Expert Workshop:
Measuring the impact of interventions aiming to prevent violent extremism

Amman, Monday 15 - Tuesday 16 May 2017

INTERNAL - NOT FOR CIRCULATION

Measuring PVE Impact - Framing the challenges

1. Taking PVE as the starting point (skews understanding of conflict context)

2. Language and definitions (shared understanding needed for measurement)

3. Targeting and Theories of change (stigmatisation risk, too narrow or too broad)

4. M&E capacities and culture

Toolkit Overview

Section 1: Overview section - this will frame the document and provide:

1. Brief overview of state of M&E globally and conflict sensitivity re. PVE programming.
2. Typology of UNDP programming
3. Risks and ethical considerations
4. How to identify VE as a problem that UNDP needs to address.

Section 2: Practical tools and approaches section - Chapters on:

1. Theory of change
2. Targeting
3. Baseline
4. Monitoring project and context
5. Evaluation

Each chapter will provide tools to help the programmer work through this aspect in their programme as well as

- *Tools to ensure conflict & gender sensitivity, examples linked to UNDP programming, link to relevant UNDP and other resources*

Section 3: Overview of indicators and tools

Indicators and tool matrix (groupings of what to measure and how – references to good UNDP resources) + prioritization and weighting

An experiment: Can rock climbing lure young Jordanians from the pull of violent extremism?
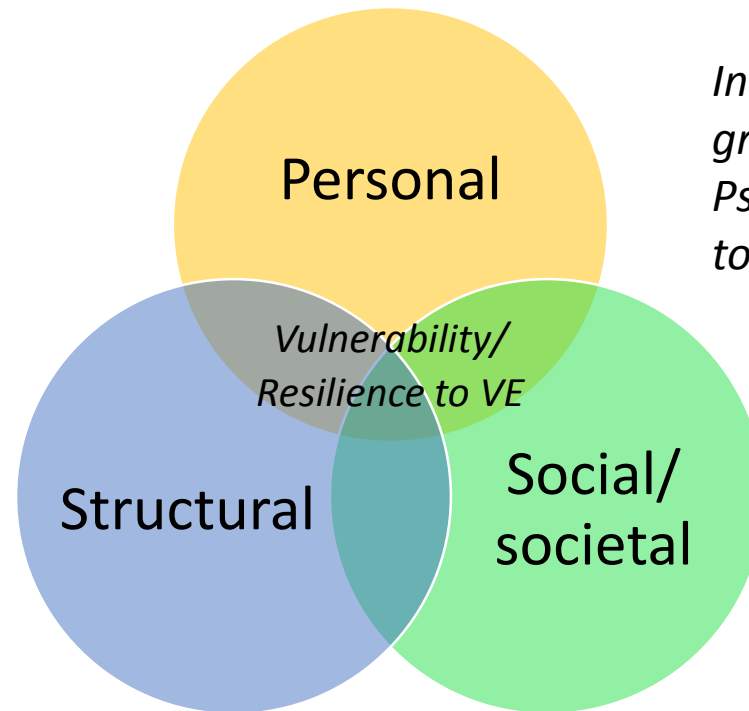The Washington Post, 4 April

What do we need to look at in PVE?

Hypothesis - interplay of **personal, social and structural** factors

Individual's motivations, incentives, grievances, attitudes and perceptions. Psychological factors. Individual's responses to contextual factors (societal & structural)

Root causes - embedded social and political systems, cultural factors, geography, climate and demography ... policy, legislation and the way public and private institutions work, ... discrimination and exclusion
[adapted from UNDP].

Personal

Vulnerability/
Resilience to VE

Structural

Social/
societal

Relationships with families, peers, communities (incl. inter-generational, relationships between men & women), involvement in decision-making,

Understanding the personal, social and structural nexus… the 'nub' of PVE?

