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Improving the **impact of preventing violent extremism** programming

A toolkit for design, monitoring and evaluation

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Introduction

With two-thirds of all countries in the world experiencing a terrorist attack in 2016,[2] terrorism has become an unprecedented threat to international peace, security and development, feeding off violent conflict. As conflicts have grown in intensity and number over the past decade, terrorist attacks have also increased and spread. According to the UN Secretary-General,[3] preventing conflict and sustainable development should be the primary focus to change this trend; recognising that development is the best way to tackle the poverty, inequality and lack of opportunity and public services that feed despair.

In 2016, the UN Secretary-General put forward a Plan of Action to Prevent Violent Extremism (PVE),[4] which laid out the global recognition and imperative to address violent extremism. Based on this, UNDP developed a global framework for PVE which highlights that prevention needs to look beyond strict security concerns to development-related causes of and solutions to violent extremism, using a human rights-based approach.

As the pace of specific PVE programming has increased – due to the urgency around preventing a rise in violence and deaths as a result of extremist behaviour, so too has the pressure to find a silver bullet of 'what works'.

A community of practice is developing to better inform PVE programming. However, the systems and tools for understanding the suitability of PVE as an approach and the impact that PVE interventions have in different contexts have not yet been available. Programming has been criticised for not sufficiently testing assumptions with systematic scientific and empirically based research.[5]

The objective of this toolkit is to help close this gap. It is designed as a living document for UNDP practitioners and partners who are working on programmes that are either specifically focused on PVE, or have PVE-relevant elements to them. It draws on best practice for design, monitoring and evaluation in complex, conflict contexts adapting these for PVE programming. The toolkit includes modules, processes and approaches as well as an indicator bank that can be used within UNDP, with national and community-level partners and as part of a capacity-building approach around monitoring.

About the toolkit

How to use the toolkit

The toolkit is divided into four sections to help you navigate to the parts that are most relevant to you:

1. *Laying the foundations* explains approaches and principles that need to underpin projects related to PVE, including conflict and gender sensitivity.
2. *Building the framework* offers tools for identifying factors of vulnerability and resilience to violent extremism in the project context, building theories of change, and developing indicators and monitoring.
3. *Monitoring strategy and data collection* provides guidance and tools on developing a monitoring strategy and discusses and compiles different data collection methods.
4. *Evaluation using the learning* provides details on evaluating PVE projects.

Each section houses modules that contain guidance and tools to aid with the design, monitoring and evaluation of PVE projects. Some of these tools can be used independently, others work best when they are used together. At the beginning of each tool, there is information on the tool's purpose, how and when to use the tool, and which other tools it can be used in conjunction with.

The toolkit is intended to be dipped in and out of, rather than used chronologically, depending on where you are in the project cycle and what your needs are.

When to use the toolkit

The toolkit is designed for use in-house and with partners and beneficiaries at any stage before or during your programming.

What the toolkit does not do

This is not a guide to general monitoring and evaluation. The toolkit is intended to complement and be used in conjunction with UNDP's existing tools and resources, such as the M&E handbook and ToC guidance, which provide more detail on general M&E tools and good practice. As such, the toolkit is not a compendium of all possible M&E tools that could be applied to PVE, but rather it highlights specific issues, methods and tools that can be the most relevant and most useful to UNDP staff and partners.

The tools described here are not blueprints. All the tools need to be adapted to both the different types of programming and different country and programming contexts. Use your own judgement, skill and experience in deciding whether to use or adapt any tool.

Finally, this is intended as a living document. It is envisaged that the tools will evolve and change as they are tried and tested in different contexts.

Building blocks for a design, monitoring and evaluation (DM&E) approach for PVE programming

1. Laying the foundations

Take a conflict-sensitive approach: Programming should begin with a robust analysis of what is happening on the ground and why, using this to inform programming to ensure that interventions 'do no harm' and support mechanisms that prevent conflict and build peace.

Define PVE: Ensure that there is a clear and shared understanding with UNDP and government and civil society partners of what PVE is from the outset.

Understand and plan for risk: PVE programmes are a politically sensitive field of activity conducted in complex and volatile contexts. Any PVE programme should include regular risk management throughout the project cycle.

Understand gender dynamics: Gender identities, and how they intersect with other identity markers such as age, class, geographic location, sexual orientation, marital status, disability and ethno-religious background, determine people's positions of relative power or vulnerability. Understanding how diverse groups are affected will support PVE efforts.

Think through targeting: Build a process to think through the nature of how a community-level PVE programme selects beneficiaries and understand the sensitivities and challenges around this.

Build capacity: Put in place a strategy for developing UNDP and partner personnel capacities, confidence and resources for M&E. This includes creating a culture of reflection and learning within a project team. Staff need to be able to discuss project successes and failures in a supportive environment.

2. Design the progamme

Analyse your context: This includes looking at the range of conflict dynamics in a given context, of which one outcome may be more people joining violent extremist (VE) groups. This helps prioritise the needs your programming should address, together with looking at whether VE is the priority.

Define and evidence theories of change (ToCs): Put into place the collaborative design and use of ToCs across all projects to support critical thinking amongst project staff, test assumptions upon which interventions are based, and define clear directions for the change that is expected.

Develop appropriate indicators: Develop indicators through a participatory process with relevant stakeholders. Use a range of indicators to mitigate against unrealistic assumptions about the programme impact on PVE.

Use an adaptable indicator bank that offers a range of adaptable indicators covering the different UNDP programming areas.

3. Monitoring strategy and data collection

Design your strategy for monitoring: Build time and budget into projects to test and pilot tools and approaches, with a focus on adapting based on results, as well as signposting points for review.

Think through data collection methods appropriate to the context, the project focus and those that guard against cultural, conflict and gender insensitivity.

Triangulate data collection methods to reduce the risks of bias, using a range of methods to contextualise and validate data and highlight gaps or limitations.

4. Evaluation and learning

Key considerations for evaluation offering guidance on evaluation questions relevant for PVE programming based on the OECD DAC evaluation criteria.

1

Laying the foundations

This chapter helps you to think through how to do the following:

- ***Take a conflict-sensitive approach:*** Programming should begin with a robust analysis of what is happening on the ground and why, using this to inform programming to ensure that interventions 'do no harm' and support mechanisms that prevent conflict and build peace.

- ***Define PVE:*** Ensure that there is a clear and shared understanding with UNDP and government and civil society partners of what PVE is from the outset.

- ***Understand and plan for risk:*** PVE programmes are a politically sensitive field of activity conducted in complex and volatile contexts. Any PVE programme should include regular risk management throughout the project cycle.

- ***Understand gender dynamics:*** Gender identities, and how they intersect with other identity markers such as age, class, geographic location, sexual orientation, marital status, disability and ethno-religious background determine people's positions of relative power or vulnerability. Understanding how diverse groups are affected will support PVE efforts.

- ***Think through targeting:*** Build a process to think through how a community-level PVE programme selects beneficiaries and understand the sensitivities and challenges around this.

- ***Build capacity:*** Put in place a strategy for developing UNDP and partner personnel capacities, confidence and resources for M&E. This includes creating a culture of reflection and learning within a project team. Staff need to be able to discuss project successes and failures in a supportive environment.

- ***Foster stakeholder engagement and participation:*** Conduct sound M&E calls for approaches that are participatory, engaging local and national partners and beneficiaries from communities affected by VE.

Taking a conflict-sensitive approach

> *All engagements undertaken in areas at risk of undergoing or emerging from conflict, must be conflict sensitive. This forms part of the essential 'do no harm' principles to which all practitioners should subscribe. Conflict-sensitive programming – whether you are working around the conflict, in the conflict or actively on the conflict concerns how to ensure that your intervention does not exacerbate root and/or proximate factors, or ignite pre-existing or new triggers of conflict. Regardless, therefore, of whether you seek to actively reduce levels of conflict or not, you must be sure that you do not increase it.*
>
> ***UN Conflict and Development Analysis***[6]

UNDP's PVE programmes take place in fragile and conflict-affected environments challenged by a range of dilemmas that make conflict sensitivity all the more important.

Conflict sensitivity is the cornerstone of understanding how an intervention, and the range of resources it brings with it, can impact an environment. It helps practitioners to think through how to minimise negative impacts of a programme and maximise the opportunities to do good. It allows practitioners to assess both intended and unintended consequences and understand how their project interacts with VE and wider conflict dynamics.

Conflict sensitivity refers to the ability of an organisation to understand the context in which it is operating, and the interactions between its interventions and the context; it then requires an ability to act upon this understanding to avoid negative impacts.

A conflict-sensitive lens allows a programme to continue its intervention, confident that it is not having adverse effects on the context.

Using a conflict-sensitive lens leads to better development results and increased effectiveness.

Source: United Nations Development Group, Conducting a conflict and development analysis, 2016, p.113, https://undg.org/document/conflict-and-development-analysis-tool

At a community level, the highly sensitive and political nature of PVE programming means that the mere existence of a PVE programme can exacerbate and create tensions within a community. Some programmes attempt to circumnavigate this by rebranding their programme as something other than PVE, sticking instead to a familiar development label of, for example, livelihoods creation, leadership skills or interfaith dialogue. While this offers a way to manage the risks around perceptions of a programme and stigmatisation of those engaging in the programme, it presents an ethical dilemma around the core principle of transparency. Programmes are presented to beneficiaries as one thing and reported on as PVE, implicitly labelling those engaging in the programme or from a specific area as vulnerable to VE or core to building resilience to VE. Not only does this raise the question of whether this is appropriate and fair, but it also threatens trust built with communities and makes it more difficult to gather and measure data when the purpose of an intervention has been kept from those from whom information for monitoring impact is required.

National governments play a key role in PVE programming, and represent the main partner for UNDP in this area. In order to help ensure conflict sensitivity in National Action Plans for PVE, they should be rooted in

the context, transparent and inclusive, involving a broad range of government departments, civil society and community representatives. In fragile contexts, where PVE approaches are highly securitised and there may be tensions in relationships between state security services and communities, such participation becomes all the more important.

The toolkit is underpinned by the principle of taking the context as the starting point of any intervention, and what the analysis of this context tells us is important to address.

Building an in-depth understanding of the context shines light on the different types and levels of violence, conflict, exclusion and injustice and helps to prioritise needs based on what is happening on the ground. Coupling this with consultations with government partners and communities around perceptions of violence at large as well as VE helps shape responses towards the types of violence that are a priority and supports the development of programming that reflects the reality of needs.

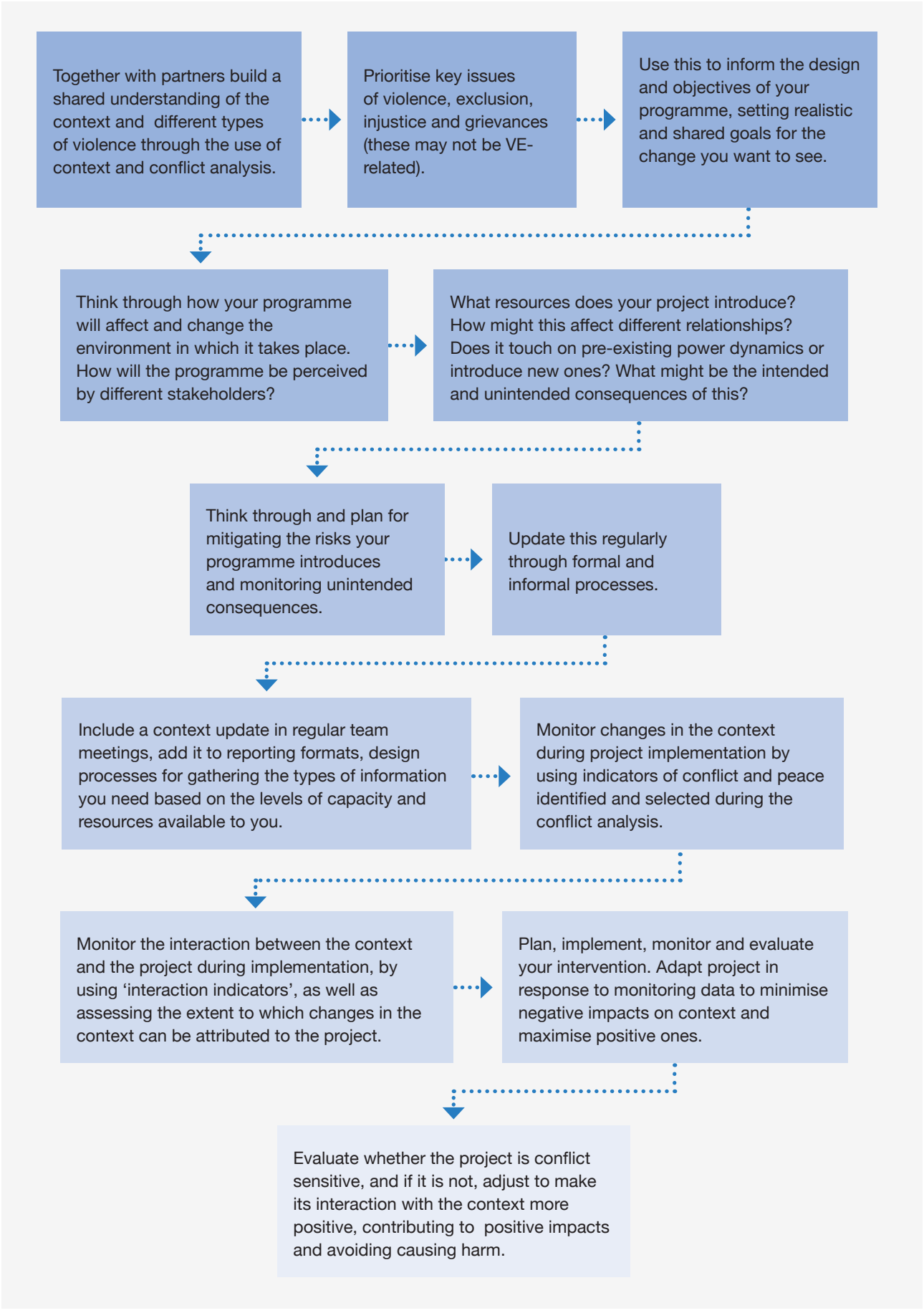
Conflict sensitivity is integrated into every stage of this toolkit. The tools presented offer ways of enabling programmes to become fluid and flexible in response to changing knowledge and environment around VE with an emphasis on systematically gathering information and analysis about the context, observing the impact of the intervention on the context and the context on the intervention to mitigate against unintended harmful consequences, build on successful impact and adapt as and where necessary to the changing environment (See Figure 1).

UN's Conflict and Development Analysis (CDA)

A Conflict and Development Analysis (CDA) – or simply, conflict analysis – is a UN tool that assists with analysing a specific context and developing strategies for reducing or eliminating the impact and consequences of violent conflict. It provides a deeper understanding of the issues that can drive conflict and the dynamics that have the potential to promote peace in a wide variety of countries where the UN operates.

Source: UNDG, Conducting a conflict and development analysis, 2016, p.113, https://undg.org/document/conflict-and-development-analysis-tool/

Figure 1: Building a conflict-sensitive approach



Adapted from International Alert, Supporting conflict-sensitivity: Guidance for International Alert staff, London: International Alert, 2015.

Defining preventing violent extremism (PVE)

Terminology around violent extremism is confusing and problematic. Terms are politicised, used interchangeably and often without a clear definition, resulting in the same terms being used to describe different approaches.

The clear articulation of what a programme aims to prevent informs the entire programme, from objectives, the desired outcome and outputs, indicators of success, hypotheses, assumptions and theory of change, to the 'how' of intervention, identification of target groups and beneficiaries and ultimately influences the programme's potential for achieving its stated aim and its actual impact. At a basic level not having a shared understanding of what exactly it is that you are working to change renders it difficult to identify clear objectives and almost impossible to monitor the impact of a programme.[7]

In some contexts, the lack of a definition risks a range of different actors falling under the umbrella of violent extremism from 'freedom fighters' and 'rebel groups' to organised criminal gangs, depending on the perspective of who is doing the naming. Where different responses should be in place for these different actors, grouping them under a single term limits the response.

This can also become a convenient veil behind which some governments can mask the suppression of opposition and narrow the space for challenge by opposing political actors and/or civil society. At times, the agenda of responding to the threats of violent extremism has been used to actively limit civil society space.

Conversely unclear or conflicting definitions hamper efforts of national partners, both government and civil society, to work together and coordinate PVE strategies and plans. For example, having an agreed on and contextually relevant definition of PVE which is shared by stakeholders would be a key starting point for developing national PVE strategies or action plans.

Because of the risks inherent in the terminology of violent extremism, it important to be able to work to clear and agreed-upon definitions when programming around this issue, even if this can only be achieved at a programmatic level.

This toolkit does not attempt to offer a definitive set of definitions. Rather it sets out examples of working definitions for key terminology. This helps delineate and define the terms so that they are clear when used in programming.

It is then strongly recommended that this is developed further with terms being defined and agreed at least at a programming level. This should take place at the outset of a programme to set clear objectives and place boundaries around what violent extremism is and whom it

Violent extremism – a problematic premise?

In Mali focusing efforts around preventing and countering violent extremism and counter-terrorism have glossed over pre-existing conflicts, divisions between and within communities and between state and citizens, identity and ethnic divisions, and justified aggressive tactics of security forces that have exacerbated the feelings of grievance and exclusion.

Source: International Alert, They treat us all like jihadis, London: International Alert, 2016

involves in any given context. This will help to develop a shared platform for action, to raise challenges around potential politicisation and stigmatisation and to set clear objectives that a programme can then be measured against. This should include developing a 'close enough' understanding of what it is that makes VE a specific vulnerability and therefore a priority focus.

Violent extremism

The 2015 United Nations Plan of Action on Preventing Violent Extremism states, "Violent extremism is a diverse phenomenon, without clear definition. It is neither new nor exclusive to any region, nationality or system of belief".[8] This has left the definition of VE open to be contextualised. In Tunisia, the UN Country Team recognised the need to agree on a shared definition and drafted the following definition relevant for the Tunisian context: "VE is [t]he activity of individuals and groups which advocate or justify violence for economic, social or political reasons and reject the universal values of democracy, a State of Law and human rights by disseminating a message of religious, cultural and social intolerance".[9]

Other definitions include the targeting of civilians "as a means of rectifying grievances, real or perceived, which form the basis of increasingly strong exclusive identities" (UK Department for International Development);[10] as well as characteristics that have been defined as "simplistic views of the world and 'the enemy' in which groups or aspects of society are seen as a threat, intolerance and lack of respect for other people's views, freedom and rights" (Danida).[11] Another definition includes a violent disregard for civic discourse, culture, scientific or rational thought and a reference to symbols, whether religious (Sharia law, the Bible) or other (e.g. the Swastika).[12]

Countering violent extremism (CVE)

Countering violent extremism (CVE) "has evolved in response to an understanding that while conventional militarised and repressive counter-terrorism strategies may be necessary, they are insufficient to end terrorism when employed alone".[13] CVE is a realm of policy, programmes and interventions designed to reduce the terrorist threat through non-coercive approaches that directly address its root causes.[14] CVE focuses mainly on countering the activities of existing violent extremists.[15]

Preventing violent extremism (PVE)

Preventing violent extremism is broader than CVE, focusing on preventative approaches allowing for programming to take a broader approach to the underlying drivers that create vulnerabilities to VE. The Swiss Government describes PVE as "depriving violent extremism of its breeding ground by enhancing the capacity of individuals and communities to resist it".[16]

Radicalisation leading to violent extremism and/or terrorism

It is important to highlight that radicalisation in itself is not necessarily a problem. It can be a force for good when the urge for social change is done without violence and has positive, peaceful and constructive outlets.[17] However, danger arises when radical movements start to use fear, violence and terrorist activities to achieve their ideological, political, economic or social aims.[18]

Terrorism

There is no universally agreed definition of terrorism either. The United Nations Security Council Resolution 1566 (2004) defines terrorism as: "Criminal acts, including against civilians, committed with the intent to cause death or serious bodily injury, or taking of hostages, with the purpose to provoke a state of terror in the general public or in a group of persons or particular persons, intimidate a population or compel a government or an international organisation to do or to abstain from doing any act."

Counter-terrorism

The response mechanism of a state to the threat of politically or ideologically motivated violence. This includes offensive measures taken to prevent, pursue and protect and respond to terrorism. Counter-terrorism programmes are designed to counter terrorist actors and methods, and build the capacity of security forces to support this.[19]

Understanding and planning for risk

Refer to UNDP's Risk management for preventing violent extremism programmes, Guidance note for practitioners[20] *for detailed risk assessment and mitigation guidance.*

Risk is an inevitable part of any programme operating in a conflict-affected setting. PVE is often perceived as being more 'risky' than other areas of programming due to the fact that it is a relatively new area of work. Working in such a politically charged arena can often mean that programmes that seek to address violent extremism can themselves be highly sensitive – with implications for UNDP's ability to deliver, its reputation, and the safety and security of its staff, partners and beneficiaries.

Risk management is an 'enabling process'. Rather than seeking to prevent programmes from being implemented, risk management is about understanding risk, working with acceptable levels of risk and knowing when and how to mitigate against risk where possible to avoid doing harm and to maximise the positive effects. Most importantly, it concerns identifying risks that may emerge as a result of the context; the programme; and/or the institution.

Risks around PVE programming come in many different forms and overlap with the risks inherent in any type of programming in a conflict-affected environment. Risk management should therefore be considered from the outset as part of the core approach to working in fragile and conflict-affected settings, rather than a separate element or project 'add-on'.

Risk management is the systematic approach and practice of managing uncertainty to minimise potential harm and loss,* and maximise potential opportunities and gains. The goal of risk management is "to set the best course of action under uncertainty by identifying, assessing, understanding, making decisions and communicating risk issues".**

Sources: Adapted from the UNDP's Risk management for preventing violent extremism programmes, Guidance note for practitioners, 2018 (forthcoming)
*OECD/DAC, Managing risks in fragile and transitional contexts: The price of success?, Conflict and fragility, OECD, 2012
** ISO 31000 - Risk management, International Organization for Standardization, https://www.iso.org/iso-31000-risk-management.html, accessed 6 February 2018

By improving the way in which PVE projects are designed, monitored and evaluated, this toolkit helps enhance risk management a result of the following:

- *Regular context analysis throughout a programme:* Understanding the context helps to ensure that a programme is based on the needs identified and prioritised within a given setting, rather than external agendas; understand what is and isn't sensitive; think through the potential impact of a programme's approach and activities; and help prepare a programme for the types of risk it may encounter.

UNDP has developed a *Risk management for preventing violent extremism programmes, Guidance note for practitioners,* which can assist you with: understanding risk management; undertaking a risk assessment; and familiarising yourself with common risks and opportunities associated with PVE programmes.

- *Integrating conflict sensitivity,* thereby enabling you to: understand the context in which you operate; understand the interaction between your intervention and the context; and act upon the understanding of this interaction – to avoid negative impacts and maximise positive impacts.
- *Using information and evidence* to inform decision-making on the design, resourcing and delivery of programmes and activities as well as for accountability and reporting.[21]

Below are some examples of the types of risk in PVE programming that need to be considered. Other risks have been discussed in the sections on defining PVE, conflict sensitivity and targeting. This list is not exhaustive and a programme will identify its own set of risks and mitigation measures through context analysis and ongoing monitoring.

Programmatic risks

Placing partners on the front line. Local and national partners are commonly engaged for delivering different elements of a PVE project. This often transfers the risk from UNDP to the local partner, in turn potentially heightening the risk to the safety and reputation of the partner. This needs to be carefully considered and discussed with the partner, and risk management processes designed jointly.

Working with youth. Young people have received disproportionate attention in policy and programming as 'at risk' populations, and members and recruits of violent extremist groups, yet it is only a very small proportion of young people who join. The design of PVE programmes should take care to avoid positioning young people simply as risk factors and further stigmatising them. Focusing on ways of promoting trust and agency among young people is an important consideration for programming frameworks oriented around resilience.

Contextual risks

Fluid and dynamic conflict-affected environments resulting in rapid changes to what a programme can and can't do and who they can and can't access as well as the safety of staff, partners and beneficiaries. Regular context monitoring together with partners is key to being able to react quickly and safely to changing dynamics that are most often outside of UNDP's control.

State responses can exacerbate violent extremism.[22] Whilst governments are an essential partner in PVE, the way in which the state addresses violent extremism can exacerbate the problem. Research indicates that 'triggers' for individuals to enact violence or join violent extremist groups are often tied to actions taken by the government or security forces that are deemed abusive.[23] While security actors have an important and constructive role to play, treatment which is considered harsh or unlawful (such as prolonged detention) can create resentment – especially when certain communities perceive they are being targeted unfairly.

Institutional risks

Resources are co-opted by individuals or groups that support violent extremism.[24] In today's transnational and highly interconnected world, tight financial controls are required to ensure that funds are not diverted by governments, individuals or groups involved in violent and/or criminal activities. The possibility of funds being diverted or co-opted by such governments, individuals or groups are often increased in fragile and/or conflict-affected contexts where formal and informal institutions are weaker, and competition over scarce resources intensified by conflict dynamics.

Maintaining neutrality. Part of UNDP's role in PVE is to work with government and national institutions. Depending on the context and the relationship between a state and its citizens, these processes could be perceived as creating harm. UNDP can be alert to this from the outset of engagement through understanding the dynamics around VE in each context and actively finding ways to both present themselves as an impartial actor, while also building in responses that help to change relationships and behaviours of different stakeholders for the better.

Gender sensitivity and PVE[25]

Gender is more than just focusing on women. The majority of gender sensitivity in PVE programming focuses on women's roles and participation in PVE. It may be more productive to think of gender as a frame of analysis that incorporates *all* people: women, girls, men, boys and those who define as neither or both. Consider how *different* women, men, boys, girls and those with other identities experience life in different ways depending on, for example, their age, class background, life experience, disability, or educational level. Using 'gender' synonymously with 'women' carries risks. For example, sexual and gender minorities are ignored; and we overlook the many different roles that men and women play. Gendered expectations play a role in why some women and men choose to take up arms and others do not, although the same gendered expectations can lead to very different results. The expectation placed on men, for example, to be a breadwinner and protector, including expectations to 'protect' or control 'one's women' be it at the personal, family or community level, can lead some men to join a VE group, while others may choose to flee the conflict-affected area with their families and thus better protect and support them.

Gender dynamics and recruitment in Syria

Research on gendered impacts of the violent conflict in Syria, as well as the gendered dynamics of recruitment into armed groups, showed that societal expectations of men as protectors of and providers for the family are making men and boys more vulnerable to joining armed groups in Syria. In the Syrian refugee context, men's vulnerabilities have not been given the same degree of consideration as those of women and girls, who tend to be seen theoretically as the most vulnerable.

Exploring how ideals of masculinity interact with other social, economic and political factors to make joining an armed group appear as a positive or necessary option for men brings a more nuanced analysis of gender which in turn impacts the way programmes are designed and engage with men and women.

Source: L. Khattab and H. Myrttinen, 'Most of the men want to leave': Armed groups, displacement and the gendered webs of vulnerability in Syria, London: International Alert, 2017

Hard security approaches can have a negative gendered impact, which in turn impacts on PVE programming. Counter-terrorism measures often disproportionately target men based on age, class, ethno-racial, political and religious profiling. This not only discriminates and stigmatises men who fall under this profile, but can also be counter-productive, contributing to their reasons for joining a VE group. Women may also join or support VE groups both for the same reasons that men do, but also to escape gendered expectations. This has an impact on PVE programming which can fall into the trap of seeing only men and boys as the perpetrators or vulnerable to VE and women as the peacebuilders.

People face different layers of vulnerabilities based on their gender and age, from the heightened risk of physical and sexual and gender-based violence (SGBV) including sexualised torture, sexual exploitation and abuse, early and forced marriage (EFM), to a shift in gender roles. Women can experience having to take on multiple roles in the family and public sphere as pressure is placed on the male members of their families, or they are killed, incarcerated or have their mobility curtailed.

Men, including young men, and boys of a particular ethnic or class background or location can face suspicions of being extremist. Men and boys can also be very vulnerable to sexual and gender-based violence (SGBV). This risk is increased during incarceration, arrest or detention.

Persons of diverse sexual orientation and gender identity, or ones perceived by others as possibly being so, are often at an increased risk of physical and sexual violence, abuse, harassment and extortion.[26]

Gender sensitivity is not about 50/50 programming. Understanding gendered push and pull factors for joining or not joining VE groups as well as investigating the role of gender in creating various kinds of pressures and vulnerabilities, rather than assuming men and women play specific roles, is an essential part of building effective PVE programming. This involves basing programming on analysis rather than assumptions about gender relations and population dynamics, trying as far as possible to disaggregate data. Success is not about reaching target numbers of men and women, but is about the quality of engagement and engagement with the 'right' men and/or women.

Gender does not stand alone from other social factors. Gender in PVE programming needs to be seen relationally and in conjunction with other factors such as age, ability/disability, class, geographic location and marital status. Pay attention to how VE and PVE impacts on different men and women at different times.

Thinking through the targeting of community-based programming

The language around PVE programming frequently references the need to target 'at-risk communities' or 'vulnerable youth', thereby labelling entire populations based on the presumption that they may or may not commit violence. This approach can be highly discriminatory, leading to the stigmatisation of minority, ethnic, religious, indigenous or 'age'-related groups.[27] This practical need for programming to be targeted can result in increased marginalisation as a result of stigmatisation, or may even result in increased tensions if some groups feel they have been excluded from programming that may be beneficial to them on the ground that they are not 'at risk'. Consequently, approaches that target groups on such grounds may have counter-productive effects.[28]

Whether the selection criteria for PVE programming needs to be explicit and find a way to identify and prioritise those who are genuinely at risk or whether it should prioritise broader vulnerability is not an easy decision to make.

