The Generations For Peace Institute Compendium of
Participatory Indicators of Peace

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What does this Compendium contain?

Since 2014, Generations For Peace (GFP) has been helping community-based volunteers use a participatory approach to programme design, monitoring and evaluation. Volunteers in 27 countries have developed and measured indicators of peace to understand the successes and weaknesses of local programming. The Generations For Peace Institute (GFPI) has been compiling the indicators used in each of these programmes, and this Compendium presents the unique indicators used across all active countries, from 2014 to 2017, to serve as a resource for other peace builders across the world.

How were these indicators developed?

GFP trains and mentors local volunteers in conflict analysis, programme design and delivery, and monitoring and evaluation (M&E). This allows volunteers to:

1. **Decide on a conflict:** Volunteers pinpoint a conflict in their community and design a programme to address it, by developing contextualised theories of change.
2. **Develop and measure indicators:** Volunteers identify key measurements of success, creating their own indicators to measure the results of their programmes through a process of Participatory Monitoring (PM).
3. **Evaluate programming:** Volunteers are supported by the GFP Headquarters (HQ) team to evaluate their programmes themselves, completing a Participatory Evaluation (PE) at the end of each programme.[1]

Once volunteers have identified an existing conflict in their community, they decide on the change they want to bring about in that conflict. They then think about something in their community that would serve as evidence of that change. Building on the M&E training they receive, they work on turning their idea of evidence into a "SMART" indicator.[2] If the indicators require direct data collection from the community, volunteers also develop a series of questions that can be used to measure indicators. After these items are developed, volunteers share the proposed indicators and measurement questions with GFP programme staff, who provide feedback on the indicators, questions, and the way in which answers will be analysed. With a few rounds of feedback, indicators are ready to use.

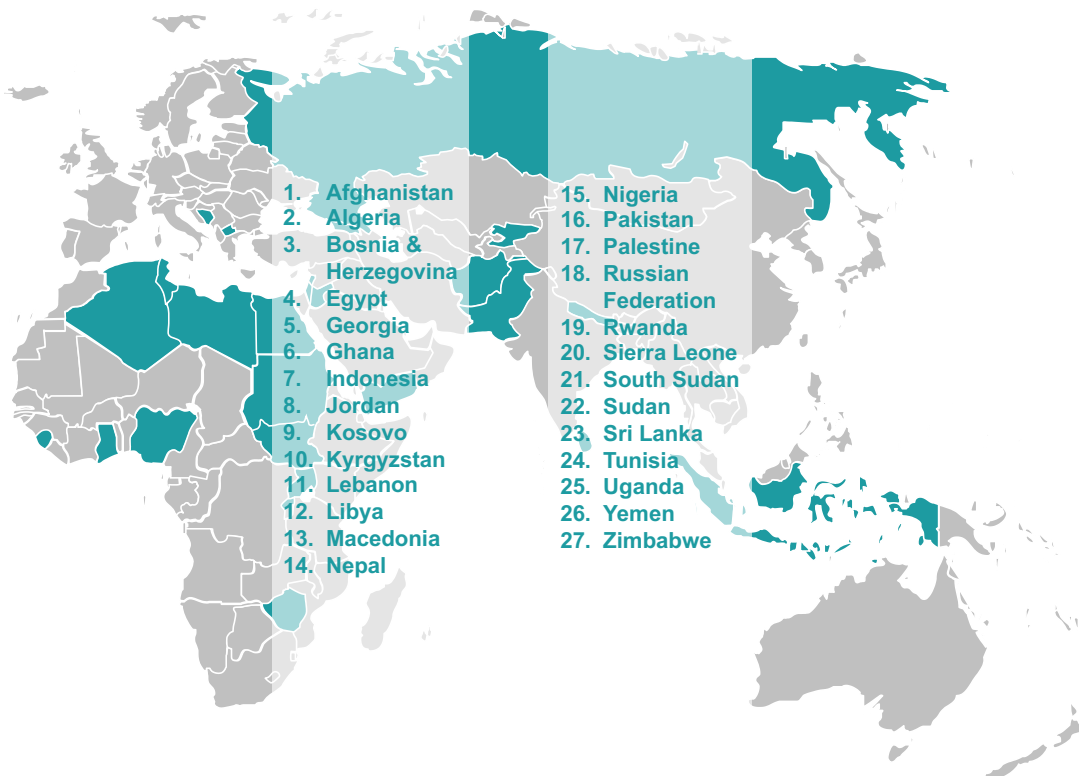# Where have these indicators been used?

These indicators have been developed and used in 27 countries. In each country, indicators have been used in one or more programme location, depending on where volunteers are based and where they choose to run programming. Some indicators have been used only twice, to measure the situation before and after a programme; others have been used many times over several years, across multiple rounds of a programme.

The full range of countries in which these indicators have been tested spans Asia, Africa, and Europe.

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[1] Yusuf, Sairah, "Democratising Indicator Design and Measurement: A Case Study of the Participatory Monitoring Approach," Generations For Peace Institute (2018), 5.
[2] Lennie, June, Jo Tacchi, Bikash Koirala, Michael Wilmore and Andrew Skuse, "Equal Access Participatory Monitoring and Evaluation Toolkit," Equal Access International (2011), 5.
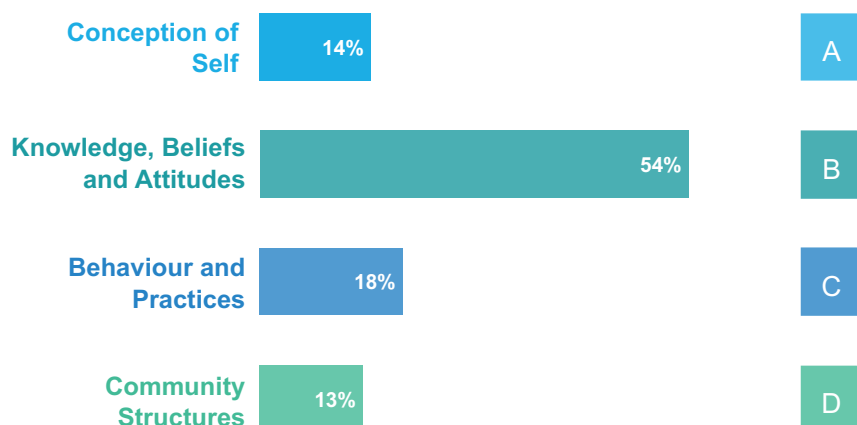
Indicators have been developed and used in **27 countries** across 3 continents.

