identified and baselines conducted, to allow the development of good practices and lessons learned, as illustrated in the [Central African Republic example](#).

Good practices on ILO's intervention models on how employment can contribute to peace should be shared with key partners (constituents, donors, UN agencies...) at the national, regional and international level. Workshops, conferences and events can also be organised to share knowledge.

Results-based management in the ILO guides its commitment to transparency, effectiveness and organizational learning. Evaluation is an evidence-based assessment of strategy, policy or programme and project outcomes, by determining their relevance, effectiveness, efficiency, impact and sustainability.

### BOX 14: Monitoring with partners in Somalia

In Somalia, the Joint Programme on Local Governance and Decentralised Service Delivery is funded by DFID and other donors and delivered by the UN. DFID staff and consultants have little or no access to the areas where the programme is being implemented and the UN system works mainly remotely or via local partners. Several monitoring approaches have been combined to overcome these constraints. The programme funds local development initiatives through a participatory planning process. Financial and “contract” monitoring was done by project staff on a monthly basis, with dispersal of funds for community initiatives tracked through a dedicated financial and information management system. Disbursements are conditional on delivery of the outputs linked to the previous disbursement, and require joint sign-off by UN staff, local government officials (engineers in the case of construction projects) and community representatives. Contractors must produce photographs of construction sites in their monthly reports. Implementation data is aggregated on a central database by the programme management team, against logframe indicators. Where the data reveals a problem with implementation, the management team seeks clarification to ensure that timetables and budgets are respected. This aggregated data is used for progress reports for quarterly donor steering committee meetings.<sup>21</sup>

21 Ibid, p.10

Evaluation is expected to contribute to policy-making and decision-making within the ILO, to optimize the allocation of resources and improve their overall management.

Every project has to conduct an independent evaluation, which aims to increase transparency and the shared accountability for achieving the ILO's strategic objectives. Evaluation focuses on the extent to which ILO performance is on track, where potential for improvement exists, and actions to be taken. Insights and lessons learned are fed back into the process of organizational learning and the planning and programming of future activities.

The ILO Evaluation Office (EVAL) is responsible for the implementation of ILO's [results-based evaluation strategy 2018-21](#). EVAL also ensures that evaluation functions in the Office are systematically fulfilled in a transparent, reliable, credible and professional manner. The ILO has established a network of evaluation focal persons for each technical sector and region that support this work.

For more information, please refer to the [i-eval Resource Kit](#).



# TOOL 1

## GUIDANCE AND TEMPLATE FOR KEY INFORMANT INTERVIEWS



# TOOL I

## GUIDANCE AND TEMPLATE FOR KEY INFORMANT INTERVIEWS

### What is a key informant interview?

Key informant interviews are in-depth interviews of a select group of experts who are most knowledgeable of the social issue and community which a JPR project targets. Participation of workers and employers organisations should be ensured. Different from focus group discussions, where participants are usually from the target group itself (e.g. unemployed young men and women), key informants must not be representative of the target population<sup>22</sup>. Instead, they are selected for their expertise and contextual knowledge of the issue which an intervention aims to tackle, including the local employment and overall economic situation, as well as conflict and fragility dynamics and their link to employment.

### What is the purpose of key informant interviews?

Like focus group discussions, key informant interviews have a twofold purpose: **(i) to identify needs and gain contextual knowledge at the planning and design stage and (ii) to learn about a JPR project's outcomes and impact at the evaluation stage.** At both stages, key informant interviews should be carefully prepared and focused so that they provide actionable recommendations at the identification and planning stage and concrete lessons learned as part of an evaluation.

Users of the key informants approach should be aware that it is not necessarily representative of the total situation, since it is not based on a scientifically selected sample. It is instead a summary of the views and opinions of (hopefully well-informed) local informants<sup>23</sup>.

### What are the costs, personnel, skills and time required for key informant interviews?

**Cost:** Despite the staffing and travel costs for ILO officials or external consultants conducting the interviews and synthesizing the results, key informant interviews usually do not create significant additional costs.

**Personnel:** Key informant interviews should usually be conducted by one individual interviewer.

**Equipment:** Interview guide, note book, a location that is as neutral, comfortable, accessible and free of interruption as possible. KIIs may also be conducted over the phone.

**Skills:** To identify key informants and successfully facilitate a discussion, the interviewer should have substantive knowledge of the issue under discussion, as well as good communication, facilitation, rapport building skills and the ability to ask effective questions and use probes and prompts where necessary<sup>24</sup>.

**Time:** The key informant interview should last approximately 30-60 mins.

22 Lavrakas (2008), Key Informant, Encyclopedia of Survey Research Methods, Sage.

23 ILO (2011), Socio-Economic Reintegration of Ex-Combatants, ILO, Geneva.

24 Burris et al. (2004), Rapid Policy Assessment, Module III: Qualitative Data. Training Materials.

## Preparing, implementing and analysing a key informant interview

The step-by-step guidelines below present practical suggestions for conducting key informant interviews.

### STEP 1: Select key informants

In selecting key informants, the project team should identify persons who have particularly informed perspectives on the various aspects (relating to the labour market as well as fragility dynamics) on multiple levels (national and local) that are relevant to prepare or evaluate a programme. This can include a wide range of persons, including ILO constituents and staff from international and local employment and development agencies, but also community leaders, youth representatives or local business owners. It is important to make sure that women are equally represented per key factor of selection. It is advisable to select a diverse mix of key informants in order to ensure a variety of perspectives and prevent respondent bias<sup>25</sup>.

Some key factors of selection include:

- length of residence in the area
- age
- gender
- degree of local responsibility
- socio-economic group
- work experience and specialized knowledge

An introduction letter/e-mail should be sent out to known key informants, with a threefold objective:

- introduce the ILO, the JPR and its objectives
- to ask about their availability for an interview
- to collect information (name, organization and contact details) of other potential informants<sup>26</sup>

### STEP 2: Develop an interview tool

Key questions: Even though the discussion will not strictly follow a pre-conceived script, a question guide developed prior to the interviews ensures that the main points where expertise is needed will be raised during a key informant interview. The following tables suggest some relevant questions to be raised before and after a JPR project, largely following the main lines of inquiry at the planning and evaluation stage outlined earlier in this guide and in Annex I.

<sup>25</sup> UCLA (n.d.), Key Informant Interviews.

<sup>26</sup> In identifying key informants, interviewers can use the “snow ball method”, and ask their first informants to recommend other experts who may be able and willing to be consulted.

## Identification and design stage

Theme	Questions
<b>Knowledge consolidation</b>	<ul style="list-style-type: none"> <li>• What are reliable and accessible sources of information on the current employment and decent work situation, as well as its link to peace and resilience?</li> </ul>
<b>Vulnerability profile</b>	<ul style="list-style-type: none"> <li>• How are specific societal groups affected differently by un- or underemployment and decent work deficits?</li> <li>• What is the relevance of age, gender, disability, displacement, ethnicity, religion, geographic location, etc. in mediating access to employment and decent work?</li> <li>• Based on available qualitative and quantitative indicators, what are the most vulnerable (geographic) communities, in terms of               <ul style="list-style-type: none"> <li>• poverty level,</li> <li>• unemployment level,</li> <li>• level of informality,</li> <li>• insecurity and violence prevalence?</li> </ul> </li> </ul>
<b>Potential areas of engagement</b>	<ul style="list-style-type: none"> <li>• What are potential technical areas where ILO could contribute to peace and resilience through its integrated and local resource-based approach?</li> <li>• What is the current level of national and local, public and private capacity in ensuring decent work principles and promoting employment through labour-based public works, technical and vocational training, entrepreneurship development and employment services?</li> <li>• Which agencies are active where and through what initiatives in which of the JPR's four main areas of employment promotion?</li> <li>• In which technical areas of employment promotion and in which geographical location is ILO's involvement in highest demand?</li> <li>• Through what channels could the ILO mobilise resources for a JPR project?</li> </ul>
<b>Focused conflict analysis</b>	<ul style="list-style-type: none"> <li>• Which drivers of fragility are relevant in the country? How do they impact effective labour market governance, workers and employers?<sup>27</sup></li> <li>• How do un- or underemployment and decent work deficits, in turn, exacerbate fragility, conflict and violence?</li> </ul> <p><b>Contact:</b> Do members of different conflict parties or communities interact in the economic sphere, or is employment in the private and public sector segregated along sectarian lines? Specific attention should be given to women, gender relations and youth.</p> <p><b>Opportunities:</b> What role does a lack of employment opportunities and poverty play as a motivating factor for crime, violence and mobilization into armed groups? How and where do illicit and violent activities provide vulnerable members of society with economic opportunities, particularly women and youth? What are the implications for PwD?</p> <p><b>Grievances:</b> How does unequal access to employment and decent work contribute to fragility and conflict? Who is particularly excluded and marginalized in the economic sphere, with special attention to women and youth? How is the role of the government in promoting employment and access to public sector jobs perceived, by whom?</p>
<b>Peace potential and Do No Harm</b>	<ul style="list-style-type: none"> <li>• How could an employment intervention promote contact, increase economic opportunities and address inter-group or state-society grievances?</li> <li>• What are potential risks involved in selecting certain areas and participants?</li> <li>• How could a project impact on local dividers and tensions?</li> <li>• What are options for programme adjustment so that it will do no harm?</li> </ul>
<b>Closing remarks</b>	<ul style="list-style-type: none"> <li>• Do you have any further comments on the issues raised during the discussion?</li> </ul>

27 See ILO (2015), *Employment and Decent Work in Fragile Settings: A Compass to Orient the World of Work*, ILO, Geneva.

## Evaluation stage

Criteria	Questions
<b>Relevance</b>	<ul style="list-style-type: none"> <li>• How well has the programme been integrated into national development and employment strategies?</li> <li>• How did the programme contribute to the broader ILO policy goals and/or country programme outcomes?</li> <li>• Were the activities and outputs of the programme consistent with its intended effects?</li> <li>• How far has the programme been informed by an analysis of the linkages between conflict/peacebuilding and employment?</li> <li>• How relevant and coherent has the programme been to peacebuilding efforts in the country?</li> </ul>
<b>Validity of design</b>	<ul style="list-style-type: none"> <li>• Did the programme develop a sound logical framework in line with the JPR outcome and indicator guide?</li> <li>• Were the links between activities, outputs and outcomes clear to project designers and implementers?</li> <li>• Did the outcomes and indicators take into account gender and inclusion (in particular, disability inclusion)?</li> <li>• Were the M&amp;E milestones (baselines, concurrent monitoring, exit surveys, evaluations, etc.) defined and followed?</li> </ul>
<b>Effectiveness</b>	<ul style="list-style-type: none"> <li>• To what extent were the intervention's employment and peacebuilding outputs and outcomes achieved/likely to be achieved?</li> <li>• What were the major factors influencing the achievement of outcomes?</li> <li>• In particular, how far did the employment activities contribute to peacebuilding outcomes and affect conflict dynamics?</li> <li>• Has the theory of change been based on valid assumptions?</li> <li>• Has the project facilitated improved relationships between competing groups, increased economic opportunities and addressed grievances of particularly marginalized members of society?</li> <li>• What were the facilitators and challenges in the implementation of the project in the community?</li> <li>• What was the learning identified from it?</li> <li>• How should similar activities be best approached in the future?</li> <li>• What are the notable good practices that positively contributed to programme's outcomes and have fair chances of replication in similar contexts?</li> </ul>
<b>Efficiency</b>	<ul style="list-style-type: none"> <li>• To what extent was the programme implemented in the most efficient way compared to known alternatives?</li> <li>• Did the intervention substitute local initiatives or did it come in addition to local initiatives?</li> <li>• What has been the impact of integrating employment with peacebuilding goals on the efficiency of the programme?</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>• What have been the attributable results of the programme, in terms of changes on the level of local institutions and final beneficiaries?</li> <li>• How far did the employment activities impact on peaceful norms and behaviour (on the sustainable socio-economic integration) of final beneficiaries?</li> </ul>

Criteria	Questions
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• Are there changes in institutional capacity, economic status, attitudes and practice that will sustain the objectives after the activity has finished?</li> <li>• To what extent will policies and institutions influenced by the programme support the continuation of results?</li> <li>• How far will/did the benefits of the programme continue after donor funding ceased?</li> <li>• Has a meaningful “hand-over” or exit strategy been developed with local partners/actors to enable them to continue their own employment for peace initiatives?</li> </ul>
<b>Coherence and coordination</b>	<ul style="list-style-type: none"> <li>• How far did the programme effectively link and integrate its different employment promotion technical components?</li> <li>• Was there internal coherence between the peacebuilding and employment objectives?</li> <li>• How far did the programme link and coordinate with other initiatives and activities in order to enhance effectiveness, efficiency and sustainability in relation to the peacebuilding objectives, the employment objectives or both?</li> </ul>
<b>Further recommendations</b>	<ul style="list-style-type: none"> <li>• What recommendations emerge for different stakeholders of the programme?</li> </ul>

Note: Kindly follow ILO’s Evaluation Office (EVAL) guidance for presenting Good Practices, Lessons Learned and Recommendations. Evaluation related guidance is available at: [http://www.ilo.ch/eval/Evaluationpolicy/WCMS\\_571339/lang--en/index.htm](http://www.ilo.ch/eval/Evaluationpolicy/WCMS_571339/lang--en/index.htm)  
All templates are also available at: [https://www.ilo.org/wcmsp5/groups/public/---ed\\_mas/---eval/documents/publication/wcms\\_176814.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_176814.pdf)

### STEP 3: Conduct interviews

The next step is to select a technique to obtain information from each of the key informants—either by telephone or face-to-face. The technique you use largely depends on your key informant’s availability and preferred choice, as well as your available time, resources and overall logistical feasibility. However, these techniques are not mutually exclusive; both options may be used effectively<sup>28</sup>.