Personal

Structural

Social

Key – understanding the nexus between personal/ social / structural
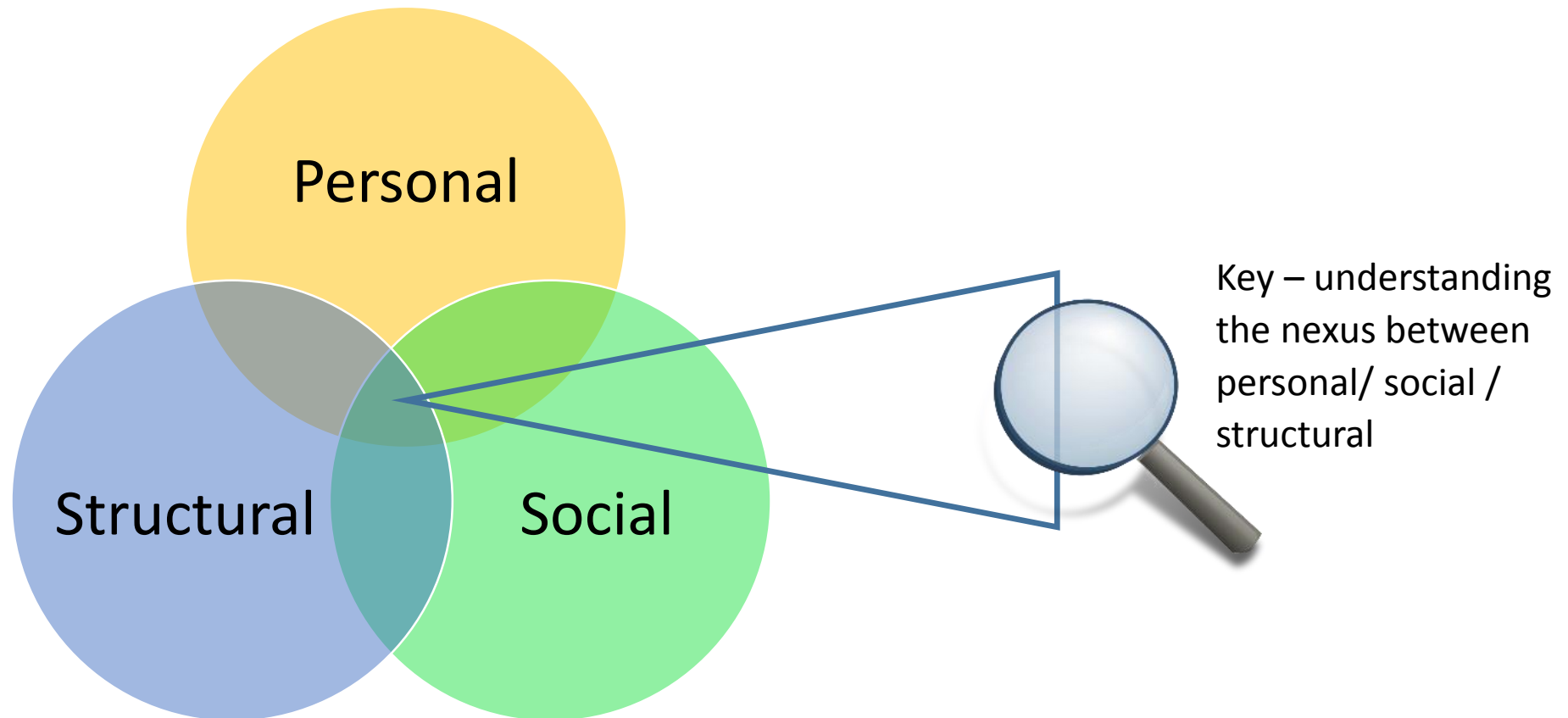
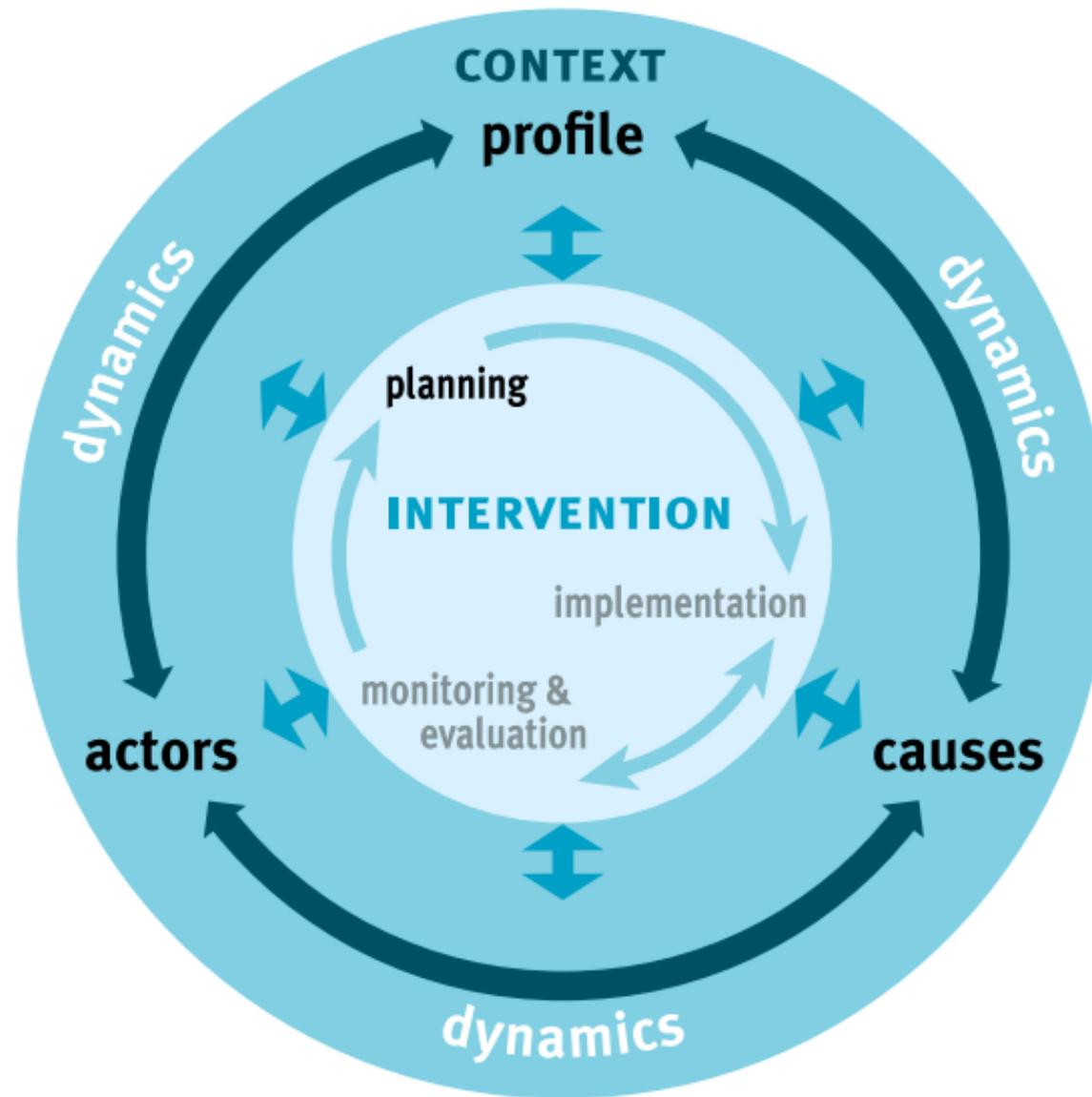# Conflict sensitive approach to M&E for PVE