1. Afghanistan	15. Nigeria
2. Algeria	16. Pakistan
3. Bosnia & Herzegovina	17. Palestine
4. Egypt	18. Russian Federation
5. Georgia	19. Rwanda
6. Ghana	20. Sierra Leone
7. Indonesia	21. South Sudan
8. Jordan	22. Sudan
9. Kosovo	23. Sri Lanka
10. Kyrgyzstan	24. Tunisia
11. Lebanon	25. Uganda
12. Libya	26. Yemen
13. Macedonia	27. Zimbabwe
14. Nepal	

What kind of themes do these indicators cover?

Over three years, volunteers in these countries created and measured 114 indicators, out of which 92 were fully developed. For the fully developed indicators, volunteers provided an indicator, a measurement question, and a breakdown of the people the indicators were used with.

When taken together, the indicators in this Compendium show that the indicators created by local volunteers fall into four major categories:

Category	Percentage	
Conception of Self	14%	A
Knowledge, Beliefs and Attitudes	54%	B
Behaviour and Practices	18%	C
Community Structures	13%	D

Each category constitutes an angle that locals consider a valid way of measuring peace. For example, locals believe that measuring the knowledge, attitudes, and beliefs of community residents is an appropriate and relevant option to understand the change created by peace-building programming in a specific context.

In each of these categories, changes can take very different forms. In the category of behaviour and practices, for example, volunteers might measure regular meetings between groups, or they might ask about differences in how often people communicate socially. For this reason, each indicator has also been assigned a "theme," to show what kind of trends recur when volunteers develop and measure community-based indicators of peace.

The indicators generated through this method also focus on different dimensions of conflict: personal, relational, structural, and cultural.[3] Each indicator has been tagged with the dimension of conflict it seeks to capture change in.

Out of the 92 indicators that volunteers used, a total of 38 are presented in this Compendium. To avoid sounding repetitive, where indicators were very similar, they have been condensed into one indicator. For example, some of the 92 indicators included:

- Number of individuals who say they interact regularly with people from different **ethnicities**
- Number of individuals who say they interact regularly with people from different **nationalities**
- Number of individuals who say they interact regularly with people from different **religions**
- Number of individuals who say they interact regularly with people from different **regions** of the country

Instead of presenting these as four separate indicators, the Compendium will present these as:

- Number of individuals who say they interact regularly with people from different *backgrounds*

The term "background," in this indicator, can be replaced with any divide that is relevant to the context.

Why is this Compendium valuable?

This Compendium is **useful** for three main reasons:

1) To show that that participatory indicator development is possible across a wide variety of conflict contexts
2) To demonstrate that investments in technical capacity building with local communities yield meaningful results
3) To spark measurement ideas for other community members engaged in designing and evaluating their own processes of social change.

This Compendium is **different** from a number of other compilations of indicators relevant to peace building:

- It is **participatory**. All the indicators presented in the Compendium have been developed through a participatory approach at each step. As community representatives, GFP volunteers are responsible for indicator development. This allows them to suggest areas of measurement that are locally relevant and appropriate to their contexts. Volunteers also have the opportunity to reach out to other community members for advice and guidance in fine-tuning the content of

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[3] Lederach, John Paul, "Conflict Transformation," Beyond Intractability. Eds. Guy Burgess and Heidi Burgess. Conflict Information Consortium, University of Colorado, Boulder (2003). Accessed 16 March 2018:
http://www.beyondintractability.org/essay/transformation

their chosen indicators. Representatives of the community are able to provide their input throughout the process, allowing a wide range of individuals to take part in shaping the benchmarks used to assess programmatic success in their communities.

- It is **community-led**. The indicators presented in this Compendium are created through a process in which community members decide on the change they want to create, and then develop a measurement system to match. Community members take an active rather than consultative role. Instead of providing input to a process that is later implemented by an external team, volunteers are responsible for deciding not only *what* to measure but *how* to measure it – they are expected to decide what research tool to use, who the correct respondents are, and how the information gathered should be analysed. They also head out into their neighbourhoods to complete data collection, and they analyse the results they collect.
- It is **practical**. First, all the indicators included here serve as a set of practical tools that community members have used to assess success in addressing real issues in conflict zones. All these indicators have been tried and tested in the field. Second, these are indicators that measure aspects of conflict and peace that locals believe they can actually have an impact on. While "peace" overall may have many different facets, this Compendium presents the facets that locals felt they could change.

Consolidating these indicators in one location is an attempt to share the efforts made by local volunteers in a variety of contexts to develop meaningful and relevant ways to measure the outcomes and impacts of peace-building programmes.

What else is out there?

There is a range of existing compilations of indicators that can be used to assess peace-building programming: CDC Atlanta's Measuring Violence Related Attitudes, Behaviours, and Influences Among Youths: A Compendium of Assessment Tools; USAID's manual on Violence Against Women and Girls: A Compendium of Monitoring and Evaluation Indicators; World Vision's Compendium of Indicators for Measuring Child Well-Being Outcomes; Youthrex's Civic Engagement Scale; UNICEF's Compilation of Tools for Measuring Social Cohesion, Resilience and Peace Building; and a host of others.[4] These tools present valuable resources of indicators and measurement tools that have been validated through expert research in numerous contexts, and have been used to assess peace-building programming in the past. The GFPI Compendium builds on these by presenting a set of tools that have also been used in programming, but generated and validated in a very different way: by community members. By doing so, the Compendium adds to the range of options peace builders can choose from when deciding on the kind of approach they want to use to measure change.