Before beginning the interview, introduce yourself, the ILO and the JPR. As a general rule the introduction you write should do the following: 1) help establish the purpose for the interview; 2) explain who is involved in the process; 3) establish credibility for the interview and yourself as the interviewer; 4) explain why their cooperation is important in collecting the information you need; and 5) explain what will happen with the collected information and how the development or evaluation of the project will benefit<sup>29</sup>. Key informants should also be ensured that their information will be treated anonymously and confidentially, and that their names will not be used in a final report or publication, unless mutually agreed upon.

It is advisable to take notes, instead of recording the interviews. It is wise to type up and print the key questions you have drafted, leaving enough space between each question to manually write the

key informant’s comments while conducting the interview.

At the end of the interview ask the key informant if they have any questions or final comments. Let them know what will happen with the information and conclude the interview by thanking them for their time.

Immediately after each interview the interviewer should take some time to review their notes and fill in any details, expand on their note-taking short-hand, or add important comments or points made<sup>30</sup>.

### STEP 4: Process and analyse the data

To process the qualitative data generated through key informant interviews, interviewers should type up the notes. As multiple interviews usually generate long documents, it is already advisable at this data entry stage to organize the notes into major categories – preferably under the major themes and questions asked in the interview guide. This way, the project team ends up with a document of all of the interviewees’ discussions organized under each question, which then allows to compare and synthesize key informants’ information to the major lines of inquiry.

28 University of California LA (n.d.), op.cit.

29 Ibid

30 Ibid

# TOOL II

## GUIDANCE AND TEMPLATE FOR FOCUS GROUP DISCUSSIONS



## TOOL II

# GUIDANCE AND TEMPLATE FOR FOCUS GROUP DISCUSSIONS

### What is a focus group discussion?

Focus groups discussions (FGD) are a data collection tool that can be selected for use during design, monitoring, or evaluation. They are in-depth, group interviews with a rather homogenous group of 6 to 12 JPR programme participants. In focus groups, around 10 open-ended questions aim to bring out perceptions and experiences of beneficiaries. The technique is based upon the assumption that the group processes activated during an FGD help to identify and clarify shared knowledge among groups and communities, which would otherwise be difficult to obtain with a series of individual interviews<sup>31</sup>.

### What is the purpose of focus group discussions?

Focus group discussions generate in-depth information on perceptions, opinions and experiences of participants. In the context of the JPR, they can provide rich information about the consequences of unemployment, the local relevance and quality of hypothesized drivers of conflict (lack of contact, opportunities and grievances) and the impact of an employment programme on participants' perceived economic prospects, as well as contact and relations with out-groups and the government.

Focus group discussions can be useful in all phases of a project – including planning, implementation, monitoring and evaluation.

**At the identification and design stage of an intervention**, FGDs can help to assess needs in the community, discuss potential employment measures for improving the situation and probing the relevance of the “theories of change” in a specific local context. At a slightly later stage, FGDs can be used to fine tune the design of an intervention, building upon an initial specification of a theory of change (“what should be done?”).

**At the evaluation stage**, FGDs can help to understand better the findings of a comparison between entry and exit surveys: after a programme is finished, an exit focus group discussion can try to understand better the initial findings of the exit survey, fleshing out causes and processes. The results of the survey may be an explicit topic of the discussion, asking participants to lay out the reasons they see for the results. In combination with the quantifying, closed-ended participant survey, focus group discussions can draw a rich picture of a JPR project's more immediate outcomes, and enhance the overall learning generated through the JPR (“what has been the immediate impact?”).

### What are the costs, personnel, skills and time required for focus group discussions?

**Cost:** Cost is generally low for focus group interviews. A safe and suitable location to conduct the interview is required as well as flip charts, markers, a skilled facilitator and perhaps a translator.

**Personnel:** Conducting a focus group interview requires a small team, with at least a facilitator to guide the discussion and a note-taker to record it.

**Equipment:** Flip charts, markers, taping equipment, safe and suitable location, notes. Given the rather sensitive topics discussed during FGDs, it is advised not to record the sessions.

**Skills:** Minimum 1-2 days training for facilitators. The team should have substantive knowledge of the topic under discussion. The facilitator should be trained and experienced in designing and managing group discussions, able to put people at ease, to direct a conversation and elicit responses to the questions. This also includes the ability to control respondents that dominate the conversation and encourage hesitant respondents to participate<sup>32</sup>. S/he will need to be flexible in responding to the different directions the discussion might go and also be able to bring the discussion back to relevant topics.

31 Peter van Eeuwijk and Zuzanna Angehrn (2017), *How to ... Conduct a Focus Group Discussion (FGD) – Methodological Manual*, Swiss Tropical and Public Health Institute/Swiss TPH, Basel.

32 Tracy, Sarah (2013), “The Focus Group Interview,” in *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact*, Wiley, San Francisco.

**Time:** The focus group interview should last approximately 45-90 mins. An additional 1-3 hours are needed to compile the results of the interview.

## Developing, implementing and analysing a focus group discussion

### STEP 1: Develop the questions and vet and finalize a discussion guide

- At the beginning, it is advised to ask questions to engage participants and build trust in the group, to then explore the issues in more depth.
- Instead of “yes or no” or “why” questions, the conversation should be facilitated through open-ended questions, because they allow participants to tell their story in their own words and add details that can result in unanticipated findings.

- After an open-ended question, you can ask probing questions to help participants dig more deeply, e.g. Tell me more about that, what do you mean by that, or can you give me examples?
- Following a first selection, the questions should be piloted with local advisers, so that culturally confusing or inappropriate questions can be weeded out<sup>33</sup>.
- The final discussion guide should contain only a few question items (ca. 10) and allow for flexibility to pursue unanticipated but relevant issues.

The following section lists some example questions which JPR focus group discussions could include (i) to inform project identification, design and the survey questionnaire and (ii) to evaluate the immediate impact of a project.

### Project identification and design stage

Theme	Questions
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Are there questions about the purpose or the guidelines for our discussion?</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>• What does decent work mean for you?</li> </ul>
<b>Opportunities</b>	<ul style="list-style-type: none"> <li>• What are realistic options (for youth) to make a livelihood in your community?</li> <li>• How do you view the prospects of finding a job or running your own business in your community?</li> <li>• What keeps you/youth from finding employment in your community?</li> <li>• What are the reasons why youth engage in illicit activities in the community?</li> </ul>
<b>Local community relations, conflict and contact</b>	<ul style="list-style-type: none"> <li>• To what extent is your community a peaceful place? What are sources of peace and what are sources of conflict?</li> <li>• There are often differences in characteristics between people living in the same area. For example, differences in economic welfare, social status, ethnic background, religion or political belief, or differences due to age or sex. In the case of areas with a high influx of refugees, analyse the characteristics and interrelations of the host communities, migrants, IDPs and refugees, disaggregated by age and sex.</li> <li>• To what extent do any of these differences characterize your area?</li> <li>• With which ethnic/religious/political communities do you have the best relationships? With which ethnic/religious/political communities do you have the tensest relationships?</li> <li>• Focussing on those tense relationships...             <ul style="list-style-type: none"> <li>• What divides the communities? What connects the communities?</li> <li>• On what occasions do they interact?</li> <li>• How often do they interact?</li> <li>• Are the relationships rather conflictual or peaceful? Why?</li> </ul> </li> <li>• What adjectives best describe Community Y [insert name of other (not participant’s own community)]? (use a flip chart), how well do the following additional adjectives describe members of Community Y [insert name of other (not participant’s own community)]? (prompt adjectives from the questionnaire).</li> <li>• What could be effective ways to improve the relations between the communities?</li> </ul>

33 Peters, Beverly (n.d.) *Qualitative Methods in Monitoring and Evaluation: How to Conduct Focus Groups for Qualitative Data Collection*, American University.

Theme	Questions
<b>Grievances</b>	<ul style="list-style-type: none"> <li>To what degree is the access to job opportunities fair in this region? <ul style="list-style-type: none"> <li>Do different groups have equal access to jobs? How do the employment opportunities of members of your community compare to those of other groups in this country? Special attention to gender relations should be given.</li> <li>How do opportunities of people living in this region compare to people living in other regions?</li> <li>In the case of areas with a high influx of refugees, what are the differences in access to jobs between host communities, migrants, IDPs and refugees (disaggregated by age and sex)?</li> </ul> </li> <li>What would need to change to make the access to jobs fairer?</li> <li>How would you describe the job the government is doing in promoting employment? <ul style="list-style-type: none"> <li>What could be improved?</li> <li>Is access to public sector jobs fair?</li> <li>Are women and PwD targeted?</li> <li>By community? By region?</li> </ul> </li> <li>What should the government do to make access to jobs fairer?</li> </ul>
<b>Closing question</b>	<ul style="list-style-type: none"> <li>Is there anything else you would like to discuss that hasn't so far come up in the conversation?</li> </ul>

## Evaluation stage

Theme	Questions
<b>Impact (Open-Ended)</b>	<ul style="list-style-type: none"> <li>What changes have occurred in your lives as a result of the project?</li> <li>How do you benefit from...? <ul style="list-style-type: none"> <li>The training/mentoring received</li> <li>The income/access to finance obtained</li> <li>...</li> </ul> </li> <li>How are you using the skills and assets provided through the programme?</li> <li>What changes have occurred in the community as a result of the project?</li> </ul>
<b>Opportunities</b>	<ul style="list-style-type: none"> <li>Which new skills did you acquire through the programme? <ul style="list-style-type: none"> <li>To what extent have/will these skills help(ed) you in finding work?</li> </ul> </li> <li>How do you view the prospects of finding a job or running your own business in your community? <ul style="list-style-type: none"> <li>How do you think the participation in the programme will help you to find a job?</li> </ul> </li> <li>How has the programme changed your plans for the future?</li> </ul>
<b>Contact</b>	<ul style="list-style-type: none"> <li>How would you describe the interaction with members of Community Y [insert name of other (not participant's own community)] in the programme, with special attention to gender? <ul style="list-style-type: none"> <li>Where did participants interact?</li> <li>How and how much did participants interact?</li> <li>Was there contact and exchange beyond the programme activities?</li> </ul> </li> <li>How have your views of members of Community Y [insert name of other (not participant's own community)], if at all, changed through the programme?</li> <li>What adjectives would you use to describe members of Community Y [insert name of other (not participant's own community)]? (use flip charts/posters)</li> <li>How has this interaction, if at all, changed your relationships with people from Community Y [insert name of other (not participant's own community)]?</li> </ul>

Theme	Questions
<b>Grievance</b>	<ul style="list-style-type: none"> <li>To what degree has the programme been administered in a fair and just way?               <ul style="list-style-type: none"> <li>Has it been clear on what basis participants were selected for the programme?</li> <li>To what extent did members of different groups have equal access to the programme?</li> </ul> </li> <li>To what extent has the participation changed the way you are treated by others? How has it changed your standing in your community? Did gender relations and perceptions change?</li> <li>What has been the government's involvement in the programme?               <ul style="list-style-type: none"> <li>How constructive and effective has its role been?</li> <li>How useful has the mentoring on job search received by the local employment agency been?</li> </ul> </li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>How did your programme experience compare to the expectations which you had in the programme?</li> <li>What could be improved in the way the programme has been designed and implemented?</li> </ul>
<b>Closing question</b>	<ul style="list-style-type: none"> <li>Is there anything else you would like to discuss that hasn't so far come up in the conversation?</li> </ul>

## STEP 2: Select the participants

- Each focus group should be 6 to 12 people. 50% need to be women. People with disabilities should also be represented. If cultural norms do not allow common meetings of men and women or if women are less likely to speak up in presence of men, then separate gender wise FGD can be considered.
- Participants should be homogenous, sharing common traits (depending on the context, these can include gender, age, ethnicity, religion). The homogeneity of a group allows for a more open, rich discussion, as people be more inclined to discuss their views and perspectives if they are assured there will be no recrimination.
- Often separate focus groups are held for groups with different characteristics. It is important to define in advance the main characteristics which participants should have in common (e.g. gender and religion), and then ensure that enough focus groups are held that cover all sub-groups equally (in this case at least four focus groups).
- Ideally, people should not know each other, though there may be situations in which this is not possible

(for example, at the end of joint participation in a project).