A narrow focus can carry the risk of stigmatisation for programme participants and miss those potentially on the cusp of vulnerability. It can unwittingly raise the profile of the intervention, and risks provoking a hostile response from VE organisations and/or the wider community.

Taking a broader approach, rather than 'capturing' those on the fringes of risk, is also complicated and can miss focus on those who actually need the intervention or support. A whole community may display vulnerability factors, but this does not mean that any of the individuals within the community are ever likely to engage in acts of violence. The stigmatisation that broad approaches are trying to avoid can achieve exactly the opposite and conversely stigmatise an entire community.

One way to mitigate against these risks is to identify sub-sets of the population for more specific targeting through the prioritisation of vulnerabilities and incentives in the given location (including 'hotspots'). The decision around whom to focus on can then be taken at the programme level based on the understanding of the conflict dynamics and vulnerabilities in the location in which the programme is based.

Targeting through identification of 'hotspots'

Some projects opt for targeting by geographical location (hotspots) working with whole communities within these identified areas. Whilst in many ways this approach reduces risks of stigmatisation by narrow targeting, it still holds the dangers of having a non-tailored/ broad-brush approach within the hotspot area. How hotspot areas are chosen can raise risks, particularly in politically charged contexts or where areas have been historically marginalised and where geographic targeting would still have a stigmatising affect. In crowded spaces where a number of actors use similar targeting methods, this can result in a proliferation of PVE programmes in one geographic area with similar (or the same) groups thus having a cumulative stigmatising affect as communities become aware of the growing focus of so many actors on their region for PVE.

However, this approach is also not risk-free and can still be vulnerable to misplaced targeting, the use of misleading vulnerability and resilience criteria, or lead to exacerbating tensions amongst those who do not 'fit' the criteria and so cannot access the benefits of the programme.

Building a responsive programme through regular monitoring with flexibility to adapt approaches rapidly is key to maximising the positive impacts of programming. This, together with the collation and sharing of evidence beyond a single project, will help to start to build a picture of appropriate approaches to this challenge (Table 1).

Using gender and conflict-sensitive monitoring to inform adaptation of programming in Nigeria

An International Alert programme targeted support to female survivors of SGBV committed by Boko Haram in Nigeria. This generated frustration amongst other women who were survivors of violence more broadly and had no access to alternative support. Consequently, the safety of the women who were part of the programme was at risk.

Identifying this through regular monitoring resulted in the adaptation of the programme. The staff considered the problem and discovered that the women's real concern was access to economic livelihoods. The programme then created small-scale initiatives that worked side by side with the SGBV survivors. This provided economic recovery for all the women eligible to participate and through shifting the focus of the project together with the collaborative nature, helped reduce the stigma against the survivors.

Table 1: Example of risk mitigation around targeting approach (see also section on risk)

Mitigating risks to the wider community	Mitigating risks to individuals and/or target groups
• *Ensure* that any decision on whom to prioritise is based on thorough context analysis. • *Consider* the impact, intended or unintended, of broad or narrow targeting on individuals and the wider community. • *Ensure* that the conflict analysis includes consideration of other groups in proximity to primary target groups. • *Triangulate* data from multiple sources to ensure a comprehensive understanding of the local context and target group/community. • *Consider* whether your programme might result in the stigmatisation of the target population group leading to internal and external suspicion. • *Consider* whether your organisation has credible community support for your programme. • *Ensure* a gender analysis of the VE context has been considered. • *Consider* whether your programme will lead to increased inter-community tensions.	• *Consider* whether your programme risks the instrumentalisation of a particular group (e.g. mothers, religious leaders, teachers, young peacebuilders and activists, students) and what repercussions this might have. • *Consider* whether your programme will lead to increased profiling and harassment of target individuals/groups by other groups or security forces. • *Consider* whether your intervention might shrink the space for diverse views as target individuals and groups fear speaking out. • *Ensure* M&E design includes regular risk analysis as part of ongoing monitoring. • *Review* the specifics of targeting as part of the design process and link this to the change that the programme is trying to achieve. • *Consider* whether negative local attitudes towards certain groups and individuals are linked more to societal prejudices rather than proclivity to VE – in particular when it comes to young people.

Building capacity for monitoring

Monitoring is an integral part of ongoing programming and essential to supporting staff's understanding of their project, the impact their project is having and the impact the wider environment is having on their project. Monitoring is a key step in ensuring that programmes are adapting to their own successes, learnings and changes in the wider environment.

However, monitoring is only as good as those that carry it out. A cornerstone of effective monitoring approaches is therefore building both the capacity within UNDP teams and partners, whether at a national or local level, to understand the need for regular monitoring and the skills and tools to undertake this in a way that is supportive of their ongoing work.

Developing and using monitoring tools and frameworks is an important part of monitoring and evaluation. However, equally as important is creating a culture of reflection and learning within a team, amongst staff from both UNDP, partners and donors, where appropriate. Such a culture entails making sure staff feel that they have the space and support to be able to discuss failures and challenges, and to adapt approaches accordingly.

This requires leadership from UNDP, putting into place effective support to enable good monitoring, systematic processes for gathering and analysing data, and the flexibility within programming structures for adaptations to be made on the basis of monitoring results.

Actions that can help to nurture a reflective culture include the following (see Figure 2):

- Regular project reflection and learning meetings, with all staff working on the project, to discuss in general how the project is going, including concerns and challenges. These meetings can then be used to brainstorm strategies and measures to overcome challenges.
- Sharing evaluations and other M&E findings (good and bad) between project teams to discuss learning can also encourage a reflective culture and cross learning.
- Incentivising staff to share examples of failure, alongside success, facilitates a safe environment in which staff can be honest about the challenges they face in their work.

Principles of good PVE programming

Figure 2: Good practice for PVE programming

2

Design the programme

This chapter will guide you through a process that helps to achieve the following:

- ***Analyse your context:*** This includes looking at the range of conflict dynamics present, of which one outcome may be joining a VE group. This helps prioritise the needs your programming should address together with looking at whether VE is the priority.

- ***Define and evidence theories of change (ToCs):*** Put into place the collaborative design and use of ToCs across all projects to support critical thinking amongst project staff, test assumptions upon which interventions are based, and define clear directions for the change that is expected.

- ***Develop appropriate indicators:*** Develop indicators through a participatory process with relevant stakeholders. Use a range of indicators to mitigate against unrealistic assumptions about the programme impact on PVE.

- ***Use an adaptable indicator bank*** that offers a range of adaptable indicators covering the different UNDP programming areas.

All the exercises in this chapter take a conflict and gender-sensitive approach. Guidance (such as questions and examples) specifically relating to conflict and gender sensitivity are integrated into the tools.

Module 1:
Analytical tools for PVE programming

What are analytical tools for PVE programming? A framework and process for deepening your understanding of the VE problem within your context. The tools in this module are as follows:

1.1 Understanding the VE challenge
1.2 Identifying factors of vulnerability and resilience
1.3 Guiding questions for vulnerability and resilience
1.4 Prioritisation of factors
1.5 Guiding questions for PVE actor mapping

Why use them? These tools will help to deepen your understanding of the VE context and identify and prioritise your programme focus. This analysis will inform the basis of the indicators of change you will be monitoring throughout your project.

When to use them? Use during project design and inception phases to inform your programme and monitoring strategy and ToC. Come back to this throughout your monitoring cycle to check in on changes to your context and project.

How to use them? This is best done as a participatory process with partners and stakeholders. The process gives space for different perspectives, can build buy in and help develop a shared understanding of the VE dynamics. The tool builds on, and refines, your existing context analysis for a PVE approach.

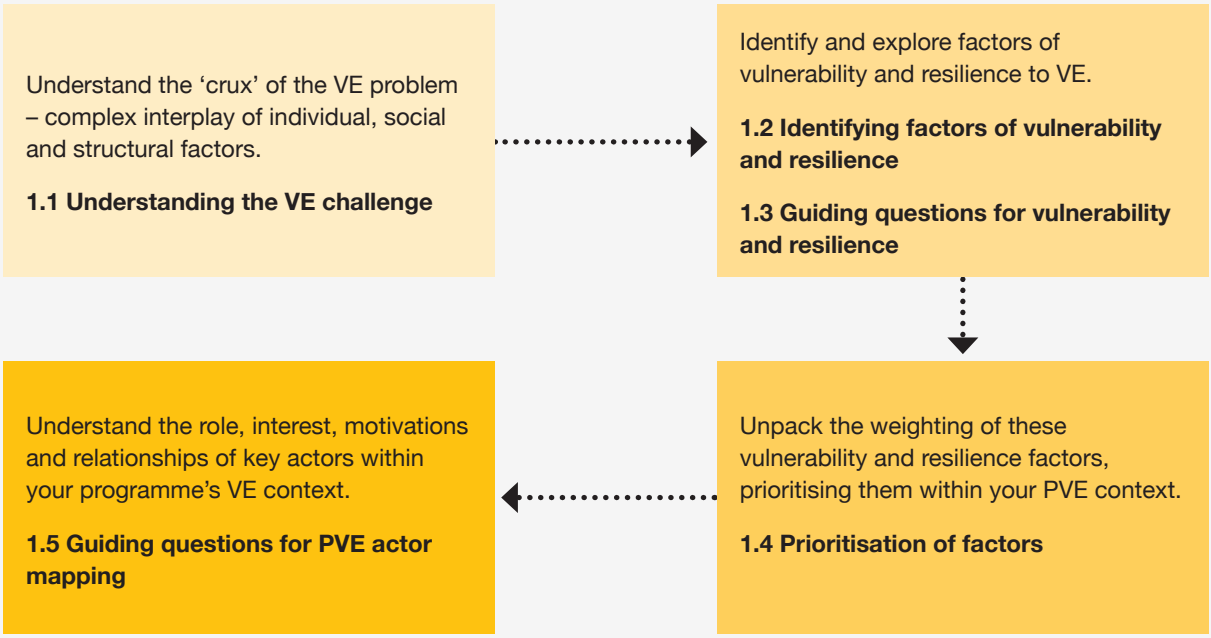
Each new module is introduced with a reference to the UN project document that demonstrates how the tools in each section help to complete different elements of your project planning.

UNDP staff: Refer to highlighted section in Project Document

Intended outcome as stated in the UNDAF/Country [or Global/Regional] Programme Results and Resource Framework:								
Outcome indicators as stated in the Country Programme [or Global/Regional] Results and Resources Framework, including baseline and targets:								
Applicable output(s) from the UNDP Strategic Plan:								
Goal/impact:								
Project Title and Atlas Project Number:								
Expected outputs	Output indicators	Data source	Baseline		Targets (by frequency of data collection)			Data collection method and risks
			Value	Year	1	2	3	

These tools help you with this part of your programming framework

Figure 3: Process for understanding the PVE context



Remember to put the VE factors into context with other conflict drivers to ensure that they are not addressed in isolation.

Things to think about for analysis when designing a PVE programme

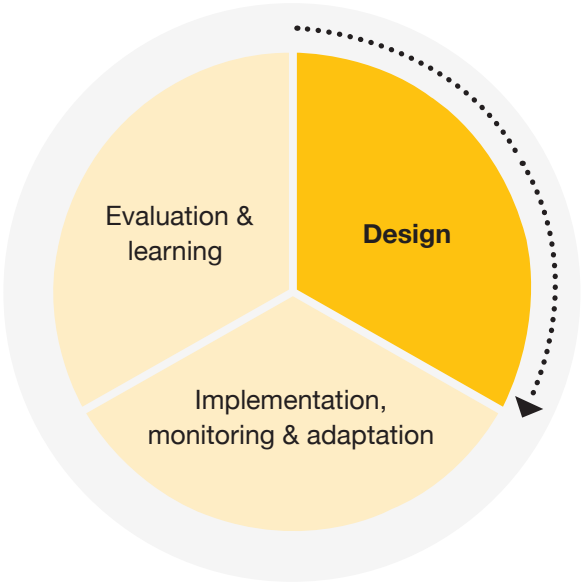
Figure 4: Some considerations for analysis when designing a PVE programme

1.1 Understanding the VE challenge

Understanding the VE challenge takes you through a process, based on your existing context analysis, that examines factors of vulnerability and resilience to VE and plots them across a Venn diagram.

- *Vulnerability factors* to VE describe the individual, social and structural or institutional dynamics that increase risks of individuals engaging in VE.
- *Resilience factors* to VE describe the individual, social and structural or institutional dynamics that increase an individual's or society's resilience to VE.

Why use it? This helps to build a more complete picture of what you should be monitoring around your project intervention to identify the impact it is having on both strengthening resilience and addressing vulnerabilities.



This tool is most useful at the *design* stage but can also be used during implementation. It can be used together with:

1.2 Identifying factors of vulnerability and resilience
1.3 Guiding questions for vulnerability and resilience
1.4 Prioritisation of factors

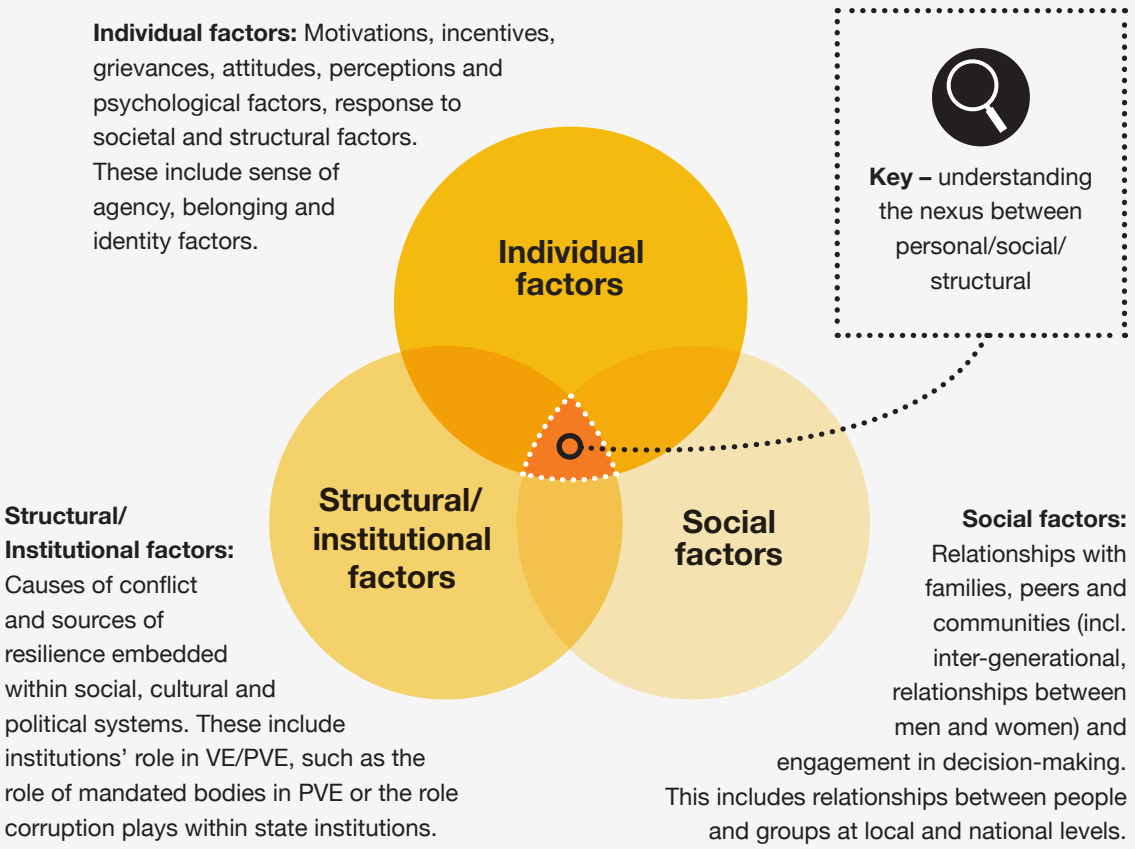
VE involves a complex interplay of psychological, social, political, economic and ideological factors, as well as cultural and identity issues. These complexities require us to consider the totality of the individual, their social relationships and the organisations they belong to as well as their relationship with the state they belong to, and the international environment. This process aids with uncovering the interplay between the individual and VE dynamics to understand a person's individual response to the context and how these are influenced by different social factors and structural drivers.

The Venn diagram (Figure 5) aims to visualise the 'crux' of the VE problem, encouraging analyses to examine the centre of the Venn diagram where individual, social and structural or institutional factors intersect.

Using this framework to deepen your understanding of the PVE context gained from your own context analysis helps to build a more complete picture of the context, informs the programme approach and ultimately helps to guide the programme's monitoring strategy to identify the impact it is having in terms of strengthening resilience to VE and addressing vulnerabilities to VE.

Analysis to support programme adaptation in PVE contexts: Used regularly and as part of review, this analysis can help support programme adaptation. Flexibility in fragile and PVE-affected contexts is an essential part of conflict-sensitive and effective programming. *You can use Tool 5.2: Context monitoring (timeline) tool to support programme adaptation and regular reflection.*

Figure 5: Understanding the nexus between individual, social and structural VE factors

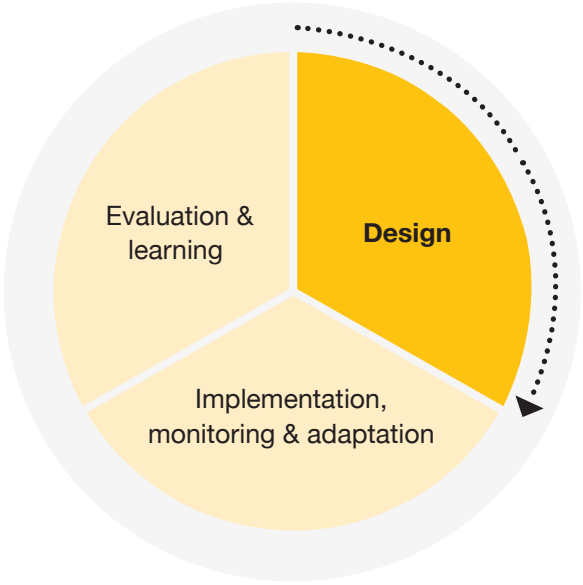


These factors can relate both to *vulnerability* to VE (dynamics, drivers that can increase risks of engaging in VE, such a personal grievance or political marginalisation) and to *resilience* (existing sources of resilience to VE, such as strong, positive social networks and individual psychological resilience).

1.2 Identifying factors of vulnerability and resilience

Identifying factors of vulnerability and resilience means looking at vulnerability and resilience factors, including those that are not immediately obvious, but which provide an important insight into what your intervention might impact on.

Why use it? This tool helps you to think about the impact of different vulnerability and resilience factors relevant to your project. This process will form the basis of what you will be monitoring in your project.



This tool is most useful at the *design* stage but can also be used during implementation. It can be used together with:

1.1 Understanding the VE challenge
1.3 Guiding questions for vulnerability and resilience
1.4 Prioritisation of factors
1.5 Guiding questions for PVE actor mapping

This tool encourages thinking about the impact of different vulnerability and resilience factors relevant to your programme (i.e. how these factors play out at individual, social and structural or institutional levels). For example, economic inequality has structural dimensions, but also impacts communities and individuals. The tool helps to identify those factors that are less immediately obvious, but which provide an important insight into what your intervention might impact on. This process of identifying factors will form the basis of your ToC and what you will be monitoring in your programme. Some examples of vulnerability and resilience factors can be found in Table 2.

Table 2: Factors of vulnerability and resilience in practice – the case of youth in Tunis suburbs

Background: Neighbourhoods like Ettadhamen on the outskirts of Tunis are marked by poverty and high youth unemployment and are often stigmatised as 'hotbeds' of radicalism.

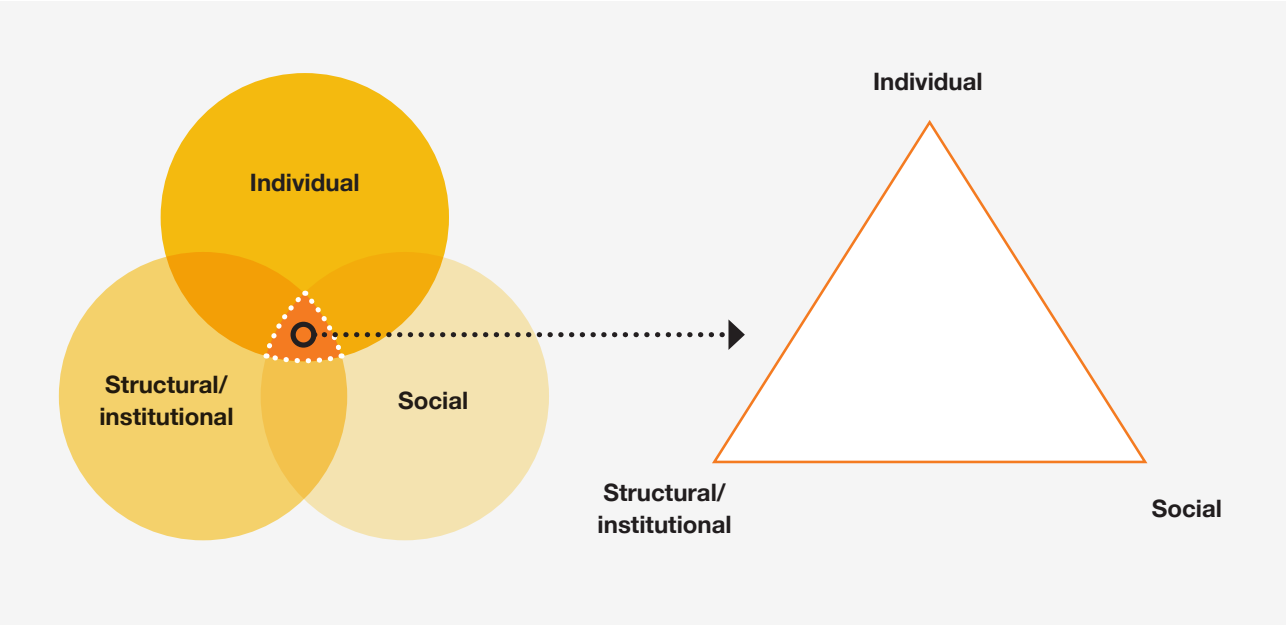
Vulnerability factors	Resilience factors
Structural/institutional	
• High unemployment of young graduates (VE groups use financial incentives to recruit) • Lack of political representation of the suburbs • Lack of public and cultural spaces • Abuses by security forces • Lack of transparency in policy-making	• Adaptation to Arab spring – reforms happening despite being slow • Burgeoning civil society and active youth role in this dynamic
Social	
• Stigmatisation of specific groups (e.g. based on gender) • Exclusion of groups in decision-making processes (formal and informal) • Intergenerational tension	• Solidarity amongst community – source of strength • Equal and inclusive gender relations (e.g. between men and women, different generations)
Individual	
• Stigmatisation of specific groups (e.g. based on gender) • Exclusion of groups in decision-making processes (formal and informal) • Intergenerational tension	• Solidarity amongst community – source of strength • Equal and inclusive gender relations (e.g. between men and women, different generations)

! A vulnerability factor cannot always be 'flipped' and turned into a resilience factor by making it the opposite and vice versa. For example, if unemployment is a vulnerability factor, employment does not automatically equate to resilience.

Depending on purpose, the Venn diagram can be used either to deepen and inform a context analysis or to inform a specific intervention. This process has been designed for where a focus for the programme already exists (based on UNDP's intervention strategies for PVE) and where some level of analysis has been carried out.

This process focuses in on the crux of the VE problem (the triangle in the Venn diagram in Figure 6). It builds on the analytical framework provided in *Tool 1.1 Understanding the VE challenge.*

Figure 6: VE factors nexus 'triangle' tool



Place each of the relevant factors (either vulnerability or resilience) on the triangle (see the Figure 7). As you place them on the triangle, unpick how the impact of these factors plays out at individual, social and structural or institutional levels in the context of your programme.

Do this analysis with partners to build a shared understanding of what you are monitoring and why.

Undertake this process twice: 1) for vulnerability and 2) for resilience (i.e. on separate triangles). This helps to avoid seeing vulnerability and resilience as binary opposites, where resilience factors would be characterised as the reverse of vulnerability factors and vice versa (see Figure 8).

You can use *Tool 1.3 Guiding questions for vulnerability and resilience* to guide your discussions.

Figure 7: Triangle focusing on the nexus of individual, social and structural/institutional factors

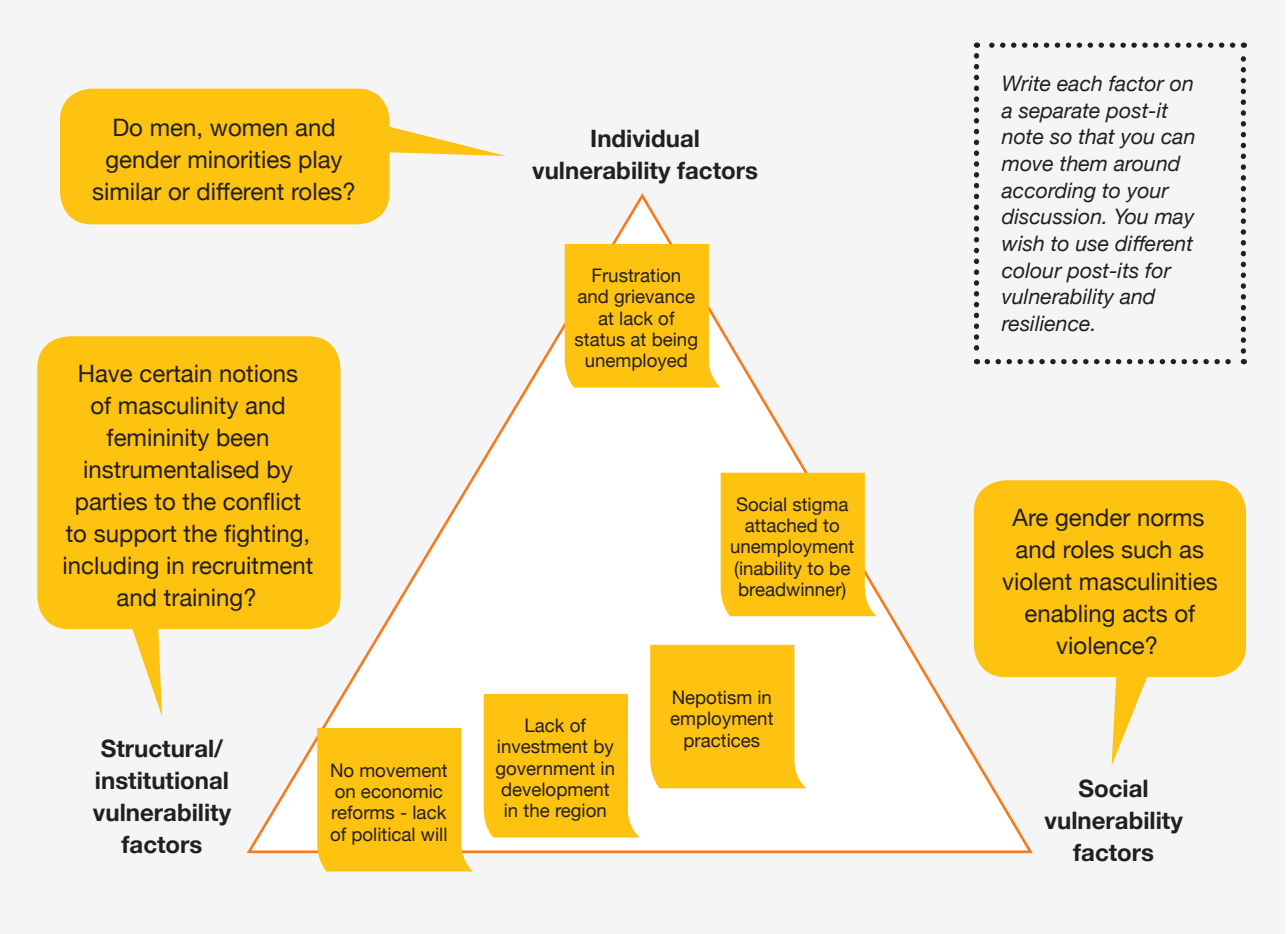
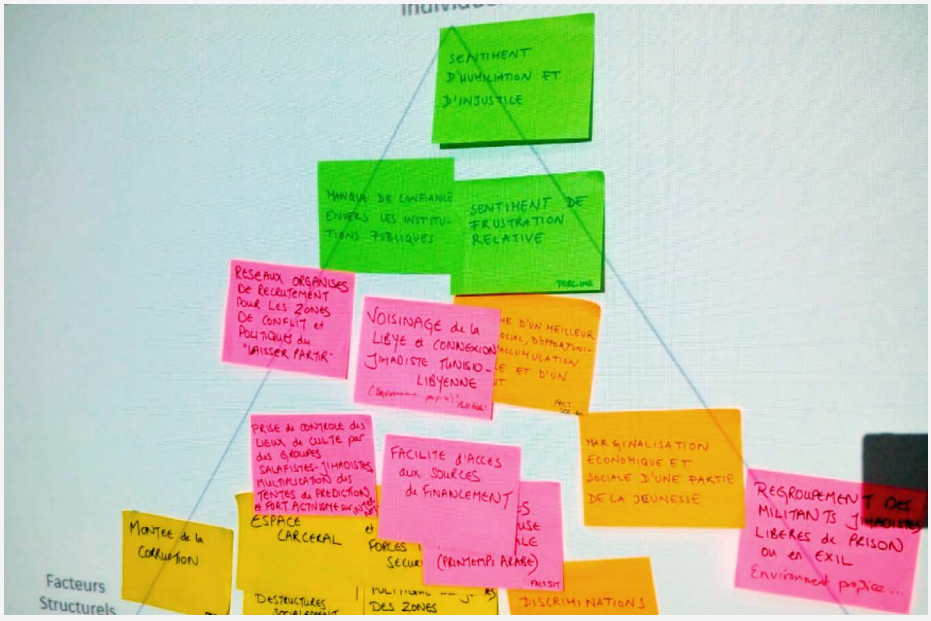


Figure 8: Example of populated triangle showing different vulnerability factors mapped on the tool



Analysing factors for vulnerability and resilience for working with government partners

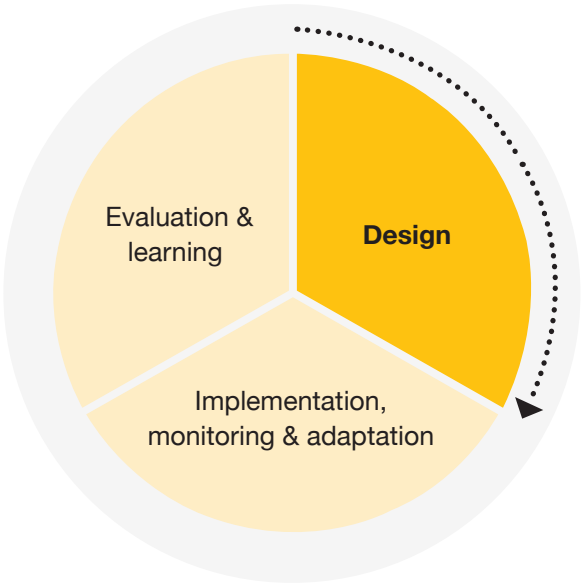
Supporting the development of National Action Plans on PVE and capacity building of local and national government, including on issues related to PVE such as governance and access to justice, involves looking at vulnerability and resilience factors such as:

- **Structural/institutional:** Level of cooperation of government departments on PVE; incidents of corruption; level of citizen participation in governance;
- **Social:** Trust between government and citizens; locally-led PVE initiatives; and
- **Personal:** Individual attitudes towards state response to VE, sense of safety, inclusion or grievance (disaggregated by gender, age, area, etc.).