Academic research projects such as the Everyday Peace Indicators (EPI) project have also developed comprehensive approaches to surface indicators of peace that are locally generated, agreed on, and measured.[5] The EPI project uses methodologically rigorous mechanisms to ensure that participatory approaches are used to holistically capture what peace means to local communities, even when expressed in unorthodox ways. Unlike the indicators presented in the GFPI Compendium, these

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[4] Dahlberg L. L, S. B. Toal, M. Swahn, C. B. Behrens, "Measuring Violence-Related Attitudes, Behaviours, and Influences Among Youths: A Compendium of Assessment Tools, 2nd ed.," Centers for Disease Control and Prevention, National Center for Injury Prevention and Control (Atlanta, Georgia: 2005); Bloom, Shelah, "Violence Against Women and Girls: A Compendium of Monitoring and Evaluation Indicators," United States Agency for International Development (2008); Doolittle, A. and A. Faul, "Civic Engagement Scale: A Validation Study," SAGE Open (2013), 1-7; World Vision International, "Compendium of Indicators for Measuring Child Well-Being Outcomes," World Vision International (2014); UNICEF and SFCG, "Compilation of Tools for Measuring Social Cohesion, Resilience, and Peacebuilding," United Nations Children's Fund and Search For Common Ground (New York: 2014).
[5] Mac Ginty, Roger and Pamina Firchow, "Measuring Peace: Comparability, Commensurability, and Complementarity Using Bottom-Up Indicators," International Studies Review, 19, (2017): 6-27; for more information, see https://everydaypeaceindicators.org/

indicators are generated through open-ended exploration; community members decide what peace means to them, and generate information that organisations can then use to design and assess programming. For the indicators in this Compendium, community members decide what they want to change in their localities, and then create indicators accordingly. In this sense, the value of this Compendium is in presenting a set of indicators that focus on the changes community members believe they can actually achieve.

How can this Compendium be used?

The indicators in the Compendium are grouped into four **categories**: changes in **conception of self**, changes in **knowledge, attitudes, and beliefs,** changes in **behaviour and practices,** and changes in **community structures**.

Within these categories, each indicator contains the following information:
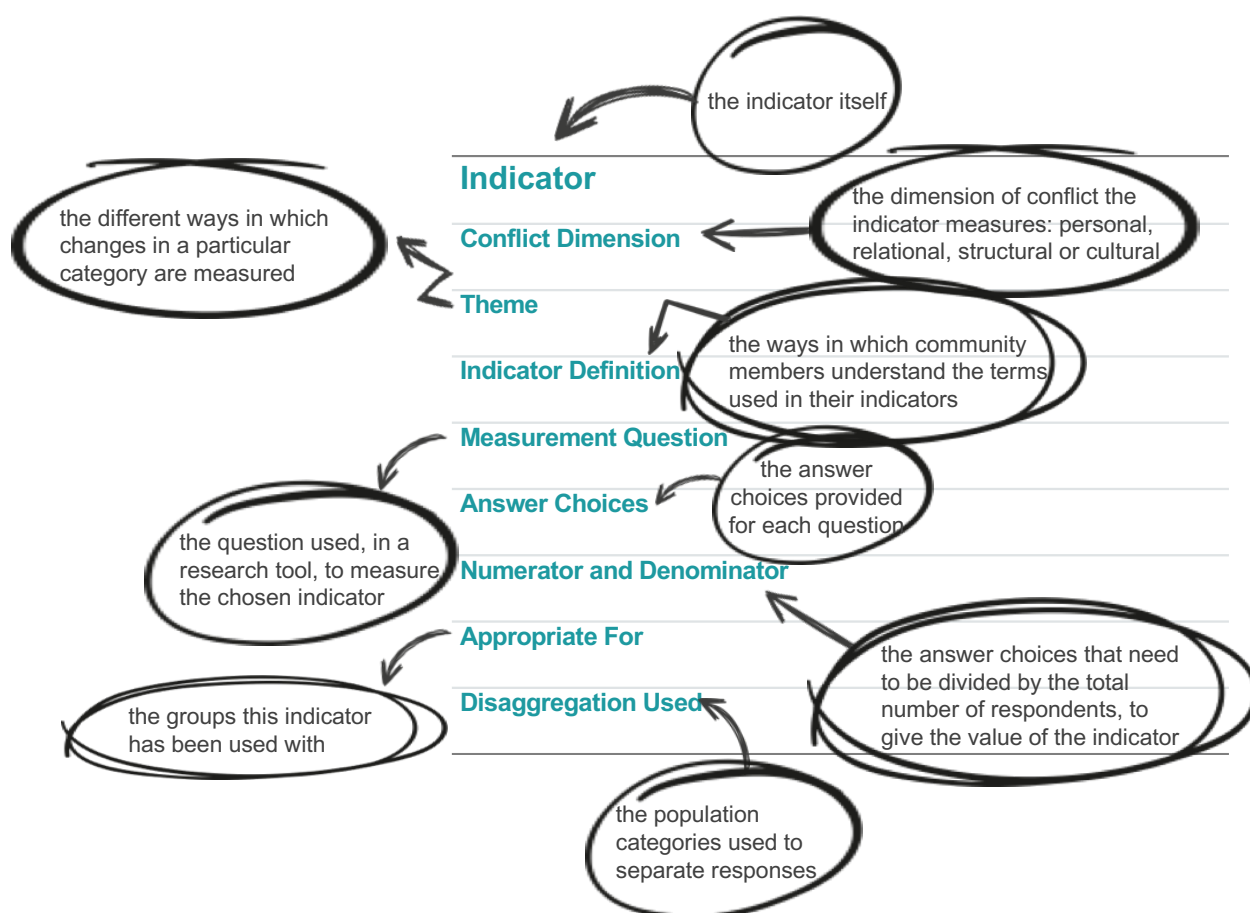
For organisations and community members looking for examples of indicators developed by locals, aimed at measuring changes that locals believe they can create in their communities, the Compendium provides the conflict dimension addressed, the themes that community members focused on, and the technicalities of the measurement questions and respondent categories used. In each case, the indicator represents what was actually decided on and used in the field, but is open to adaptation by new users based on the demands of their local contexts.

Summary of Indicators

To help navigate through this Compendium, this section provides a summary of the indicators that can be found here. For details on any of the indicators listed below, skip to the relevant category and indicator number.