- FGDs may be held at the very initial stage of project identification and design, when project participants have not yet been identified. As the JPR targets unemployed men and women, or those working in the informal sector, members of the target group may be particularly hard to reach. In this case, it is advisable to work through local partners who are experienced in this area and conduct FGDs in local organizations' offices, which offer a neutral, safe, as well as socially and culturally appropriate space for both male and female participants.<sup>34</sup>

## STEP 3: Select a time and location

- The ideal amount of time to set aside for a focus group is anywhere from 45 to 90 minutes.
- Hold it at a convenient location with some degree of privacy, as otherwise, the focus group discussion might attract the attention of non-participants who may want to join the conversation.
- Make sure women can participate and timing does not overlap with their family obligations.



### TIPS

#### To keep in mind:

- Gender:** Will both men and women feel comfortable discussing the topic in a mixed gendered group?
- Identity:** Will people of different ethnic/religious/other identity backgrounds talk freely together?
- Age:** How intimidating would it be for a young person to be included in a group of older adults? Or vice versa?

<sup>34</sup> Search for Common Ground (2017), Youth Consultations on Peace and Security.

#### STEP 4: Conduct the focus group discussion<sup>35</sup>

- Start the discussion with an “ice-breaker”, e.g. a round of introduction of participants.
- Outline the purpose, topic and format of the discussion

At the beginning of the session, outline the purpose and format of the discussion. In fragile and conflict-affected environments, open and frank discussions about conflict, politics and security can be challenging. Participants may be particularly hesitant to discuss certain issues, and may fear that information provided and opinions expressed may be misused by the survey team, the government or other actors<sup>36</sup>. Often participants do not know what to expect from focus group discussions and having clear information will help set the group at ease.

- Define the general guidelines that will be followed throughout the session, including

- There are no right or wrong answers; all views are welcome; everyone should speak;
- Opinions/views expressed will not be attributed to a specific individual (anonymity);
- Women should participate actively;
- The session is confidential. It will not be published or broadcast (confidentiality);
- The facilitator will keep the discussion focused.

- Ask if everyone is comfortable with the guidelines.
- Introduce all non-participants in the room and explain their roles.
- Begin the discussion, using your discussion checklist.
- Wrap up. Close the interview by thanking participants for their ideas and suggestions and reiterating how the ILO plans to use the findings to strengthen their work in the community/region.



#### TIPS

##### Techniques to use in getting more/deeper information:

- Repeat the question. Repetition gives more time for participants to think.
- Adopt a “sophisticated naiveté” posture to convey a limited understanding of the issue and ask for specific details.
- Pause for additional information; silence can be a useful tool. A thoughtful nod or expectant look can convey that you want a fuller answer.
- Repeat the reply. Hearing it again sometimes stimulates conversation.
- Ask when, what, where, how and which questions that provoke more detailed information.
- Use neutral comments—“anything else?” or “why do you feel this way?”
- If the discussion is too broad, responses should be narrowed by asking specific follow-up questions.
- When participants give incomplete or irrelevant answers, probe for fuller, clearer responses.

##### Techniques to control the discussion:

- Minimize group pressure by probing for alternative views or ideas. When an idea is being adopted without any general discussion or disagreement, more than likely group pressure is occurring.
- Ask questions to individuals who are reluctant to talk.
- Ask quiet people to speak more loudly or you can repeat their response for the whole group.
- Give nonverbal cues appropriate to the group (look in another direction or stop taking notes when an individual talks for an extended period).
- Intervene, politely summarize the point, and then refocus the discussion.
- Take advantage of a pause and say, “Thank you for that interesting idea. Perhaps we can discuss it in a separate session. Meanwhile, let’s move on to another item.”
- If one individual is dominating and you cannot find another way to limit their participation, politely ask them to speak to you away from the group—thank them for sharing their important opinions. Tell them you appreciate the time they have given the group, and explain to them that it is now important to hear the opinions of other group members.

Source: [Search for Common Ground \(n.d.\)](#), [Focus Group Manual](#).

35 Adapting the process laid out by Search for Common Ground in their [Manual on Focus Groups](#).

36 Conciliation Resources (2018), [Youth Aspirations for Peace and Security](#).

## STEP 5: Analyse results

Once the interviews have been written up (if taped) or the notes have been typed up, the team should assemble all transcriptions, notes, summaries, and any other relevant data to analyse trends and patterns. The following method can be used<sup>37</sup>:

- Transcribe notes or the recorded statements.
- Assign statements to questions. Copy and paste statements made under the corresponding questions in the discussion guide (deductive coding).
- Analyse each question separately. Sort statements under each question according to similar answers given or concepts evoked. Mark comments that are typical of a common answer and which could be used in the final report.
- Write a summary. After reviewing all the responses to a question or topic, write a summary statement that describes the discussion, for each question and in general.

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37 USAID (1996), Conducting Focus Group Interviews.



# TOOL III

## GUIDANCE AND TEMPLATE FOR A PARTICIPANT ENTRY AND EXIT SURVEY



# TOOL III

## GUIDANCE AND TEMPLATE FOR A PARTICIPANT ENTRY AND EXIT SURVEY

### What is a participant survey?

A participant survey is a research method to assess the attitudes, perceptions and the behaviour of JPR programme participants. Surveys include closed-ended questions about participants' perceptions of various phenomena, conducted among beneficiaries before and at the end of their participation in certain programme components. Surveys generate quantitative measures of participants' mean responses.

### What is the purpose of a participant survey?

The participant survey template developed for the JPR aims to help assess the results of individual participation in a Jobs for Peace and Resilience project, going beyond the usual focus on employment-related outputs and outcomes. Owing to pragmatic considerations regarding feasibility, the proposed approach is rather simple: to compare base- and endline data on perceptions, attitudes and behaviour of employment opportunities, inter-group relations, inequality and citizen-state relations. The survey generates quantitative measures on the list of indicators suggested in Annex I.

### What are the costs, personnel, skills and time required for participant survey?

**Cost:** Costs will depend on various factors, including

- Local conditions and price levels in each country
- The size of the sample
- The length of the interview
- Whether or not the project team is in charge of data collection and analysis, or if a survey firm is hired for the purpose. Ideally the project team should not do the survey, at least not the exit one, for the sake of impartiality

The costs of a JPR participant survey include fixed and variable costs:

Fixed cost items include:

- Staff salaries
- Costs for hardware (tablets, computer)
- Training for enumerators and supervisors
- Translation cost
- Data cleaning and analysis
- Sundries (paper, toner for printer and photocopier, stationery, etc.)

Variable costs include per-attempt costs and per completed response costs<sup>38</sup>. To obtain the variable costs, first estimate costs **per interview attempt**. This means the cost of attempting (but not completing) an interview, including:

- Interviewer salaries (amount of time to attempt contact multiplied by wage)
- Interviewer or respondent travel
- Other per-attempt costs, such as telephone charges per minute

Then estimate costs **per completed response**. These are in addition to the costs from above of attempting an interview, and include:

- Interviewer salaries (amount of time to complete interview multiplied by wage)
- Materials
- Interviewer or respondent travel
- Incentives paid to respondents
- Other per-interview costs

**Personnel:** Survey staff will be required. Survey staff should be from the region within a country where the survey will be implemented, and therefore speak the local language and should be matched with participants by ethnicity and gender, where this is deemed locally appropriate or necessary.

**Equipment:** Depends on the chosen method for data collection:

- A computer to enter and analyse results
- Excel or other data software for data entry, verifying and editing (SPSS, Stata)
- Paper survey forms for data entry OR
- Android tablets (for OpenDataKit) for data entry

38 Taken from: Leeper, T (n.d), [Survey Budgeting](#).

**Skills:** If data collection is implemented through one-to-one interviews, specific attention should be paid to the training, selection and matching of survey enumerators. Interviewers should be trained sufficiently on the core concepts of data collection tools. Training should include: foundational tools of surveys; do no harm practices for collecting sensitive data; security of confidential information; and creating knowledge management plans<sup>39</sup>.

## Significance of different survey items

### SECTION A: General characteristics

The questionnaire is designed to first gather general information about survey respondents' characteristics (section A). It will be interesting to learn if results are different by age, sex and geographic location (urban or rural). Therefore, disaggregation of

data by at least these three variables, as with the JPR's core performance indicators, is essential for the final analysis and subsequent policy recommendations. Divisions and tensions based on ethnicity, religion or nationality are of core interest to many of the contexts where the JPR operates, which is why it will be interesting to disaggregate by any one of these variables as well, depending on the analysis of local conflict dynamics.

### SECTION B: Employment opportunities

Section B focuses on assessing changes in participants' economic opportunities, including both "objective indicators" of employment status and income, as well as perceptions of the participant's own economic situation, and expectations for one's own economic future. A comparison of entry and exit surveys has the aim of comparing changes in real and perceived economic opportunities for participants.

## Structure and length of entry and exit questionnaires for JPR participants

Section	Content	No. of questions in template	
		Entry	Exit
A	General characteristics of participant	4	5
B	Employment opportunities	5	5
C	Contact and inter-group relations	5-7	5-7
D	Inequality and citizen-state relations (grievances)	6	6
E	Programme evaluation	-	5

# Q	Significance for Analysis	Comments
B1	Comparing occupational status before and after the programme can help to assess the employment effect of the programme.	If exit survey is done towards the end, and not after, the programme, there may be no changes to occupational status to be recorded.  The selections associated with the generic questionnaire may need to be simplified. For example, you might opt to change the language of the option "self-employed" to, for example, "working for yourself, freelancing or working for your own business".
B2	Comparison of income is a proxy for economic opportunities.	If exit survey is done towards the end, and not after, the programme, there may be no changes to income to be expected.
B3	Comparison can give indication about the programme's effect on stress and frustration regarding the search for economic opportunities.	"Basic needs" may be hard to define.

<sup>39</sup> DFID (2012), op.cit.

# Q	Significance for Analysis	Comments
B4	Comparison can give indications about changed perceptions of future economic prospects.	The economic situation encompasses both the respondents' income and employment situation.
B5	The question specifies the participants' expectations for the future.	
B-G1&G2 	Question B-G1 assesses to what extent female respondents feel equally treated at work. Question B-G2 assesses the feeling of empowerment that women derive from their jobs.	Question B-G1 will need to be adjusted to the context. If most women respondents are not engaged in paid work, but are, for instance, self-employed, it may be more relevant to ask about equality in terms of access to business inputs and support services.

### SECTION C: Contact and inter-group relations

This section includes indicators on participants' behaviour (interaction with members of other social groups), perceptions (quality of relationship, agreement with adjectives) and attitudes (trust, willingness to work together) which all relate to the theory of change component of "contact". A comparison of entry and exit surveys has the aim of determining whether the programme has managed to create contact between different groups, and what implications such contact has had on inter-group perceptions, relations and attitudes.

The precise wording of all of these questions depend on a thorough prior analysis of the local context, for example through a focus group discussion and key informant interviews. It needs to be determined which inter-group relations may be conflictual in a given context (based on ethnicity, religion, nationality or political affiliation?), so as to adapt the questionnaire for members of different groups, and ask them about the respective "other" group. Another option would be to simply ask about "members of other religions/ethnicities/nationalities".

# Q	Significance for Analysis	Comments
C1	A comparison of entry and exit results can determine whether the programme has led to a change in the level, type and frequency of inter-group contact of participants. This question thus focuses on the behavior of participants, while the following questions target perceptions and attitudes.	Insert names as locally relevant.
C2		If respondents reply with "No", skip to question C4.
C3		
C4	This indicator aims to assess the willingness to interact in an employment environment.	Working together encompasses both business relations (in the case of self-employment) and interaction at the work place. Insert names as locally relevant.
C5	Together, these indicators aim at assessing the quality of relations, inter-group trust and inter-group perceptions. A core tenet of contact theory is that interaction within an employment project and at the workplace may disprove stereotypes, improve trust and overall relations between conflictual groups.	"Basic needs" may be hard to define.
C6		
C7	This survey item is an often used question on surveys measuring perceptions of community cohesion, which is an important aspect of most concepts of peace.	The economic situation encompasses both the respondents' income and employment situation.
C-G1&G2 	These survey items assess the participants' willingness to interact with and the quality of their relations with members of the other sex.	For question C-G2, it may be necessary to clarify that this question relates to the relations with members of the other sex within the broader community, and not immediate family, of the respondent.

## SECTION D: Inequality and citizen-state relations (grievances)

This section centres on the concept of grievances, which can be held both against other groups and the government. Grievances are difficult to measure directly, which is why measures of grievances usually use perceptions of vertical, horizontal and regional inequality, government fairness and trust as proxies.

Analogous to the section on contact, the precise wording of the questions must build on a prior context analysis, and survey teams can choose to refer to specific groups (which would need to be tailored for specific respondents) or more generally to “members of other religions/ethnicities/nationalities”.