1.3 Guiding questions for vulnerability and resilience

Guiding questions for vulnerability and resilience provides a framework of questions you can adapt to identify vulnerability and resilience at structural, institutional, social and individual levels.

Why use it? To stimulate ideas around what you need to be looking for to identify vulnerability and resilience to VE.



This tool is most useful at the *design* stage but can also be used during implementation. It can be used together with:

1.1 Understanding the VE challenge
1.3 Guiding questions for vulnerability and resilience
1.4 Prioritisation of factors
1.5 Guiding questions for PVE actor mapping

Table 3: Guiding questions for vulnerability and resilience

Vulnerability factors	Resilience factors
Structural/institutional	
What are the root/structural causes of VE? What is the role of institutions in VE?	What sources of resilience at a structural level can help prevent VE? How are institutions playing a role in PVE?
What is the state capacity and willingness to engage marginalised groups in decision-making?	To what extent are formal decision-making process inclusive and support the involvement of a diverse range of actors in prevention?
How do these underlying causes and factors of VE influence vulnerability or resilience of different groups (men, women, boys, girls, those who identify as other, different nationalities, ethnic, religious …)?	
What are the other institutional/structural factors related (such as governance issues) to the broader context that interact with the VE factors listed above?	
Social	
What social factors exacerbate vulnerability? What tensions/conflicts exist between groups? Are specific groups stigmatised? Do specific groups feel a sense of injustice? How is armed violence perceived within communities? What are attitudes towards gender-based violence? What are attitudes towards values such as diversity?	What are the social factors that support resilience? What are communities' capacities for resolving conflicts? How strong are networks across social divides? How inclusive are social networks? How strong is the rejection of violence (including armed violence and gender-based violence)? How strong are pro-peace attitudes? Do people have skills and/or mechanisms for resolving conflict without violence?
How do these factors differ amongst different groups (men, women, boys, girls, sexual and gender minorities, different nationalities…)?	
Individual	
What are the individual risk factors? What psychological factors are important in VE? How do broader issues around marginalisation, stigmatisation, etc. play out at an individual level?	What individual factors are important in prevention?
How do individual perceptions vary based on gender, social/economic and other identity factors?	
What are the other individual factors related (such as governance issues) to the broader context that interact with the VE factors listed above?	

In one locality we might identify the presence of VE groups, radical leaders or recruiters which increases potential risk. In another context, the community might have access to specific support services or positive role models that help decrease risk.

Drill down into the specific context of VE to provide the basis of what you need to monitor to identify the negative and positive impacts of your project. Identify the factors that could trigger a negative or a positive outcome for PVE.

How has the conflict and presence of VE groups affected gender roles, relations, equality, and symbolic aspects of gender?

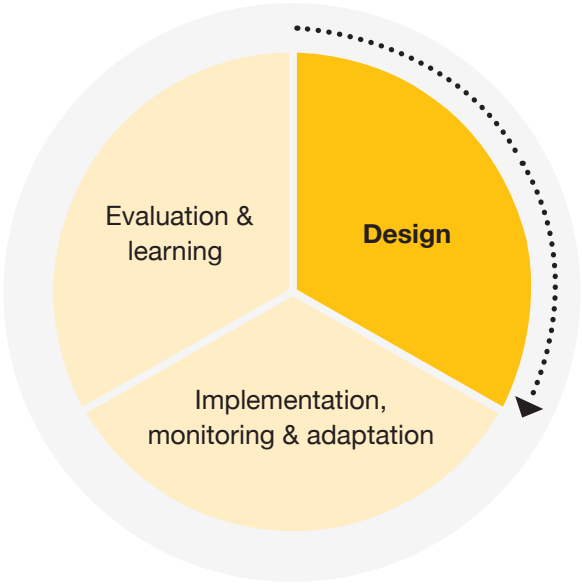
Using factors of vulnerability and resilience to guide your monitoring strategy

The vulnerability and resilience factors identified here will inform your monitoring strategy and the indicators you choose for your programme. For example, if your analysis identifies education and civic participation as key resilience factors to VE for young people in your context, and your programme works on these issues, it is likely that your programme will monitor indicators around education (such as enrolment and dropout rates, educational achievement, knowledge and skills) and engagement (youth participation in decision-making, youth leadership and youth-led initiatives). These indicators relate directly to the achievement of your programme, and it would also be important to monitor change process and quality, as well as changes in the PVE context, including risk (there may be some important VE dynamics in the context which need tracking even if your programme does not work on them directly). Essential for all programmes are gender-sensitive indicators, and this process of identifying vulnerability and resilience would have highlighted some key differences in terms of gender.

1.4 Prioritisation of factors

Prioritisation of factors is a tool that helps you to sift through the different vulnerability and resilience factors identified and assess them in terms of relevance to the context and likely level of impact.

Why use it? Use this tool to prioritise the most important factors, helping to set what you are trying to monitor at a realistic level.



This tool is most useful at the *design* stage but can also be used during implementation. It can be used together with:

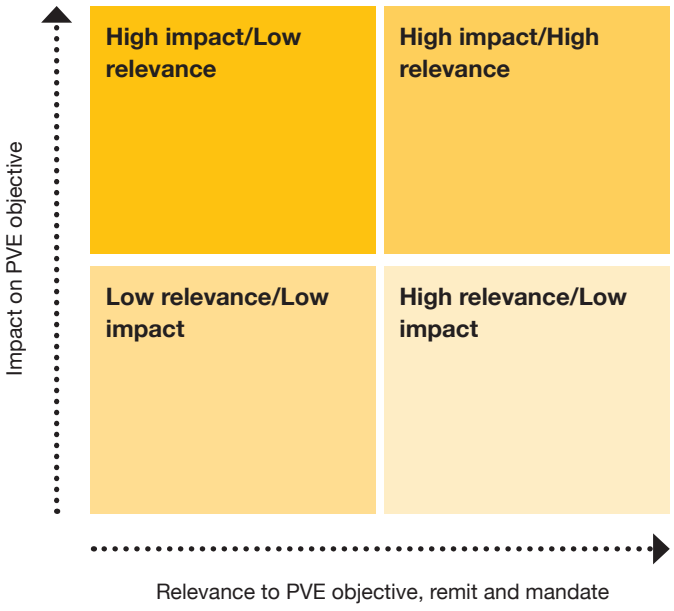
1.1 Understanding the VE challenge
1.2 Identifying factors of vulnerability and resilience

A number of vulnerability and resilience factors will be identified through this analysis process. Once these have been identified, you will need to refine this list through assessing these factors according to relevance to the PVE context, programme PVE outcome, capacities and comparative advantage. Prioritise those you will monitor according to the following:

- Relevance to your core PVE objective
- Importance to changing the status quo
- Relevance to your remit and mandate
- UNDP's comparative advantage

Use the process for the Indicator Prioritisation Tool (*4.3 Prioritising indicators*) or plot the factors on the following grid (Figure 9):

Figure 9: Grid for prioritising vulnerability and resilience factors



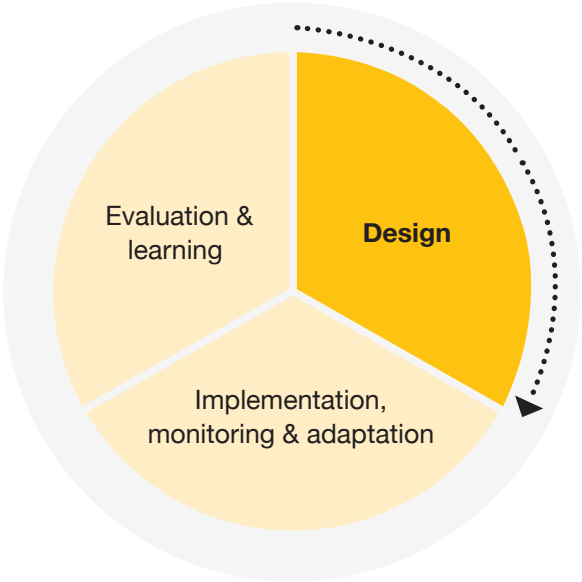
1.5 Guiding questions for PVE actor mapping

Guiding questions for PVE actor mapping involves analysing the roles, interests and capacities of actors in relation to identified PVE factors. The guiding questions can be integrated into UNDP's existing actor mapping processes and tools, which can be found in *UNDP's institutional and context analysis guidance note.*[29]

Actor mapping can be done after the analysis of the resilience and vulnerability factors, mapping actors in relation to those that are instrumental in VE *and* PVE.

How you use the mapping and which questions you focus on depends on its purpose. If it is to deepen the understanding of the roles, incentives and relationships of key actors in prevention, you may wish to focus on resilience factors. If it is to understand actors involved in recruitment and in recruitment pathways, then the actor mapping process would drill down into the relationships between the recruiting VE groups and those targeted for recruitment, examining the role of social networks and intermediaries.

Why use it? To identify the actors key to your programme and the type of influence they are likely to have over the programme. This enables you to make strategic decisions around whom you need to engage and why.



This tool is most useful at the *design* stage but can also be used during implementation. It can be used together with:

1.1 Understanding the VE challenge

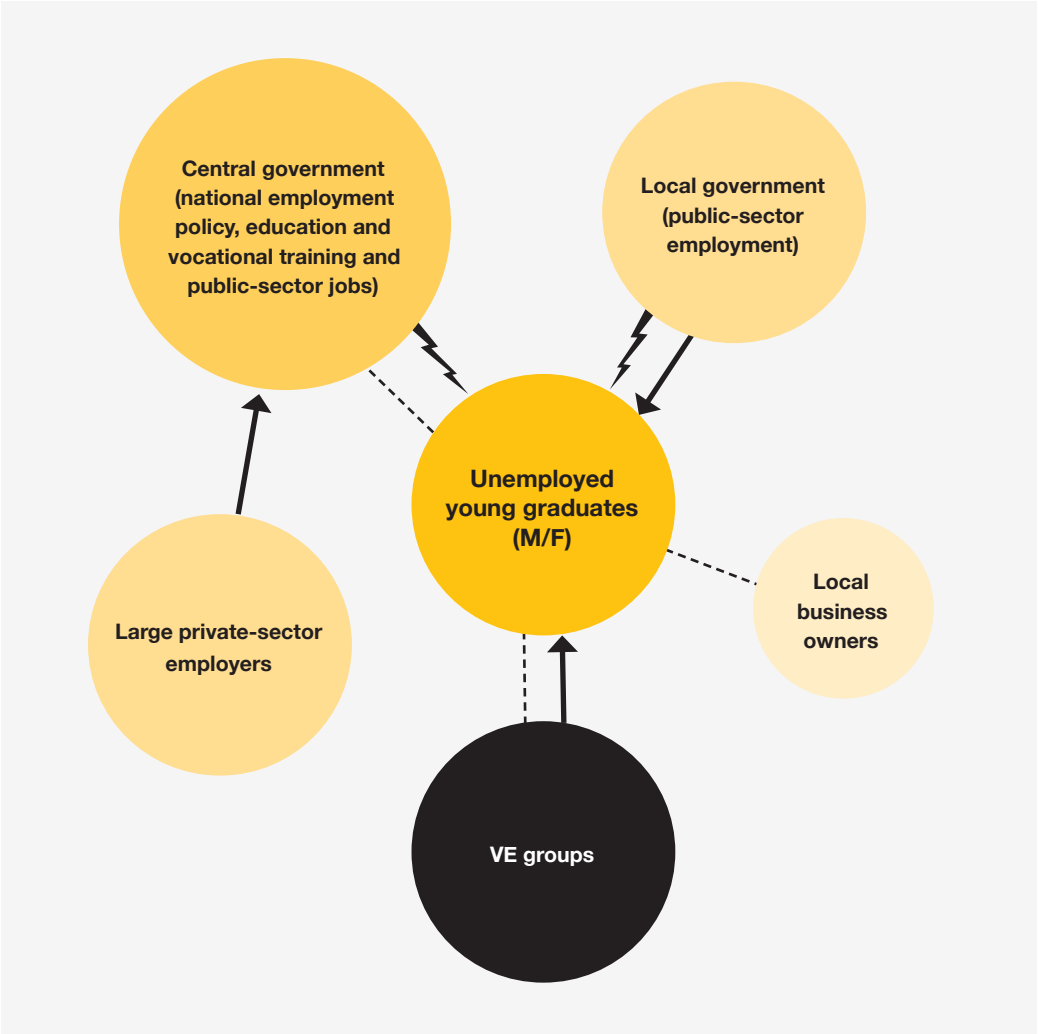
Actor or stakeholder mapping involves analysing the roles, interests and capacities of actors in relation to identified PVE factors. These guiding questions can be integrated into UNDP's existing actor mapping processes and tools.

Identify the VE context for the actor mapping. It can be useful to focus in on specific VE and resilience factors rather than the VE context at large to understand the specific roles, relationships and interests of different actors.

Questions to ask when conducting PVE actor mapping:

- Who are the key actors that play a role in the VE context?
- What are the roles of different men and women in the VE context?
- Which actors are involved in recruitment? How?
- Who is most vulnerable to recruitment? Why and how? How do gender norms interact with vulnerability or resilience to recruitment?
- What are their interests, incentives, objectives, capacities?
- What are the relationships between these actors? How are these actors connected (directly/indirectly, through social networks, etc.)?
- How are informal and formal relationships affected by, or influence, this vulnerability or resilience factor?
- Who is instrumental to prevention? How and why? How do gender roles influence different men and women engaged in prevention activities?
- What are the capacities of these prevention actors?
- Who are the spoilers? How and why?

Figure 10: Example visualisation of an actor mapping for PVE



Example vulnerability factors for actor mapping: Economic incentives to join VE groups

This example explores the types of relationships between key actors relating to economic incentives. Here, VE groups exploit high levels of youth unemployment (amongst young men and women in poor rural areas) by offering incomes through joining a VE group.

Other key actors include local business owners, who offer some employment to young people in the local area, and large private businesses offering few opportunities which young people have little opportunity to connect with. Key actors include central government, which plays a central role in setting employment policy and strategy on education and vocational training, as well as providing public-sector employment, and local government, which carries this out at a local level (see Figure 10).

The different connections denote different strengths and nature of relationships (a jagged line indicating a conflictual relationship; a dotted line, a weak relationship; a solid line, a robust relationship; and the arrows indicating the direction of power). The UNDP actor mapping tool describes these in detail.[30]

Actor mapping can be used to unpick relationships around, for example, recruitment methods. This would require 'zooming in' on the relationship between the recruiting VE group and those being targeted for recruitment, and significant knowledge of how recruitment happens and who is involved in the specific context. As recruitment methods vary, can change over time and are rarely easy to see, using the actor mapping tool for this purpose may be time-consuming.

Module 2:
Theory of change development

What are theories of change (ToC)? A ToC explains how and why a given intervention will lead to a specific change. The tools in this module are as follows:

2.1 Grounding your ToC in the PVE context
2.2 Articulating change for your PVE programme
2.3 ToC for PVE checklist

Why use them? A robust and *evidenced* ToC underpins your intervention approach and guides how you measure whether the logic of the programme is correct. In hard-to-measure areas such as PVE, a ToC development process allows you to identify, explore and test the underlying assumptions behind your work. It is recommended that you use these tools together as part of a process, shown in the steps of the flow diagram (Figure 11). You can also use these tools separately.

When to use them? Use during project design and inception phases to inform your programme and monitoring strategy. If you are already implementing and haven't yet developed a ToC, you can still do it now to help inform and monitor the rest of your programme.

Come back to your ToC at regular points throughout your monitoring to establish how far your project is contributing to the goals you set. A ToC can also be the basis of specific evaluation methodologies, such as Contribution Analysis.[31]

How to use them? This is best done as a participatory process with partners and stakeholders. Establishing your ToC together ensures a joint understanding of what your project is trying to achieve and how you know you have reached your objective.

UNDP staff: Refer to highlighted section in Project Document

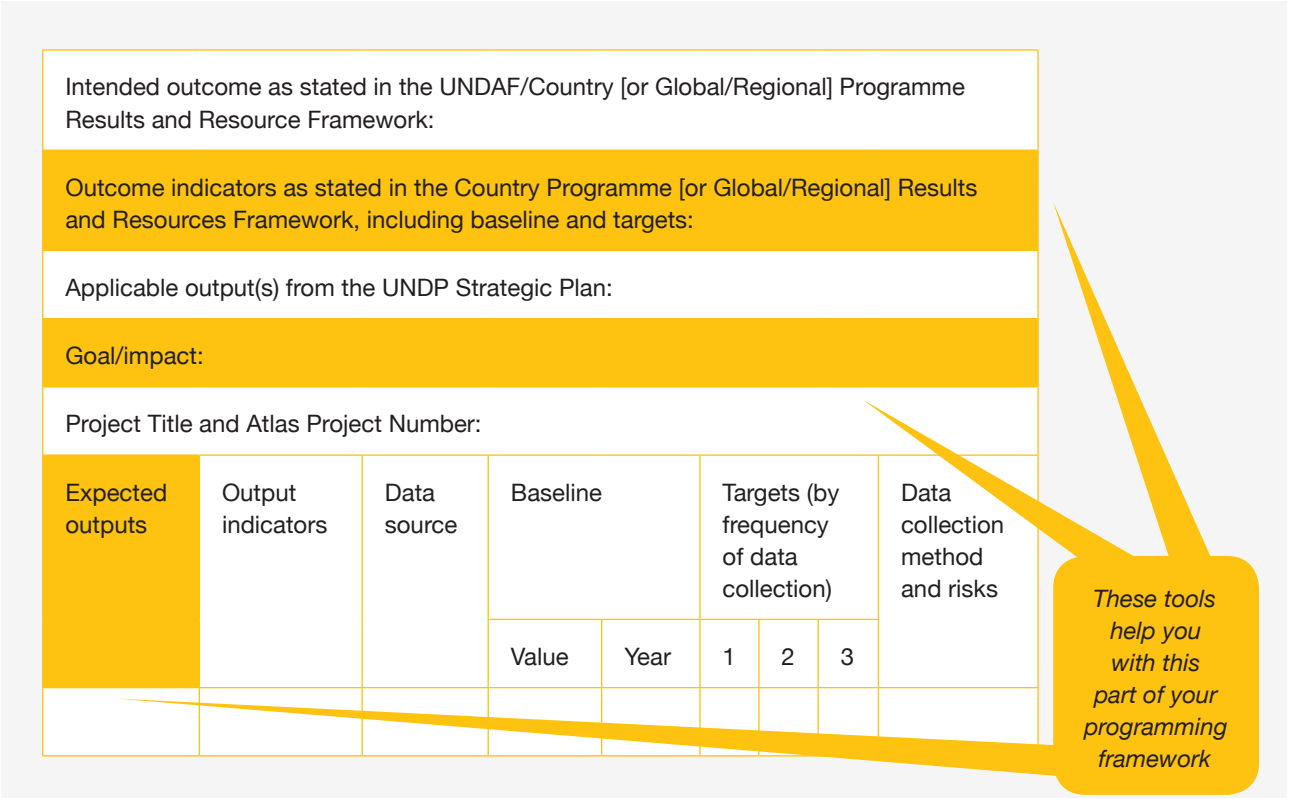
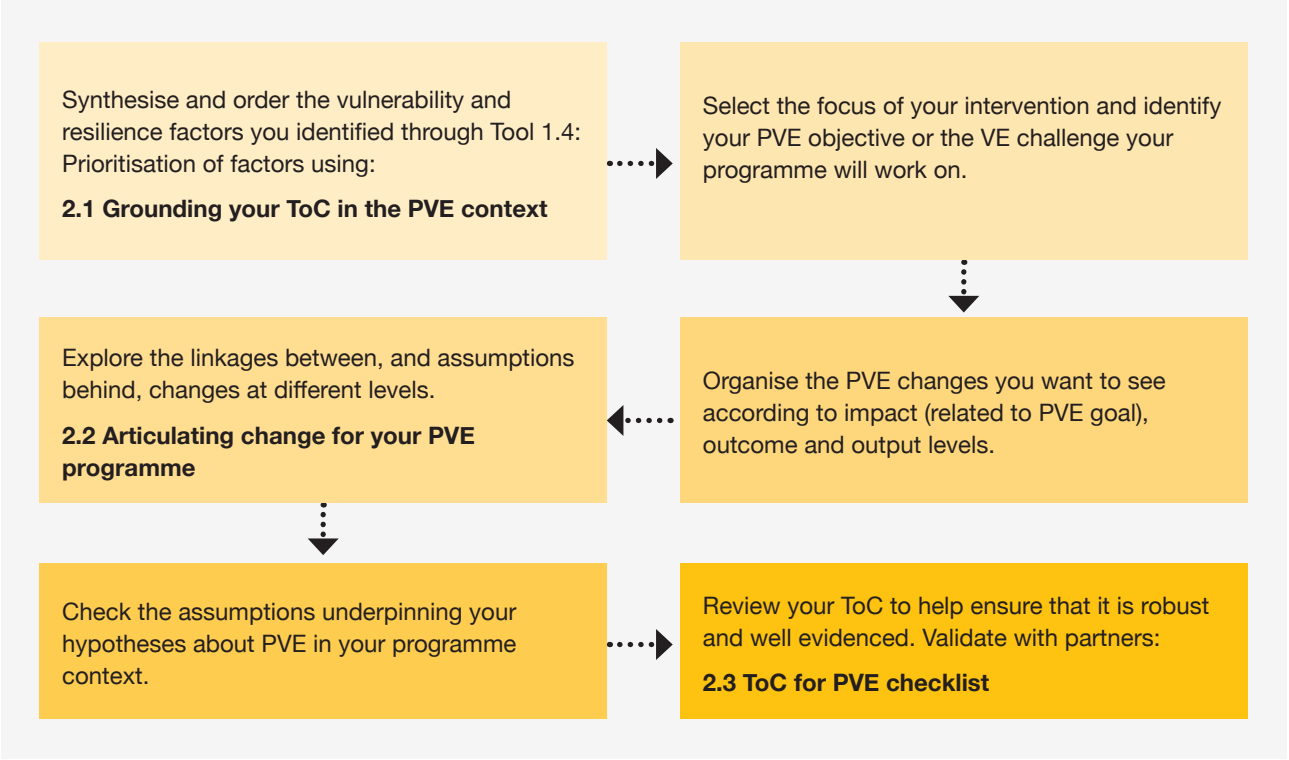


Figure 11: Process for developing a ToC for PVE programming



Remember to put the VE factors into the context of other conflict drivers to ensure that they are not addressed in isolation.

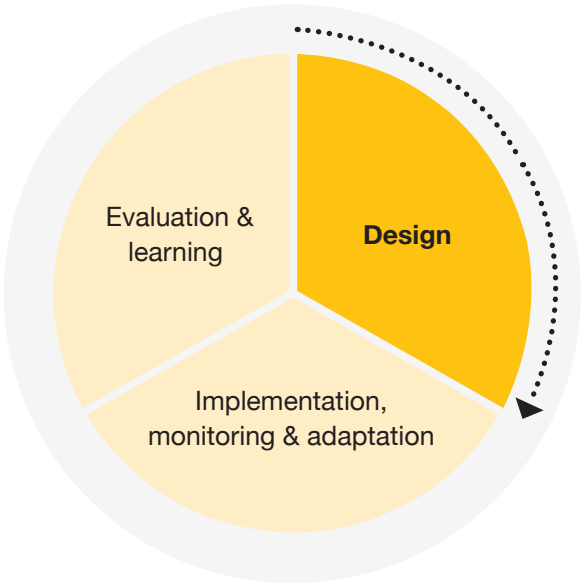
Things to think about when developing a ToC for PVE

Figure 12: Some considerations when developing a ToC

2.1 Grounding your ToC in the PVE context

Grounding your ToC in the PVE context helps you to synthesise and order the vulnerability and resilience factors you identified through Tool 1.4: Prioritisation of factors. This synthesised information forms the basis of your ToC.

Why use it? To be able to share with colleagues and partners a clear understanding of aspects of vulnerability and resilience your programme will address.



This tool is most useful at the *design* stage but can also be used during implementation. It can be used together with:

1.4 Prioritisation of factors

Refer to your analysis to synthesise the vulnerability and resilience factors your project will address. Table 4 helps you to clearly order and describe the factors.

As part of this process, identify triggers that could make people more vulnerable to VE.

Look also for examples of triggers that could support resilience in your programme context.

The UNDP *Journey to extremism in Africa* report found issues such as low levels of civic engagement, low educational attainment, poverty, vulnerable or no employment, political marginalisation and targeting of family or friends by security forces to be amongst key vulnerabilities.

Source: UNDP, Journey to Extremism in Africa: Drivers, incentives and the tipping point for recruitment, New York: UNDP, 2017

Table 4: Drivers and triggers of vulnerability and resilience to VE

What makes people vulnerable?		
Individual [Describe individual vulnerability factors]	**Social** [Describe social vulnerability factors]	**Structural/ institutional** [Describe structural/ institutional vulnerability factors]
Triggers: [Describe]		
What exists to make people resilient?		
Individual [Describe individual resilience factors]	**Social** [Describe social resilience factors]	**Structural/ institutional** [Describe structural/ institutional resilience factors]
Triggers: [Describe]		
What can, and/or should we address?		
Note ideas based on context and your capacity, identifying potential solutions to the problems you wish to address and/or identifying how to build on existing sources for resilience, taking into account what other actors are already working on and UNDP's comparative advantage.		

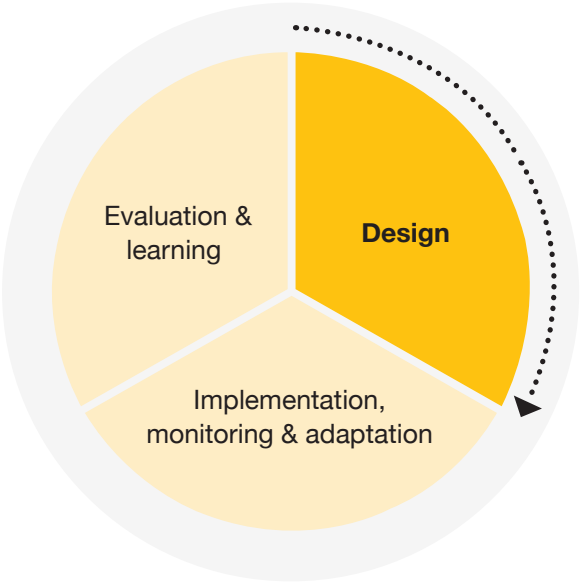
Within vulnerability and resilience factors and triggers, remember to consider gender dynamics (what makes different men and women of different ages more vulnerable or resilient).

2.2 Articulating change for your PVE programme

Articulating change helps you to do the following:

- Select the focus of your intervention based on your context and the added value that your team could bring (considering UNDP's mandate, strategy and experience, both globally and locally).
- Organise changes you want to see according to impact *(ultimate benefits for target population)*, outcome *(short- to medium-term change in the PVE situation)* and output *(products and services – tangible and intangible – delivered or provided)* levels.
- Indicate linkages between changes using arrows. Each link represents a hypothesis (assumption around how change happens – x leads to y).
- Check the assumptions underpinning your hypotheses.

Why use it? To be able to clearly articulate the change you want to see, check, test and evidence the assumptions behind this to develop a realistic and achievable goal.