Category A: Changes in Conception of Self

Number	Indicator
A. 1	Women's self-rating of their level of competence in community decision-making
A. 2	Women's self-rating of the level of responsibility they can exercise in their communities
A. 3	Women and girls' self-rating of their level of self-confidence
A. 4	Women and girls' self-rating of their leadership skills
A. 5	Women's self-rating of their ability to maintain a reliable source of income
A. 6	Number of students feeling confident to participate in organising an event
A. 7	Number of youth leaders who feel able to solve problems amongst their peers
A. 8	Number of students who said they feel comfortable participating in school extracurricular/social activities

Category B: Changes in Knowledge, Beliefs and Attitudes

Number	Indicator
B. 1	Number of individuals who believe that violence is an acceptable response to differences in political opinions
B. 2	Number of students who say they would respond violently to situations that make them angry
B. 3	Number of parents who say they accept that their children participate in shared activities with children from a different community
B. 4	Number of parents who support children studying in mixed ethnicity environments
B. 5	Number of individuals who accept the right of members of other political parties to express their views
B. 6	Number of students who express that they would willingly cooperate with students from a different grade
B. 7	Number of women who say that they feel comfortable working or interacting with men
B. 8	Number of individuals who will say that they will not approve of a female relative working in an environment with men
B. 9	Number of students that demonstrate a willingness to interact with students from a different background than their own
B. 10	Number of students who find it acceptable to participate in joint community activities with students from other communities/schools
B. 11	Number of students who express respect for others regardless of their background

B. 12	Percentage of people from different religious communities who believe that people are respected regardless of their individual religious belief
B. 13	Number of individuals who say that they trust people from different backgrounds if they met them for the first time
B. 14	Number of individuals who are willing to take part in community activities in their community
B. 15	Number of children who have a positive attitude towards other ethnicities
B. 16	Number of individuals who said they were ready to make friends from a different background
B. 17	Number of students who do not exert authority by discriminating against others

Category C: Changes in Behaviour and Practices

Number	Indicator
C. 1	Number of individuals who say they interact regularly with people from different backgrounds
C. 2	Number of women who interact with men on a regular basis
C. 3	Number of physical fights reported amongst the students in their school with students from different backgrounds
C. 4	Number of clashes reported amongst youth from different religious denominations in their community

Category D: Changes in Community Structures

Number	Indicator
D. 1	Students' own rating of the availability of opportunities to participate in decision-making in educational institutions
D. 2	Number of students who are involved in college decision-making
D. 3	Student rating of level of girls' involvement in voluntary school activities
D. 4	Girls' rating of their level of involvement in school structures (formal and informal)
D. 5	Number of women who are involved in decision making in their community
D. 6	Community members' rating of level of women's involvement in community decision-making
D. 7	Number of incidents of violence reported to the school administration
D. 8	Number of cases of violence reported to the police over the past six months
D. 9	Number of incidents of bullying reported to the school administration over the past six months

A

Category A: Changes in Conception of Self

INDICATORS

8 indicators

CONFLICT DIMENSIONS

1 conflict dimension:
- Personal

THEMES

3 themes:
- Female confidence in abilities
- Overall confidence in abilities
- Problem-solving abilities

A. 1

Indicator

Women's self-rating of their level of competence in community decision-making

Conflict Dimension

Personal

Theme

Female confidence in abilities

Indicator Definition

"Community" – The group an individual feels belonging to, such as a village or neighbourhood

"Community decision-making" – Decisions taken by members of the community, which affect the community as a whole

Measurement Question

How competent do you feel participating in community decision-making?

Answer Choices

1. Not competent at all
2. Low level of competence
3. Somewhat competent
4. Competent
5. Very competent

Numerator and Denominator

Number of women rating a high level of competence to participate in community-level decision-making (either 4 or 5) ÷ Total number of women surveyed

Appropriate For

Ages 18-50+ / Female

Disaggregation Used

Gender

A. 2

Indicator

Women's self-rating of the level of responsibility they can exercise in their communities

Conflict Dimension	
Personal	
Theme	
Female confidence in abilities	
Indicator Definition	
"Community" – The group an individual feels belonging to, such as a village or neighbourhood	
"Level of responsibility" – Level of perceived responsibility that individuals feel for actions impacting the community	
Measurement Question	
To what extent do you feel able to take responsibility for things that happen in your community?	
Answer Choices	
1. Very low	
2. Low	
3. Moderate	
4. High	
5. Very high	
Numerator and Denominator	
Number of women rating a high level of responsibility in the community (either 4 or 5) ÷ Total number of women surveyed	
Appropriate For	
Ages 18-50+ / Female	
Disaggregation Used	
Gender	

A. 3

Indicator

Women and girls' self-rating of their level of self-confidence

Conflict Dimension

Personal

Theme

Female confidence in abilities

Indicator Definition

"Self-confidence" – The belief in one's own ability and right to stand up publicly for oneself and one's opinions/beliefs

Measurement Question

On a scale of 1 – 5 how would you rate your level of self-confidence?

Answer Choices

1. Not confident
2. A bit confident
3. Moderately confident
4. Confident
5. Very confident

Numerator and Denominator

Number of women and girls claiming to be "confident" (either 4 or 5) ÷ Total number of women and girls surveyed

Appropriate For

Ages 8-50+ / Female

Disaggregation Used

Gender

A. 4

Indicator

Women and girls' self-rating of their leadership skills

Conflict Dimension

Personal

Theme

Female confidence in abilities

Indicator Definition

"Leadership skills" – the ability and confidence to guide a group to achieve common goals

Measurement Question

On a scale of 1 – 5 how would you rate your leadership skills?

Answer Choices

1. Very low
2. Low
3. Moderate
4. High
5. Very high

Numerator and Denominator

Number of women and girls who felt they had good leadership skills (either 4 or 5) ÷ Total number of women and girls surveyed

Appropriate For

Ages 8-50+ / Female

Disaggregation Used

Gender

A. 5

Indicator

Women's self-rating of their ability to maintain a reliable source of income

Conflict Dimension

Personal

Theme

Female confidence in abilities

Indicator Definition

"Reliable source of income" – Being able to continuously earn an income through one's own efforts

Measurement Question

Do you feel like you can maintain a reliable source of income? Please rate your answer on the following scale of 1-5, where 1 = No, not at all, and 5 = Yes, very much so

Answer Choices

1. No, not at all
2.
3.
4.
5. Yes, very much so

Numerator and Denominator

Number of women selecting a high level of ability to maintain a reliable source of income (either 4 or 5) ÷ Total number of women surveyed

Appropriate For

Ages 18-50+ / Female

Disaggregation Used

Gender

A. 6

Indicator

Number of students feeling confident to participate in organising an event

Conflict Dimension

Personal

Theme

Overall confidence in abilities

Indicator Definition

"Feeling confident" – Trust in one's abilities and right to express oneself

"Event" – Any organised gathering held in or outside the school premises

Measurement Question

There is a big activity organised by your school. The activity will be led by students. How confident do you feel participating in the organisation of the event?