# Q	Significance for Analysis	Comments
D1	Particularly horizontal inequalities between different (religious, ethnic, national, political) groups holds a great risk for violent conflict, which is why changes in such perceptions after participation in an employment programme would be a particularly relevant result for preventing conflict.	Insert names as locally relevant, so that it may read, for example: “In general, how do you rate your living conditions compared to those of other Germans?”
D2		Insert names as locally relevant, so that it may read, for example: “Think about the conditions of people of Hindu faith in this country. Are their economic conditions worse, same as or better than those of Buddhists?”
D3		Insert names as locally relevant, so that it may read: “How often, if ever, are people of Sunni faith treated unfairly by the government?”
D4 D5	Regional inequality may equally be a source of grievances, but including it in the questionnaire needs to build on an analysis of its local relevance.	
D- G1, G2 & G3 	These survey items assess perceptions of fairness from a gender perspective, in terms of the extent to which respondents feel women’s economic conditions are equal to those of men; that women are treated fairly by the government; and that community leaders defend women’s needs and aspirations.	Adjustment based on the cultural context and possible sensitivities may be required.

## Template for participant surveys

### Entry survey for employment initiatives for peace and resilience (Draft)

Hello, my name is \_\_\_\_\_ and I work for the International Labour Organization. The ILO is an international organization promoting peace and resilience through employment and decent work. We are conducting a survey of participants of the XY programme, to better evaluate our programmes and to improve them in the future. Participation in the survey is voluntary and you are free to decline to answer any or all questions. The results are anonymous and be kept confidential and will only help the ILO to design better programmes in this region and elsewhere. This survey usually takes 30 minutes to complete.

#### Will you participate in this survey?

Signature of interviewer

I'd like to start by learning a bit about you. Please remember that your responses will be kept confidential.

No.	Indicator	Question	Choice of answers
<b>A. General characteristics of applicant/beneficiary (means of disaggregation)</b>			
<b>A1</b>	Age	How old are you?	<input type="checkbox"/> 15-19 <input type="checkbox"/> 30-34 <input type="checkbox"/> 20-24 <input type="checkbox"/> >34 <input type="checkbox"/> 25-29
<b>A2</b>	Gender	What is your sex?	<input type="checkbox"/> Male <input type="checkbox"/> Other <input type="checkbox"/> Female
<b>A3</b>	Region	Where do you live?	<input type="checkbox"/> Programme municipality 1 <input type="checkbox"/> Programme municipality 2 <input type="checkbox"/> ...
<b>A4</b>	Social group affiliation (if and as relevant in local context)	What is your ethnic belonging? or What is your religion? or What is your nationality?	<input type="checkbox"/> ... <input type="checkbox"/> ... <input type="checkbox"/> ...

Now, I'd like to ask you some questions about your current employment status, and your expectations for the programme and your future.

## B. Employment opportunities

<b>B1</b>	% Change of programme participants in decent and stable employment	What best describes your occupational status before joining the programme?	<input type="checkbox"/> Unemployed – not looking for work <input type="checkbox"/> Unemployed – looking for work <input type="checkbox"/> Education/training <input type="checkbox"/> Paid work (less than 34 h/week) for someone else <input type="checkbox"/> Paid work (more than 34 h a week) for someone else <input type="checkbox"/> Unpaid family work <input type="checkbox"/> Self-employed																																								
<b>B-G1</b> 	% Change of female programme participants who feel equally treated at work	If you are a woman and doing paid work, do you feel that you are treated equally with men in the workplace?	<input type="checkbox"/> Yes <input type="checkbox"/> No																																								
<b>B2</b>	% Change in beneficiary income	How much money have you earned from your job or your business in the past four weeks?																																									
<b>B3</b>	Change in percentage of participants worried about being able to find a livelihood	How often do you worry about meeting your and your family's basic needs?	<input type="checkbox"/> Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time <input type="checkbox"/> Always																																								
<b>B4</b>	Change in percentage of participants who express hope in their future economic situation	How do you expect your economic situation to be in a year, compared to now?	<input type="checkbox"/> Worse off <input type="checkbox"/> About the same <input type="checkbox"/> Better off																																								
<b>B5</b>	Change in percentage of participants confident about seeking positive employment options in the future (by type of perceived likelihood of future activity)	How likely is it for you to do the following after the end of the programme?	<table border="1"> <thead> <tr> <th></th> <th>Very unlikely (1)</th> <th>Unlikely (2)</th> <th>Likely (3)</th> <th>Very likely (4)</th> </tr> </thead> <tbody> <tr> <td>remain unemployed</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>further skills development</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>emigration</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>job without contract or social security</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>self-employment</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>part time employment</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>full time employment</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		Very unlikely (1)	Unlikely (2)	Likely (3)	Very likely (4)	remain unemployed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	further skills development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	emigration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	job without contract or social security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	self-employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	part time employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	full time employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>B-G2</b> 	Change in percentage of female participants who feel their job gives them power and pride	If you are a woman, does your job give you more power and pride?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know																																								

I understand that your area has experienced some tense relationships with some other ethnic/religion/national communities. I'd like to ask you some questions about your relationship with members of this group.

### C. Contact and inter-group relations

C1	Change in percentage of participants having (C1) interacted with members of adverse group recently (C2) having interacted in different settings.	In the last 3 months, did you personally interact with people from Community Y  [insert name of other (not participant's own) religious/ethnic/national group]?	<input type="checkbox"/> Yes <input type="checkbox"/> No
C2		If <b>YES</b> , how did you interact? (Code as "1" if "Yes")  If <b>NO</b> , go to question number C4	<input type="checkbox"/> Social events <input type="checkbox"/> Cultural events <input type="checkbox"/> Religious events <input type="checkbox"/> Sporting events <input type="checkbox"/> Trading activity <input type="checkbox"/> Political event <input type="checkbox"/> Livelihood association <input type="checkbox"/> Borrowing or lending money <input type="checkbox"/> At work <input type="checkbox"/> Education <input type="checkbox"/> Other
C3	Change in frequency of interaction between members of adverse groups	If yes, how often did you interact?	<input type="checkbox"/> Less than once a month <input type="checkbox"/> Several times a month <input type="checkbox"/> Several times a week <input type="checkbox"/> Daily
C4	Change in percentage of participants willing to interact with other groups at the workplace	Would you feel comfortable working alongside a member of Community Y [insert name of other (not participant's own) religious/ethnic/national group]?	<input type="checkbox"/> Very uncomfortable <input type="checkbox"/> Rather uncomfortable <input type="checkbox"/> Rather comfortable <input type="checkbox"/> Very comfortable
C-G1 	Change in percentage of participants willing to interact with members of the other sex at the workplace	Would you feel comfortable working alongside a member of the opposite sex?	<input type="checkbox"/> Very uncomfortable <input type="checkbox"/> Rather uncomfortable <input type="checkbox"/> Rather comfortable <input type="checkbox"/> Very comfortable
C5	Change in percentage of participants reporting positive relationship with opposite sex	How would you describe your relationships with members of Community Y [insert name of other (not participant's own) religious/ethnic/national group]?	<input type="checkbox"/> Very bad <input type="checkbox"/> Rather bad <input type="checkbox"/> Rather good <input type="checkbox"/> Very good
C-G2 	Change in percentage of participants reporting positive relationship with other groups	How would you describe your relationships with members of the opposite sex?	<input type="checkbox"/> Very bad <input type="checkbox"/> Rather bad <input type="checkbox"/> Rather good <input type="checkbox"/> Very good
C6	Change in percentage of participants trusting members of other groups	How much do you trust members of Community Y [insert name of other (not participant's own) religious/ethnic/national group]?	<input type="checkbox"/> To a small extent <input type="checkbox"/> To a rather small extent <input type="checkbox"/> To a rather great extent <input type="checkbox"/> To a great extent
C7	Change in percentage of participants viewing their community as socially cohesive	To what extent do you agree with the following statement?  "My municipality/community is a place where people from different backgrounds get on well together."	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree

Now I'd like to ask you a couple of questions about your perceptions of equality in this country, and your perception of the government. Any of the answers given will be handled confidentially.

#### D. Inequality and citizen-state relations (grievances)

<b>D1</b>	<b>Change in percentage of participants perceiving vertical inequality</b>	In general, how do you rate your living conditions (including conditions of housing, water, sanitation, access to electricity, access to road and transport, etc.) compared to those of other country(wo)men?	<input type="checkbox"/> Much worse <input type="checkbox"/> Worse <input type="checkbox"/> Same <input type="checkbox"/> Better <input type="checkbox"/> Much better
<b>D2</b>	<b>Change in percentage of participants perceiving horizontal inequality</b>	Think about the conditions of people from your community [insert ethnic/ religion/national group of participant]. Are their economic conditions worse, the same as or better than those members of Community Y [insert name of other (not participant's own) religious/ethnic/ national group]?	<input type="checkbox"/> Much worse <input type="checkbox"/> Worse <input type="checkbox"/> Same <input type="checkbox"/> Better <input type="checkbox"/> Much better
<b>D-G1</b>	<b>Change in percentage of participants perceiving no economic inequality based on sex</b>	Do you think women's economic conditions are worse, same as or better than those of men?	<input type="checkbox"/> Much worse <input type="checkbox"/> Worse <input type="checkbox"/> Same <input type="checkbox"/> Better <input type="checkbox"/> Much better
<b>D3</b>	<b>Change in percentage of participants viewing government treatment of their social group as fair</b>	How often, if ever, are people of your community [insert community name of participant] treated unfairly by the government?	<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Always
<b>D4</b>	<b>Change in percentage of participants perceiving regional inequality</b>	Think about the condition of people living in this region. Are their economic conditions worse, the same as or better than for those living in other regions in this country?	<input type="checkbox"/> Much worse <input type="checkbox"/> Worse <input type="checkbox"/> Same <input type="checkbox"/> Better <input type="checkbox"/> Much better
<b>D5</b>	<b>Change in percentage of participants viewing government treatment of their region fairly</b>	How often, if ever, are people living in this region treated unfairly by the government?	<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Always
<b>D-G2</b>	<b>Change in percentage of participants viewing government treatment of women as fair</b>	How often, if ever, are women treated unfairly by the state government because they are women?	<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Always
<b>D6</b>	<b>Change in percentage of participants that rather or very much trust the government</b>	How much do you trust the government?	<input type="checkbox"/> To a small extent <input type="checkbox"/> To a rather small extent <input type="checkbox"/> To a rather great extent <input type="checkbox"/> To a great extent
<b>D-G3</b>	<b>Change in percentage of participants who think community leaders also defend women's needs and aspirations</b>	How much do you think community leaders also defend women's needs and aspirations?	<input type="checkbox"/> To a small extent <input type="checkbox"/> To a rather small extent <input type="checkbox"/> To a rather great extent <input type="checkbox"/> To a great extent

Thank you very much!

## Exit survey for employment initiatives for peace and resilience (Draft)

Hello, my name is \_\_\_\_\_ and I work for the International Labour Organization. The ILO is an international organization promoting peace and resilience through employment and decent work. We are conducting a survey of participants of the XY programme, to better evaluate our programmes and to improve them in the future. Participation in the survey is voluntary and you are free to decline to answer any or all questions. The results are anonymous and be kept confidential and will only help the ILO to design better programmes in this region and elsewhere. This survey usually takes 30 minutes to complete.

### Will you participate in this survey?

Signature of interviewer

I'd like to start by learning a bit about you. Please remember that your responses will be kept confidential.

No.	Indicator	Question	Choice of answers
<b>A. General characteristics of applicant/beneficiary (means of disaggregation)</b>			
A1	Age	How old are you?	<input type="checkbox"/> 15-19 <input type="checkbox"/> 30-34 <input type="checkbox"/> 20-24 <input type="checkbox"/> >34 <input type="checkbox"/> 25-29
A2	Gender	What is your sex?	<input type="checkbox"/> Male <input type="checkbox"/> Other <input type="checkbox"/> Female
A3	Region	Where do you live?	<input type="checkbox"/> Programme municipality 1 <input type="checkbox"/> Programme municipality 2 <input type="checkbox"/> ...
A4	Social group affiliation (if and as relevant in local context)	What is your ethnic belonging? or What is your religion? or What is your nationality?	<input type="checkbox"/> ... <input type="checkbox"/> ... <input type="checkbox"/> ...
A5	Programme component completed	In which of the following project activities did you participate? (multiple selections possible)	<input type="checkbox"/> Technical/vocational training <input type="checkbox"/> Start and Improve your Business <input type="checkbox"/> Rapid skilling for public works <input type="checkbox"/> Mentoring by Employment Services <input type="checkbox"/> Business Development Services <input type="checkbox"/> Employment in Public Works Programme <input type="checkbox"/> Cash transfer <input type="checkbox"/> ... <input type="checkbox"/> ... <input type="checkbox"/> ...

Now, I'd like to ask you some questions about your current employment status, and your expectations for the programme and your future.