This tool is most useful at the *design* stage but can also be used during implementation. It can be used together with:

1.1 Understanding the VE challenge
2.1 Grounding your ToC in the PVE context
2.3 ToC for PVE checklist

To support your ToC design process (which is detailed in the UNDP guidance on the application of ToCs in UNDP programmes), carry out the follow steps:

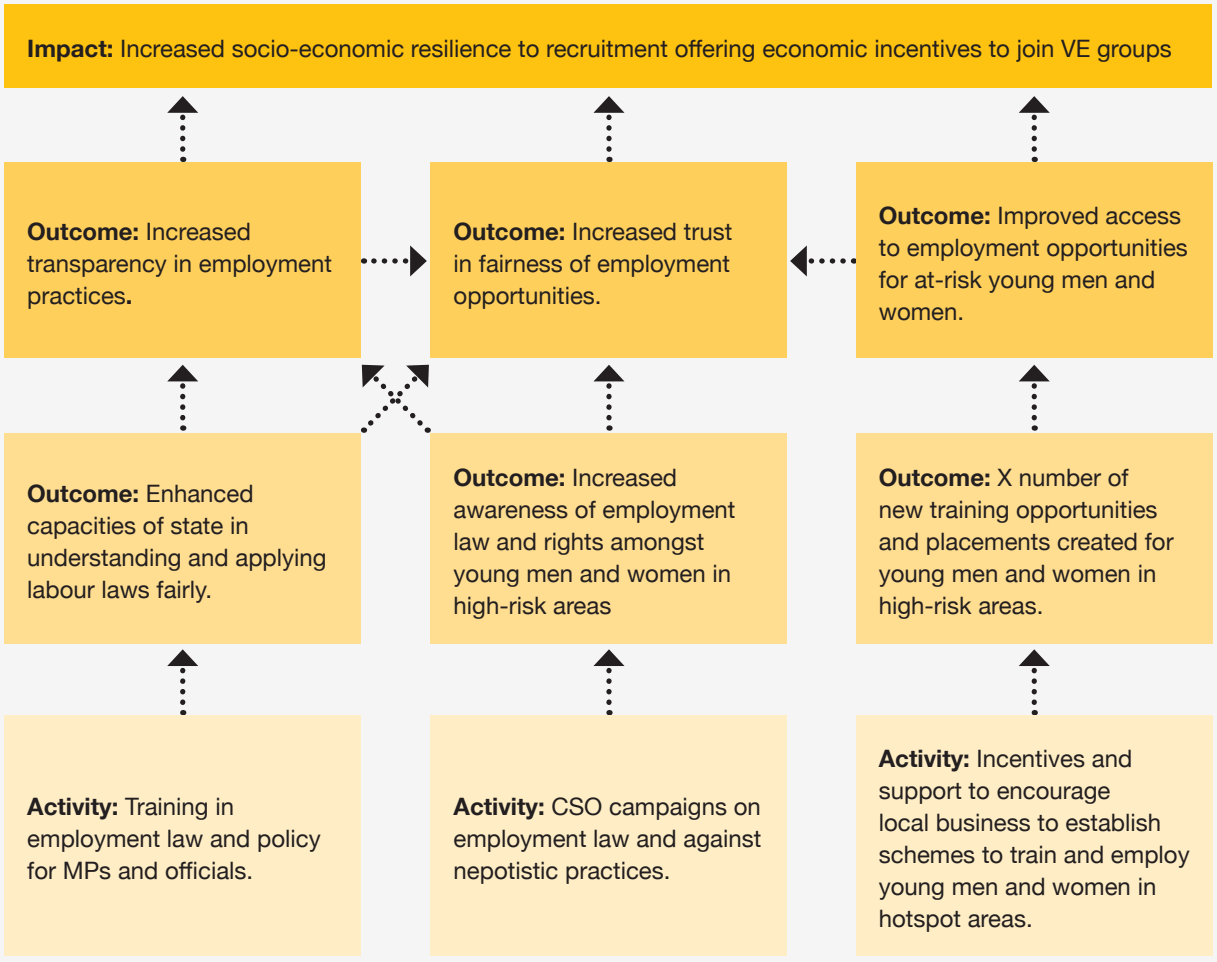
1. Select the focus of your intervention based on your context and based on UNDP's comparative advantage (identify your PVE goal or the VE challenge your programme will work on).
2. Organise the PVE changes you want to see according to impact, outcome and output levels (see example ToC diagram – Figure 13). Refer to your analysis of VE vulnerability and resilience factors.
3. Indicate linkages between changes using arrows. Each link represents a hypothesis (assumption around how change happens – x leads to y).
4. Check the assumptions underpinning your hypotheses about PVE in your programme context.

- **Impact:** The ultimate change you want to see. *It is unlikely change will be fully achieved at impact level over the course of a project. Instead look for progress towards, or contribution to, impact.*
- **Outcome:** Short- and medium-term effect of the intervention's outputs.
- **Output:** The direct results or products of an activity/action, such as results of a training.

For definitions see UNDP's Handbook on planning, monitoring and evaluating for development results, p.53, http://web.undp.org/evaluation/evaluations/handbook/english/documents/pme-handbook.pdf

Figure 13: Sample ToC for a livelihoods-focused PVE programme

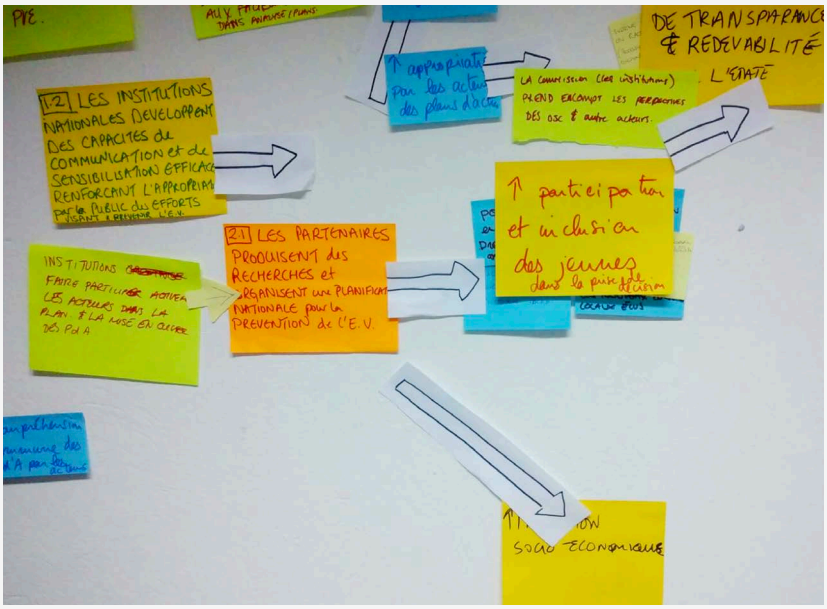
Note: This ToC is hypothetical – in practice, ToCs should be contextualised and based on evidence.



Assumptions check: *Do these changes and activities sufficiently address the social and cultural aspects related to employment (not just legal, capacity and access) or perceived grievance around status and fairness of access highlighted in your analysis?*

What are the other salient factors related to PVE which are not economic that should be considered?

Figure 14: Example ToC causal link development (Tunisia)



The ToC should consider risks. Use the *Risk management for preventing violent extremism programmes, Guidance note for practitioners* for guidance.

Key questions to ask when developing a ToC:

- Are the linkages between cause and effect sufficiently robust?
- How do changes interrelate? Does one change need to happen for another to occur? How do different changes impact one another?
- What other factors could contribute to this change within this environment?
- What evidence is there to back up assumptions? Is this clearly referenced?
- Do these assumptions take into account gender differences?
- What needs to be in place for change to happen?
- Who is the target population? Why they have been identified in relation to the PVE goal? (e.g. most vulnerable to recruitment, most vulnerable to negative consequences of PVE measures, in most affected areas, most active/visible in PVE efforts).
- What assumptions about different individual's and groups' roles in VE or PVE are we making based on gender (such as role of mothers). Are these evidenced and sufficiently explored?
- How does the ToC consider reducing conflict risk and 'do no harm', as well as supporting prevention?
- What potential negative outcomes have been identified? Are mitigation plans in place?
- Does the ToC consider how the project can maximise prevention opportunities and build prevention capacities of key actors?
- How are we involving different women and men in the development, validation and review process for the ToC?
- How does the ToC review process allow for and ensure that contextual changes are captured and integrated during project implementation?

For each assumption identified consider the following:

- *Does this fully explain what we think will happen at each stage?* For example, are we assuming that increased capacity will automatically lead to transparency in employment practices, or are there missing steps?

- *Is the assumption supported by available evidence? Does it need testing?* Is there evidence that at-risk youth will become more resilient to VE by accessing economic opportunities and improving their views of the fairness of the job market? Is this assumption correct, for example, has this causal relationship already been proven in this context in a previous project evaluation? If not, do we need to seek further evidence to test the assumption, such as with targeted research, further consultations or an evaluation?

- *What needs to be in place for the programme to succeed?* In other words, what are the preconditions for change? This could be a sufficient level of assurance of physical safety and security for programme staff and participants, or that a level of trust is built between stakeholders in order for the programme to progress.

- *Is there something we need to closely monitor during implementation?* For example, we may wish to track whether increased awareness of employment law and rights leads to increased fairness in employment practice, if we assume this is necessary for achieving change.

- *Do we need to change or add any initiative?* For example, we can try to build partnerships with other organisations implementing self-employment and micro-credit schemes to ensure that vulnerable youth get access to the resources they need to use the employment services provided by our project.

ToCs underpin the monitoring framework and guide what indicators for PVE change would need to be developed. These indicators would be qualitative or quantitative measurements of types and processes of change related to the ToC, assumptions and approach. More details on setting indicators can be found in Chapter 3. The below sample ToCs for different VE problems also contain indicators. These ToC examples are illustrative. Context, programme-specific ToCs would need to be developed using the tool described above.

Sample ToC for VE problem: Lack of youth political participation

If we work with the most marginalised young men and women in VE-affected areas, supporting their engagement in dialogue with local authorities *and* developing their skills in advocacy, *then* young people will actively engage in decision-making processes *and* feel that they have more voice in how decisions are made, *then* their sense of frustration due to their lack of political voice will be reduced.

Assumptions and preconditions: Marginalisation corresponds to vulnerability to VE, i.e. the most marginalised youth are the most vulnerable. That authorities are willing to listen to and engage young people. That lack of political voice is the most salient factor in youth frustration. That the most vulnerable to VE would be willing to engage in decision-making processes.

Risks: Increased expectations; low youth participation; youth feeling stigmatised by engagement in PVE project; young men and women are window dressing (a tick box to show youth participation but in practice they are not informing decision-making); diverse needs, vulnerabilities and concerns of young men and women are not taken into account (youth seen as homogeneous group).

Indicators: Number of young people (disaggregated by age, gender, etc.) regularly participating in committee meetings; number of youth-led decisions made; quality of youth participation; young people (men and women) that feel listened to and/or empowered; percentage of decision-makers who demonstrate improved attitudes towards youth; percentage decrease in reported frustration of young people (men and women); number of young people in public service (broken down by level); number of young people elected in parliaments; number of young people in political parties.

Sample ToC for VE problem: Lack of local state capacity on PVE and low trust in state

If we build capacity of local authority actors to conduct outreach with local CSOs and communities in areas affected by VE, *then* local authorities have better, more contextualised understanding of the VE problem (and how it impacts men and women differently) within their municipality *and* develop more targeted and effective solutions to address VE. *If* we build capacity of local authority actors to conduct outreach with local CSOs and communities in areas affected by VE, *then* CSOs and communities in areas affected by VE have the opportunity to engage in and inform local PVE actions *and* if local authorities, CSOs and communities are jointly involved in planning and delivery of these projects, *then* trust will be built between local state and non-state actors with an interest in PVE.

Assumptions and preconditions: There is sufficient local authority will, capacity and power to lead on PVE-related issues; decentralisation process provides an opportunity to engage local actors more fully and there is an environment of increased political will. CSOs and communities are willing to work with local authorities.

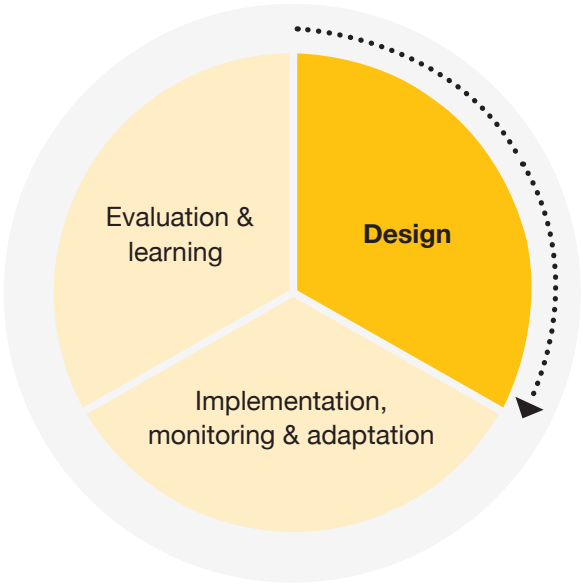
Risks: Local authorities lack will and capacity or have no power vis-à-vis central state. This plays into 'promises unkept', reducing trust and damaging relationships. That initial trust is so low that it is not possible to conduct effective outreach (so trust-building required). That only a small, non-representative number of CSOs, etc. are consulted, or that consultations are 'window dressing'.

Indicators: Number of community consultations in a specified time period; quality of participation; diversity of participation (gender, age, geographic zone, organisations, etc.); percentage rate of continued/repeat participation; percentage level and perceptions of trust (by gender and age); number of CSO/community recommendations included; involvement of CSOs on management committees (for projects on PVE).

2.3 ToC for PVE checklist

ToC for PVE checklist helps check that you have addressed what you need to in your ToC development.

Why use it? This helps you to ensure that the ToC can explain how and why a given intervention will lead to a specific change.



This tool is most useful at the *design* stage but can also be used during implementation. It can be used together with:

2.2 Articulating change

Table 5: Checklist questions

Y/N	The questions listed offer examples of what can be looked at within a ToC. These will need to be selected and adapted to suit the type of programming conducted (e.g. prison work, National Action Plans, curricula development, livelihood generation, interfaith dialogue).
ToC contents	
	Does the ToC include outputs and outcome, and does it clearly describe assumptions related to PVE?
	Does the ToC make it clear who the PVE target population is and why (e.g. most vulnerable to recruitment, most vulnerable to negative consequences of PVE measures, in most affected areas, most active/visible in PVE efforts)? Is this evidenced?
	Does the ToC include and reference the different needs of different men and women?
	Are the intermediate outcomes and ultimate goals qualitatively and quantitatively measurable?
	Are the causal links visually clear, i.e. easy to follow on the page?
	Does each of the causal links have clearly described assumptions?
	Are the assumptions evidenced (i.e. do they reference context analysis, independent research, etc.)?
	Does the ToC situate the VE dynamics within broader conflict and contextual dynamics?
Development process	
	Has the process drawn on previous planning, research and evaluation, plus insights from programme managers and other key informants?
	Has the process involved consultation with, and direct voices from, beneficiaries and partners?
	Have marginalised groups and communities affected by VE been engaged in the process?
	Have different men and women of different ages been engaged in the process?
	Has the participation of the above groups informed the contents of the ToC?
	Are change pathways and causal links within the ToC backed up by evidence (ideally externally verifiable)?
	Has the ToC clearly identified the assumptions behind the causal links?
	Are preconditions for change clearly spelled out?
	Does your ToC identify any PVE and other conflict-related risks?
Review process	
	Does your ToC narrative define a process (with timeframes and persons responsible) for review during project implementation?
	Has the review process identified any scenarios, including specific changes in the PVE context, which would trigger the need for ToC review (such as a change in law or policy, a security intervention by authorities or an attack)?
	Does the review process involve partners, key stakeholders and communities affected by PVE?
	Does the review process sufficiently engage marginalised groups identified in your ToC/project?
	Does the ToC review process engage men and women of different ages and social status?

Module 3:
Baseline assessment

What are baseline assessments? Baseline assessments help to build an understanding of the environment in which the intervention is taking place as it stands prior to the intervention. Baseline assessments collect data on indicators and inform realistic indicator targets for the programme. The tools in this module are as follows:

3.1 Guidance for conducting PVE baseline assessments
3.2 Baseline guiding questions

Why use them? Baseline data enables you to establish a foundation, the baseline from which to measure change over time and evaluate the programme impact.

When to use them? These tools should be used during project design and inception phases.

How to use them? Use the tools with programme managers, M&E staff and project partners to analyse the environment and target beneficiaries prior to an intervention.

UNDP staff: Refer to highlighted section in Project Document

Intended outcome as stated in the UNDAF/Country [or Global/Regional] Programme Results and Resource Framework:								
Outcome indicators as stated in the Country Programme [or Global/Regional] Results and Resources Framework, including baseline and targets:								
Applicable output(s) from the UNDP Strategic Plan:								
Goal/impact:								
Project Title and Atlas Project Number:								
Expected outputs	Output indicators	Data source	Baseline		Targets (by frequency of data collection)			Data collection method and risks
			Value	Year	1	2	3	

This helps you with these parts of your programming framework

Extract from UNDP Project Document logical framework

Things to think about for PVE baseline assessments

Figure 15: Some considerations for PVE baseline assessments

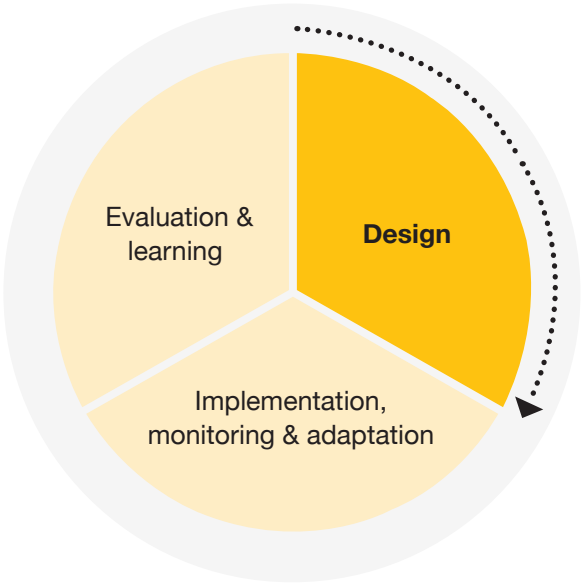
Mercy Corps in Somalia conducted research for a baseline report for its Somali Youth Leaders Initiative (SYLI) programme and tested some of the programme's ToCs, uncovering two key findings which were considered to be counter-intuitive: 1) youth who are involved in civic engagement initiatives are less likely to endorse political violence, but are more likely to have engaged in such violence; and 2) youth who felt they had more economic opportunities were at greater risk of engaging in and supporting political violence, though actual employment status did not relate to propensity towards political violence. As a result, Mercy Corps adapted the programme to include a more peacebuilding approach and hands-on practical experiences into the civic education component of the intervention.

Source: Mercy Corps, Examining the links between youth economic opportunity, civic engagement, and conflict: Evidence from Mercy Corps' Somali Youth Leaders Initiative, 2013, https://www.mercycorps.org.uk/sites/default/files/somaliabrief_2_13_13.pdf

3.1 Guidance for conducting PVE baseline assessments

Guidance for conducting PVE baseline assessments outlines the challenges for conducting baselines for PVE programmes and provides a process for undertaking baseline assessments.

Why use it? To check that you have taken into consideration the dynamics and factors relevant to PVE programming.



This tool is most useful at the *design* stage but can also be used during implementation. It can be used together with:

1.1 Understanding the VE challenge
2.2 Articulating change

Challenges around establishing baselines in the PVE context

As with conflict and violence prevention work more broadly, the PVE field lacks empirical data making it difficult to develop baselines against which success can then be measured. Establishing a useful baseline is made all the more difficult by the dynamic and shifting nature of the PVE environment.[33] This provides a challenge when it comes to understanding whether change has happened because of a programme intervention or because of factors outside of the programme. What therefore tends to happen is a 'leap' between project outputs and expectations relating to outcome and impact. Without conducting a baseline study, it can be very difficult to monitor and evaluate the impacts of a programme as well as making it more difficult to identify risk.

Considerations for developing a baseline assessment for PVE programmes

The major factors which will influence how you decide to conduct your baseline assessment will be:

- the programme objectives and nature of the information sought;
- target groups;
- available time and budgetary constraints; and
- feasibility of accessing data and/or respondents.

Unlike context analyses, which examine the wider the PVE context, baseline assessments are focused on collecting information directly related to the planned intervention in your project. Baselines are designed to collect information on indicators relating to the target group of a programme, based on the programme's ToC. For PVE, this would involve collecting data on key indicators for measuring programme outputs and outcomes related to the PVE context, including information on different gender dynamics. The baseline could also collect information on proxy indicators (indirect indicators of change) identified in the design process.

Further details on data collection methods and tools can be found in Module 6.

Reconstructing baseline data

Baseline data is essential for meaningful evaluation. In practice, however, baseline data is not always collected before or at the beginning of an intervention. This can be a challenge with PVE programmes, where data is not available, when new M&E systems are set up, or when it is not possible to access participants before an intervention begins (for example, due to lack of trust).

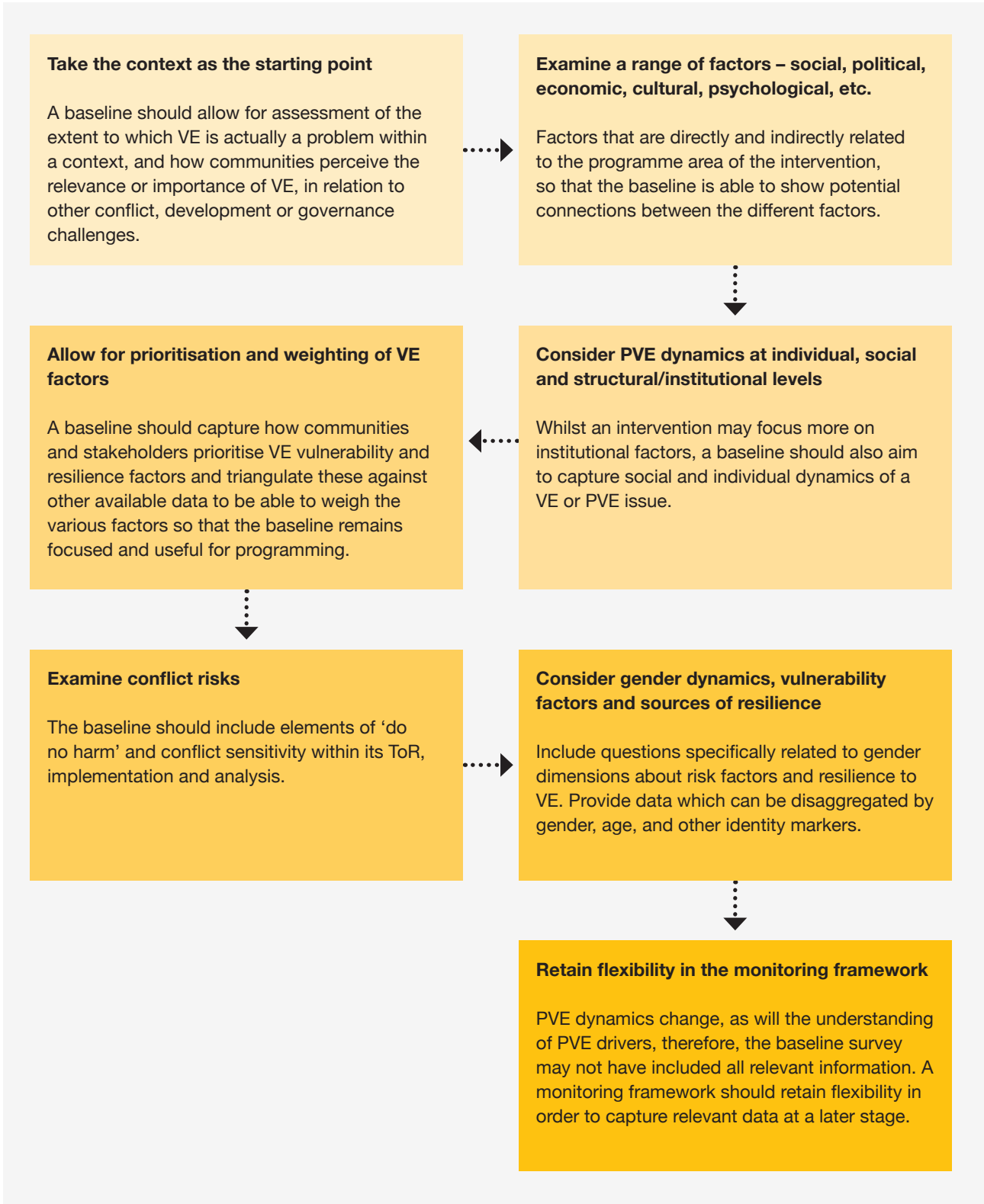
Whilst no method is a substitute for a baseline, in existing programmes where a baseline assessment has not been conducted, there are techniques for reconstructing baseline data:[34]

- *Accessing data from secondary sources* which provide information on the beneficiary population at the time the intervention started. This could include other research reports, programme evaluations from other interventions and government survey data. However, depending on the purpose, scale and methodology of these sources, the data may not be directly relevant to your target group or the time in question. In addition, there could be challenges accessing official data on relevant statistics due to sensitivity of data.

- *Using administrative and monitoring data from the programme during implementation* to estimate baseline conditions for the target population. This could include applications submitted or needs assessment forms filled in by beneficiaries.

- *Recall techniques* asking respondents to provide information on their situation, conditions, attitudes or behaviours over a specific period. This method is open to bias (e.g. being nostalgic for the past), which can distort how a situation or experience is perceived and reported, however, recall can sometimes provide better self-assessment estimates of behaviour and knowledge. Before completing a programme, people can overestimate their skills or knowledge because they do not know what skills are required. Post-completion, with their new awareness and skills, they can provide a more accurate assessment of their previous level of competency or behaviours and how much these have changed.

Figure 16: Good practice for baseline development



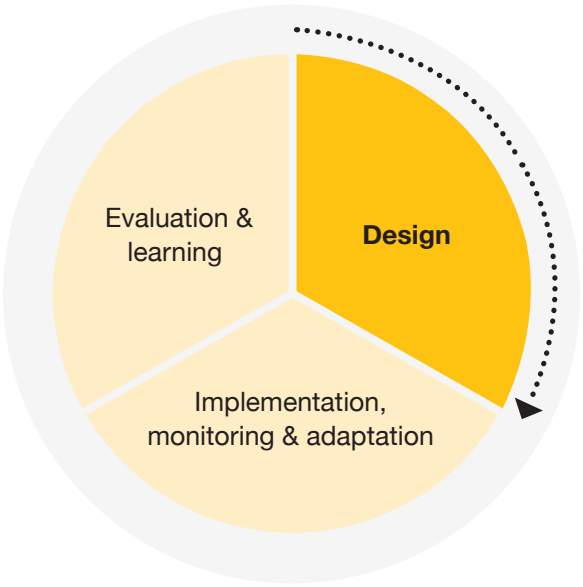
3.2 Baseline checklist for PVE

A baseline checklist breaks down the baseline process into its various components and offers checklist questions you can adapt to your context. This baseline checklist deliberately covers a broad range of questions to encourage a focus on the PVE context (and indicators which relate to the context, not only to project performance), and to more directly link the project baseline assessment and the context analysis. In practice, it may be necessary to prioritise some questions over others so that the baseline remains focused and streamlined. The project's ToC and indicators can guide this focus and prioritisation.

Data for PVE programming in fragile contexts can be extremely challenging to access, therefore elements of this checklist may not be easy to address. Chapter 3 on data collection can provide some strategies to address these challenges, and the baseline assessment itself can help to generate evidence to begin to fill these gaps. Therefore, sharing baseline assessment reports amongst practitioners is encouraged.

Programme indicators should be defined prior to the baseline assessment (see Module 4), however, findings of the baseline assessment may lead to refinement, adaption, removal or addition of indicators, based on relevance to the PVE context and feasibility to measure the indicator.

Why use it? As a support to ensure the baseline has examined what it needs to and considers the PVE context.



This tool is most useful at the *design* stage but can also be used during implementation. It can be used together with:

1.1 Understanding the VE challenge
3.1 Guidance for conducting the PVE baseline assessments
Module 4: Setting indicators
5.1 Strategies to address challenges to monitoring PVE programmes

Table 6: Baseline checklist for PVE programming – questions to consider

Y/N/data unavailable	Baseline checklist
Baseline framing	
	Does sufficient data relevant to the programme exist? What are the data gaps?
	Does the baseline take the context as the starting point – i.e. does it allow for capturing broader conflict issues and is not solely focused on PVE? *Refer to your programme's context analysis and ToC.*
	Does the baseline clearly relate the VE challenge/PVE objectives and outputs of the project?
	Has the framing be done as part of a consultative process with partners?
Baseline development process	
	Does your baseline development process involve partners, key stakeholders and communities affected by PVE?
	Have other relevant baseline assessments, needs assessments and studies been reviewed to inform the development process?
Baseline methodology	
	General
	Does the baseline methodology allow for a mixed-methods approach?
	Is the baseline able to collect quantitative and qualitative data?
	Does the baseline methodology allow for flexibility to add or adapt the framing of your intervention?
	Risk and conflict sensitivity
	Have risks in data collection and analysis been considered in the methodology?
	Are necessary protocols in place for carrying out the baseline (such as consent forms)?
	Have questions been tested to ensure they are appropriate and safe to ask in the context?
	Are the identities and data of baseline participants protected?
	VE/PVE factors and dynamics
	Does the baseline look at social, political, economic, cultural, and psychological factors and not only those directly related to the project objectives?
	Does the baseline look at structural and institutional PVE dynamics (inequalities, legal frameworks, policies, etc.)?
	Does the baseline include information on perceptions towards state institutions (particularly regarding security, human rights and corruption)?
	Does the baseline look at social PVE dynamics (such as family relationships, inter-group tensions, stigma, marginalisation, gender norms, etc.)?
	Does the baseline look at collective sense of injustice?