Answer Choices

1. I would feel very confident
2. I would feel somewhat confident
3. I would feel neutral, neither confident or not confident about
4. I would not feel very confident
5. I would not feel confident at all

Numerator and Denominator

Number of students feeling confident to participate in the organisation of the event (1, 2) ÷ Total number of students surveyed

Appropriate For

Ages 12-17 / Male and female

Disaggregation Used

None / Gender

A. 7

Indicator

Number of youth leaders who feel able to solve problems amongst their peers

Conflict Dimension

Personal

Theme

Problem-solving ability

Indicator Definition

"Feeling able to solve problems amongst peers" – Feeling that one has the capacity and confidence to resolve differences between individuals or groups (for example, through mediation or arbitration)

Measurement Question

On the scale given, please indicate how capable you feel solving problems amongst your peers.

Answer Choices

1. Not at all
2. A little bit
3. Average
4. Quite capable
5. Very Capable

Numerator and Denominator

Number of youth leaders feeling capable to solve problems amongst their peers (4, 5) ÷ Total number of youth leaders surveyed

Appropriate For

Ages 12-17 / Male and female

A

A. 8

Indicator

Number of students who said they feel comfortable participating in school extracurricular/social activities

Conflict Dimension
Personal

Theme
Overall confidence in abilities

Indicator Definition
"Feeling comfortable" – Feeling safe and accepted

"School extracurricular/social activities" – School activities that are voluntary for students, such as after-school clubs

Measurement Question
Please indicate how much you agree or disagree with the following statement: "I feel comfortable participating in school extracurricular/social activities."

Answer Choices
1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

Numerator and Denominator
Number of students who report feeling comfortable participating in school extracurricular/social activities (4, 5) ÷ Total number of students surveyed

Appropriate For
Ages 8-17 / Male and female

Disaggregation Used
Gender

B

Category B: Changes in Knowledge, Beliefs and Attitudes

INDICATORS

17 indicators

CONFLICT DIMENSIONS

3 conflict dimensions:
- Personal
- Relational
- Cultural

THEMES

7 themes:
- Trust despite different backgrounds
- Attitude towards difference
- Willingness to cooperate across differences
- Respect across different backgrounds
- Attitude towards violence
- Willingness to engage in the community
- Attitude toward mixed gender interaction

B. 1

Indicator

Number of individuals who believe that violence is an acceptable response to differences in political opinions

Conflict Dimension

Relational

Theme

Attitude towards violence

Indicator Definition

"Acceptable response" – A response that is considered an appropriate action to take

Measurement Question

If someone from an opposing political party expresses views that you strongly disagree with, how would you respond?

Answer Choices

1. I would ignore them
2. I would express my own views publicly
3. I would respond with violence if I think they are wrong

Numerator and Denominator

Number of individuals who would respond with violence to someone from an opposing party expressing contrary views (3) ÷ Total number of individuals surveyed

Appropriate For

Ages 18-50+ / Male and female

Disaggregation Used

Political affiliation / Ethnicity

B. 2

Indicator

Number of students who say they would respond violently to situations that make them angry

Conflict Dimension

Relational

Theme

Attitude towards violence

Indicator Definition

"Responding violently" – Engaging in verbal or physical acts that endanger the psychological or physical well-being of another person

Measurement Question

If something or someone made you angry, what would you do?

Answer Choices

1. I would be upset but not say anything
2. I would discuss it with my family/friends
3. I would talk to the other person about the problem
4. I would yell at the other person
5. I would punch someone/something

Numerator and Denominator

Number of students who would respond violently if someone made them angry (4 and 5) ÷ Total number of students surveyed

Appropriate For

Ages 8-17 / Male and female

Disaggregation Used

Gender

B. 3

Indicator

Number of parents who say they accept that their children participate in shared activities with children from a different community

Conflict Dimension

Relational

Theme

Attitude towards difference

Indicator Definition

"Shared activities" – Spending time together engaging in the same activity, such as playing together
"Community" – The group an individual feels belonging to, such as a village or neighbourhood
"Different community" – Any other community with strained relations with the respondent's community, as relevant to the context

Measurement Question

On the scale given, how often do you find it acceptable to allow your children to play with others from a different community?

Answer Choices

1. Never
2. Rarely
3. Sometimes
4. Quite often
5. Always

Numerator and Denominator

Number of parents who accept that their children participate in shared activities with children from the other community (4 and 5) ÷ Total number of parents surveyed

Appropriate For

Ages 18-50+ / Male and female

Disaggregation Used

Ethnicity / Religion

B. 4

Indicator

Number of parents who support children studying in mixed ethnicity environments

Conflict Dimension

Relational

Theme

Attitude towards difference

Indicator Definition

"Supporting children studying in mixed ethnicity environments" – Being in favour of children studying with other students of different ethnicities

Measurement Question

Should your children attend ethnically mixed classes?

Answer Choices

1. Yes
2. Sometimes
3. No

Numerator and Denominator

Number of parents supporting children attending ethnically diverse classes (1) ÷ Total number of parents surveyed

Appropriate For

Ages 18-50+ / Male and female

Disaggregation Used

Ethnicity

B. 5

Indicator

Number of individuals who accept the right of members of other political parties to express their views

Conflict Dimension

Relational

Theme

Attitude towards difference

Indicator Definition

"The right to express views" – The right to publicly share, through verbal or written formats, thoughts and opinions on political affairs, without being met with verbal or physical harassment

Measurement Question

Do you believe that members of other political parties have the right to express their views?