## B. Employment opportunities

<b>B1</b>	% Change of programme participants in decent and stable employment	What best describes your occupational status before joining the programme?	<input type="checkbox"/> Unemployed – not looking for work <input type="checkbox"/> Unemployed – looking for work <input type="checkbox"/> Education/training <input type="checkbox"/> Paid work (less than 34 h/week) for someone else <input type="checkbox"/> Paid work (more than 34 h a week) for someone else <input type="checkbox"/> Unpaid family work <input type="checkbox"/> Self-employed			
<b>B-G1</b> 	% Change of female programme participants who feel equally treated at work	If you are a woman and doing paid work, do you feel that you are treated equally with men in the workplace?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>B2</b>	% Change in beneficiary income	How much money have you earned from your job or your business in the past four weeks?				
<b>B3</b>	Change in percentage of participants worried about being able to find a livelihood	How often do you worry about meeting your and your family's basic needs?	<input type="checkbox"/> Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time <input type="checkbox"/> Always			
<b>B4</b>	Change in percentage of participants who express hope in their future economic situation	How do you expect your economic situation to be in a year, compared to now?	<input type="checkbox"/> Worse off <input type="checkbox"/> About the same <input type="checkbox"/> Better off			
<b>B5</b>	Change in percentage of participants confident about seeking positive employment options in the future (by type of perceived likelihood of future activity)	How likely is it for you to do the following after the end of the programme?				
		Very unlikely (1)	Unlikely (2)	Likely (3)	Very likely (4)	
		remain unemployed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		further skills development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		emigration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		job without contract or social security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		self-employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		part time employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	full time employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B-G2</b> 	Change in percentage of female participants who feel their job gives them power and pride	If you are a woman, does your job give you more power and pride?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know			

I understand that your area has experienced some tense relationships with some other ethnic/religion/national communities. I'd like to ask you some questions about your relationship with members of this group.

### C. Contact and inter-group relations

<b>C1</b>	Change in percentage of participants having (C1) interacted with members of adverse group recently (C2) having interacted in different settings.	In the last 3 months, did you personally interact with people from Community Y  [insert name of other (not participant's own) religious/ethnic/national group]?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>C2</b>		If <b>YES</b> , how did you interact? (Code as "1" if "Yes")  If <b>NO</b> , go to question number C4	<input type="checkbox"/> Social events <input type="checkbox"/> Cultural events <input type="checkbox"/> Religious events <input type="checkbox"/> Sporting events <input type="checkbox"/> Trading activity <input type="checkbox"/> Political event <input type="checkbox"/> Livelihood association <input type="checkbox"/> Borrowing or lending money <input type="checkbox"/> At work <input type="checkbox"/> Education <input type="checkbox"/> Other
<b>C3</b>	Change in frequency of interaction between members of adverse groups	If yes, how often did you interact?	<input type="checkbox"/> Less than once a month <input type="checkbox"/> Several times a month <input type="checkbox"/> Several times a week <input type="checkbox"/> Daily
<b>C4</b>	Change in percentage of participants willing to interact with other groups at the workplace	Would you feel comfortable working alongside a member of Community Y [insert name of other (not participant's own) religious/ethnic/national group]?	<input type="checkbox"/> Very uncomfortable <input type="checkbox"/> Rather uncomfortable <input type="checkbox"/> Rather comfortable <input type="checkbox"/> Very comfortable
<b>C-G1</b> 	Change in percentage of participants willing to interact with members of the other sex at the workplace	Would you feel comfortable working alongside a member of the opposite sex?	<input type="checkbox"/> Very uncomfortable <input type="checkbox"/> Rather uncomfortable <input type="checkbox"/> Rather comfortable <input type="checkbox"/> Very comfortable
<b>C5</b>	Change in percentage of participants reporting positive relationship with opposite sex	How would you describe your relationships with members of Community Y [insert name of other (not participant's own) religious/ethnic/national group]?	<input type="checkbox"/> Very bad <input type="checkbox"/> Rather bad <input type="checkbox"/> Rather good <input type="checkbox"/> Very good
<b>C-G2</b> 	Change in percentage of participants reporting positive relationship with other groups	How would you describe your relationships with members of the opposite sex?	<input type="checkbox"/> Very bad <input type="checkbox"/> Rather bad <input type="checkbox"/> Rather good <input type="checkbox"/> Very good
<b>C6</b>	Change in percentage of participants trusting members of other groups	How much do you trust members of Community Y [insert name of other (not participant's own) religious/ethnic/national group]?	<input type="checkbox"/> To a small extent <input type="checkbox"/> To a rather small extent <input type="checkbox"/> To a rather great extent <input type="checkbox"/> To a great extent
<b>C7</b>	Change in percentage of participants viewing their community as socially cohesive	To what extent do you agree with the following statement? "My municipality/community is a place where people from different backgrounds get on well together."	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree

Now I'd like to ask you a couple of questions about your perceptions of equality in this country, and your perception of the government. Any of the answers given will be handled confidentially.

#### D. Inequality and citizen-state relations (grievances)

<b>D1</b>	Change in percentage of participants perceiving vertical inequality	In general, how do you rate your living conditions (including conditions of housing, water, sanitation, access to electricity, access to road and transport, etc.) compared to those of other country(wo)men?	<input type="checkbox"/> Much worse <input type="checkbox"/> Worse <input type="checkbox"/> Same <input type="checkbox"/> Better <input type="checkbox"/> Much better
<b>D2</b>	Change in percentage of participants perceiving horizontal inequality	Think about the conditions of people from your community [insert ethnic/ religion/national group of participant]. Are their economic conditions worse, the same as or better than those members of Community Y [insert name of other (not participant's own) religious/ethnic/ national group]?	<input type="checkbox"/> Much worse <input type="checkbox"/> Worse <input type="checkbox"/> Same <input type="checkbox"/> Better <input type="checkbox"/> Much better
<b>D-G1</b> 	Change in percentage of participants perceiving no economic inequality based on sex	Do you think women's economic conditions are worse, same as or better than those of men?	<input type="checkbox"/> Much worse <input type="checkbox"/> Worse <input type="checkbox"/> Same <input type="checkbox"/> Better <input type="checkbox"/> Much better
<b>D3</b>	Change in percentage of participants viewing government treatment of their social group as fair	How often, if ever, are people of your community [insert community name of participant] treated unfairly by the government?	<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Always
<b>D4</b>	Change in percentage of participants perceiving regional inequality	Think about the condition of people living in this region. Are their economic conditions worse, the same as or better than for those living in other regions in this country?	<input type="checkbox"/> Much worse <input type="checkbox"/> Worse <input type="checkbox"/> Same <input type="checkbox"/> Better <input type="checkbox"/> Much better
<b>D5</b>	Change in percentage of participants viewing government treatment of their region fairly	How often, if ever, are people living in this region treated unfairly by the government?	<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Always
<b>D-G2</b> 	Change in percentage of participants viewing government treatment of women as fair	How often, if ever, are women treated unfairly by the state government because they are women?	<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Always
<b>D6</b>	Change in percentage of participants that rather or very much trust the government	How much do you trust the government?	<input type="checkbox"/> To a small extent <input type="checkbox"/> To a rather small extent <input type="checkbox"/> To a rather great extent <input type="checkbox"/> To a great extent
<b>D-G3</b> 	Change in percentage of participants who think community leaders also defend women's needs and aspirations	How much do you think community leaders also defend women's needs and aspirations?	<input type="checkbox"/> To a small extent <input type="checkbox"/> To a rather small extent <input type="checkbox"/> To a rather great extent <input type="checkbox"/> To a great extent

I would now like to ask you some final questions about the utility of the programme for you.

### E. Final assessment question on programme

<b>E1</b>	<b>Use of the programme for participants</b>	Do you think that your participation in the programme has helped you in any of the following? (multiple selections possible)	<input type="checkbox"/> To cover basic living conditions <input type="checkbox"/> To service debts <input type="checkbox"/> To acquire work experience <input type="checkbox"/> To acquire new professional skills <input type="checkbox"/> To acquire new social skills <input type="checkbox"/> Other, please specify:
<b>E-G1</b>	<b>Role of women in peacebuilding in the programme context</b>	To what extent do you think women have played a significant positive role in peacebuilding in the programme context?	<input type="checkbox"/> To a small extent <input type="checkbox"/> To a rather small extent <input type="checkbox"/> To a rather great extent <input type="checkbox"/> To a great extent
	<b>Social impact of the programme</b>	How much do you agree with the following statements?	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
<b>E2</b>		The programme helped me bring structure into my daily life	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
<b>E3</b>		The programme helped me regain a working discipline	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
<b>E4</b>		The programme gained me respect in my social circle	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
	<b>Suggestions for improvement</b>	In your opinion, what should be improved in the programme?	<input type="checkbox"/> Increase the duration of the programme <input type="checkbox"/> Increase payment <input type="checkbox"/> Improve labour conditions <input type="checkbox"/> Increase opportunities for education and training <input type="checkbox"/> Improve information on prospects of employment after the programme <input type="checkbox"/> Other, please specify:

Thank you very much!

# TOOL IV

## PBF'S PERCEPTION SURVEYS AND COMMUNITY-BASED MONITORING



# TOOL IV

## PBF'S PERCEPTION SURVEYS AND COMMUNITY-BASED MONITORING



*PBF Guidance Note<sup>40</sup>: Strengthening PBF project monitoring and implementation through direct feedback from communities: perception surveys and community-based monitoring*

How do we know if the initiatives that PBF supports are making a positive difference in the lives of conflict-affected communities? At its heart, this is a question about accountability to PBF's ultimate stakeholders – youth who are struggling to secure dignified livelihoods, parents who want safe communities in which to raise their children, and women who expect that their distinct experience and voice will be included in peace negotiations. To address the accountability gap, PBF encourages project monitoring that captures stakeholders' perceptions and offers them a direct feedback mechanism to decision-makers. This guidance note outlines the rationale for these monitoring investments and provides some models and lessons from a number of pilots across the PBF portfolio.

The main objectives of this kind of monitoring include:

- Improved understanding of project progress and impact during implementation, which is especially important and relevant with activities as sensitive, subjective and qualitative as peacebuilding;
- Where possible, to have access to project feedback in real time and directly from stakeholders so that adjustments can be made before the project has ended;
- Greater ability to tailor current and future projects and policies to local needs, including ensuring respect of Do No Harm principles;
- To empower beneficiaries through greater involvement and participation into project implementation.

### Perception surveys vs community-based monitoring:

There are different ways of including community members' views. Two approaches frequently implemented through PBF initiatives include: (i) *perception surveys* and (ii) *community based monitoring (CBM)*. While they both aim to give the community a voice, there are important differences in methodology and approach. As a result, PBSO has different expectations about their use: perception surveys are most frequently employed for data collection of project indicators to generate baselines and end lines, whilst CBM approaches are encouraged to track progress in between the start and the end of projects and with a view to enabling continuous programme improvement and adjustment and strengthening community dynamics.

A schema comparing perception surveys and CBM is presented below although hybrid models have also been used. The specific approach chosen will depend on the context, the types of interventions concerned, other data collection systems, local capacities etc.



#### **A Perception Survey**

is a formal collection of information from a randomly selected sample of respondents through their responses to standardized questions. Here, we understand these surveys to be driven primarily by national and/or international actors outside of the community of intervention.



#### **Community-based monitoring**

is an organized system for communities of participants to monitor the local effects and impact of an intervention. Ideally, this system empowers the community to express whether their expectations are being met and to provide suggestions to decision-makers for possible (re)focusing. CBM may employ a range of data collection methods, including short standard surveys, rapid SMS surveys, semi-structured interviews and focus group discussions, to name a few.

40 The purpose of PBF Guidance Notes is to provide additional information to recipients of PBF funding and PBF Secretariats so as to help improve design, implementation, monitoring and evaluation of PBF projects.

## Perception survey

## Community based monitoring

### Purpose:

To collect views on specific issues (including specific qualitative project indicators) from a sample of the population from specified localities (ideally both target group and control group, i.e. a group sufficiently similar to the target group but not affected by the interventions) to provide a snapshot of the situation and to help monitor progress and direct programming.

To collect views on specific issues from community members particularly those directly affected by project interventions and use them as real time feedback mechanism on implementation as well as to promote downward accountability from project decision-makers/ implementers.

### Usually implemented by:

A research/study outfit with expertise in survey design, data collection, sampling and data manipulation/ analysis; sometimes in association with local CSOs with experience in the thematic issues and surveys and with understanding of local context/culture.

A community based group of relevance to the project. This can include local peace communities, local leaders, women or youth representatives, heads of community associations, local council or government representatives, or interested individuals. The specific choice will depend on what already exists in the community and what makes most sense given the scope of the project/ issues being monitored.

### Approach:

A sampling which ideally includes target areas of the project as well as non-target but similar areas (called control groups) to ensure objective and representative responses, followed by a questionnaire designed by the outfit (with input from PBF) so as to track relevant indicators from the project result framework, followed by statistical analysis and data cleaning, followed by a formal report, ideally including comparison between target and control zones/groups to allow comparison and more valid assessment of project contribution. Sharing and validation of the report findings will depend on each country context.

Approaches vary but usually include a simplified set of questions related to key project interventions that need to be answered by the selected community representatives (either directly or following consultations within the community or within the identified entity e.g. youth or women's association) and that need to be passed to a CSO or the PBF Secretariat for compilation and analysis. Visits by the Secretariat or mobile communications can be used for this purpose. Emphasis is on participatory approaches and regular feedback loops which accompany implementation.

### Frequency:

Usually happens less frequently, with a focus on the baseline and the endline, but in some cases can be done annually.

Needs to happen more frequently so as to provide real time trends in opinions, so can be quarterly or six monthly etc.