	Does the baseline look at individual grievances, motivations and perceptions? For example, questions around perceptions towards others (outsider groups, peers, wider community, politicians) in terms of threats or grievances?
	Does the baseline look at how these factors relate (or not) to the proposed approach?
	Does the methodology allow for weighting and prioritisation of PVE factors and dynamics to aid in understanding which issues are more salient?
	Does the methodology ask questions about how respondents see the factors interrelate?
	Does the evaluation methodology allow for more general feedback which could be relevant to PVE when examined within the context holistically?
	Do gender norms and expectations increase vulnerability to VE of individuals or groups?
	Based on their gender, age and other identity factors, are some individuals or groups more vulnerable to being victims of VE?
	Enabling environment
	Does the baseline assess the actual level or risk regarding VE groups in the context?
	Does the baseline reference presence or activity of VE groups in each context?
	Resilience
	Does the baseline examine sources of resilience (why people are not engaging in VE)?
	Does the baseline examine existing mechanisms for mediating violence/tensions within a context?
	Does the baseline look at who plays key roles in PVE within the community/target institution, etc.?
	What role do gendered social norms play in supporting resilience?
Analysis	
	Have partners, key stakeholders and communities affected by PVE validated the data?
	Have gender dynamics been considered in the analysis?
	Have other context and conflict dynamics been considered in the analysis?
	Are PVE factors weighted in analysis to develop a better understanding of which factors are more salient to PVE and how these interact?

Module 4:
Setting indicators

What are indicators? Indicators are qualitative or quantitative measurements of types and processes of change. In PVE programmes where change is complex, and involves attitudes, behaviours and relationships, it is important to set and track qualitative change.

There are different types of indicators:

Proxy indicators are very relevant for PVE programming. They are observable, indirect (proxy) signs that a change has taken place. These are useful for assessing complex change, such as levels of trust or marginalisation. They can measure performance or changes in the context.

Performance indicators are the most commonly used. They measure a project's performance against stated aims and targets at output, outcome and ultimately at impact level.

Process indicators measure the quality of processes rather than results of an action and are useful in interrogating the quality of a change, not only that it occurred. Process indicators provide insights into the nature of engagement.

Context indicators monitor key changes in the context in which a project is operating relating to PVE dynamics identified which could impact the project's performance or represent new opportunities.

Gender-sensitivity indicators measure gender-related changes in society over time and assess the extent of sensitivity to gender within the project.

The tools in this module are as follows:

4.1 Plotting levels of change
4.2 Guiding questions for identifying relevant indicators
4.3 Prioritising indicators (guiding questions and matrix)
4.4 Indicator bank

Why use them? Indicators are useful to tell us what type of data to collect, and will give us information on when, how and with what methods this data should be collected. However, only when the data is analysed will we understand the change that has occurred. Proper analysis implies triangulating data, that is cross-verifying data from at least two other sources and applying a combination of methods, such as testing a quantitative trend with data collected through focus group discussions and key informant interviews. This should be kept in mind when choosing the right indicator for the type of information you are looking for.

When to use them? These tools should be used after the design phase regularly throughout the programming cycle.

How to use them? This is best done as part of an inclusive process with partners and stakeholders.

UNDP staff: Refer to highlighted section in Project Document

Intended outcome as stated in the UNDAF/Country [or Global/Regional] Programme Results and Resource Framework:								
Outcome indicators as stated in the Country Programme [or Global/Regional] Results and Resources Framework, including baseline and targets:								
Applicable output(s) from the UNDP Strategic Plan:								
Goal/impact:								
Project Title and Atlas Project Number:								
Expected outputs	Output indicators	Data source	Baseline		Targets (by frequency of data collection)			Data collection method and risks
			Value	Year	1	2	3	

This helps you with this part of your programming framework

Extract from UNDP Project Document logical framework

Things to think about for setting indicators

Figure 17: Some considerations for setting indicators

Indicators for PVE

Indicators can tell us to what extent our project objectives have been met, what progress our project has made, and if changes are occurring. However, indicators only provide an indication that something has happened – they are not proof, and they cannot alone tell us why or how the change has occurred.

Selecting indicators within a PVE context can be particularly challenging, as environments are complex, and applicability of indicators is highly contextualised. Therefore, monitoring the context, contextualising indicators, and collecting additional qualitative data is critical to understanding your programme's contribution to identified outcomes and its interaction with the PVE context.

Example indicators for National Action Plans (NAPs) for PVE

Indicators should track development and implementation of National Action Plans, in terms of effectiveness, quality, conflict and gender sensitivity:

- The NAP for PVE reflects a shared understanding of the PVE problem, and this understanding is made available and disseminated to all engaged in the process.
- The NAP for PVE adheres to human rights principles and is gender and conflict sensitive.
- A communications plan is developed for the NAP for PVE.
- A multi-stakeholder monitoring mechanism for NAP implementation is established.
- Number of municipalities with a specific action plan for integrating the PVE is tracked.
- Number and diversity of stakeholders present – government, CSO and representatives of communities affected by PVE (disaggregated by government department/organisation/affiliation, gender, age, area, etc.) – is tracked.
- Percentage of people who are aware of the NAP for PVE (disaggregated by gender, age, area, etc.) is tracked.
- Percentage of people (disaggregated by gender, age, area, etc.) who agree that the NAP for PVE addresses their concerns and priorities (related to security, governance, development, etc.) is tracked.
- Number of projects that directly address the causes of VE identified in context analysis/research conducted in the development of the NAP is tracked.

Using proxy indicators

Proxy indicators offer an indirect way of assessing whether a change has occurred. For example, where actual participation rates in VE groups are difficult to assess, using prosecution rates for related offences or number of people going through a reintegration programme could be potential proxy indicators for participation in VE groups.

One proxy for increased vulnerability to joining a VE group is physical presence of VE groups mobilising populations in the area. However, not all proxy indicators are equally useful and a risk with using proxy indicators is that they can *hide non-linear relationships* between the proxy and change. This is especially relevant to PVE programmes working with complex change in dynamic environments.

To mitigate against these risks, avoid over-reliance on too many proxy indicators, ensure that your proxy indicators are relevant to the context, and think through the relationship between the proxy and the change before using it.

Example proxy indicators for youth social marginalisation

Depending on the context, some proxy indicators for youth social marginalisation could include:

- number of leisure spaces accessible to young people *(examine the types of leisure spaces, sports fields or halls, cultural centres, cafes, etc. as different youth would use these differently)*;
- frequency of youth participation in social events *(explore what type of events, which youth participate and who organises these events)*;
- number of youth-led or youth-focused organisations active in the area *(what types or groups, their membership, their mission)*;
- size and governance of their social networks *(who is in these networks, e.g. whether networks cross any social barriers, how they are organised)*;
- attitudes of elders towards young people's role in community life and youth's own attitudes to their role in community life;
- percentage of young people in prisons; and
- percentage of youth unemployment.

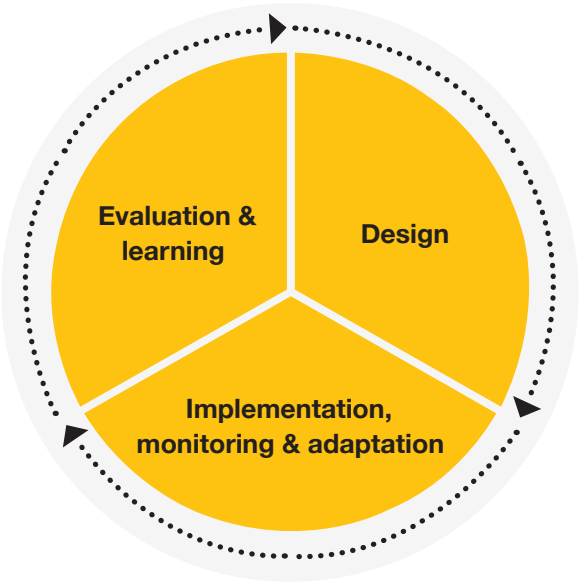
In addition, in some contexts suicide, drug use, truancy or school dropout rates can be indicative of social marginalisation amongst young people, however, these relate to complex social problems and depending on the context, can be influenced by other factors (such as school dropout rates being related to availability of informal employment for school-aged boys).

Testing identified proxy indicators relevant in your context, and combining these with other indicators and validating these with beneficiaries and experts can help ensure that you have chosen the appropriate indicators for the change you are trying to measure.

4.1 Plotting levels of change

Plotting levels of change from short term to long term to identify the different levels of change and steps towards them across a programme.

Why use it? It helps to visualise what change is feasible given the constraints of programme timeframe, budget, scope and scale.



This tool is most useful at *all stages of the programme cycle*. It can be used together with:

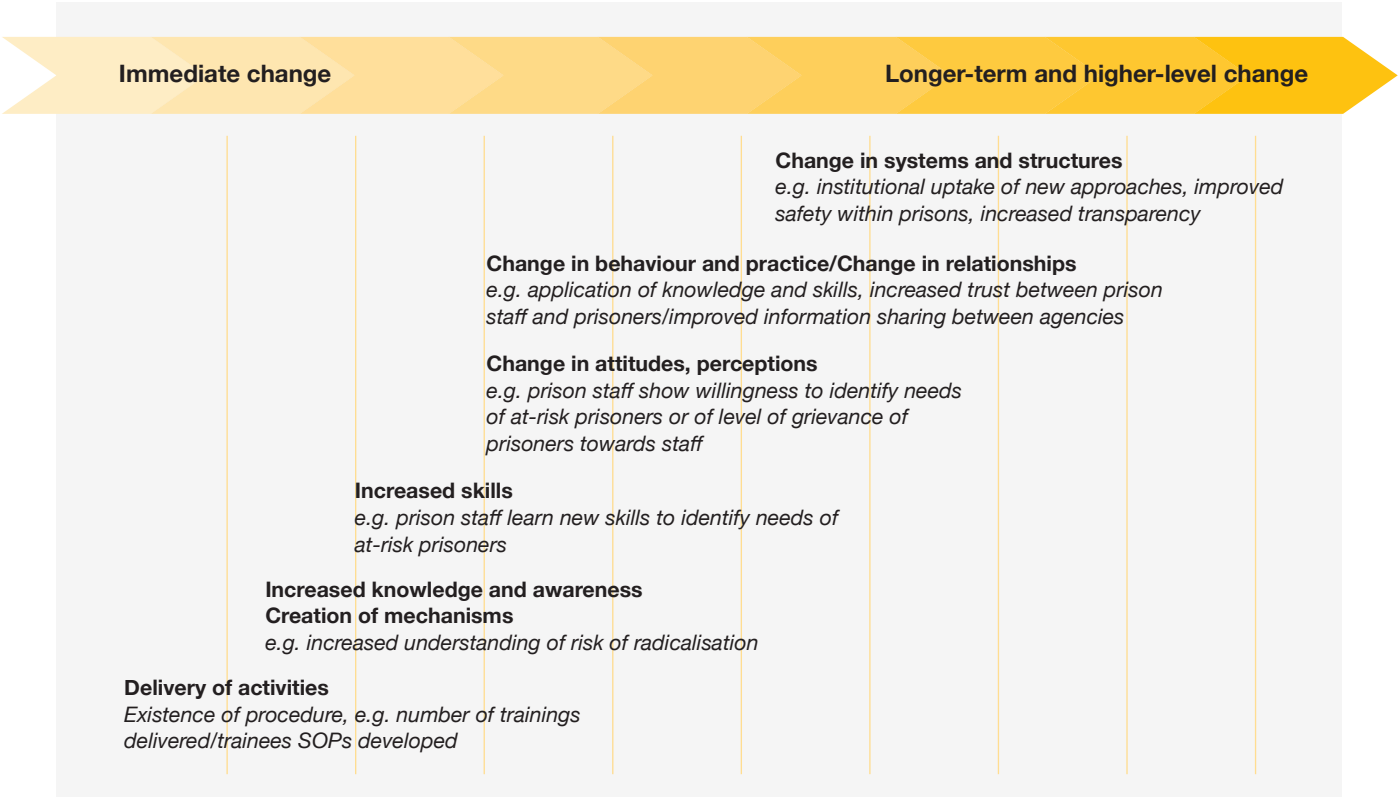
1.1 Understanding the VE challenge
2.2 Articulating change
4.3 Prioritising indicators
4.4 Indicator bank
5.4 Outcome harvesting

Figure 18 shows an example of the levels of change from output to outcome level in the context of a project related to radicalisation in prisons. Plotting levels of change on this type of diagram from more attainable and achievable in the short-term outcome-level change, to harder-to-achieve, longer-term outcome-level change, helps to visualise what change is feasible given the constraints of programme timeframe, budget, scope and scale. It is important to note that change is not linear or step by step. For example, whilst attitudinal change can lead to behavioural change, this is not true in all cases. In some cases, it is possible or easier to change behaviour through an intervention (such as through training or new regulatory frameworks) than long-standing social attitudes.

This tool helps to situate levels and layers of change within a project and encourage reflection on what level of change is feasible within the constraints of the project. Questions to think about when using this tool are as follows:

1. What change is achievable within the timeframe of the programme? In other words, if the project runs for six months, it is unlikely to achieve institutional change (change in systems and structures), which would take longer.
2. What change is feasible given the inputs and resources of the project (nature and scope of activities, human resources available, budget limitations, etc.)
3. What change would the project most directly contribute to?
4. What change is the project team accountable for and what change relies on other stakeholders (such as CSOs or government partners)?
5. What change is feasible to measure and report on within the project cycle?

Figure 18: Levels of change within a PVE project working in prisons with returned foreign fighters



Linkages between attitude and behavioural change are complex and not linear. Whilst changes in attitudes can lead to changes in behaviour, it is possible to change behaviour without changing deep-seated attitudes or beliefs.

Some examples of indicators for a project working in prisons could be the following:

- *Achievement indicator:* Number of security incidents recorded in prisons
- *Process:* Quality of training provided (based on the definition of clear criteria that guarantee the quality of the training process)
- *Context:* Number of new inmates per quarter relative to prisoners being released
- *Gender:* Percentage of returned foreign fighters who are victims of bullying within the prison (based on a gender analysis that revealed that perceptions of different masculinities led some foreign fighters to be more vulnerable to violence within prisons)

Example proxy indicators for youth social marginalisation

In a PVE context, it is most likely that you will be dealing with proxy indicators as the changes you want to measure are not tangible.

The *Every Day Peace Indicator* approach takes a participatory, community-centred approach to developing indicators of what peace looks like at the grassroots level, i.e. what it looks like in practice

on a daily basis. The project asks community members to identify their own measures of peace. The approach is founded on the principle that local communities are best placed to identify changes in their own circumstances, rather than relying on external 'experts' to identify indicators for them. This approach helps to break down hard-to-measure concepts such as peace into tangible, observable changes, which are grounded in the local context.

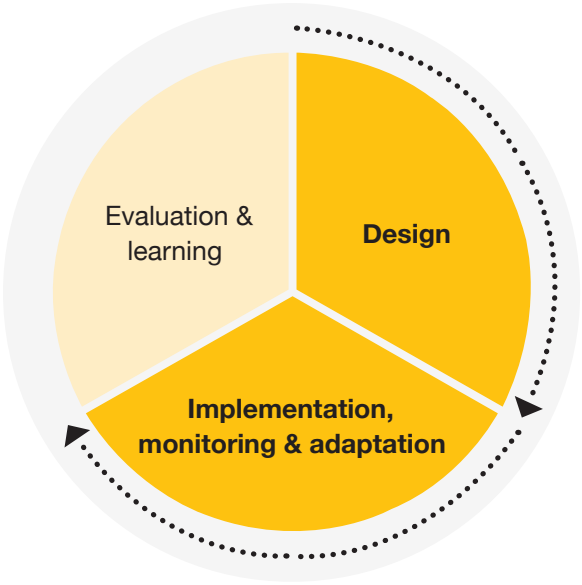
This could be useful in identifying what vulnerability and resilience to VE looks like for communities. This said, great care should be taken in ensuring that information gathered through this process is dealt with sensitivity and communities are engaged. Communities may be less willing to address issues of VE as directly as they would an issue such as peace, so this approach requires trust and open relationships to develop relevant and representative indicators.

Source: Everyday Peace Indicators, https://everydaypeaceindicators.org, accessed 7 February 2018

4.2 Guiding questions for identifying relevant indicators

Guiding questions for identifying relevant indicators offers a set of questions that helps to find the indicators that are most relevant in achieving your programme goal.

Why use it? To be able to track the change most relevant to your programme goal.



This tool is most useful at the *design and implementation* stages. It can be used together with:

1.1 Understanding the VE challenge
1.4 Prioritisation of factors
2.2 Articulating change
4.1 Plotting levels of change
4.3 Prioritising indicators
4.4 Indicator bank
5.4 Outcome harvesting

- What does PVE-related change (success) look like in the context of the project? What evidence is there for the relevance of a specific indicator to your context (i.e. has it been identified through in-depth research or consultations)?
- How is the PVE-related change identified above situated within broader context dynamics?
- How does this change look for different groups (men, women, girls, boys, different nationalities, ethnic groups, different social status, etc.)?
- Is disaggregating an indicator sufficient to address gender dimensions of the indicator, or do separate specific indicators need to be developed?
- Are the indicator testing assumptions within the programme's ToC?
- How can you measure this change? How is this quantifiable or measured qualitatively?
- What capacity and resource issues do you need to consider in selecting a feasible indicator to track over the course of the project?
- What are the PVE and other conflict risks associated with this indicator? Does it need triangulation with other indicators to become meaningful? What are the risks related to drawing conclusions from analysing the data (e.g. overestimating risk or stigmatisation)?
- What are the relationships between indicators? If one indicator changes, does/how will it impact others? Have these links been teased out?

Testing assumptions behind indicators using impact evaluation: Mercy Corps Somali Youth Leaders Initiative

The theory of change behind Mercy Corps' Somali Youth Leaders Initiative (SYLI) programme is that improved access to education and civic engagement for young Somalis can contribute to stability. Stability was measured through *decreased participation in and support for political violence.*

The programme targeted youth aged 15 to 24 years in Somaliland, Puntland and south central Somalia through two main interventions: 1) increasing access to formal secondary education, and 2) empowering youth through civic engagement activities.

There are significant assumptions underlying this ToC. The pathway from increasing access to education and civic engagement, to a decrease in youth participation in and support for political violence is non-linear and many factors can come into play that can support or hinder the expected change process. Yet with a rigorous design, those other factors can be controlled for. To test the validity of some of these assumptions, Mercy Corps conducted a study to compare the degree to which access to secondary education by itself and coupled with civic engagement activities contributed to reduced participation and support for political violence and, by extension, violent extremism.

The study tested five assumptions in the form of hypotheses related to the possible impact of the SYLI programme:

- **H1:** Participation and support in political violence among Somali youth will decrease as a result of increased access to formal education if youth perceive their government is satisfactorily providing basic services.
- **H2:** Participation and support in political violence among Somali youth will decrease as a result of increased access to formal education if youth are less isolated and excluded in their community.
- **H3:** Participation and support in political violence among Somali youth will decrease as a result of increased access to formal education if youth are more optimistic about future employment opportunities.
- **H4:** Participation and support in political violence among Somali youth will decrease as a result of increased access to formal education and civic engagement activities if youth feel they can make a difference in their community.
- **H5:** Participation and support in political violence among Somali youth will decrease as a result of increased access to formal education and civic engagement activities if youth gain confidence in the effectiveness of nonviolent means to affect change.

The study employed mixed-methods impact evaluation to test these hypotheses. Mercy Corps used a quasi-experimental design, using survey data from youth in Somaliland, key informant interviews (KIIs) with in- and out-of-school youth (both males and females), teachers, Ministry of Education officials, and members of community education committees.

For the quantitative survey, participants were selected through a two-stage sampling process. First, schools that were built or reconstructed through the SYLI programme were purposively sampled. The schools were selected based on: 1) intervention type – i.e. educational activities alone or educational and civic engagement activities; and 2) location – rural vs. urban settings.

Mercy Corp's SYLI programme tracked the likelihood of youth participating in and supporting political violence. The evaluation of the programme found that the provision of secondary education through the SYLI programme reduced the likelihood of youth participating in violence by 16%, yet it increased support for political violence by 11%. Where the programme combined both secondary formal education and civic engagement, the likelihood of youth both participating in and supporting political violence were reduced by 13% and 20%, respectively.

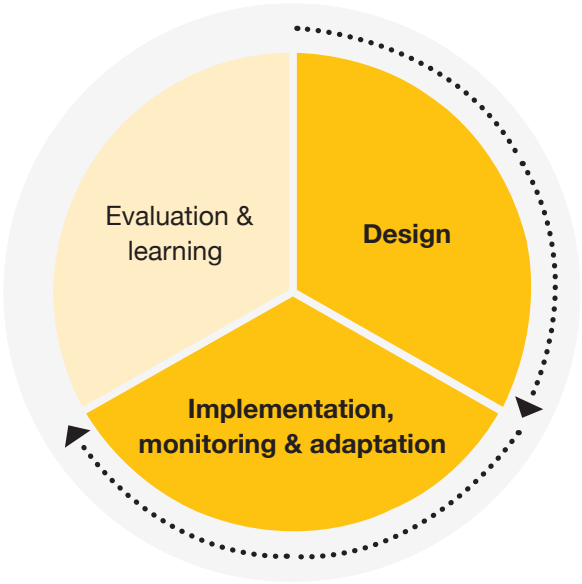
The study concluded that integrated approaches which provide education and opportunities for youth to influence and feel heard were more effective in reducing both participation in and support for political violence.

Source: B. Tesfaye, Critical choices: Assessing the effects of education and civic engagement on Somali youths' propensity towards violence, Mercy Corps, 2016

4.3 Prioritising indicators for measurement and monitoring

Prioritising indicators is divided into two parts. Part A offers a set of questions to help prioritise the indicators you have already identified as relevant. Part B offers a matrix to prioritise which indicators are the most important and relevant for monitoring purposes. The tools can be used individually or together, and at different stages of programming.

Why use it? To develop a manageable number of indicators you can track that are the most relevant to your programme. It helps to discard or deprioritise (for less frequent monitoring) indicators so that you have a more streamlined set of indicators which track 'need-to-know' outcomes.



This tool is most useful at the *design* and *implementation* stages. It can be used together with:

1.2 Identifying factors of vulnerability and resilience
1.4 Prioritisation of factors
2.2 Articulating change
4.1 Plotting levels of change
4.3 Prioritising indicators
5.4 Outcome harvesting

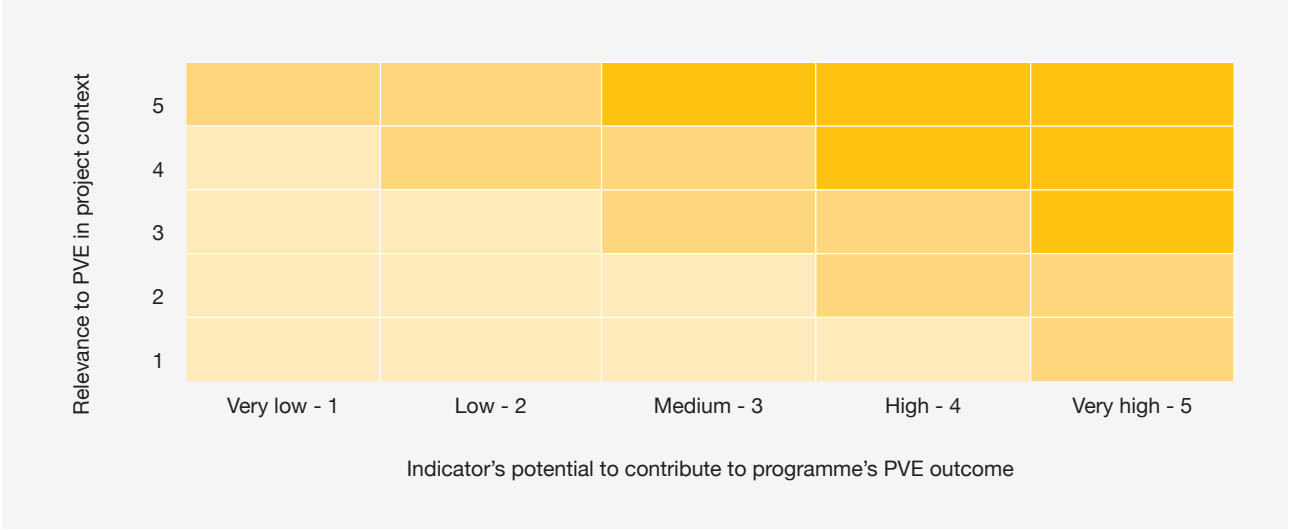
Part A

- According to your context analysis, which are the most important indicators for VE in the specific area of operation?
- Does this analysis reflect other external (non-UNDP) analyses of the most important indicators for VE in the specific area of operation? (This could be academic research, studies by other agencies and NGOs, consultations with local partners, etc.)
- When triangulating this data, are the most relevant indicators identified still the most salient?
- Amongst those indicators identified, are there indicators that address individual, social and structural/institutional elements? (See *Tool 1.2: Identifying factors of vulnerability and resistance*) Are there gaps in your knowledge/analysis? Are there specific areas that the programme does not work on?
- Which indicators does your intervention directly address? Which ones does it address indirectly? Which ones does it not address? What's the justification?

Part B

A prioritisation matrix for scoring and plotting indicators according to their relevance to PVE in the programme context (i.e. those that relate to the most salient VE resilience and vulnerability factors identified) and according to the indicator's relevance to the programme's PVE outputs and outcome is presented in Figure 19.

Figure 19: Indicator prioritisation matrix



How the tool works:

1. Identify potential VE indicators. Use your context analysis and ToC, and refer to the guidance on setting indicators. List the indicators that best capture PVE-related change within your context and the key changes in the VE context which could interact with your intervention.

2. Assess the relevance of the indicator to the VE context on a scale of 1-5 (1 being not relevant, 5 being very relevant). For example, if your context analysis has identified trust in local institutions as a key factor, then this would rank highly.

3. Assess the indicator's potential to contribute to the programme's PVE outcome, i.e. does the indicator respond to the project's PVE outcome directly (1 low, 5 high)? Taking the example of trust in local institutions, if your intervention works directly on building local institutional capacities then the indicator would score high/very high, and if the intervention does not, then it would be scored lower. Remember, even if the indicator does not address the project's PVE outcome directly, it does not mean you should not measure it. Indeed, if you see that a significant number of the indicators that scored highly on relevance to PVE context, scored low on 'indicator's relevance to project's PVE outcome', then this could mean that the outcome is not well aligned to the PVE context and needs adjusting.

4. Multiply the indicator relevance to context score by the relevance to project's PVE outcome score to get an overall numerical value between 5 and 25. For example, if your indicator on trust in local institutions scored a 5 for relevance to the VE context and 3 for the indicator's relevance to the project's PVE outcome, then the indicator would score 15 overall.

A note on weighting the scoring: In the context of your intervention, do *relevance to VE context* and *relevance to programme outcome* have equal weighting? An indicator may be extremely relevant to the context, but your project is not working on it directly, and yet you still believe it's important to measure. In this case, the *relevance to the context* scoring would hold more sway. Consider the score critically; is an indicator that you have scored at 20, really 10 times the value of an indicator you have scored at 2? Record the reasoning behind your scoring.

5. Verify the prioritisation process. Rank the indicators according to their scores and ask the group to check if anything stands out that does not make sense.

6. Looking at the ranking, review which should be prioritised in the monitoring strategy (those fundamental to understanding project impact and prioritisation in terms of VE). These will be assessed at baseline, endline and throughout. Indicators that don't score as highly will be monitored less frequently (at least baseline and endline). The lowest-scoring indicators become 'nice to have', which depending on resources available and constraints would not be prioritised for systematic measurement.

7. Plot the higher-scoring indicators on Table 7 to check if there is a good balance of the different aspects that need to be measured (achievement, process, gender and quality). If not, look at the indicators that scored less well to see if any would be useful to include.

Table 7: Grid for reviewing balance of achievement, process, gender and quality indicators

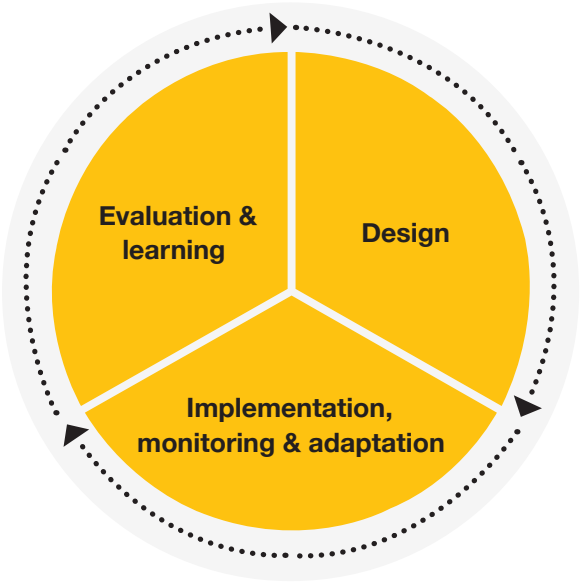
Measuring achievement *(indicators which track programme achievement against stated aims)*	**Measuring process and quality** *(indicators which track the process of change and measure quality of that change)*
Measuring gender *(indicators which measure key changes related to gender and PVE)*	**Measuring context and risk** *(indicators which track changes in VE context and key risk associated with the programme)*

4.4 Indicator bank

Note: An indicator bank, organised around the core programming areas of UNDP following also the Secretary-General's Plan of Action for PVE, is in an accompanying excel spreadsheet for ease of use and sorting as well as available through UNDP's intranet.[35]

Indicator bank is intended to serve as a living document, a repository of indicators, that can be shaped and used as a springboard for developing context-specific PVE indicators. The indicator bank is available in an attached, sortable, excel spreadsheet organised by UNDP programming area.