Answer Choices

1. No, never
2. It depends on the circumstances
3. Yes, always

Numerator and Denominator

Number of individuals accepting the right of members of other political parties to express their views (3) ÷ Total number of individuals surveyed

Appropriate For

Ages 18-50+ / Male and female

Disaggregation Used

B. 6

Indicator

Number of students who express that they would willingly cooperate with students from a different grade

Conflict Dimension

Relational

Theme

Willingness to cooperate across differences

Indicator Definition

"Willingly cooperate" – Readily work together with others

Measurement Question

Rate on a scale of 1-5 how much you are willing to cooperate with other students of a different grade.

Answer Choices

1. I am not willing to cooperate at all
2. I am willing to cooperate sometimes
3. I am willing to cooperate about half of the time
4. I am willing to cooperate most of the time
5. I am always willing to cooperate

Numerator and Denominator

Number of students willing to cooperate with students of a different grade (4 and 5) ÷ Total number of students surveyed

Appropriate For

Ages 8-17 / Male and female

Disaggregation Used

Age group

B. 7

Indicator

Number of women who say that they feel comfortable working or interacting with men

Conflict Dimension

Personal / Relational

Theme

Attitude towards mixed gender interaction

Indicator Definition

"Comfortable" – Feeling safe and accepted

Measurement Question

Do you feel comfortable working in an environment where men also work?

Answer Choices

1. Not at all
2. A little
3. Sometimes
4. Usually
5. Always

Numerator and Denominator

Number of women feeling comfortable working in an environment with men (4 and 5) ÷ Total number of women surveyed

Appropriate For

Ages 18-50+ / Female

Disaggregation Used

Gender

B. 8

Indicator

Number of individuals who will say that they will not approve of a female relative working in an environment with men

Conflict Dimension

Cultural

Theme

Attitude towards mixed gender interaction

Indicator Definition

"Not approve" – Disagree with or prohibit

Measurement Question

Would you disapprove of a female relative working in a male environment?

Answer Choices

1. Not at all
2. A little
3. Sometimes
4. Usually
5. Always

Numerator and Denominator

Number of individuals who would disapprove of a female relative working in a male environment (3, 4, and 5) ÷ Total number of individuals surveyed

Appropriate For

Ages 18-50+ / Male

Disaggregation Used

Gender

B. 9

Indicator

Number of students that demonstrate a willingness to interact with students from a different background than their own

Conflict Dimension

Relational

Theme

Willingness to cooperate across differences

Indicator Definition

"Interact" – Meet or communicate closely inside the school

Measurement Question

On the scale provided, how much do you agree with the following statement: "In school, I am willing to share a desk with someone from a different background than my own"?

Answer Choices

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Numerator and Denominator

Number of students willing to share their desk with someone from a different background (4 and 5) ÷ Total number of students surveyed

Appropriate For

Ages 8-17 / Male and female

Disaggregation Used

Ethnicity / Religion / Nationality / Gender

B. 10

Indicator

Number of students who find it acceptable to participate in joint community activities with students from other communities/schools

Conflict Dimension

Relational

Theme

Willingness to cooperate across differences

Indicator Definition

"Joint community activities" – Shared activities that require collective organisation with members of other communities

Measurement Question

How often do you find it acceptable to participate in joint activities with members of the other community/school?

Answer Choices

1. Never
2. Rarely
3. Sometimes
4. Quite often
5. Always

Numerator and Denominator

Number of students finding it acceptable to participate in activities with members of the other community/school (4 and 5) ÷ Total number of students surveyed

Appropriate For

Ages 8-17 / Male and female

Disaggregation Used

Ethnicity / Religion / Nationality / Gender

B. 11

Indicator

Number of students who express respect for others regardless of their background

Conflict Dimension

Relational

Theme

Respect across different backgrounds

Indicator Definition

"Expressing respect" – Treating the other with awareness for their points of view and individual feelings, accepting and acknowledging the positions held by others

Measurement Question

 On a scale of 1-5, how much respect do you show to someone from a different background?

Answer Choices

1. No respect at all
2. A little respect
3. An average level of respect
4. A lot of respect
5. Complete respect

Numerator and Denominator

Number of students expressing respect regardless of the other's background (3, 4, and 5) ÷ Total number of students surveyed

Appropriate For

Ages 8-17 / Male and female

Disaggregation Used

Age group / Ethnicity / Religion / Nationality / Gender

B. 12

Indicator

Percentage of people from different religious communities who believe that people are respected regardless of their individual religious belief

Conflict Dimension

Relational / Cultural

Theme

Respect across different backgrounds

Indicator Definition

"Respected" – Being treated with awareness for one's points of view and individual feelings, with one's position being accepted and acknowledged in the community

Measurement Question

On the scale given below, would you say that in your community, people are respected equally regardless of their individual religious beliefs?

Answer Choices

1. Not at all
2. Only a little bit
3. Average
4. Yes, mostly
5. Yes, always

Numerator and Denominator

Number of individuals finding that people are respected in their community regardless of their individual beliefs (4 and 5) ÷ Total number of individuals surveyed

Appropriate For

Ages 18-50+ / Male and female

Disaggregation Used

Religion

B. 13

Indicator

Number of individuals who say that they trust people from different backgrounds if they met them for the first time

Conflict Dimension

Relational

Theme

Trust despite different backgrounds

Indicator Definition

"Trust" – The perception of being able to rely on the other side having good intentions towards one, and not wanting to harm one

Measurement Question

If you met a person from a different background than you for the first time, would you feel that you can trust him/her?

Answer Choices

1. Not at all
2. Only a little
3. Maybe
4. Yes, mostly
5. Yes, always

Numerator and Denominator

Number of individuals who would feel they can trust someone from a different background from initial interaction (4 and 5) ÷ Total number of individuals surveyed

Appropriate For

Ages 15-50+ / Male and female

Disaggregation Used

Religion / Nationality / Ethnicity / Other

B. 14

Indicator

Number of individuals who are willing to take part in community activities in their community

Conflict Dimension

Personal

Theme

Willingness to engage in the community

Indicator Definition

"Community activities" – Shared activities conducted with others within the community

Measurement Question

How would you feel about the following statement: "I am ready to take part in community activities (volunteering, community initiatives) in my community"?