### Setting up/ launching the tool:

Research organizations typically have large pools of trained interviewers and sufficient field experience and knowledge to organize logistics. It includes preparation of the questionnaire, identification of the interviewers, training in the use of the questionnaire and any cultural/ peacebuilding issues, and usually doing a small pilot to test the questionnaire.

Set-up heavily depends on local experience and capabilities. It can be the most expensive component of a CBM as it requires identifying the right mechanism/ participants, training them, potentially equipping them with mobile communication, and instructing them on data collection.

<b>Cost:</b>	Varies from country to country but is usually expensive as it involves a professional team and a large team of enumerators as well as complex travel logistics. Can be anywhere between \$20,000 and \$100,000 per survey depending on scope, accessibility and complexity.	Varies but usually lower cost compared to perception surveys, as the mechanism is community based and the participants are not usually provided with a salary for their work and may even be already involved in these kinds of activities for their communities (although this is not always the case). Main costs usually include training, possibly some mobile communications and some travel by the PBF Secretariat/ external expert. In some cases, a CSO can be hired to help to establish and monitor the mechanism and train the local communities or to compile data. An M&E focal point or a UNV can also be hired to help support this work.
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<b>Possible advantages:</b>	<ul style="list-style-type: none"> <li>• Provides more robust and possibly representative (at some level) data, which can be quantitative and qualitative and directly linked to the project result frameworks, and can provide a good overall analysis of contribution towards results.</li> <li>• Can allow for target and non-target comparison, so will help address the initiative's contribution to the result.</li> <li>• Can be more objective as usually done by an outside entity, even if it can be supported by local organizations. Can provide statistically significant data and enable more methodologically sound comparisons over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides more frequent/ real time data on project implementation and can be used for course correction.</li> <li>• Can reach remote communities or those that are difficult to access due to security issues and give them a voice.</li> <li>• Can be more empowering for the communities as it uses their own structures and capacitates them to have their voices heard.</li> <li>• Is usually much more affordable.</li> </ul>
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<b>Possible disadvantages:</b>	<ul style="list-style-type: none"> <li>• Can be costly and takes time to organize the whole process.</li> <li>• The organizations which provide the service may not have all the right expertise, which needs to go beyond statistical capacity and include understanding of local context but also political and peacebuilding sensitivities and do no harm approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• Is usually less robust as done through more informal and insider means.</li> <li>• Can lead to more misunderstandings as it relies on local data collection.</li> <li>• Can have more interference as it passes through local bodies which may have a specific agenda.</li> <li>• Can raise expectations of survey respondents that the concerns they raise will be met.</li> </ul>
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## Guidance on setting up and utilizing perception surveys for PBF:

### 1. When are perception surveys useful

Perception surveys are useful when PBF support is focused on changing attitudes, beliefs, capacities or behavior of communities or state agencies which affect communities' lives. Perception surveys enable the decision-makers to measure the kinds of and levels of attitudes and beliefs of community members as well as their perceptions of capacities and behavior of community members and/or state agents. Perception surveys are especially useful for interventions which go beyond 12 or 18 months and which expect to see a change beyond physical infrastructure. Depending on the types/ size of PBF interventions in the country, consideration should be given to whether a perception survey should be confined to a single project or should cover various PBF (and possibly non PBF) projects, especially if they intervene in same/ similar communities and if their interventions aim to affect same/similar high-level changes.

### 2. Who organizes/ leads and who needs to be involved

Perception surveys are complex and need to have a M&E expert to manage them. If the perception survey is deemed suitable to cover more than one project and if there is a PBF Secretariat and/or a M&E unit in the Resident Coordinator's office, then they are best placed to take the lead on organizing/ managing the perception survey and coordination between different implementing partners.

The survey mechanism needs to be designed by an expert statistician, ideally with strong experience in the thematic subject matter and post-conflict/ peacebuilding contexts. The survey needs to be conducted by local enumerators (male and female) who understand the local culture/ sensitivities and are trusted by the local communities, with some supervision from the expert (for testing the instruments, ensuring their validity and analyzing data). Often local CSOs are well placed to play a role in delivering the survey.

All implementing agencies of projects which are part of the survey need to be involved in the design of the survey, to ensure all key indicators are included and that agencies are well placed to use the survey finding. The Government needs to be on board from the beginning and interested in/ supportive of the survey and its objectives, with the findings hopefully also used by the Government for its broader planning/ programming. The development partners can also be useful partners/

stakeholders if they have an interest in the same issues and may want to come on board to use the survey. Finally, the communities which will be part of the survey need to be sensitized beforehand (through their leaders or representatives), so to understand the purpose of the survey, their role, the anonymous nature of the survey and the next steps. Ideally, this sensitization should be done with local authorities.

### 3. When to set it up

Once it is decided that a perception survey will be used, it is important to set it up early. Surveys are most useful when they are done at least at the beginning and at the end of the intervention, so that there can be a comparison in findings. A perception survey also presents an opportunity to revisit the indicators and ensure they are SMART and will provide the information most relevant to the project. One should also keep in mind that designing and testing surveys and getting the right expertise takes time, so preparations should ideally start in the first 3 months of the project.

### 4. What kind of budget/ cost

Surveys are quite costly given the expertise required and the need to reach a statistically significant sample of respondents in different areas, which are often challenging to reach. The cost will depend on whether local expertise or international expertise is required (usually international), on the size of the country and the sample, the logistical issues and cost of transport. About \$100,000- \$130,000 per survey is a good ballpark figure to keep in mind but some surveys have been even more costly.

### 5. Key steps in setting up the mechanism:

- a. Start with ensuring buy-in of various stakeholders and having an M&E expert that can manage the process.
- b. Prepare ToRs for the survey with clear objectives and broad methodology (and share for comment and endorsement with stakeholders and PBSO) and find out available expertise/ procurement options and timeline.
- c. Proceed to contract partners and ensure that any existing experts are contacted in advance to make sure they are aware of the task and ready to apply. If there is only one organization capable of designing and conducting the survey, consider entering into a grant mechanism, rather than a lengthier competitive process. Consider if two separate contracts are required – an international design expert to help design and quality assure the survey and a local outfit

to deliver it and have its capacity strengthened in the process.

- d. Once the contracts are in place, ensure that the first step is reviewing the results frameworks and indicators and revisiting/ strengthening methodology, followed by sensitization of all stakeholders, training of any enumerators and detailed planning of roles and timelines.
- e. Once the survey is ready to commence, make sure that it includes a field testing phase to check the clarity and catch potential sensitivities of questionnaires and methodology before the full roll-out.
- f. Once data gathering is completed, it is time for analysis and reporting. Whilst this should be done by the expert outfit, the PBF Secretariat or the UN M&E manager should also be involved in quality assurance.
- g. Once findings are completed, there should be a presentation/ validation exercise with the key stakeholders to make sure that the findings make sense and to promote discussion of the issues.
- h. The M&E Manager should also make sure that findings are summarized in a user-friendly format and used for a variety of purposes, including as baselines/ endlines, as feedback to implementing agencies and stakeholders on project implementation, as input to Government, UN and development partner policy and programming.
- i. Any methodological issues with the first survey should be noted so that necessary adjustment can be included for the second round.

## 6. Methodology

The specific and detailed methodology will depend on the country and project context and will need to be developed by the expert consultant/ outfit. Below are some methodological issues to keep in mind:

- The following principles should guide the survey methodology:
  - Inclusivity and participation in the survey design, involving a wide variety of stakeholders to get their inputs and ownership;
  - Transparency about the purpose and use of the survey and about the survey findings (if possible, these should be made public, should be shared widely and should also be fed back in some way to the communities which participated);

- Conflict sensitivity is paramount in designing survey questions and in selecting the survey enumerators as well as in the way that survey findings are presented.
- The survey should be carried out in both a selection of target communities (that is, those communities which are directly targeted by the project interventions) and a selection of similar but non-target communities known as control groups, to enable a comparison of the two.
- The sample for the survey (the number of people or households interviewed) should be large enough, given the size of communities targeted, to provide at least some statistically significant findings. Setting the right sample size is a methodological exercise that requires some knowledge of statistical science. It is a balance between the level of confidence in the findings that is required, the margin of error accepted and the size of the overall population surveyed. A number of tools online can help determine the sample size. For example: <https://www.qualtrics.com/blog/determining-sample-size/>. When engaging with different potential implementing partners or during the call for proposals, it is important to ask organizations to explain the methodology to be used to establish the sample size.
- Another important issue relating to establishing the sample, relates to the identification of individuals to answer the questions. Ideally, some kind of randomization in sampling is necessary. In developed countries, this is frequently done using phone books or official census to identify individuals to be interviewed. In most countries where PBF intervenes, such tools will most probably not be available. Establishing a reliable, randomized and reproducible sampling methodology isn't easy. Option to consider are going door to door, possibly to every third house, or interviewing people from markets or other public places – all depending on the context. Also, given the scope of PBF interventions, the sample may not be completely randomized but limited to specific geographic zones or types of respondents. At any rate, when asking for a proposal, special attention should be given to the proposed methodology for sampling.
- The survey should be written in a simple and clear language and not take more than 30 minutes to complete to ensure that people are likely to give their time. Care should be taken with how the survey is explained to potential respondents and their informed consent should

be obtained (whether in writing or verbally).

- There need to be several checks and balances to ensure that the process is conducted well, including a percent of interviews that are accompanied by a supervisor, spot-checks of certain surveys including possibly call backs to some respondents etc.
- The survey methodology needs to consider the best way of finding a varied cross-section of people in a moment that allows them to respond to a serious survey. It needs to take into account local and cultural dimensions and so might include door to door visits or meetings in public places like markets. It is important to ensure that respondents are selected with a certain degree of randomness. At the same time, the methodology also needs to ensure that special measures are taken to target women and youth and any other groups for the survey and to provide them with the requisite environment (e.g. same sex enumerators) to make them comfortable and safe to respond to the survey.
- The methodology needs to include appropriate ways of capturing and safeguarding data including appropriate use of technology, especially given that some questions may be quite sensitive.
- The methodology should consider if individual interviews are the best and the sufficient ways of capturing the information required or if focus groups may also be helpful.
- Analysis of data needs to be sophisticated, include triangulation of data from different sources/ respondents and possibly consider weighing different questions or indicators differently.

## Guidance on setting up and utilizing community based monitoring (CBM) for PBF:

### 1. When is CBM useful and what are basic PBF requirements

CBM is useful for PBF programmes which are implemented at community level. CBM allows PBF (and other stakeholders) to get real-time feedback on project progress and community views in a relatively informal cost-efficient way and can also be an additional means of empowering a community and strengthening mutual accountability between communities and governments/ donors. CBM should ideally be set up for any significant PBF investment (such as the

PRF portfolio) which is more than 18 months in duration. In some cases, the set-up of a CBM may become a mini project in itself with community empowerment, participation and accountability objectives.

### 2. Who organizes/ leads and who needs to be involved

An M&E expert generally needs to manage and oversee the set-up and functioning of CBM. If several PBF projects are concerned and a PBF Secretariat is in place, then they are probably best placed to take this role. At the same time, outside expertise in setting up such systems is often very useful and often CSOs with experience in community based work are best placed to provide it. At the same time, just like for perception surveys, it is important to spend time with all the implementing agencies, Government representatives and community members/ leaders as part of setting up the system, to ensure buy-in and understanding.

### 3. When to set it up

Ideally, a CBM system should be set up relatively early in the project cycle so that it can be the method of collecting project data after the conduct of the initial baselines perception survey.

### 4. What kind of budget/ cost

CBM cost is usually much lower than that of perception surveys and usually involves the following costs: (i) a contract with a CSO to scope up the best CBM method, to identify and train the community champions who will collect the data and possibly to provide some supervision; (ii) costs towards a training of the community champions; (iii) small fee paid towards the costs of the CBM champions such as any travel or communications costs. Depending on the number of communities involved and the travel required by the CSO, the cost might be about \$10-20,000 at the beginning and then about \$5-10,000 per year.

### 5. Key steps in setting up the mechanism:

- a. Start with ensuring buy-in of various stakeholders and having an M&E expert that can manage the process.
- b. Prepare ToRs for CBM with clear objectives and broad methodology (and share for comment and endorsement with stakeholders and PBSO) and find out available expertise/ procurement options (if outside expertise is needed) and timeline.
- c. Consider which community level body or mechanism would be best placed to be the champion/ cornerstone of CBM. This

can be existing peace clubs, youth clubs, women's groups, village elders or any kind of association or body which is well recognized and spread within the targeted communities and potentially already has an interest in and community recognition concerning peacebuilding and governance issues. If needed, this can be further determined by the outside entity hired to set up the CBM. On selecting the body/ mechanism, attention should be paid to its membership and ensuring that voices of women and youth are included as much as possible.