Why use it? To stimulate thinking around the types of indicators needed to track change in a PVE programme.



This tool is useful during *design*, *implementation* and at the *evaluation and learning* stage. It can be used together with:

1.1 Understanding the VE challenge
1.4 Prioritisation of factors
2.2 Articulating change
4.3 Prioritising indicators
5.4 Outcome harvesting

The following principles can guide the conversations in utilising this bank for indicator development:

- *Understand the indicator before you use it.* Do the assumptions hold true in your programme? Are the risks more relevant in your context? By using an indicator, you endorse its methodology and normative assumptions. Clarifying the definition of what you are measuring will help you refine your indicator.

- *Use a range of indicators.* Using 'baskets' of indicators can mitigate against perverse assessments that may not reflect reality. Be sure to understand the theoretical constructs each indicator is measuring enough to find a right balance of indicators.

- *Triangulate.* Using different means of verification such as data triangulation (time, space, and persons) and methodological triangulation (interviews, surveys and documents) can enrich explanatory value and mitigate against forms of bias.

- *Recognise relativity of design hierarchies in indicators.* One project's outputs can be another project's inputs. The same can apply to outcomes and goals, or impact, although to a lesser degree as the type of change moves closer to impact. How these are classified might depend on scope, focus, capacity and interest.

- *Framing indicators define the programmatic domain and illustrate the nature of change that may be occurring, but don't measure specific change.* They rely on more tangible indicators of change often at the project level to capture the nature of change.

- *Not all the assumptions that correlate indicators to their respective objectives are articulated in the bank.* Relatedly, not all risks are included in the risk/challenge column.

Note of caution when using the indicator bank

As indicators should be developed through a participatory process, attempting to use these indicators 'off-the-shelf' without input from relevant stakeholders can be problematic, especially in the emerging field of PVE. When using this bank, a good vantage point for conversations is to ask: 'How does this indicator fall short in measuring the specific change we are interested in?' and 'What would we need to take into consideration to modify this indicator for our context and programming purposes?'

- *Sensitivity of indicators.* Some indicators may not be responsive to the degree of change suited for your programme timeframes. You may need to consider fine-tuning indicators to be more sensitive to change based on the needs of the project.

Developing interim measures of success in iDare Act, Alternative Narratives in Jordan

A Hundred Questions on Violence (#100QV) is a campaign launched by I-Dare for Sustainable Development (I-Dare) in 2017 with a series of videos talking about violence in the format of questions. In 2018, the campaign added another element highlighting the concept of "Youth Agency" among youth 18-30 years old. The online campaign takes Facebook[36] as the main platform in addition to other online outlets, is bilingual and it targets a wide range of audiences in Jordan and beyond. Moreover, I-Dare created the Alternative Narratives Knowledge Hub[37] which is an online platform to create and to enrich the culture of having a "Positive Discourse" or what I-Dare calls an alternative narrative approach towards violent and hateful content and is aimed at promoting positive content, creating and encouraging dialogue, providing contextual information, and stimulating critical and analytical thinking among its readers and contributors.

The project's ultimate indicator for success is prevention of the engagement of youth in violent extremism through strengthening community resilience and fostering youth agency. Watch this video for recommendations for local interventions in order to prevent violent extremism: https://goo.gl/4BqfU9.

For measurement of impact, I-Dare focused on identifying *interim measures of success*, including: level of understanding/knowledge on hijacked religious and media concepts; level and quality of engagement of youth in the programme (number, frequency, participation); online engagement (posts, blogs, video, online discourse); and overall change in attitudes.

Success measures were monitored through pre- and post-testing of participants (understanding and knowledge), activity reports including attendance monitoring data, statistics and qualitative analysis of online engagement and in-depth interviews with participants to understand relationships, peer networks and influences and verify changes in attitudes and behaviours.

It is difficult to test the causal link between attitude and behaviour changes and *actual* recruitment. However, through developing a theory which identifies change milestones (interim success measures), the programme can track progress and contribution to the PVE goal.

3

Monitoring strategy and data collection

This chapter will help you with the following:

- ***Design your strategy for monitoring.*** Build time and budget into projects to test and pilot tools and approaches, with a focus on adaptation based on results, as well as signposting points for review.

- ***Think through data collection methods*** appropriate to the context, the project focus and methods that guard against cultural, conflict and gender insensitivity.

- ***Use an adaptable indicator bank*** that offers a range of adaptable indicators covering the different UNDP programming areas (provided as an excel annex).[38]

Module 5:
Monitoring tools

What are monitoring tools? Tools that involve tracking progress in meeting programming objectives *and* monitoring changes in the wider environment, examining the impact the intervention has on the context as well as the impact the wider environment has on the intervention.

They examine the key changes in the context, noting how tensions and conflict issues may be evolving, and enabling the assessment of these developments and adaptation of a programme accordingly so it remains relevant. This is not just about the wider conflict dynamics, but about paying attention to those surrounding PVE indicators that influence and are influenced by the intervention and looking for unintended impacts of the intervention, both positive and negative. The tools in this module are as follows:

5.1 Strategies to address challenges to monitoring PVE programmes
5.2 Context monitoring (timeline) tool
5.3 PVE change capturing tool
5.4 Outcome harvesting

Why use them? Monitoring is about programming better and programming for change during the programme cycle. Monitoring is essential for PVE programming as the operational context may change rapidly. Without more formalised tracking, it is difficult to build a full picture of these changes and associated risks over time, to be consistent in making decisions about adapting programming, and to check if the programme's assumptions still hold.

When to use them? These tools should be used after the design phase regularly throughout the programming cycle.

How to use them? This is best done as part of an inclusive process with partners and stakeholders.

UNDP staff: Refer to highlighted section in Project Document

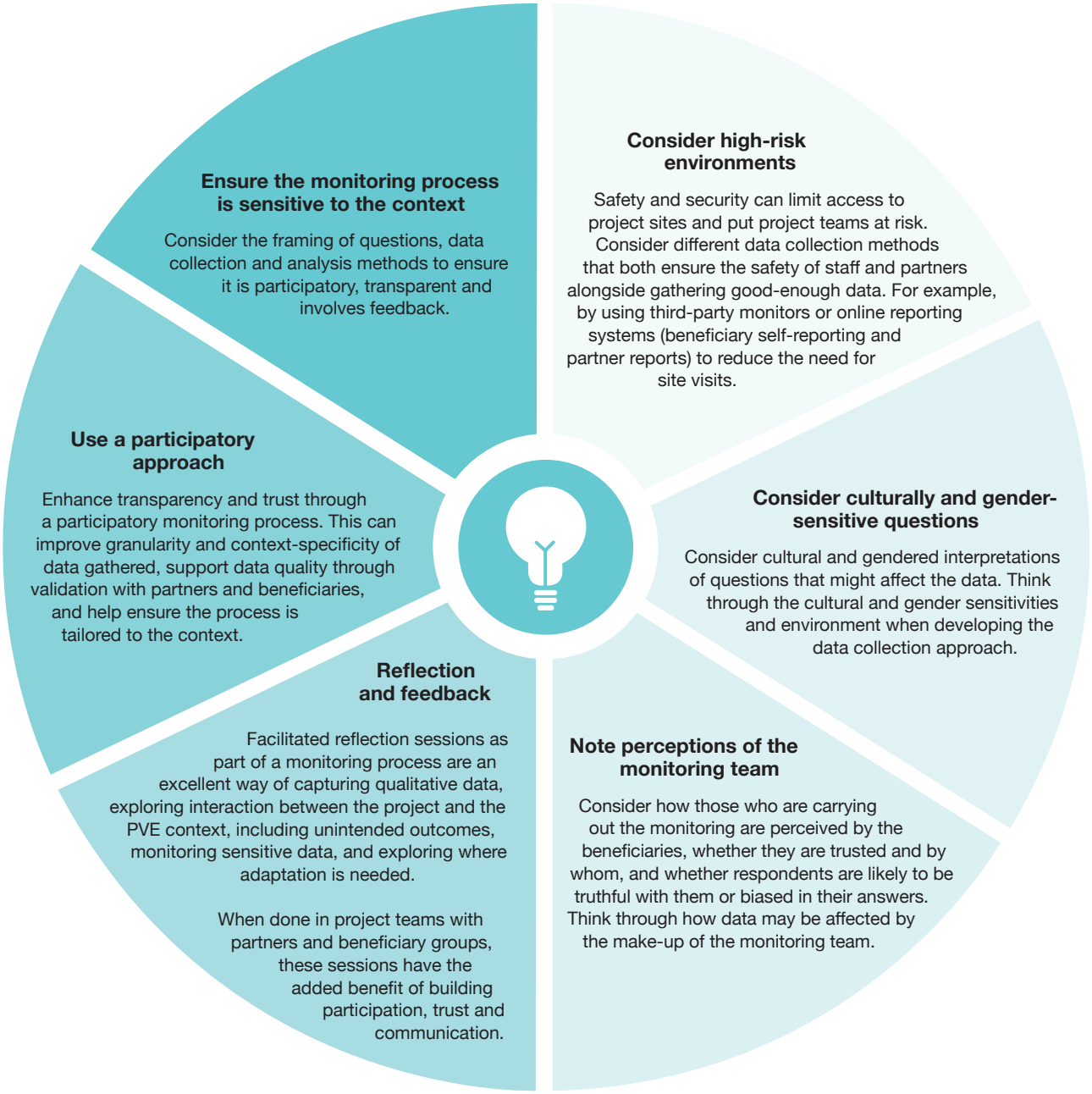
Intended outcome as stated in the UNDAF/Country [or Global/Regional] Programme Results and Resource Framework:								
Outcome indicators as stated in the Country Programme [or Global/Regional] Results and Resources Framework, including baseline and targets:								
Applicable output(s) from the UNDP Strategic Plan:								
Goal/impact:								
Project Title and Atlas Project Number:								
Expected outputs	Output indicators	Data source	Baseline		Targets (by frequency of data collection)			Data collection method and risks
			Value	Year	1	2	3	

These tools help you with this part of your programming framework

Extract from UNDP Project Document logical framework

Things to think about for monitoring PVE

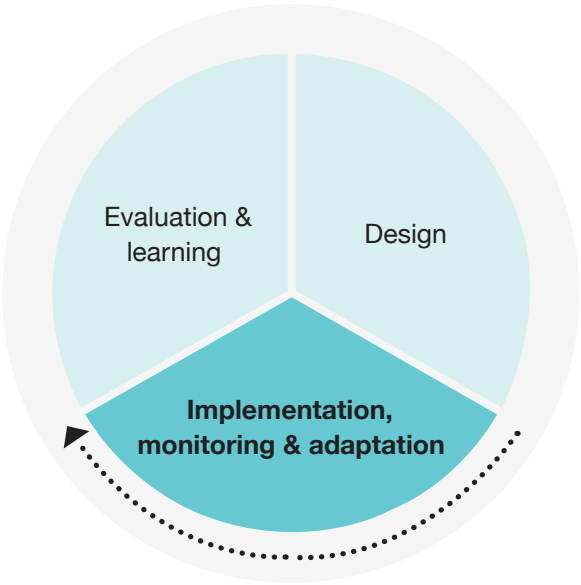
Figure 20: Some considerations for monitoring PVE



5.1 Strategies to address challenges of monitoring PVE programming

Strategies to address challenges of monitoring offer examples of challenges encountered in PVE programming, the potential impact these may have and an example of a strategy for monitoring these challenges. These will need to be adapted to the specific programme.

Why use it? To recognise challenges early on and to stimulate ideas for potential monitoring strategies.



This tool is most useful at the *implementation, monitoring and adaptation* stage. If used for baseline or context analysis, it is also useful at the design stage. It is important to be aware that data collection methods should be considered at design stage in order to ensure the right methods have been selected for what the tool seeks to measure. It can be used together with:

1.1 Understanding the VE challenge
1.4 Prioritisation of factors
2.2 Articulating change

Table 8: Strategies to address challenges of monitoring PVE programming

Challenge	Impact	Monitoring strategies
Limited evidence base and data for impact for PVE	Inability to evidence hypotheses, contribution and attribution.	• Unpack assumptions around prevention. Use evidenced ToCs. • Targeted research and analysis into PVE hypotheses. • Use contribution analysis tools and processes.
Rapidly changing and dynamic VE context (PVE priorities change, e.g. change in focus to reintegration of returned fighters)	Intervention strategies and ToC logic and baseline data may be out of date or need adaptation.	• Regularly review conflict analyses and needs assessments (macro and micro level). • Review and adapt evidence-based ToCs specific to the conflict dynamics and on likely conflict scenarios. • Monitor for conflict sensitivity. • Conduct scenario planning.
Insecurity and threats to safety of M&E personnel (e.g. with VE groups, 'at-risk' groups)	Lack of access to or oversight of areas of implementation. Lack of ability to verify or triangulate data.	• Third-party monitoring by trusted partners and community groups with access to hard-to-reach groups. • Develop M&E processes which consider the conflict dynamics and risks to implementers and M&E teams. • Remote evaluation techniques, e.g. comments boxes, SMS or telephone reporting, web-based monitoring or surveys, regular verbal reports and peer observations. See ECHO guidance on remote management; GSDRC remote management of projects in fragile states.[39]
Difficulties accessing those most 'at-risk' of VE	Unable to reach and monitor project's ability to work with the most at risk of VE.	• Context analysis to develop in-depth, contextualised understanding of who is at most risk of VE. • Consultation with local experts to develop an understanding of vulnerability within communities/areas identified. Working through intermediaries (CSOs, community leaders, etc.) to access these groups. • Remote M&E or third-party M&E.
Bias in M&E participants'/ respondents' feedback	Results in unreliable data and inaccurate reporting and analysis of data.	• Using anonymised data-collection techniques (such as online, SMS and remote survey techniques). • Testing and validation on questions to identify and reduce risk of bias.
Reliance on partners' M&E systems	Reduced oversight. Weak systems result in a lack of data, learning and evidence, and failure to integrate learning into project design.	• Partner DM&E capacity needs assessment. • Tailored development of M&E tools for partners. • Accompany capacity-building process for partners (direct, remote or through local third party). • Budget for capacity-building support for M&E within project budgets.
Lack of reliable and verifiable publicly held data (such as national statistics)	Creates data gaps – difficult to monitor objective and variable national-level indicators. Difficult to triangulate data.	• Identification of alternative data sources (e.g. other implementing agencies or academic institutions). • Triangulation of existing data from various sources. Community audits and self-assessments (with a range of actors for comparison). • Consultations with external/independent experts.

Good practice monitoring for PVE

Monitor the context focusing on priority factors and dynamics related to VE identified in your analysis.

Monitor the intervention in terms of its stated PVE goals as well as capturing negative and positive unintended outcomes.

Monitor the interaction between the PVE context and the intervention:
- identify indicators that track the interaction between the project and the context during implementation;
- develop monitoring plans for the context and interaction indicators and their implementation; and
- conduct a regular review of monitoring information with appropriate project adjustment.

Monitor programme risks and assess conflict risk in the monitoring process

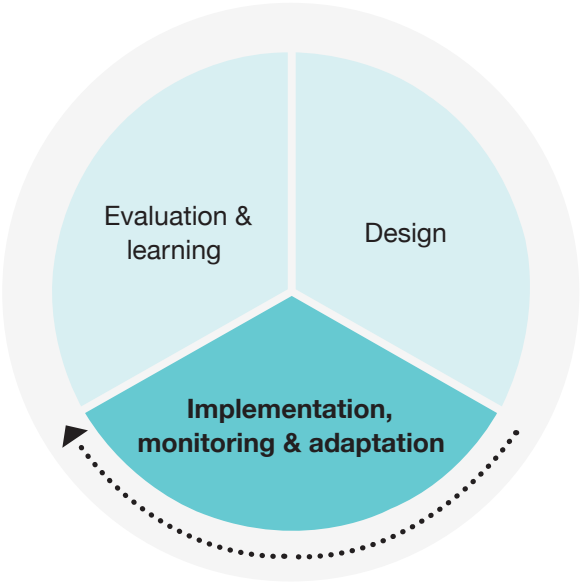
Ensure the monitoring process is sensitive to the context.
Consider the framing of questions, make-up of the evaluation team, and data collection and analysis methods that are participatory, transparent and involve feedback.

Use complementary indicators – beyond output-level quantitative measures.
Aim to include indicators which track impact and outcome-level change, both quantitative and qualitative, as well as indicators which track the PVE context and risk, interaction between the context and intervention, process and gender sensitivity.

5.2 Context monitoring (timeline) tool

Context monitoring (timeline) tool provides a set of questions for reflection by project teams and partners as well as a framework for review using a timeline. This tool has been left deliberately broad for programmes to tailor it to focus on relevant changes for that context and programme. The tool can be used regularly as part of project monitoring by programme staff and partners. It is usually recommended to be carried out every quarter. Part A provides guiding questions for monitoring the context, which provide a basis for completing Part B of the tool, where key changes in the context can be mapped on a timeline as a visual aid.

Why use it? To map major events, processes and changes along with key programme outputs and outcomes to track changes to the context and their potential impact on the programme.



This tool is most useful at the *implementation, monitoring and adaptation* stage. It can be used together with:

1.1 Understanding the VE challenge
1.4 Prioritisation of factors
2.2 Articulating change

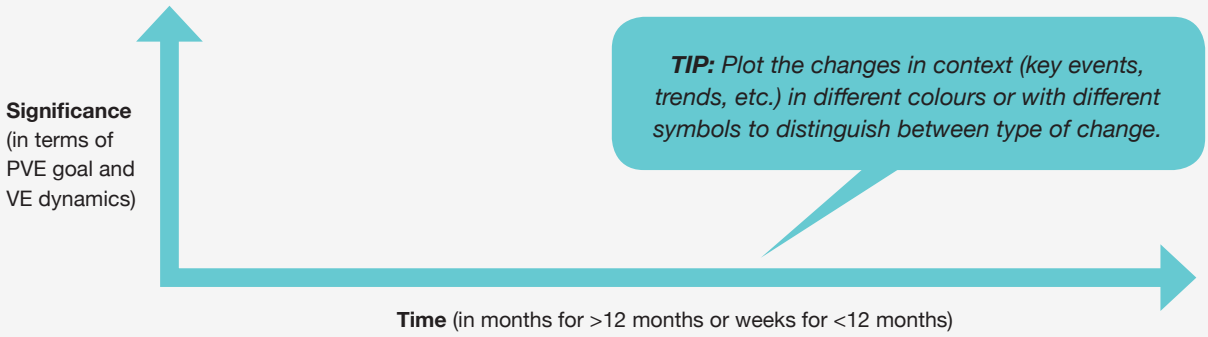
Part A: Context monitoring guiding questions

Framework for context monitoring questions	
PVE changes in the programme context	• What were the PVE risks identified during the analysis and design stages of the programme? Are these still relevant? Are these still the most important factors? If yes retain, if no review (add/remove, reprioritise)? • How are these risks different for men, women, boys and girls? • How are these changes being monitored during project implementation? (i.e. part of a formal M&E process, ad hoc monitoring, reflection, etc.). • How would you describe changes in the frequency or intensity of VE risks since the last review (monitoring)/over the life of the project (evaluation)? • Have any major VE-related events occurred during the reporting period? If yes, describe. • Have there been any significant prevention successes during the reporting period? If yes, describe.
Other changes	• Have any other major events occurred during the reporting period? Consider conflict, political changes (new policies, elections, etc.) If yes, describe the event. • Are there any environmental changes that have been observed in the project area that may affect project activities or stakeholders? • Are there any social, political or economic changes that may affect project activities or stakeholders? • How are these changes affecting men, women, boys, girls and different socio-economic groups differently?
Implications for programme activities	• Describe how project activities and stakeholders have been affected by other changes to the context. • Describe measures taken to address any negative impacts, e.g. adjustments to project activities, support to stakeholders to manage the impacts. • Describe measures put in place that are tailored specifically to address the different needs of men, women, boys and girls from different socio-economic groups. • Describe the process to decide on the measures taken to address the negative impacts, including how stakeholders were involved in the decision. • Were the measures effective in managing the negative impacts? If not, what is proposed in the future to address the impacts? • What are the budget implications of adjustments to project activities and/or timeline?

Part B: Context timeline tool

Map the major events, processes and changes identified through the guiding questions, along with key project outputs and outcomes, along a timeline (Figure 21).

Figure 21: Plotting a timeline of changes in the context

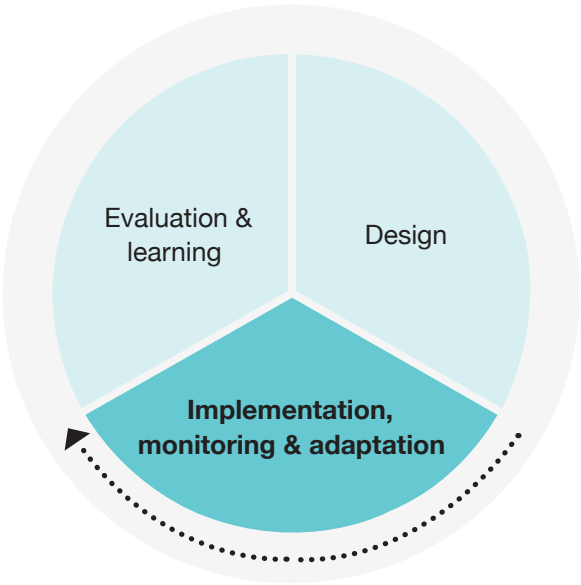


Example of timeline completed with contextual changes

5.3 PVE change capturing tool

Change capturing tool provides a process and a matrix to assess the extent to which changes brought about by the programme have contributed to PVE and provides a framework for reflection on programming implications. This is a tool for monitoring changes during project implementation, however, depending on the length of the programme and nature of changes, it can also be a useful evaluation tool to assess change over the lifetime of the programme.

Why use it? The tool encourages critical reflection of a programme's contribution to PVE outcomes, and can help in encouraging learning.



This tool is most useful at the *implementation, monitoring and adaptation* stage. It can be used together with:

1.1 Understanding the VE challenge
1.4 Prioritisation of factors
2.2 Articulating change
4.3 Prioritising indicators
5.2 Context monitoring (timeline) tool

Step 1: PVE change capturing guiding questions

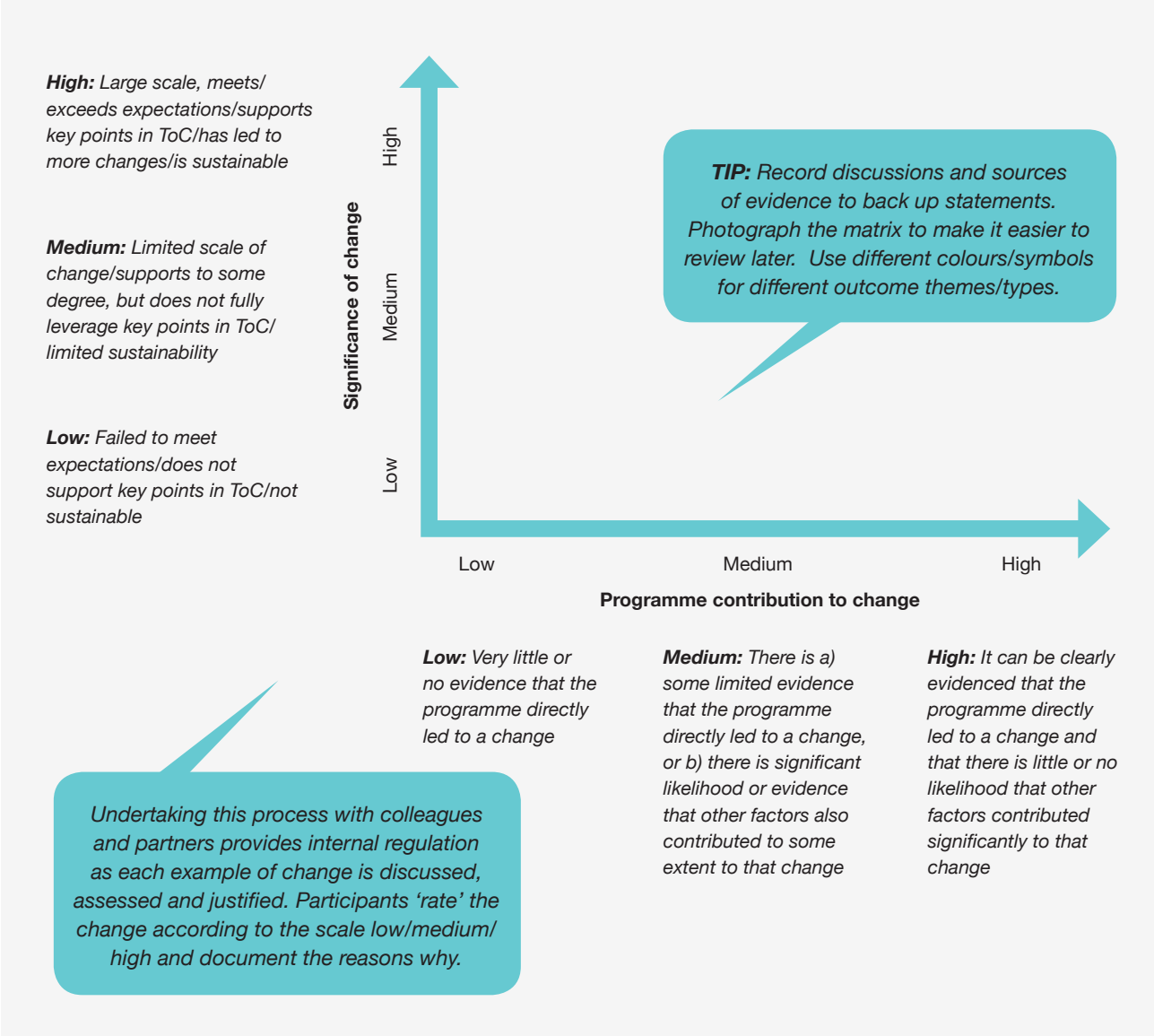
Adapt the questions below to track and capture any change related to or surrounding the project. Use the questions as stimuli to populate the PVE change significance matrix (Figure 22).

This process can be incorporated and used as a monitoring tool on a regular basis, for example, quarterly in a team or at a partner meeting. This encourages monitoring as part of good reflective practice and helps with recognising change and adapting a project accordingly.

Table 9: PVE change capturing guiding questions

A	**Identify the key VE factors within your context (context monitoring)**
	– What are the key issues relating to VE and PVE based on your knowledge of the context? Use your context analysis for reference. – What other non-VE specific issues in the context are relevant in your context? – How have regional (sub-national) and gender differences been addressed (i.e. are the issues the same everywhere, or do they affect different groups differently)? – Identify the most salient (highest priority/risk) drivers. Note how and why these were chosen.
B	**Identify the key activities implemented to address these VE factors**
	– What approaches did your project take to address these issues? How did your project reduce vulnerability to VE drivers or support resilience? Refer to specific examples. – Were any VE factors not addressed by the project? Identify and note why. – How did the project address different groups of men and women's needs differently?
C	**Assess how and to what extent the activity affected VE vulnerability or resilience**
	– What changes did you observe related to resilience or vulnerability to VE for different men and women? Record positive and negative changes. – What happened as a result of the activity? How do you know? What evidence do you have?
D	**Assess other factors that could have impacted VE vulnerability or resilience**
	– Were there any other changes in the context or other interventions that could have impacted on vulnerability or resilience to VE? (Consider interventions by other implementing agencies). – Were there any other changes in the context or other interventions that could have affected the ability of the project to reduce vulnerability or increase resilience to VE?
E	**Assess the significance of this change/outcome**
	– What is the significance of this change? How does this change relate to desired programme changes and impact? Is it sustainable?
F	**Review in relation to first session/previous sessions the trends (after first session if used as a monitoring tool)**
	– What new changes have been observed since the last meeting? – Review previous changes captured – are they still relevant/applicable? – Does new evidence change your analysis of these outcomes in terms of significance or contribution?

Figure 22: PVE change signifiance matrix



Step 2 : Assessing implications for programming

Reflect on the implications of the previous exercise for programming with the following guiding questions:

- Is this what we expected? If not, why not? *Are there gaps/flaws in our analysis or ToC? Does the programme M&E framework need to be reviewed and adapted?*
- What will we do with the results – what are the implications for our intervention strategy? *Should we maximise efforts on the 'high'-level changes, or focus on how to make the 'low'-level changes higher?*
- How can we build on observed changes to support better impact?
- What do our observations around gender tell us about the gender sensitivity of our programme? *If the programme is not taking into account different gendered resilience or vulnerability factors or benefiting both men and women, how can the intervention be adapted to improve impact from a gender perspective?*

- Where we see that other factors or interventions are contributing to change, how can we better collaborate to enhance impact, share information and improve our contribution to change?