Answer Choices

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

Numerator and Denominator

Number of individuals who would be willing to take part in civil society activities (4 and 5) ÷ Total number of individuals surveyed

Appropriate For

Ages 15-50+ / Male and female

Disaggregation Used

Gender

Dealing with Leading Questions

In all cases, GFP staff were expected to help local volunteers streamline their chosen indicators. This kind of capacity building and guidance was meant to support volunteers in creating indicators that were both suited to the local context and clearly defined. However, the measurement questions that were chosen often emphasised a certain outcome, or used value-laden terms that were interpreted in different ways by community members – and often by staff as well. This was most apparent in the category that measured changes in **knowledge, attitudes and beliefs**.

Indicators that were paired with problematic measurement questions are laid out below. These indicators show that community members identify areas of measurement easily, but struggle to ensure that these areas are captured appropriately through primary data collection. Despite challenges in measurement, these indicators are valuable signposts of what is important to locals, and what they believe they can change through their work in communities.

B. 15

Indicator

Number of children who have a positive attitude towards other ethnicities

Conflict Dimension
Relational

Theme
Attitude towards differences

Indicator Definition
"Positive attitude" – Being favourable towards

Measurement Question
In your opinion, is there an ethnicity that is not that good?

Answer Choices
1. Yes
2. No

Numerator and Denominator
Number of children thinking that there are no inferior ethnicities (2) ÷ Total number of children surveyed

Appropriate For
Ages 5-12 / Male and female

Disaggregation Used
Ethnicity

B. 16

Indicator

Number of individuals who said they were ready to make friends from a different background

Conflict Dimension
Relational

Theme
Attitude towards difference

Indicator Definition
"Make friends" – Be associated with socially

Measurement Question
Do you feel ready to make friends from a different background than your own?

Answer Choices
1. Yes
2. No

Numerator and Denominator
Number of individuals who feel ready to make friends from a different background (1) ÷ Total number of individuals surveyed

Appropriate For
Ages 8-50+ / Male and female

Disaggregation Used
Nationality / Ethnicity / Religion

B

B. 17

Indicator

Number of students who do not exert authority by discriminating against others

Conflict Dimension

Relational

Theme

Attitude towards difference

Indicator Definition

"Not discriminating" – Not using physical force or emotions to disadvantage others

Measurement Question

How do you feel about using emotions or force to keep certain pupils out of the group and make others understand you?

Answer Choices

1. It's definitely not all right at all
2. It's not all right
3. I don't think it matters
4. It's all right
5. It's definitely all right

Numerator and Denominator

Number of students who do not think it is all right to use force or emotions to keep certain pupils out of a specific friendship group or to make others understand them (1 and 2) ÷ Total number of students surveyed

Appropriate For

Ages 8-17 / Male and female

Disaggregation Used

Gender

Category C: Changes in Behaviour and Practices

INDICATORS

3 indicators

CONFLICT DIMENSIONS

2 conflict dimensions:
• Relational
• Structural

THEMES

4 themes:
• Cooperation based on regular interaction
• Frequency of social communication
• Female involvement in community
• Individual violent behaviour

C. 1

Indicator

Number of individuals who say they interact regularly with people from different backgrounds

Conflict Dimension

Relational

Theme

Cooperation based on regular interaction / Frequency of social communication

Indicator Definition

"Regular interaction" – In-person interaction or contact via phone/internet that occurs at least twice a month

"Different backgrounds" – Ethnic/religious/national divides, or personal and communal attachments and roots

Measurement Question

How often do you interact with someone from a different background than yours? Examples can include via phone calls, Facebook, Twitter, or personal meetings.

Answer Choices

1. Every day
2. Once a week
3. Once in 2 weeks
4. Once a month
5. Never

Numerator and Denominator

Number of individuals saying they interact regularly with people from different backgrounds (1, 2, 3) ÷ Total number of individuals surveyed

Appropriate For

Ages 8-50+ / Male and female

Disaggregation Used

Nationality / Ethnicity

C. 2

Indicator

Number of women who interact with men on a regular basis

Conflict Dimension

Relational

Theme

Female Involvement in the community

Indicator Definition

"Men" – Males outside the respondent's family

"Interaction on a regular basis" – Interaction with a high frequency (often/always)

Measurement Question

Do you interact with men outside your family on a regular basis?

Answer Choices

1. Not at all

2. A little

3. Sometimes

4. Often

5. Always

Numerator and Denominator

Number of women interacting with men on a regular basis (4, 5) ÷ Total number of women surveyed

Appropriate For

Ages 18-50+ / Females

Disaggregation Used

Gender

C. 3

Indicator

Number of physical fights reported amongst the students in their school with students from different backgrounds

Conflict Dimension

Relational

Theme

Widespread violent behaviour

Indicator Definition

"Physical fights" – Disagreements that go beyond verbal confrontation to include physical confrontation and physical violence

Measurement Question

In your school: Over the past six months, how many students have gotten into physical fights with students from a different ethnic background?

Answer Choices

1. A small number of children

2. A large number of children

3. Almost everyone you know of your age

Numerator and Denominator

Number of individuals stating that violence was limited to a small number of children (1) ÷ Total number of individuals surveyed

Appropriate For

Ages 8-17 / Male and female

Disaggregation Used

Ethnicity

C

C. 4

Indicator

Number of clashes reported amongst youth from different religious denominations in their community

Conflict Dimension

Relational

Theme

Widespread violent behaviour

Indicator Definition

"Clashes" – Physical acts of violence between two or more individuals

"Community" – The group an individual feels belonging to, such as a village or neighbourhood

Measurement Question

In your community: Over the past six months, how many youth have gotten into physical fights with youth from other religious groups?

Answer Choices

1. A small number
2. A large number
3. Almost everyone you know of your age

Numerator and Denominator

Number of individuals stating that violence was limited to a small number of youth (1) ÷ Total number of individuals surveyed

Appropriate For

Ages 18-30 / Male and female

Disaggregation Used

Religion / Ethnicity

D

Category D: Changes in Community Structures

INDICATORS

10 indicators

CONFLICT DIMENSIONS

2 conflict dimensions:
• Relational
• Structural

THEMES

3 themes:
• Widespread violent behavior
• Female involvement in community
• Access to decision-making structures

D. 1

Indicator

Students' own rating of the availability of opportunities to participate in decision-making in educational institutions

Conflict Dimension

Structural

Theme

Access to decision-making structures

Indicator Definition

"Decision-making in educational institutions" – Part of structured processes of student participation, mandated to take decisions that affect the student body in formal educational institutions

Measurement Question

Do you feel your educational institution (school/college/university) provides opportunities for students to participate in decision-making?