- d. If necessary, proceed to contract partners that can assist in the set-up of the CBM and ensure that any existing experts are contacted in advance to make sure they are aware of the task and ready to apply. If there is only one organization capable of conducting the survey, consider entering into a grant mechanism, rather than a lengthier competitive process. If a perception survey is also being contracted, consider if the same organization can do both the perception survey and the initial set-up of CBM.
- e. Once the contracts are in place, ensure that the first step is reviewing the project objectives and how they lend themselves to CBM, and can be translated into clear, easy and relevant questions and can be tracked by communities directly (the questions do not necessarily need to be linked to specific project indicators or technical in nature).
- f. The next steps are the design of simple community surveys with no more than 5-10 questions, identification of champions, training of champions, sensitization of communities about CBM and provision of technology/ means and frequency of feeding back the data to a central place (for example, every 3 or 6 months). The central place can be the PBF Secretariat, the CSO hired to assist or another relevant and independent M&E entity that can gather and analyze the data incoming from various community.
- g. After each round of CBM data gathering is completed, it is time for analysis and reporting of the findings by the focal point selected for this purpose. A brief report needs to be prepared and shared with key stakeholders, including project managers, to make sure that the findings are acted upon. The same focal point should also feed back any actions/ reactions to the communities and ensure there are no expectations that cannot be met.

h. Any methodological issues with the first survey should be noted so that necessary adjustment can be included for the second round of CBM.

## 6. Methodology

- The following principles should guide the CBM methodology:
  - Inclusivity and participation in the design, involving a wide variety of stakeholders to get their inputs and ownership;
  - Transparency about the purpose and use of the CBM and the findings (if possible, these should be made public, should be shared widely and should also be fed back in some way to the communities which participated);
  - Conflict sensitivity is paramount in designing CBM questions and in selecting CBM champions as well as in the way that survey findings are presented.
- Given the nature of CBM, it should be carried out only in target communities (that is, those communities which are directly targeted by the project interventions).
- The CBM survey should be written in a simple and clear language and focus on the project vision and a few key issues that can be handled and recorded simply by community members. The CBM System then needs to have a simple and cost efficient way for the CBM champions to record, compile and transmit that information for their community back to the M&E manager (or the supporting CSO). This can be done through mobile technology or more traditional means.
- An important aspect to be mindful about is to ensure that the mechanism designed will bring forward the voices of all strata of communities including women of different social groups, youths, refugees, etc. If the mechanism relies too much on local elite, there is a danger that the elite would control the message going back to the project, the government and the donors.
- There need to be several checks and balances to ensure that the process is conducted well, including some spot checks, extra training for the champions and possibly additional visits by the M&E manager to ensure the process is running smoothly.
- The CBM methodology needs to consider the best way of finding a varied cross-section of people, including women and youth.

## Minimum PBF requirements for perception surveys and CBM and role of PBSO:

Perception surveys (in target and non-target communities) and CBM systems are generally required for PBF PRF interventions, especially where more than one community-focused project is being implemented. In those cases, the requirements are a baseline and endline survey and a CBM system which provides additional data from communities every 6 or so months.

Individual IRF projects can also have perception surveys if they intervene at community level, but given the short time span for the intervention, these need to be simpler.

PBSO provides quality assurance and technical support to the PBF Secretariat and/or UN M&E Manager on the ground in setting up the perception surveys and CBM and should be consulted on methodology and contracting as well as given a chance to review draft reports and provide comments.



# ANNEX I

## LIST OF OUTCOMES, OUTPUTS AND INDICATORS PER JPR POLICY AREA



# ANNEX I

## LIST OF OUTCOMES, OUTPUTS AND INDICATORS PER JPR POLICY AREA

### EXAMPLES OF KEY PERFORMANCE INDICATORS for JPR PROGRAMMES PER OUTCOME

Outcome examples	Indicator examples
<b>EIIP</b>	
Decent employment and livelihoods are created from improved local resource-based public investments for young women and men at risk in fragile settings	<ul style="list-style-type: none"> <li>Total local employment impact of public investment programmes, in number of jobs (disaggregated by sex, age, location)</li> <li>Percentage of workers benefiting from decent work conditions (disaggregated by sex, age, location)</li> <li>Number of projects for the restoration of local natural resources</li> <li>Number of projects for improving infrastructure</li> </ul>
<i>Examples of peacebuilding indicators in relation to contact, opportunities and less grievances (more examples are given in the JPR results and indicators guide)</i>	<ul style="list-style-type: none"> <li>Percentage of youth previously involved or at risk of getting involved in illicit activities employed in employment intensive infrastructure programmes (disaggregated by sex and ethnic group)</li> <li>% Change in perception of social cohesion between members of “opposing” groups and working together</li> <li>% Change in perception of grievances and trust towards government after access to new assets</li> </ul>
<b>SKILLS</b>	
Youth at risk have enhanced skills for employability including conflict management	<ul style="list-style-type: none"> <li>Average duration of transition into stable employment (days) (disaggregated by sex, nationality, age, location)</li> <li>Percentage of participants employed three months after graduating from demand-led skills training programme (disaggregated by sex, nationality, age, location)</li> <li>Percentage of vulnerable participants (former armed groups, people with disabilities, people living with HIV/AIDS) employed three months after graduating from training meeting their particular integration needs</li> </ul>
<i>Examples of peacebuilding indicators in relation to contact, opportunities and less grievances (more examples are given in the JPR results and indicators guide)</i>	<ul style="list-style-type: none"> <li>Percentage of youth previously involved or at risk of getting involved in illicit activities trained (disaggregated by sex and ethnic group)</li> <li>% Change in perception of relationship between members of “opposing” groups and having participated in joint trainings</li> <li>% Change in life and conflict management skills</li> </ul>

## SME and COOPERATIVES

Businesses and/or cooperatives, particularly joint ventures, are created or expanded, and provide decent and productive jobs to youth at risk

- Number of new businesses/cooperatives created
- Number of jobs created in new businesses/cooperatives (disaggregated by sex, age, location)
- Number of businesses/cooperatives expanded
- Number of jobs created in expanded businesses/cooperatives (disaggregated by sex, age, location)

*Examples of peacebuilding indicators in relation to contact, opportunities and less grievances (more examples are given in the JPR results and indicators guide)*

- *Percentage of youth previously involved or at risk of getting involved in illicit activities starting new business or joining a coop (disaggregated by sex and ethnic group)*
- *% Change in perception of relationship between members of “opposing” groups working together (in joint ventures, cooperatives...)*
- *% Change in perception of social injustice*

## EMPLOYMENT SERVICES

Labour supply and demand are matched, particularly for young men and women at risk

- Number of placements in employment made (disaggregated by sex, age, location)
- Number of job seekers facilitated to start their own businesses (disaggregated by sex, age, location, by type of service)
- Number of job seekers referred to or offered various ALMPs or linked to social services and benefits (disaggregated by sex, age, location, by type of service)
- Quality of services delivered by employment services (service integration, tailoring to individual needs, delivery channels, coordination and collaboration with other providers, etc.)

*Examples of peacebuilding indicators in relation to contact, opportunities and less grievances (more examples are given in the JPR results and indicators guide)*

- *Percentage of youth previously involved or at risk of getting involved in illicit activities in employment service database (disaggregated by sex and ethnic group)*
- *% Change in perception and negative stereotypes of employers towards youth at risk*

## Cross-Cutting Themes

### Outcome examples

### Indicator examples

#### INSTITUTION BUILDING

Mechanisms, policies and institutions to promote employment for peace and resilience are improved

- Number of national regulatory frameworks and policies to promote employment and decent work and including peacebuilding enacted and active
- Number of capable and operational local institutions

#### SOCIAL DIALOGUE

Improved governance and active dialogue for peace between governments, employers, workers and CSOs

- Annual number of social dialogue events addressing peace held
- Number of social dialogue institutional mechanisms including peace as a discussion point

#### FPRW & ILS

FPRW and ILS, including elimination of child and forced labour, respect for equality of rights and freedom of association as well as other ILS, are integrated in programmes by local institutions

Number of programmes that integrate core labour standards in their design and implementation

## EXAMPLES OF KEY PERFORMANCE INDICATORS for JPR PROGRAMMES PER OUTPUT

Outcome examples	Indicator examples
<b>EI</b>	
<b>Economic opportunities</b> are created through immediate decent employment in infrastructure and environmental works	<ul style="list-style-type: none"> <li>• Number of workdays (jobs) created (disaggregated by sex, nationality, age, location)</li> <li>• Cost per workday (job) created</li> <li>• Labour intensity of different types of works (specify LI and activity)</li> <li>• Percentage of workers benefiting from decent work conditions (disaggregated by sex, nationality, age, location)</li> <li>• Average income generated per worker</li> <li>• Total amount of money injected in the local economy</li> </ul>
<b>Grievances</b> are reduced through the creation of sustainable infrastructure assets, social dialogue platforms, institution building and FPRW	<i>See indicators list related to conflict/contact/grievances</i>
<b>Social cohesion</b> is promoted through joint employment activities	<i>See indicators list related to conflict/contact/grievances</i>
<b>SKILLS</b>	
Training in technical, vocational and non-technical skills in occupations/trades and sectors with large demand for youth labour force is provided in order to <b>enhance opportunities</b>	<ul style="list-style-type: none"> <li>• Number of persons finishing JPR training programme (disaggregated by sex, age, location)</li> <li>• Number of persons engaged in apprenticeships/other work-based learning schemes (disaggregated by sex, age, location)</li> <li>• Number of vulnerable workers (former armed groups, disabled, HIV/AIDS) out of total who are provided training meeting their particular needs for integration</li> <li>• Number of training providers offering market demand-led training programmes</li> </ul>
Apprenticeship and workplace training are developed in order to <b>enhance opportunities</b>	Number of enterprises offering apprenticeship/ other work-based learning schemes
<b>Social cohesion</b> is reinforced through conflict management skills for the youth at risk	<i>See indicators list related to conflict/contact/grievances</i>
<b>Grievances</b> are reduced through social dialogue (particularly with the private sector), institution building and FPRW	<i>See indicators list related to conflict/contact/grievances</i>

## SME and COOPERATIVES

Skills to generate, start, and improve youth at risk businesses and cooperatives are developed to create **opportunities**

Number of persons benefiting from entrepreneurship trainings (disaggregated by sex, age, location)

Access to human, social, financial and physical capital for businesses and cooperatives is facilitated for better **economic opportunities**

- Number of small enterprises and cooperatives benefiting from high quality business development services
- Number of small enterprises and cooperatives benefiting from high quality financial services
- Number of organizations offering high-quality business development services

**Positive contact** is promoted through the support of joint ventures and cooperatives among conflicting groups and young women and men at risk

*See indicators list related to conflict/contact/grievances*

**Grievances** are addressed through social dialogue, institution building and FPRW

*See indicators list related to conflict/contact/grievances*

## EMPLOYMENT SERVICES

**Economic opportunities** are promoted through enhanced employment services that facilitate effective matching of job seekers, vacancies and start-up opportunities

- Number of vacancies advertised through employment services
- Number of job seekers accessing employment services (disaggregated by sex, nationality, age, location)
- Number and type of services delivered by employment services (list of services by type)
- Number of Employment Service Centres and access points established
- Number of capacity building events and participants reached
- Number of policy and legal frameworks strengthened or developed

**Positive contact** is reinforced between the private sector and young men and women at risk

*See indicators list related to conflict/contact/grievances*

**Grievances** are addressed through social dialogue, institution building and FPRW

*See indicators list related to conflict/contact/grievances*

**Cross Cutting Themes – tentative outputs examples and indicators**

Outcome examples	Indicator examples
<b>INSTITUTION BUILDING</b>	
Local institutions have enhanced knowledge and capacity to assess, design and implement employment policies and programmes and to further develop capacities for peace and resilience	<i>Under development and testing, to be added to Edition 2 of the guide.</i>
<hr/>	
Local institutions including local governments, employers and workers are advocating and implementing employment policies and programmes for decent jobs and peace	
<b>SOCIAL DIALOGUE</b>	
The national capacities, including youth socio-professional organizations, are strengthened on ILO Recommendation 205 on employment and peace, collective bargaining, conflict management and the monitoring and evaluation mechanism of employment programmes for peace	<i>Under development and testing, to be added to Edition 2 of the guide.</i>
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Social and political dialogue forums are initiated with the participation of social partners, cooperatives and associations of young men and women entrepreneurs and workers to discuss peace and inclusive economy issues	
<hr/>	
Social dialogue forums with young people and the private sector are organised to discuss and resolve the persistence of stereotypes towards young people working in vulnerable neighbourhoods/ communities	
<b>FUNDAMENTAL PRINCIPLES AND RIGHTS AT WORK</b>	
Awareness, knowledge and skills to enhance regulatory frameworks and labour standards are developed with focus on FPRW, wages and OSH	<i>Under development and testing, to be added to Edition 2 of the guide.</i>
<hr/>	
A regulatory framework for FPRW, wages, and OSH is enhanced or developed in fragile settings	

# ANNEX II

## STEP-BY-STEP GUIDE TO PREPARING AND IMPLEMENTING DATA COLLECTION FOR M&E



# ANNEX II

## STEP-BY-STEP GUIDE TO PREPARING AND IMPLEMENTING DATA COLLECTION FOR M&E

### STEP 1: Consult overall M&E approach with local stakeholders/advisers

M&E instruments are more likely to be representative if they are shared and discussed with local stakeholders during the design process. Before the project engages in any M&E activity, relevant local stakeholders should be informed and consulted on the data collection activities foreseen for a JPR project. There should be a clear understanding and consensus about the purpose, scope and implementation modalities of the M&E process, to ensure cultural and conflict sensitivity, and to ensure local ownership of the learning process. A tool outlining key potential lines of inquiry for the evaluation of employment for peace programmes is provided in **Annex III**.