- Where unintended negative changes have been identified, how can we limit or rectify damage of these changes, and monitor risk related to these changes? *How do we need to adapt monitoring frameworks to capture these and reduce risk of further occurrence?*

- Where unintended positive changes have been identified, how can we capitalise on these to maximise positive impact? *How do we need to adapt monitoring frameworks to include these previously unintended changes in monitoring?*

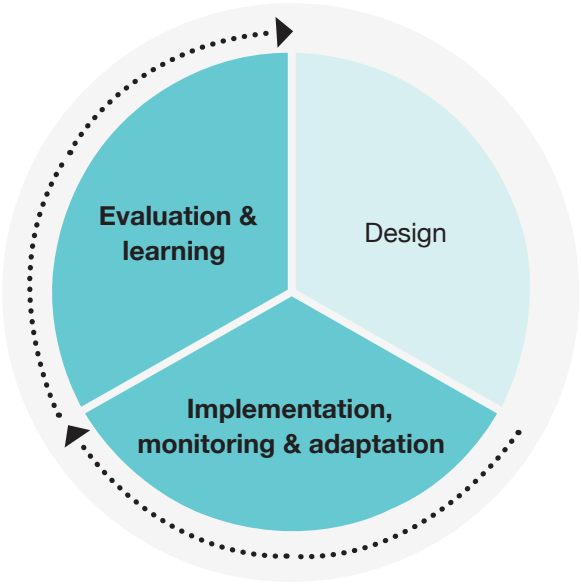
Use the completed matrix as a reflection point and a benchmark for measuring other changes throughout the programming cycle. Repeat this process at regular intervals building on the previous analysis.

5.4 Outcome harvesting

Change capturing tool is a participatory approach to identify, formulate, verify, analyse and interpret 'outcomes' in programming contexts where relationships of cause and effect are not clear. It is often used as an evaluation tool, but can also be a useful monitoring tool. The approach can be time-consuming for those informing the process; collecting outcomes more regularly with periodic (less frequent) analysis can reduce the time burden.

Why use it? It allows you to work backwards from collecting evidence of what has changed in your programming context, determining whether and how the intervention contributed to these changes. It enables thinking beyond the confines of a project and traditional methods which assess progress toward predetermined objectives or outcomes.

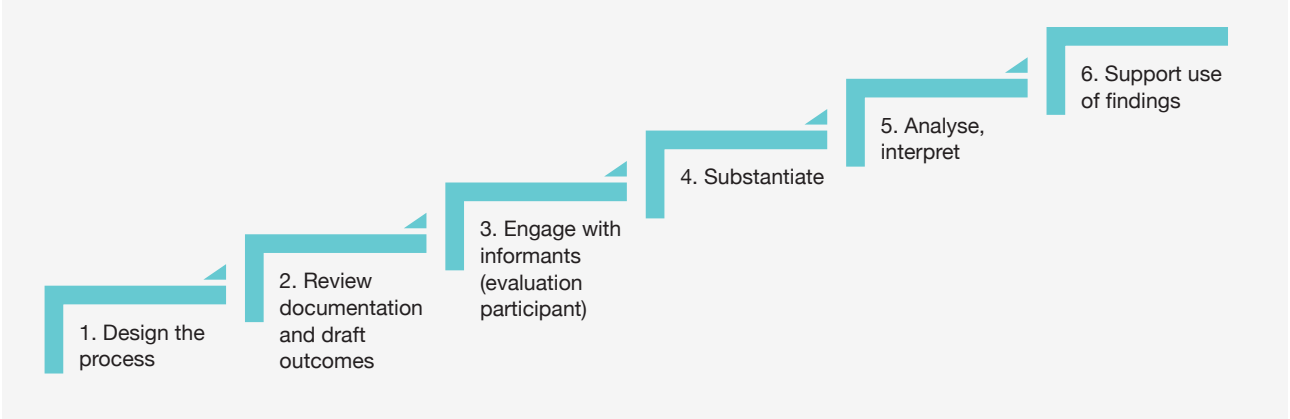
Outcome harvesting is particularly useful when outcomes are broad and difficult to measure and is well suited to dynamic and complex contexts.



This tool can be used as part of the *monitoring* cycle to capture behaviour change as well as during the *evaluation* phase. It can be used together with:

1.1 Understanding the VE challenge
1.4 Prioritisation of factors
2.2 Articulating change
4.3 Prioritising indicators
5.2 Context monitoring (timeline) tool
5.3 PVE change capturing tool

Figure 23: Six steps of outcome harvesting[40]



1. *Design the outcome harvest:* Identify the primary intended users of the M&E findings. Based on this, users and evaluators agree what needs to be known and develop questions to guide the outcome harvesting (harvesting questions). For example, in the case of a programme focused on developing National Action Plans, a useful harvesting question could be: "How did the government change its PVE-related policies to reflect the concerns of communities affected by VE?".

   Agree what data to collect and data sources (who will provide information, e.g. government officials, legal experts) to answer the questions. At a minimum, this involves collecting information about the changes amongst key actors and how the intervention influenced them.

2. *Review documentation and draft outcome descriptions:* From reports, previous evaluations, press releases and other documentation, harvesters identify potential outcomes (i.e. changes in individuals, groups, communities, organisations or institutions) and what the intervention did to contribute to them. This includes looking at the following:
   - *Behaviours:* Change in how officials are dealing with complaints or public commitments made to the PVE National Action Plan or related policies.
   - *Relationships:* Change in how local and national government interact on PVE (collaboration) or how local law enforcement agencies engage with local communities.
   - *Action:* How marginalised communities have been involved in PVE decision-making.
   - *Policy:* If new national PVE action plans/strategy and local PVE plans have been adopted.
   - *Practice:* If functioning community consultation mechanisms on PVE have been established.

3. *Engage with informants in formulating outcome descriptions:* M&E staff/evaluators engage directly with respondents to review the outcome descriptions based on the document review, and to identify and formulate additional changes.

4. *Substantiate:* M&E staff/evaluators and programme team and partners review the final outcomes and select those to be verified to increase the accuracy and credibility of the findings. Here, it is recommended to get external expertise to help assess whether the change took place and the programme's contribution.

5. *Analyse and interpret outcome findings:* Classify and rank changes in consultation with partners. Changes can be ranked according to significance and the contribution made by UNDP and partners to the change (low, medium or high). This involves assessing the influence of other actors and interventions, and changes in the PVE context. The PVE change capturing tool could be useful here.

6. *Use findings:* Ensure that data on changes, intended and unintended, positive or negative are shared within teams and amongst partners to inform ongoing programming and to provide evidence for reporting.

Adapted from Outcome Harvesting, BetterEvaluation, http://www.betterevaluation.org/en/plan/approach/outcome_harvesting, accessed 14 February 2018

Module 6:
Data collection methods

What are data collection methods? Different tools and approaches used to gather the information (data) needed about the types of impact a programme is having on beneficiaries and stakeholders and the types of impact the environment is having on the programme. The tools in this module are as follows:

6.1 Key questions to consider in choosing data collection methods
6.2 Data collection methods – advantages and disadvantages
6.3 Tips for dealing with bias

Why use them? This section reviews a number of relevant data collection approaches, exploring their applicability for PVE work, and the advantages and disadvantages of their use in a PVE context. This will provide signposting for the relevant and/or adaptable approaches for your own programming.

When to use them? Throughout a programme and after it has finished to gather the information you need to tell you about the impact.

How to use them? Use within a programme team and with partners and stakeholders as part of a participatory monitoring process, depending on the tool type.

UNDP staff: Refer to highlighted section in Project Document

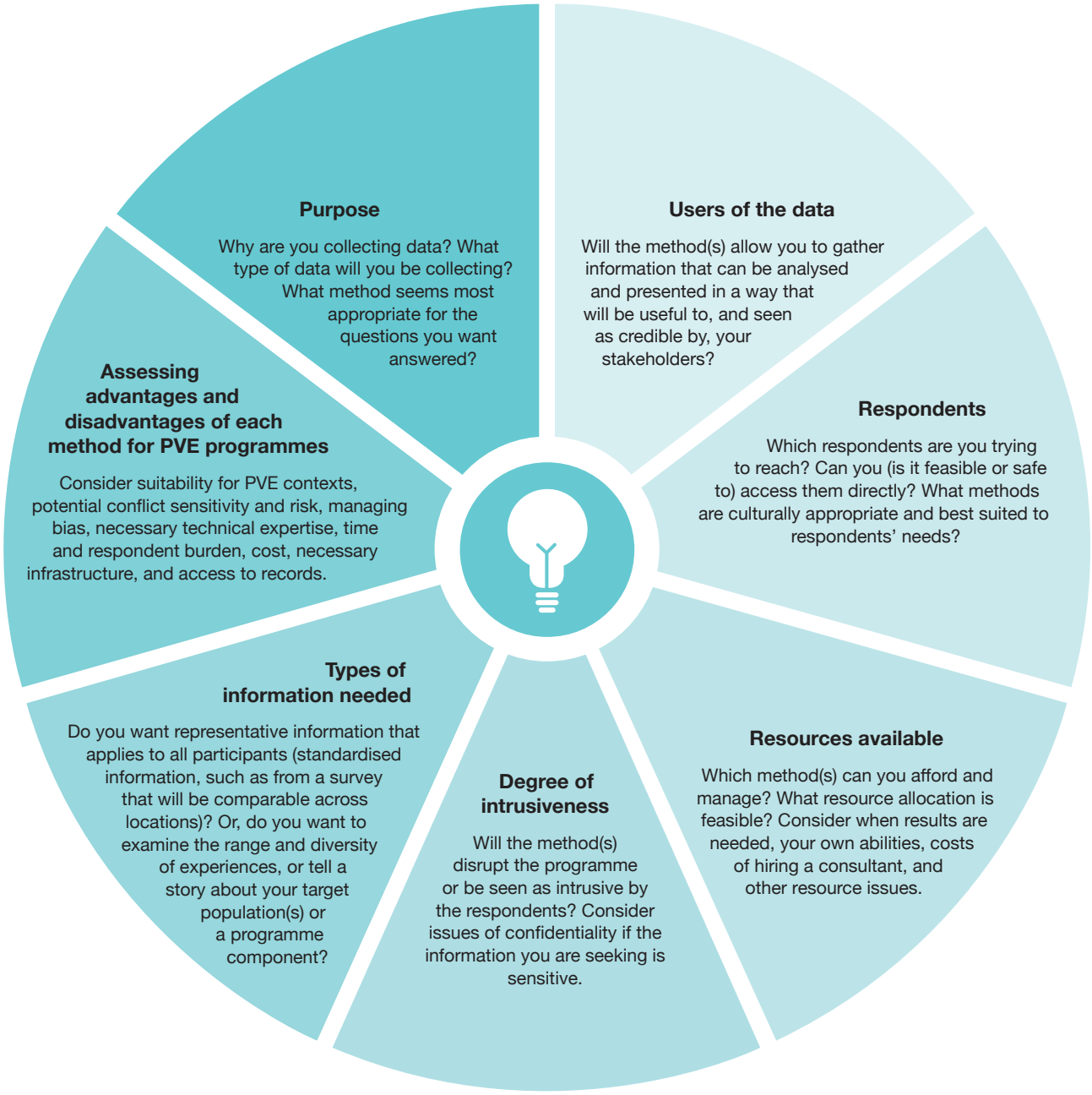
Intended outcome as stated in the UNDAF/Country [or Global/Regional] Programme Results and Resource Framework:								
Outcome indicators as stated in the Country Programme [or Global/Regional] Results and Resources Framework, including baseline and targets:								
Applicable output(s) from the UNDP Strategic Plan:								
Goal/impact:								
Project Title and Atlas Project Number:								
Expected outputs	Output indicators	Data source	Baseline		Targets (by frequency of data collection)			Data collection method and risks
			Value	Year	1	2	3	

These tools help you with this part of your programming framework

Extract from UNDP Project Document logical framework

Things to think about for data collection for PVE[41]

Figure 24: Some considerations for data collection for PVE



All data collection methods have their pros and cons. In complex operating environments, when working with hard-to-reach or at-risk populations and when dealing with sensitive data, as with many PVE programmes, drawbacks of specific methods and challenges can be compounded. Table 10 outlines the main challenges of data collection for PVE programmes and some strategies for mitigation.

Table 10: Challenges for data collection in PVE programmes and mitigation measures

Challenges for data collection	Mitigation measures
Lack of available, reliable data related to PVE (such as information on recruitment or returned fighters).	Draw on independent analysis (such as independent research) and proxy information to build a close enough picture of the situation. Don't overclaim if the evidence is not there.
Lack of evidence on what data collection methods work and how in a PVE context.	Pilot approaches on a smaller scale to test the availability and quality of evidence that comes back.
Risks to data security (paper and online) in fragile or securitised contexts.	Introduce data protection measures for all engaged in the programme. Explore how best to gather and store data – for example, encryption possibilities.
Inaccessibility of target groups (reticence to engage, physically inaccessible due to location, security or permissions to access, e.g. with prison populations).	Work with researchers and partners who can access target groups and/or explore alternative collection methods such as SMS reporting.

Considering gender in data collection for PVE

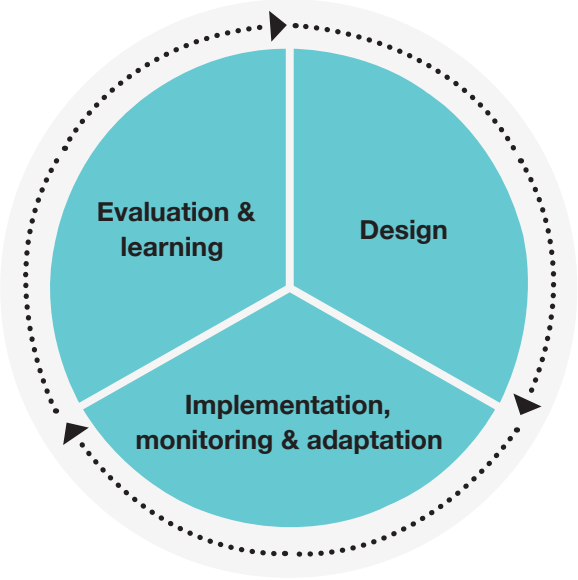
In northern Nigeria, women associated with Boko Haram and their children are subject to high levels of stigma. It was difficult to interview the women in an environment where they felt comfortable to speak as going to their homes meant that they would be overheard by family members. Women also did not feel comfortable attending events in community centres as they would be asked why they were attending such an event. Therefore, combining data collection with vaccination check-ups in clinics allowed women to access an important service, and speak when unobserved and alone. This vastly improved the response rate and quality of data.

Source: International Alert programming experience in Nigeria

6.1 Key questions to consider in choosing data collection methods

Key questions to consider in choosing data collection methods offers a framework to guide you through the purpose behind your data collection, the types of data you need, challenges and risks around this and potential methods.

Why use it? To check rationale and process for data collection.



This tool is most useful at *all stages of the programming cycle*. This guidance for data collection can help with baseline, monitoring and evaluation. It can be used together with:

4.1 Plotting levels of change
4.3 Prioritising indicators

This tool provides a simple set of questions to check rationale and process for data collection. It can be used in conjunction with *Tool 6.2 Data collection methods* in this module.

Table 11: Key questions to consider in choosing data collection methods

1. Why are you collecting data?
• What is the purpose of collecting data? How are you going to use the data? What do you want to know about the PVE context, your beneficiaries or target groups, or the PVE changes related to your programme? Is this for a context analysis, baseline assessment, part of monitoring or an evaluation? *The research objective and its purpose should be primary deciding factors in choosing data collection methods.* • Are your objectives simple or complex? *If your objectives are complex, more complex methods of data collection would be required. Data collection for PVE programmes are likely to have complex objectives.* • What point are you in your project cycle? *In many cases, methods need to be identified at the design stage in order to carry out the necessary steps at baseline phase and so that resources are made available.*

2. What assumptions are you trying to test?

- What are the assumptions within the programme's ToC which you are interrogating?
  For example, your youth empowerment project makes a link between improved political engagement of marginalised youth, improved trust between young people and state authorities and increased resilience to engaging in violence, including VE. Therefore, the data you collect and the methods you choose need to evidence this assumption, testing its validity. You would need to interrogate the hypotheses within your programme theory, which in this example could include:
  - H1: Political marginalisation and mistrust in state institutions is a key driver of VE in the programme context;
  - H2: Politically marginalised youth are more vulnerable to VE than other young people;
  - H3: Political marginalisation reduces trust in state institutions increasing a sense of grievance and isolation;
  - H4: Political marginalisation reduces trust in state institutions and young people seek alternative sources of authority (e.g. VE groups); and
  - H5: Politically engaged young people who trust state institutions and feel represented and included are more resilient to VE.
- In this case, you would need to collect data on:
  - vulnerability and resilience factors to VE within the context, specifically in relation to marginalised youth and examining the differences between young men and women who are politically marginalised and controlling for those young people who are not; and
  - other factors than political marginalisation and attitudes towards state institutions which influence vulnerability and resilience to VE (and the importance of these).

3. Who is your population of interest?

- How big is the population? Where are they (scattered across different areas, urban/rural)? Can they be accessed directly? Have you disaggregated the target group by age, gender and other identity markers?

4. What types of data will you be collecting?

- Is the data factual or subjective? Quantitative or qualitative?
- How are you disaggregating data? For example, disaggregated data on young people's attitudes towards state institutions and how this differs for young women and men with different socio-economic status, education levels, rural/urban, etc.

5. What resources do you have available?

- What financial, time, personnel and technical resources do you have available?

6. What are the challenges and risks?

- What are the security, safety, ethical, political and other risks associated with the data collection?
- How do you mitigate against information being used/abused for security/intelligence objectives?
- How do you protect those involved in the data collection?

7. What are the appropriate methods?

- Which methods could provide you with the type of data you need?
- Which methods would provide you with sufficient data to make a robust analysis or statements of contribution?
- Will you need to triangulate data from different sources and using different data collection methods to help ensure credibility and validity of data?

In complex programmes, dynamic contexts and dealing with the 'hard to measure', as in PVE programmes, triangulating data collection methods and data sources becomes all the more important.

Testing assumptions of PVE programming in data collection

Due to the complex nature of change and multiplicity of factors that influence VE drivers, vulnerability and resilience factors in a context, reviewing and testing assumptions behind a programme's theory of change (ToC) is important. In dynamic environments, these assumptions are hard to evidence and may need revising during the project life cycle. Therefore, M&E strategies should involve regular review of your ToC and use of monitoring data to evidence your ToC, and identify if your hypotheses hold, so that you can adapt your intervention and M&E strategies accordingly.

To help assess whether these assumptions hold, data collection methods and tools should support identifying changes that took place, both positive and negative, intended and unintended, and be capable of analysing the significance of these changes within the specific PVE context. This requires using a range of methodologies, which not only examine your intervention's inputs, outputs and outcomes, but also other interventions within the context and the changing VE dynamics. Using a combination of qualitative methodologies in your monitoring throughout the programme can help you to understand the interplay of various factors and their impact on your intended outcome.

Identifying data collection methods

Programme summary: Training and capacity building of religious leaders in areas identified as geographic 'hotspots' for VE in the country.

1. **Why are you collecting data?** To identify changes in attitudes and practice of key religious leaders involved in the PVE programme to see whether they are:
   - applying knowledge and skills gathered through the training programme;
   - playing an active role in providing positive and trusted leadership on religious instruction;
   - considered as credible sources of religious education or authority by communities;
   - actively engaged in initiatives supporting community engagement, resolution of disputes; and
   - actively outreaching to communities considered at risk.

2. **What assumptions are you trying to test?** The context analysis highlighted the role of religious leaders in influencing attitudes towards VE within this context. The analysis highlighted the positive potential of key leaders, but also the negative role played by a minority of religious leaders outside the mainstream. Studies revealed high rates of importance placed on observing religious traditions, but low rates of religious literacy amongst religious leaders and communities. Whilst religion can be a potential driver of VE, a range of other factors interact with this and causality is not linear. Religious actors are a part of civil society and their role goes beyond theocratic leadership and can encompass social, economic, conflict resolution and peacebuilding roles. Therefore, it is important to examine other drivers which interact with religion and the diverse functions religious leaders play in PVE. Assumptions include the following:
   - Religion provides collective identity and solidarity and this can be used to positive effect by responsible religious leaders to motivate people or negative effect by groups using this solidarity as a basis to incite against other groups.
   - Religious narratives give meaning to grievances and help an individual make sense of personal life experiences; these narratives are a source of resilience when communicated effectively by credible religious leaders.

3. **Who is the population of interest?**
   - Religious leaders in hotspot areas who took part in the programme; religious leaders in those same areas who did not go through the programme.
   - Members of the community who attend services by religious leaders in the programme, and community members who do not attend.

4. **What types of data will you be collecting?**
   - Qualitative feedback from communities, religious leaders and local authorities.
   - Training pre- and post-tests/training evaluations; follow-up 3-6 months after to evaluate uptake of knowledge and skills and change in practice (observed and reported).
   - Data on how the programme impacted and engaged different men and women.
   - Data on nature and number of disputes resolved by religious leaders.
   - Data on leaders' networks, whom they conduct outreach with, and how they were identified as at risk.

5. **What resources are available?**
   - Sufficient resources for conducting surveys, focus groups and in-depth interviews.

6. **What are the challenges and risks?**
   - Potential for religious leaders to be seen as part of existing and asymmetric power structures, links with state, not seen as representative or legitimate.
   - Difficulty in accessing non-mainstream preachers (such as mobile preachers in Nigeria).
   - Difficulty in accessing venues where religious leaders teach or preach.

7. **What are the appropriate methods?**
   - Mixed methods (triangulating qualitative and quantitative data from a range of sources).
   - Training pre- and post-test questionnaires on knowledge; training evaluation.
   - Knowledge, Attitudes and Practice (KAP) survey (attitudes and perceptions of religious leaders and communities) disaggregating data from men and women.
   - Interviews with religious leaders (on skills, attitudes towards religious practice, role in communities, etc.), triangulated with interviews and FGDs with community and authorities.

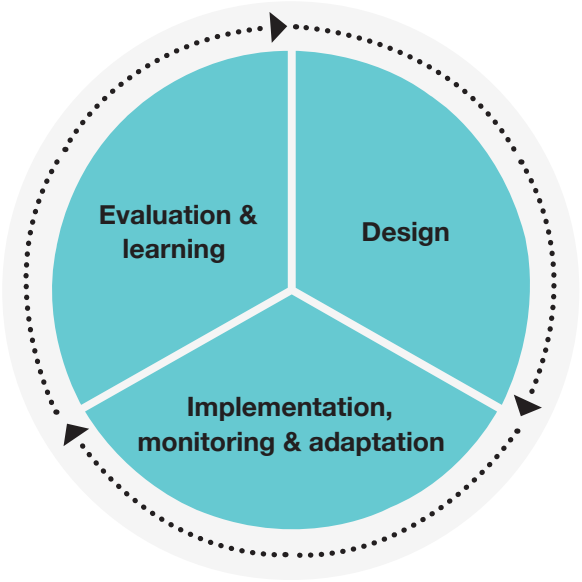
For a useful resource on the role of religious leaders in PVE see P. Mandaville and M. Nozell, Engaging religion and religious actors in countering violent extremism, Special Report 413, Washington DC: United States Institute of Peace, 2017, https://www.usip.org/sites/default/files/SR413-Engaging-Religion-and-Religious-Actors-in-Countering-Violent-Extremism.pdf

6.2 Data collection methods – advantages and disadvantages for PVE

Data collection methods – advantages and disadvantages for PVE tool is a selection of data collection methods which could be used for PVE programmes. This is not an exhaustive list, but aims to give relevant examples of methods and tools and their applicability for PVE programming. Methods need to be adapted to the context, purpose and budget of your programme. Methods examined here are:

1. **Survey**
2. **Participatory methods**
3. **Counterfactual methods**
4. **Analysis tools**

Why use it? To help think through the types of methods you may wish to adopt and the potential opportunities and challenges within this.



This tool is most useful *at all stages of the programming cycle* depending on the purpose of your data collection. It can be used together with:

4.1 Plotting levels of change
4.3 Prioritising indicators

For a comprehensive breakdown of different methodologies for short- and long-term measurements in conflict-affected environments see: V. Corlazzoli and J. White, Measuring the un-measurable: Solutions to measurement challenges in fragile and conflict-affected environments, A Conflict, Crime, and Violence Results Initiative (CCVRI) product, London: Search for Common Ground and UK Department for International Development, 2013, http://cdacollaborative.org/publication/measuring-the-un-measurable-solutions-to-measurement-challenges-in-fragile-and-conflict-affected-environments

Conducting surveys in a PVE context

In principle, a survey can be conducted in many different ways – face to face or by phone, self-reporting online or on paper. Each method has its strengths and drawbacks, and some methods may be more suitable within a specific context than another.

For example, in-person data collection allows for more complex questions and can elicit higher response rates. However, these methods can be more time-consuming and costly. Within a PVE context specifically, in-person data collection may put the safety of respondents or researchers at risk or it may not be possible to access the target group.

Online survey methods can reduce these risks, and reduce desirability bias due to the anonymous nature of surveys. However, online methods are limited by the level of internet penetration and may get more of specific groups of users due to their internet usage (e.g. higher response rate from young men than older women).

For useful information on conducting surveys for CVE see M. Nanes and B. Lau, Surveys and countering violent extremism: A practitioner guide, San Francisco: Asia Foundation, 2018, https://asiafoundation.org/wp-content/uploads/2018/01/Surveys-and-Countering-Violent-Extremism.pdf

Table 12: Pros and cons of selected survey methods in a PVE context

1. Survey A series of predefined questions given to a sample. These can range from questionnaires to structured interviews.		
Examples	**Advantages in a PVE context**	**Disadvantages in a PVE context**
Perceptions survey: A survey used when trying to find out how people understand or feel about their situations, institutions or services. Commonly used by UNDP, they can be used to assess needs, establish baselines, analyse trends, and inform design.	Perceptions of individuals and communities related to key VE vulnerability or resilience factors, such as attitudes towards state institutions or sense of grievance, can uncover people's attitudes and beliefs related to specific VE drivers, and can show potential change if repeated at a later time.	Responses are subjective based on respondents' individual understanding at that specific time; the responses can be influenced by circumstances on the day.
Knowledge, Attitudes and Practice (KAP) survey:[42] Quantitative method (predefined questions formatted in standardised questionnaires) that provides access to quantitative and qualitative information used to measure the extent of a known situation, confirm or disprove a hypothesis, enhance understanding of particular themes, identify what is known and done about various subjects. A KAP survey records what was said, the respondents' opinions (rather than actions), and is based on declarative statements.	KAP surveys reveal perceptions or misperceptions, as well as potential barriers to behaviour change. In the PVE context, KAP surveys can be used for assessing perceptions of violence, religion, exclusion, etc. They provide quantitative measures which can be tracked as indicators of change. They can help measure the effectiveness of activities to change behaviours. They can also be used to identify potential intervention strategies and activities that reflect local circumstances and cultural factors.	Training in surveying is necessary. Costs of employing a survey team and analysing can be high. KAP surveys record opinion, what was said by the respondent, and may not reflect actions or behaviour. This carries a risk of bias, as participants may not give honest answers to sensitive PVE questions or may not participate (especially written forms). Data needs to be triangulated and contextualised with qualitative methods (e.g. FGD or KII).
Brief resilience and coping scale: Assesses resilience and coping strategies. Designed originally in the health and psychology fields to measure individuals' tendencies to cope with, and recover from, stress in an adaptive manner. It involves self-assessment on statements on behaviour and actions. For example, "I look for creative ways to alter difficult situations", or "Regardless of what happens to me, I believe I can control my reaction to it."	Useful in assessing resilience. Refined measures are designed to measure individuals' tendencies to cope with stress in a highly adaptive manner; particurly useful for assessing resilience of people affected by trauma or shock.	Often not adapted to context, needs tailoring to specific context and group needs and experience.
Grievance, activism, and radicalism scales:[43] Aims to test the relationship between grievance, activism and radicalism through questions about past and future intention to engage in activism-radicalism and questions about grievance (e.g. against a government or a particular group). This has been used to assess whether past grievance, activism and radicalism can be a predictor for future.	Intention to engage in activist activity in the future has been found to be correlated with future radical intention. Assesses personal or group grievance, which in some cases (not all) can be predictive of both past activism-radicalism and of future activism.	Requires high level of training and skill to interpret data because of the risk of misinterpretation of data and of findings when presented. Significant risk of stigmatisation. A personal history of radical acts is not a reliable predictor of future radicalism. Grievance, while salient, varies from individual to individual, making grievance salient for some participants, but not others.

Table 13: Pros and cons of selected participatory methods in a PVE context

2. Participatory methods Engages a group in forming the process and generating data; typically seeks or expects to change the perception or knowledge of the participants.		
Examples	**Advantages in a PVE context**	**Disadvantages in a PVE context**
Most significant change (MSC): A participative approach developed for complex evaluations involving generating and analysing personal accounts of change and deciding which of these accounts is the most significant – and why. There are three steps: 1. Deciding the types of stories that should be collected. 2. Collecting the stories and determining which stories are the most significant. 3. Sharing the stories and discussion of values with stakeholders for learning.	MSC is particularly useful when you need different stakeholders to understand the different values that other stakeholders have in terms of "what success looks like" – criteria and standards for outcomes, processes and the distribution of costs and benefits. In a PVE context, this allows for a nuanced understanding of the VE dynamics from a community perspective.	MSC works best in combination with other data collection and analysis methods which capture broader social or structural change, as it is limited in collecting impact-level data. MSC requires access to communities to collect their change stories; when working remotely or with hard-to-reach populations in PVE this access may be hampered. Can be resource-intensive to gather.
Community score cards (CSCs):[44] A quantative participatory tool most often used to solicit community members' 'perceptions on quality, efficiency and transparency' of community service providers and their performance at the *local level*. Service providers may include implementers, donors, companies, or local institutions, such as police departments, government and district officials, and judiciary procedures. CSCs provide a mechanism for actors associated with an intervention to receive feedback on their behaviour, attitude or conduct.	This tool can promote and empower local perspectives through enabling communities to comment directly on services. Useful for assessing sensitivities to local dynamics, gathering perspectives within the community and identifying changes towards particular groups. For example, CSCs could reveal that services are only being provided in one part of a community, thereby exacerbating local tensions. Can be useful for remote monitoring, for example, the results of CSCs can be used to ensure that programmes are being implemented as intended by directly consulting the beneficiaries.	A tool best suited to the local level. It is not recommended at the national or macro-scale due to the degree of facilitation, mobilisation, follow-up, and analysis required.