Answer Choices

1. No
2. Almost never
3. Sometimes
4. Often
5. All the time

Numerator and Denominator

Number of students feeling that their educational institution provides opportunities for students to participate in decision-making (4 and 5) ÷ Total number of students surveyed

Appropriate For

Ages 18-30 / Male and female

Disaggregation Used

Gender

D. 2

Indicator

Number of students who are involved in college decision-making

Conflict Dimension

Structural

Theme

Access to decision-making structures

Indicator Definition

"College decision-making" – Formal processes of decision-making in colleges, such as student unions' input into college decisions, college meetings, and others.

Measurement Question

How many students are involved in college decision-making and involved in college processes and structures? For example, in college meetings, students' groups input into college decisions, etc.

Answer Choices

1. None
2. A small number of students
3. About half the students
4. Majority of the students
5. All the students in the College

Numerator and Denominator

Number of college students who state that a significant proportion of students are involved in college decision-making (3, 4, and 5) ÷ Total number of individuals surveyed

Appropriate For

Ages 18-30 / Male and female

Disaggregation Used

Gender

D. 3

Indicator

Student rating of level of girls' involvement in voluntary school activities

Conflict Dimension

Structural

Theme

Female involvement in community

Indicator Definition

"Involvement" – Taking part in and being actively engaged

"Voluntary school activities" – School activities that are not mandatory, such as after-school clubs

Measurement Question

On the scale given, please indicate how involved girls are in voluntary school activities.

Answer Choices

1. Not at all
2. Not very
3. Moderately
4. A lot
5. Almost always

Numerator and Denominator

Number of students selecting a high level of girls' involvement in voluntary school activities (either 4 or 5) / Total number of students surveyed

Appropriate For

Ages 8-17 / Male and female

Disaggregation Used

Gender

D. 4

Indicator

Girls' rating of their level of involvement in school structures (formal and informal)

Conflict Dimension

Structural

Theme

Female involvement in community

Indicator Definition

"School structures (formal and informal)" – Formal structures such as school-mandated classes or clubs, and informal structures such as friendship circles and other associations

Measurement Question

On the scale given, how involved are you in different parts of school life (for example, classes, clubs, and friendship groups)?

Answer Choices

1. Very low involvement
2. Low involvement
3. Moderate involvement
4. High involvement
5. Very high involvement

Numerator and Denominator

Number of girls rating a high level of involvement in different aspects of school life (4 and 5) ÷ Total number of girls surveyed

Appropriate For

Ages 12-17 / Female

Disaggregation Used

Gender

D. 5

Indicator

Number of women who are involved in decision making in their community

Conflict Dimension

Structural

Theme

Female involvement in the community

Indicator Definition

"Involved in decision-making" – Inclusion in decisions that affect the community, taken by members of the community

"Community" – The group an individual feels belonging to, such as a village or neighbourhood

Measurement Question

On the scale given, please indicate how involved you are in the decision making in your community.

Answer Choices

1. Not involved at all
2. Not very much
3. Moderately
4. A lot
5. Almost always

Numerator and Denominator

Number of women who say they are involved in decision-making in their community (3, 4, 5) ÷ Total number of women surveyed

Appropriate For

Ages 18-50+ / Female

Disaggregation Used

Gender

D. 6

Indicator

Community members' rating of level of women's involvement in community decision-making

Conflict Dimension

Structural

Theme

Female involvement in community

Indicator Definition

"Involvement" – Taking part in and being actively engaged

"Community decision-making" – Decisions taken by members of the community, which affect the community as a whole

Measurement Question

Rate the level of women's involvement in community decision-making in your community.

Answer Choices

1. Very low
2. Low
3. Medium
4. High
5. Very High

Numerator and Denominator

Number of individuals rating women's involvement in community decision-making as high (4 or 5) ÷ Total number of individuals surveyed

Appropriate For

Ages 18-50+ / Male and female

Disaggregation Used

Gender

Secondary Indicators

The indicators presented in the Compendium so far have required local volunteers to reach out to people in their communities and answer a set of structured questions. Responses are added up to calculate the value of that indicator.

In some cases, however, volunteers chose to construct indicators that required them to collect secondary information from the community. These indicators deal exclusively with the prevalence of violence in the community. While the use of violence by *individuals* is grouped under changes in **behaviour and practices**, widespread violence in the *community* is considered a larger, structural issue. Indicators that measure widespread violence are grouped into the category that measured changes in **community structures**:

D. 7

Indicator

Number of incidents of violence reported to the school administration

Conflict Dimension

Relational

Theme

Widespread violent behaviour

Indicator Definition

"Incidents of violence" – Physical acts of violence

Measurement Question

How many incidents of violence have been reported to the school administration?

Answer Choices

None – open-ended

Numerator and Denominator

Not applicable

Appropriate For

All schools

Disaggregation Used

None

D. 8

Indicator

Number of cases of violence reported to the police over the past six months

Conflict Dimension

Relational

Theme

Widespread violent behaviour

Indicator Definition

"Cases of violence" – Physical acts of violence officially registered with the police

Measurement Question

How many cases of violence have been reported to the police, per community, over the last six months?

Answer Choices

None – open-ended

Numerator and Denominator

Not applicable

Appropriate For

All communities

Disaggregation Used

None

D. 9

Indicator

Number of incidents of bullying reported to the school administration over the past six months

Conflict Dimension

Relational

Theme

Widespread violent behaviour

Indicator Definition

"Bullying" – Using physical/emotional threats or actions to negatively impact someone's well-being

Measurement Question

In the past six months, how many incidents of bullying have been reported to the school administration?

D

Answer Choices	
None – open-ended	
Numerator and Denominator	32
Not applicable	
Appropriate For	
All schools	
Disaggregation Used	
None	

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