### STEP 2: Select a survey data collection method and prepare pilot data collection

#### a. Data collection through enumerators

The most common option is to implement the survey through one-to-one interviews, where selected survey staff read questions to participants and report their answers. This can be done either on paper or using tablets, laptops or a smartphone survey application<sup>41</sup>. While the use of such devices may actually be more cost- and time-efficient, drawbacks may include putting interviewers at risk of threat, theft or assault. These are issues that would need to be discussed with the research team and the locally informed advisors to ensure that safety and quality are maintained throughout the administration of the survey<sup>42</sup>.

If data collection is implemented through one-to-one interviews, specific attention should be paid to the training, selection and matching of survey enumerators. Survey staff should be from the region within a country where the survey will be implemented, and therefore speak the local language and should be matched with participants by ethnicity and gender, where this is deemed locally appropriate or necessary. Interviewers

should be trained sufficiently on the core concepts of data collection and tools. Training should include: foundational tools of surveys; do no harm practices for collecting sensitive data; security of confidential information; and creating knowledge management plans<sup>43</sup>.

#### b. Direct data collection through participants

A second method through which data could be collected is through having participants fill out the survey directly. Once again, this could be done on computers, tablets or smartphones, with the data feeding directly into a safely stored dataset, facilitating subsequent data analysis. In the research component of the ILO Kinofelis public employment programme in Greece, for instance, the data collection was integrated smoothly with the programme's training components on IT skills: the entry and exit questionnaires were sent to all municipalities and training centers (KEKs), which were then invited to ask beneficiaries to complete and submit the online questionnaires without the intervention of intermediaries. In those cases where beneficiaries were not able to use IT technologies or had no access to IT networks, municipal officials were invited to assist them in the process of filling the questionnaire online. The questionnaires were non-obligatory, anonymous and confidential. The data was stored directly in a secure database of the Ministry of Labour, after approval from the Hellenic Data Protection Authority<sup>44</sup>. An easy option would be to have participants fill out the questionnaire on Google Sheets. An option which would require a small investment is to build a survey questionnaire that participants could access online over their smartphone.

Another option would be to ask participants at the beginning and at the end of a programme to fill out a questionnaire by hand – provided that they are able to read and write – and then enter the data manually into the prepared Excel spreadsheet.

41 A free and commonly used software is the **Open Data Kit (ODK)**, a suite of open-source tools that help manage mobile data – yet only available for Android products.

42 DFID (2012), Tools for Measurement, Monitoring and Evaluation. In-Depth Focus on Survey, DFID, London.

43 Ibid.

44 ILO (2018), Getting back to work: A study of the social impacts of Kinofelis, ILO, Geneva.

### STEP 3: Translate, vet (and pilot) the draft survey questionnaire

Before a survey instrument may be administered it will need to pass through a series of validation steps<sup>45</sup>. First, the questionnaire will need to be initially validated by a team of locally informed advisers and stakeholders. This team will vet each question and determine their contextual and cultural appropriateness, conflict sensitivity, relevance, and clarity.

If field surveyors implement the survey, they should be properly trained to prompt respondents through the range of choices. The selections associated with the generic questionnaire may need to be simplified. For example, they might opt to change the language of the option “self-employed” to, for example, “working for yourself, freelancing or working for your own business” or could simply make sure that the field surveyor has sufficient materials on hand to adequately define the option (“this means working for yourself, freelancing, or doing contract work, OR working for your own business”) if the respondent needs clarification. Next, the questionnaire should be translated into the local language(s) by professional translators.

Before undertaking the whole survey, a pilot test of the questionnaire in the field, under real-life conditions, can help to verify whether the decisions taken in the previous steps are likely to present any problems which must be solved before committing resources to the survey itself<sup>46</sup>. The pilot test can reveal new insights and enables project teams to change questions and specific language if they are unclear, too sensitive or not useful.

For this purpose, interviewers should pilot the instrument and test their skills in the areas where an employment promotion programme will take place. By administering at least two interviews each, interviewers can provide feedback from their experiences and the responses received, or ask volunteers to think aloud while answering questions and analyse what motivated their answers. The feedback received can inform the JPR project team and local advisers on how to improve the final questionnaire. The key features to be considered are:

- clarity of the language of the questions: Learn and add specific local terms or expressions that help people understand the question. For instance, how do people express someone being “fair” or “unfair”;

- sensitivity and appropriateness of the questions;
- the extent to which there are gaps that need to be filled;
- the usefulness and effect of advice given to the interviewers.

Following the pilot survey, project staff can finalize the questionnaire, in cooperation with the JPR global team.

### STEP 4: Select survey respondents

The population of interest for the collection of baseline data for JPR projects are its direct participants (or young people from 15-29 in a specific region). For its population of interest, the survey team needs to establish a **sampling frame**, i.e. a comprehensive list of participants. Once the population of interest and the sampling frame have been identified, it is necessary to choose a method for selecting the individuals to be interviewed (**drawing of units**). This is done through statistical power calculations, which calculate the minimum sample size needed for the survey results to be representative of the population of interest. Web-based software tools can be used to calculate the required sample size for the survey<sup>47</sup>. Once the minimum sample size has been determined, the drawing of the final sample is done through probability sampling methods: random sampling and stratified random sampling<sup>48</sup>. Irrespective of the sampling method, the sample should maintain adequate representation of women and people with disabilities.

### STEP 5: Run the baseline survey and analyse the data

It is essential that the **baseline survey is run prior to the beginning of surveyed beneficiaries’** participation in the programme. During data collection, enumerators should identify themselves as working with the JPR project team for M&E purposes. Selected beneficiaries should be informed about the purpose of the survey (learning about the expected impact of the programme on the community), about the voluntary, anonymous and confidential character of the survey, and should then be given two options:

- To consent and fill the questionnaire, or
- Not to consent and not to fill any of the sections of the questionnaire.

45 DFID (2013).

46 ILO (1997), Manual on Training and Employment Options for Ex- Combatants, ILO, Geneva.

47 See [www.surveysystem.com/sscalc.htm](http://www.surveysystem.com/sscalc.htm). Here you should type in a 95 % confidence level, and a 1.96 confidence interval, as well as the size of your population, i.e. the total number of programme participants.

48 See p. 95 – 101 of the ILO (2013), *Learning Package on Monitoring and Evaluation of Youth Employment Programmes*, ILO, Geneva, for a comprehensive guide on sampling survey participants

During the survey, if programme participants don't know, or prefer not to answer, the question should be left blank. An Excel spreadsheet will be provided to survey teams, which allows for the smooth entering of data, through collecting given answers from drop-down lists. The current Excel file is based on the (English language) survey template found in the tools section and would need to be adjusted if questions are left out or changed after piloting the questionnaire in project locations.

For quality assurance, there should be system of random check of 5% of the entries, i.e., matching the filled in survey form and the entry by a person who has not entered the data. A survey or data entry supervisor can be assigned this job. Some rigorous surveys also do a random check of schedule i.e. going back to the same respondent and checking if the details and responses are correctly filled. Again assigned survey supervisors do this on a daily basis while the survey is still on. Once the data has been entered in the Excel spreadsheet, they may be analysed. For simple descriptive statistics of the relative percentages of participants with certain responses on the survey, Excel will suffice. The prepared spreadsheet easily generates disaggregated data on the indicators. After entering the data in the spreadsheet "Entry", staff need to refresh all the pivot tables in the spreadsheet "Calc\_Entry", and data on the indicators will automatically update in the spreadsheet "Indicators". For more advanced analysis, SPSS should be used.

### **STEP 6: Run the exit survey**

The exit survey of programme participants should be run **towards the end of the programme**. The protocol for implementing the survey remains the same, while the questionnaire should only slightly be adjusted, for instance by adding a question on the programme components completed by individual survey respondents, and some evaluative questions on the utility of the programme for participants (see the template for the exit questionnaire in Tool 3).

### **STEP 7: Analyse and compare results**

If the survey is conducted without a control group, a simple comparison of descriptive statistics before and after the programme will suffice, as well as descriptive statistics of the evaluation questions asked exclusively in the exit survey. Such descriptive statistics should be generated automatically in the provided Excel document.

### **STEP 8: Conduct exit focus group discussions and/or key informant interviews**

After the exit survey has been conducted and the results analysed, focus group discussions and/or key informant interviews can serve to have participants and/or well-informed experts discuss and expand on the findings, once again focusing on the same questions that are asked in the survey (see Tools 1 and 2 for guidance and templates on FGDs and KIIs).

### **STEP 9: Share the results with the CSPR team**

The results gathered by project teams before and after JPR projects will contribute to the overall knowledge management and development component of the Jobs for Peace and Resilience programme. The data gathered, cleaned and analysed will be further analysed by the JPR team, which will be responsible for synthesizing and disseminating JPR learning results.

### **Optional: Post-programme survey six to twelve months after programme completion**

The timeframe of conducting a single exit survey at the end of an employment intervention means that it is not possible to include its longer-term effects in the evaluation exercise. If this is feasible, a third survey could be implemented post-programme, assessing the more medium-term effects of an employment intervention.

Source: OECD (2012), Evaluating peacebuilding activities in settings of conflict fragility – Improving learning for results, OECD, Paris.

# ANNEX III

## KEY CRITERIA FOR THE EVALUATION OF AN EMPLOYMENT FOR PEACE PROJECT



# ANNEX III

## KEY CRITERIA FOR THE EVALUATION OF AN EMPLOYMENT FOR PEACE PROJECT

Criteria	Employment	Employment for Peace
<b>Relevance</b>	<ul style="list-style-type: none"> <li>How relevant are the employment objectives to national development policies and agency strategies?</li> <li>How well does the programme fit into the broader ILO policy goals and/or country programme outcomes?</li> <li>How has the programme adapted to the policy/development context?</li> <li>Are the activities and outputs of the programme consistent with the intended effects?</li> </ul>	<ul style="list-style-type: none"> <li>How far has the programme been informed by an analysis of the linkages between conflict/peacebuilding and employment?</li> <li>Is the programme relevant to the broader peacebuilding framework (strategies, policies, peace agreements, etc.)?</li> <li>What is the perception of local people with regard to the relationship of the activity to peacebuilding?</li> </ul>
<b>Effectiveness</b>	<ul style="list-style-type: none"> <li>To what extent were the intervention's outputs and outcomes achieved/likely to be achieved?</li> <li>What were the major factors influencing the achievement of outcomes?</li> <li>What were the facilitators and challenges in the implementation of the project in the community?</li> <li>What was the learning identified from it?</li> <li>How should similar activities be best approached in the future?</li> </ul>	<ul style="list-style-type: none"> <li>Is the theory of change based on valid assumptions?</li> <li>How far did the employment activities contribute to peacebuilding outcomes and affect conflict dynamics, e.g. improved relationships between competing groups, increased economic opportunities and reduced grievances among particularly marginalized members of society?</li> <li>To what extent did the synergies, linkages and coherence between the peacebuilding and employment/development objectives contribute to effectiveness?</li> </ul>
<b>Efficiency</b>	<ul style="list-style-type: none"> <li>To what extent have outputs been achieved in an efficient manner with regard to cost?</li> <li>To what extent was the programme implemented in the most efficient way compared to known alternatives?</li> </ul>	<p>Did the intervention substitute local initiatives or did it come in addition to local initiatives? What has been the impact of integrating employment with peacebuilding goals on the efficiency of the programme?</p>
<b>Impact</b>	<p>What have been the attributable results of the programme, in terms of changes on the level of local institutions and final beneficiaries?</p>	<p>How far did the employment activities impact on peaceful norms and behaviour (on the sustainable socio-economic integration) of final beneficiaries?</p>

**Sustainability**

- Are there changes in institutional capacity, economic status, attitudes and practice that will sustain the objectives after the activity has finished?
- To what extent will policies and institutions influenced by the programme support the continuation of results? How far will/did the benefits of the programme continue after donor funding ceased?
- Are there changes in behaviours, sense of ownership and institutions that will sustain the objectives after the activity has finished?
- Has a meaningful “hand-over” or exit strategy been developed with local partners/actors to enable them to continue their own employment for peace initiatives?

**Coherence and coordination**

How far did the programme link and integrate its different employment promotion technical components?

- Was there internal coherence between the peacebuilding and employment objectives?
- How far did the programme link and coordinate with other initiatives and activities in order to enhance effectiveness, efficiency and sustainability in relation to the peacebuilding objectives, the employment objectives or both?



Coordination Support Unit for Peace and Resilience (CSPR)  
Development and investment Branch (DEVINVEST)

**International Labour Organization (ILO)**  
Route des Morillons 4 CH-1211, Geneva 22  
[www.ilo.org](http://www.ilo.org)

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