Qualitative data collection tools for PVE

These include tools such as interviews and focus group discussions to gather qualitative data, such as on people's experiences or perceptions. Qualitative data collection methods are useful in helping to answer the 'why' behind data from quantitative methods, and can provide more in-depth information. Quantitative methods can be used to help identify hypotheses and explore assumptions around PVE (for example, at design stage for the programme ToC) or evaluation questions, and inform and test survey design. Methods include the following:

Key informant interview (KII): A one-to-one interview using a structured or semi-structured questionnaire, useful in gaining an in-depth opinion or experiences from an individual. Lines of questioning can be deepened and explored. Trust and rapport need to be established for the interviewee not to be self-censoring. Responses may be tailored to what the respondent perceives to be socially acceptable or what s/he thinks the interviewer wants to hear.

Focus group discussions (FGD): Small group discussions with stakeholders to explore perceptions and opinions about specific questions, issues or change and/or to get feedback on research findings. Useful to explore key themes within a group and to observe dynamics of conversations of particular issues. Self-censorship may take place around sensitive issues if individuals are uncomfortable with the group, or they may align their opinions with the rest of the group for conformity.

Social consensus groups: Consensus groups involve gauging level of agreement with statements, rather than asking questions. In discussion, the wording of each statement is adjusted until either the great majority of participants either agree, or it becomes clear that they can't agree. Allows a range of perspectives to be expressed without the domination of the louder voices. Encourages discussion in a more organic way then in an FGD. Requires skilled facilitation *and* moderation. Requires the creation of a safe space to enable individuals to be able to express themselves freely.

Table 14: Pros and cons of counterfactual evaluation methods in a PVE context

3. Counterfactual evaluation designs These seek to quantify the impact of a programme compared to the counterfactual i.e. had the programme not occurred. Using measurements from the same tool (e.g. questionnaire) to make comparisons either between groups/individuals or over time is fundamental to these approaches.		
Examples	**Advantages in a PVE context**	**Disadvantages in a PVE context**
Experimental design, or randomised Control Trial: RCT or randomised impact evaluation designs assign participants randomly to either intervention/treatment or comparison groups. Assigning people randomly (using specific methods of randomisation) to treatment or comparison minimises group differences that may bias results: the only difference between groups should be the intervention you wish to evaluate.	Minimises bias and isolates the impact of your intervention. Gives the best estimate of the counterfactual. Randomisation can be to different interventions, and/or intervention vs. no intervention. Randomisation can be at cluster level (such as school or district) if suitable for the programme.	Requires significant planning, expertise and can be costly. Must be designed into the programme from the start. RCTs do not allow for programme adaptation and limit flexibility, which is a challenge in conflict and fragile contexts. Random assignment of participants is often impractical within PVE contexts where it is hard to access target groups (e.g. issues of sufficient numbers or attrition). Large sample sizes can be needed to give statistical power and therefore reliable results. Implementers often question the ethics of assigning people to treatment not based on need but randomly, however there are ways to manage this concern (e.g. using 'waitlist' design where individuals assigned to the control group will participate in the programme at a later date).
Quasi-experimental design: Participants are assigned to treatment and comparison groups through a matched design rather than at random. Either individuals, communities or other units are matched on various factors to ensure that any attributable differences between the groups post-programme are due to the treatment and not another variable.	A well selected comparison group gives most of the advantages of an RCT. Additionally, it is possible to match people later in programme implementation, post-treatment assignment, increasing practicality.	Non-random assignment means that there may be bias built into group selection, for example, assignment by the time of day people visit a clinic may accidentally sample groups with different demographics or working patterns.
Non-experimental design: Does not use a comparison group, but takes a measurement before and after an intervention.	An effective way of measuring change that occurred during an intervention. Less complex than other approaches.	The lack of a control or comparison group makes it harder to detect if circumstances have affected results, any change is harder to attribute to your intervention.

Using RCTs to assess the impacts of vocational training and cash transfers on youth support for political violence in Afghanistan

Mercy Corps, Political Violence FieldLab at Yale University and Princeton University, supported by United States Institute of Peace, undertook a randomised controlled trial to test the impact of a youth employability programme and cash transfers on youth attitudes toward and willingness to support political violence in Kandahar Province, Afghanistan. The US-funded INVEST programme's primary goal was to help vulnerable Afghan youth develop skills that are responsive to local labour market needs and to help them secure economic opportunities.

The study tested whether a programme designed explicitly to improve economic outcomes can also affect support for political violence. The main components of the programme were technical and vocational education and training (TVET). Unconditional cash transfers (UCT) were provided as an additional intervention to a random subsample of participants to test the effects of cash transfers on economic and violence outcomes. Additionally, Mercy Corps tested how the interventions affected psychosocial wellbeing and perceptions of the government in the short term.

The study involved three treatment groups and one control 1) TVET, 2) a one-time UCT, 3) TVET with a one-time UCT, and 4) control (no intervention). A 'wait-list' approach to randomisation was applied: twice as many young people than as there were spaces available were selected, with one half of the eligible youth being randomly assigned to enter the programme immediately and the other half invited to participate the following year after being put on a waiting list to serve as the control group. Data were collected at baseline, endline upon participants' completion of the TVET courses and in a post-programme survey six to nine months after course completion.

The findings showed:

- Vocational training by itself had no impact on youth support for political violence, despite helping to improve economic outcomes six to nine months post intervention. Even after experiencing those improvements, youth still showed no change in support for political violence.
- Cash transfers reduced willingness to support violent groups in the short term; however, these positive effects quickly dissipated. Six to nine months later, the effect is reversed, with youth who only received the cash transfers registering slightly higher support for armed opposition groups.
- The combination of vocational training and cash transfers resulted in a large reduction in willingness to engage in pro-armed opposition group actions six to nine months post intervention.

Source: J. Kurtz, B. Tesfaye and R.J. Wolfe, Can economic interventions reduce violence? Impacts of vocational training and cash transfers on youth support for political violence in Afghanistan, Washington DC: Mercy Corps, 2018

Table 15: Pros and cons of selective tools for organising and analysing data

4. Selected tools for organising and analysing data		
Examples	**Advantages in a PVE context**	**Disadvantages in a PVE context**
Media content and discourse analysis: Monitoring and analysis of different media sources and outlets, looking at content, language, visuals and tone. Discourse analysis then examines the key assumptions underpinning the discourses that influence social constructions and interactions.	Helps measure the unmeasurable by analysing the relationship between discourse and societal effects. This could be suitable for programmes working with media or public figures and on counter-narratives.	Requires significant expertise to be able to undertake the analysis. Requires building up a picture of analysis over time to identify patterns. Data protection, online safety, and rights to expression. Distinction needs to be made between online/offline persona (whom people interact with online and in the'real world').
Contribution analysis: Assesses programmes' achievement towards an outcome. Contribution analysis focuses on questions of 'contribution', specifically to what extent observed results (positive or negative) are the consequence of a programme. It involves 6 steps: 1. Set out the attribution problem to be assessed, 2. Develop a ToC/logic model, 3. Populate the model with existing data and evidence, 4. Assemble and assess the 'performance story', 5. Seek out additional evidence, 6. Revise the 'performance story'.	Contribution analysis is particularly useful for situations where designing an 'experiment' to test cause and effect is impractical, which is likely in PVE contexts. Contribution analysis is also useful when the programme has been funded on the basis of a relatively clearly articulated ToC and where there is little or no scope for varying how the programme is implemented.	Contribution analysis requires experience and expertise, as well as resources to go through the 6-step process. It does not uncover an implicit or inexplicit ToC. It does not provide definite proof but provides evidence for whether the programme has made an important contribution to the documented results.
Qualitative coding: Coding is a fundamental task in most qualitative projects – it involves gathering all the material about a particular theme or case into a node (branch/pattern/theme) for further exploration.	Enhances qualitative analysis, allows for more nuanced and systematic analysis of qualitative data.	Requires time (transcribing, coding and analysing). Software, such as NVivo, reduce time and increase efficiency, but licences can be expensive.

Framing questions in data collection

The type of data you need determines how you ask participants to respond:

- *Open questions are suited to qualitative approaches*, minimising constraints on the responses gained. However, they can be time-consuming to code and interpret.
- *Closed questions are suited to quantitative approaches*, allowing you to control the range of responses. Data is simple to analyse and compare between groups or over time. Participants may be restricted to options that do not capture their perspective.
- *Indirect questions are useful for reducing bias and dealing with sensitive questions*; this approach allows participants to respond considering the behaviour of other people instead of their own.
- *Randomised response ensures confidentiality in highly sensitive topics*. Participants randomly answer questions either honestly or 'yes' (regardless of the truth). Individual responses are unreliable, but the proportion of people answering honestly is easily calculated.

Micro-narratives for PVE – Jordan case study

UNDP Jordan piloted the use of a micro-narratives approach for evaluating its livelihoods programme which has a PVE objective. The micro-narratives methodology involves project beneficiaries (direct and indirect) in interpreting their own stories for quantitative analysis, plotting responses on a series of data points on triads (triangles) and dyads (ranges).

The research involved a series of questions, such as: "What was a recent interaction you had, either positive or negative, with local authorities?"; the interviewee might be presented with a triad with one trait at each vertex (i.e. 'discriminatory,' 'helpful,' 'incompetent') and then be asked to pinpoint where on the triad the local authority in the micro-narrative is situated. After conducting all interviews with respondents, the method can produce quantitative representation of community attitudes and behaviours. Conducted repeatedly over time, these can demonstrate shifts in community attitudes and behaviours.

The benefits of self-analysis by respondents help to reduce interpretation bias on the part of the researcher. However, micro-narratives is a new tool within this context, and needs further refinement to ensure it is an appropriate and useful tool for assessing PVE outcomes.

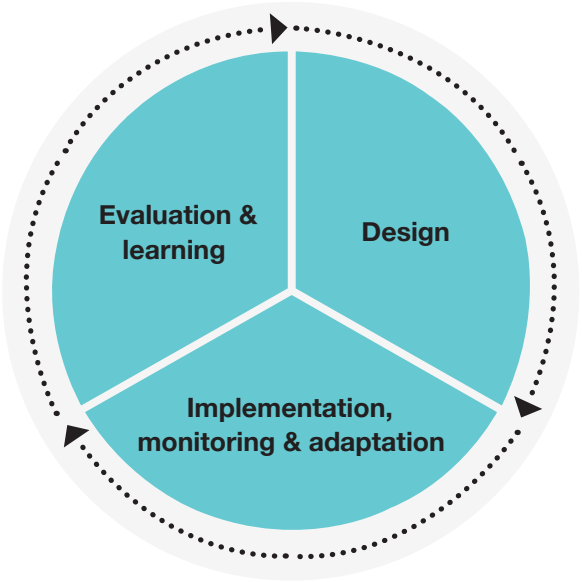
During implementation, analyses from the data from the micro-narrative approach was found to raise more questions. The data gave useful information on beneficiaries' perceptions of their situation and relationships, however, it did not explicitly deal with assumptions in the ToC related to the PVE context. Options for addressing these gaps could include the following:

- Based on the data collected and implementation so far, review the programme ToC to make assumptions around PVE explicit and evidence these assumptions with available data. Carry out additional targeted PVE context analysis if required. If feasible, use this review process as part of a mid-term review to adapt programme to more explicitly contribute to PVE objectives.
- 'Check out' data gaps through additional consultation with beneficiaries, partners and experts to help contextualise data received and guide areas for further investigation.
- Identify and test specific hypotheses related to PVE in the context (such as the relationship between unemployment and vulnerability) with additional data collection. Use data collection methods (such as additional focus group discussions, interviews or surveys), and triangulate these data with micro-narratives data collected previously.
- Consider gaps and untested assumptions in programme evaluation design and include these in the evaluation TOR and methodology.

6.3 Tips for dealing with bias

Tips for dealing with bias offers pointers to help mitigate bias as far as is possible.

Why use it? Bias is a potential risk in any research, however in PVE, risk of bias can be considerable, particularly where respondents may be unwilling to speak openly or directly on the subject matter.



This tool is useful at *all stages of the programming* cycle. It can be used together with:

1.1 Understanding the VE challenge
1.2 Identifying factors of vulnerability and resilience
2.2 Articulating change
4.1 Plotting levels of change
5.1 Strategies to address challenges to monitoring PVE programmes
6.2 Data collection methods

Bias is a potential risk in any research, however in PVE, risk of bias can be considerable, particularly where respondents may be unwilling to speak openly or directly on the subject matter. Issues of bias apply equally to context analysis, baseline studies, evaluation and monitoring and should be addressed as early as possible in the design process of any programme and M&E framework.

- *Avoiding researcher bias:* Conduct some exploratory research and review any available similar surveys to help refine your strategy and test for bias before conducting the full survey. Bias can occur after collecting data at the analysis stage. To reduce this risk, anonymise data and create a data analysis plan before you write your survey and include peer review mechanisms.

- *Choosing a sample:* Identify your sampling strategy early in the survey process. Make sure you clearly define who your respondents are during design phase and, where possible, over-sample to compensate for attrition (lower response rates) and removing incomplete data. It may be difficult to have a representative sample, as some groups may be more willing to engage than others. For example, in some contexts, women might be more likely to participate or young, well-educated and engaged youth might be more likely to participate than other young people. Understanding the population and having a strategy for weighting of data should compensate for this.

- *Dealing with response bias:* Response bias can occur when response rates are low as data is collected from those who respond to surveys (those who have self-selected to respond). Response bias also refers to the inaccuracy in answers given by respondents. Issues can be acquiescence bias, when respondents say what they think you want to hear, and desirability bias, when respondents are motivated to answer in such a way that they ascribe to behaviours and characteristics that are desirable and deny undesirable characteristics and traits. Online or anonymous surveys are ways to reduce such bias, as well as asking neutrally worded questions. Other methods can include list experiments, where participants respond to the total number of items on a list rather than answer each item separately. In this way, responses to sensitive items are aggregated with other control questions, reducing fear of responding to sensitive questions individually.[45]

- *Triangulating data collection methods and data sources:* In PVE, programming data collection can be challenging and available data limited. In addition, reliance on a few data collection methods can increase the risks of bias within data collected, as the types of bias mentioned above can be amplified in a PVE context. Therefore, using a number of different methods to assess change can reduce these risks, and various methods can help contextualise and validate data, as well as highlight gaps or limitations. For example, triangulate data from one source (such as the beneficiary focus group) with other in-depth interviews, review of expert reports, media monitoring, or official data (such as police reports).[46]

What to think about when choosing sampling methods[47]

There are well-established practices on how to sample data to enable generalisations to be made about the data. Larger samples tend to give more accurate results, however, this depends on what sampling methods are chosen and how the process is conducted. For generalisations on a wider population to be valid, a sample has to be randomly selected.

Random sampling techniques include the following:

- *Simple random.* The simplest sample for statistical inference is a random sample of the whole population.
- *Stratified random.* This is a sample based on selecting people at random within pre-specified groups or categories, such as age group, ethnicity, or gender.
- *Cluster.* In cluster sampling, groups of people are used as the 'sampling units' instead of sampling individuals. For example, schools might be sampled instead of individual pupils.
- *Systematic method.* This approach relates to selecting people in a systematic way rather than at random. For example, you could sample all the odd houses on a street, people who have their birthdays on a Monday, or people with surnames starting with every other letter of the alphabet.
- *Multi-stage.* This approach involves sampling in more than one stage. For example, if you begin to sample regions in a country, then sample districts within each region, then individuals from each district. Multi-stage sampling can be combined with other approaches such as cluster or stratified sampling.

There are few examples of random sampling being used in PVE programming, considering constraints within PVE contexts. **Non-random sampling approaches** may be more suitable:

- *Convenience sampling.* This involves asking people who are available or able to participate without formal sampling.

- *Purposive sampling.* This involves selecting a sample to represent specific characteristics of a population (e.g. young people living in urban areas).
- *Snowball sampling.* This involves sampling where the individuals or organisations invited to participate in research are themselves invited to identify other people who might be eligible to participate. This is a very good approach for recruiting so-called 'hard-to-reach' populations, e.g. extremists or gang members, who may otherwise be difficult to recruit to an evaluation.
- *Quota.* This involves setting quotas for each characteristic in the sample. For example, the sample might require that the same number of people be sampled from a specific age group.

What to consider when determining sample size:

- Sample size is relative to the objectives of the study – it should be 'big enough' to be of scientific significance. Too small and the survey will not be useful; too big and it reduces cost effectiveness.
- Does the makeup of the sample include a cross section of participants that represent the target population of the programme (is it representative)?
- Have the sampling strategy and limitations been clearly defined?
- Does your sample size and method match available resources?

4

Evaluation and learning

This chapter will help you think through the following:

- ***Key considerations for evaluation.*** Offering guidance on planning an evaluation in a PVE context and set evaluation questions relevant for a PVE context.

Evaluations

OECD-DAC evaluation criteria[48] offer a framework that can be adapted for evaluation in PVE contexts. This framework assesses *relevance, impact, effectiveness, efficiency and sustainability* in conflict contexts. These criteria offer a framework for setting lines of inquiry appropriate to PVE programming.

For example:

- Does the programme address VE drivers and beneficiaries' priorities related to PVE? *(relevance)*;
- Were the anticipated PVE results and outcomes achieved, and were there any unintended or negative consequences? *(impact)*;
- To what extent were PVE objectives achieved? *(effectiveness)*;
- Were activities cost-efficient? Were objectives achieved on time? *(efficiency)*; and
- Will PVE results last over time? *(sustainability)*.

For PVE programming it is important for evaluations to assess the question of contribution of a project in terms of PVE outcomes observed, as attribution is hard to claim. This increases the importance of collecting data about the context and other factors and interventions which could have influenced the project's outcomes.

Key considerations for the three stages of evaluation management in a PVE context

Evaluation preparation:

- *Determining evaluability:* The relative 'newness' of the PVE field and lack of availability of PVE data and available evidence can raise a challenge for determining evaluability. It is recommended that an evaluability assessment is conducted to assess the feasibility of evaluation within the given resource and contextual constraints.

- *Preparing a scope of work/TOR:* The scope of work should highlight the specific requirements of the evaluation, in particular any data gaps or data collection challenges, conflict sensitivity issues, risks or ethical considerations which the evaluation team is required to consider in their approach. In addition, data protection and security requirements should be clearly stated.

- *Selecting the evaluation team:* Special care to be given to selecting the right evaluation team for the assignment, considering the specific experience (contextual, PVE, thematic) required, sensitivities (PVE, gender, cultural) and risk related to the evaluation.

Evaluation design and implementation:

- *The evaluation questions and framework:* Evaluation lines of inquiry should be tailored for the specific context and project, however, some broad questions adapted here from the OECD DAC Guidance for Evaluating Conflict Prevention and Peacebuilding Activities offer a useful model.

- *Data collection – tools, protocols, and methods:* The nature of your PVE programme, evaluation purpose and questions, as well as available resources, will steer the selection of data collection tools. Refer the above module on data collection (Module 6) for more details on data collection. Methods should integrate risk, security and protection protocols which relate to the specific PVE context.

Evaluation utilisation:

- *Reporting and utilisation:* The evaluation ToR should define the reporting methods and evaluation audience. As there is such a dearth of publicly available data on PVE evaluations, sharing learning and communicating findings with other practitioners and partners as well as donors will provide valuable data to contribute to the evidence base on PVE programmes.

- *Feedback with participants:* Where possible, evaluation findings and how these findings have been used should be fed back to evaluation participants.

Gender and conflict sensitivity should be considered not only in the questions, but in the evaluation process itself. For example, the TOR should contain specific references to conflict risks, 'do no harm' principles and ethical considerations within the desired methodology. In addition, the evaluation team selection should reflect necessary diversity and take local gender and other dynamics into account (e.g. class/religious/ethnic divides).

Five points to consider in PVE evaluation

1. *PVE intervention:* The nature of the PVE programme – its scope, goals and target groups, as well as intervention strategy and choices made during implementation guide choices about how you will conduct the evaluation.

2. *PVE evaluation purpose:* What are the aims of the evaluation, which of the evaluation criteria (OECD DAC evaluation criteria of relevance, efficiency, effectiveness, impact and sustainability) are of the most interest?

3. *PVE evaluation questions:* Consult programme participants and stakeholders to ensure that the evaluation questions reflect information they want to be included. Ensure questions are gender and conflict sensitive and tested out with beneficiaries and partners before conducting the evaluation.

4. *Evidence needed to test hypotheses and assumptions on PVE:* Your evaluation purpose, programme ToC, questions you want answered and existing available data will shape what evidence you will look for.

5. *Data collection:* Based on the above four considerations, you can identify data collection methods suitable for your evaluation. Issues of feasibility and potential risks in the different types of data collection methods in your programme context (such as issues of bias) will also inform your data collection strategies. Using mixed methods and triangulating methods is advised.

Adapted from IMPACT Europe, An evaluation toolkit for professionals working in the counter violent extremism field, http://www.impact.itti.com.pl

Module 7:
Evaluation and learning

What is evaluation? Evaluations enable you to assess the different levels of outcomes and impacts of your programme. The tools in this module are as follows:

7.1 Guiding evaluation questions for PVE programming

Why use them? This section reviews a number of relevant data collection approaches, exploring their applicability for PVE work and the advantages and disadvantages of their use in a PVE context. This will provide signposting for the relevant and/or adaptable approaches for your own programming.

When to use them? Evaluations are usually conducted mid-way through your programme cycle, at the end of your programme, and as follow-up a period after your programme has closed.

How to use them? Use within a programme team and with partners and stakeholders as part of a participatory evaluation process.

UNDP staff: Refer to highlighted section in Project Document

Intended outcome as stated in the UNDAF/Country [or Global/Regional] Programme Results and Resource Framework:								
Outcome indicators as stated in the Country Programme [or Global/Regional] Results and Resources Framework, including baseline and targets:								
Applicable output(s) from the UNDP Strategic Plan:								
Goal/impact:								
Project Title and Atlas Project Number:								
Expected outputs	Output indicators	Data source	Baseline		Targets (by frequency of data collection)			Data collection method and risks
			Value	Year	1	2	3	

This helps you understand how far you have met your expected outputs and achieved your goal

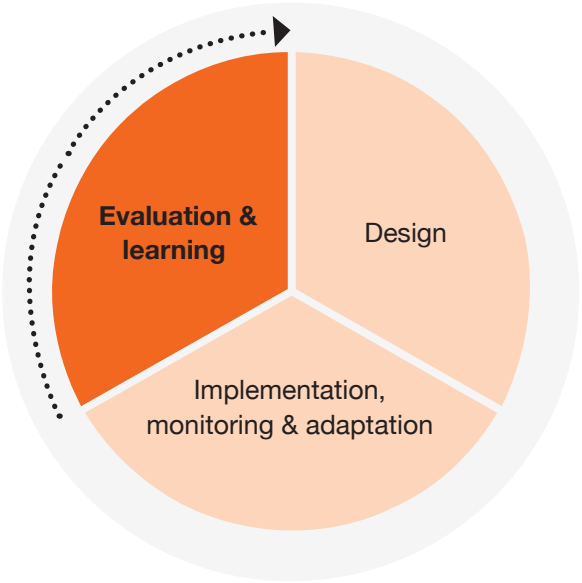
Extract from UNDP Project Document logical framework

7.1 Guiding evaluation questions for PVE programming

Guiding evaluation questions for PVE programming is a set of guiding questions to support the development of key lines of inquiry for PVE evaluation. It is advisable not to use more than one or two questions from each of the evaluation criteria depending on the focus of your evaluation. You can also prioritise your lines of inquiry to deepen understanding in specific areas, depending on your evaluation purpose. Questions will need to be adapted to the programme and context.

The guiding questions are built on the OECD DAC evaluation criteria of relevance, effectiveness, efficiency, impact and sustainability,[49] tailoring the lines of inquiry to a PVE context. These guiding questions add a sixth criterion of adaptability to the PVE context to highlight the need to assess a programme's ability to respond to changing VE dynamics.

Why use it? To help refine and prioritise key lines of inquiry for evaluations.



This tool is most useful at the *evaluation and learning* stage. It can be used together with:

1.1 Understanding the VE challenge
2.2 Articulating change
4.3 Prioritising indicators
5.4 Outcome harvesting

The following table outlines lines of inquiry relevant for an evaluation of a PVE programme. The questions are framed around OECD DAC evaluation criteria and draw from DAC guidance on Evaluating Conflict Prevention and Peacebuilding Activities.[50] The five DAC evaluation areas of **relevance**, **effectiveness**, **efficiency**, **impact** and **sustainability** have been focused on and developed to specifically relate to PVE, and include specific questions related to PVE risk and gender. Another area, 'adaptability to PVE context' has been added to highlight the importance of assessing a programme's ability to adjust to the developing PVE context.

Guiding questions for PVE programming

Relevance (to context, conflict drivers and PVE questions)	• Are the projects' aims, results and outputs explicitly PVE-focused, or is PVE a secondary objective? • What was the violent extremist activity/problem that the project was designed to affect? What was the conflict context? • To what extent is VE identified and prioritised as a problem by communities within conflict-affected contexts? • What was the rationale for a PVE project? Conflict analysis, partners' analysis or donor driven? • Do the programmes address direct immediate causes/enablers of violent extremism? If so, how (how is this articulated and evidenced in the ToC)? • Do the projects target those who have been identified as most at risk of engaging in or being a victim of VE? • Do projects target key actors involved in prevention efforts/supporting resilience? • What is the relevance of the interventions as perceived by the local population, beneficiaries and external observers? Are there other approaches which stakeholders recommend/identify as more effective? • How does the project identify the main VE/ PVE actors (people who engage in and support VE or mitigate VE risks)? • How do programmes identify and address different vulnerabilities, risk factors and impacts of VE for different men, women, boys and girls, and those with other gender identities? • How well elaborated were the ToCs for each of the projects and how well adapted and tailored to the target groups' and contexts' needs (including PVE and conflict dynamics) were they? What are the assumptions behind the ToC? What preconditions must be in place for change to happen? What are the key points along change pathways? • What were the key threats to the project specific to each location?
Adaptability to changing PVE context and emerging evidence	• How flexible, adaptive and agile was the project to changes in the local conflict context, local needs and realities, as specific PVE dynamics in each context? How did projects respond to new evidence related to VE in the context? • How adaptive were the projects to the cumulative understanding of manifestations and drivers of VE? Were mechanisms for review of objectives, indicators and approaches put in place during programming? • What level of flexibility was there within the project results framework/log frame to allow for adaptation to contextual needs? • To what extent were projects able to adapt to the different vulnerabilities, risk factors and impacts of VE for men, women, boys and girls (including as they changed over time)?

Effectiveness in terms of PVE objective	• To what extent were/are the stated (explicit, implicit or secondary) PVE objectives achieved? What evidence is cited and verifiable? • Would the intervention strategy be suitable for future interventions, within this context and elsewhere? • What were the specific successes and limitations of each project approach in terms of management, implementation, ToC, replication and scale and sustainability? Were some approaches more effective than others? • What changes can be identified in attitudes, behaviours, relationships or practice in target communities and others? • What were the major internal and external factors influencing the achievement or non-achievement of the objectives? • What were the direct and indirect, positive and negative, intended and unintended, immediate and long-term results of the project? • How did projects offer value for money in terms of cost-benefit ratio? • What type of projects are more effective in reducing risk of engaging in/increasing resilience to VE amongst different groups (age, gender, socio-economic status, and other demographic and identity markers)?
Efficiency	• Were activities cost-efficient? Were objectives achieved on time? How did changes in the PVE context influence cost-efficiency and timeliness? • How is value for money assessed in relation to achievement of PVE goals? • Was the PVE programme implemented in the most efficient way compared to alternatives?
Impact	• Did the interventions achieve the desired impact, have unintended consequences, or exacerbate violent extremist conflict? • What types of government or civil society PVE programming have impact? How does the type of engagement influence impact? • What was the project's impact on dividers/tensions and connectors/local capacities for peace: is the programme design, its activities, or its personnel increasing or decreasing dividers/tensions? Is it supporting or undercutting connectors/local capacities for peace? • What other factors (such as external context) interacted with the project? How did these factors influence project impact? • What type of projects demonstrate impact in reducing risk of engaging in/increasing resilience to VE amongst different groups (age, gender, socio-economic status, and other demographic and identity markers)? • How can/did projects strengthen PVE actors/reduce the influence of VE actors? How have local and national PVE capacities and resilience to VE been strengthened? • How did different men, women, boys and girls, and other gender identities experience and perceive the impact of projects in terms of PVE outcomes?
Sustainability	• What are the applicable lessons from these programmes that can inform the regional and global future in PVE practice? • In comparative terms, which interventions were most or least effective in addressing violent extremism? • How have the partner projects demonstrated potential for sustainability (beyond the project cycle), scale-up and replication within the region? • How does gender interact with the sustainability of PVE outcomes? Were PVE outcomes more sustainable amongst different men, women, boys or girls and those with other gender identities?

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