Why you are monitoring:

- Monitoring is not an evaluation mechanism alone, monitoring is about programming better and programming for change.

 What you are monitoring:

- **multi-purpose approach** when progress in meeting programming objectives is tracked AND the wider environment is also being monitored. So looking at the **key changes in the context, how tensions and conflict issues may be evolving** to be alert to this in programming.

- **conflict sensitive approach** to monitoring looks at **the interaction between the two**; the context and the intervention. Is the intervention having effects on the context and how vice versa. This is not just about the wider conflict dynamics but would be about paying attention to those surrounding PVE indicators that influence and are influenced by the intervention.

- Conflict sensitive monitoring is looking for **unintended impacts** both positive and negative and needs to allow space to capture this.

How you are monitoring:

- **High risk environments:** safety and security limiting access to project sites and putting project teams at risk – how do you get round this both for the safety of staff and partners and the desire to capture data?

- **Who is conducting the monitoring:** how they are perceived? how could this affect the data?

- **Are your questions framed correctly?** Cultural factors also come into play and can significantly change monitoring results.

Source: APFO, CECORE, CHA, FEWER, International Alert, Saferworld, Conflict-sensitive approaches to development, humanitarian assistance and peacebuilding: Chapter 3 Applying Conflict Sensitivity http://www.saferworld.org.uk/resources/view-resource/148-conflict-sensitive-approaches-to-development-humanitarian-assistance-and-peacebuilding

Vulnerability & Resilience Factors to Recruitment for Syria Youth
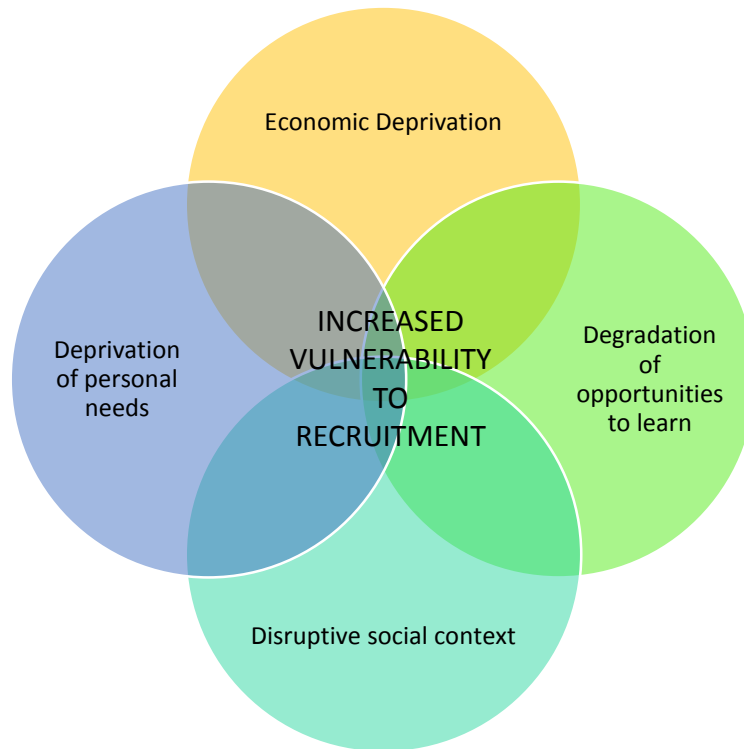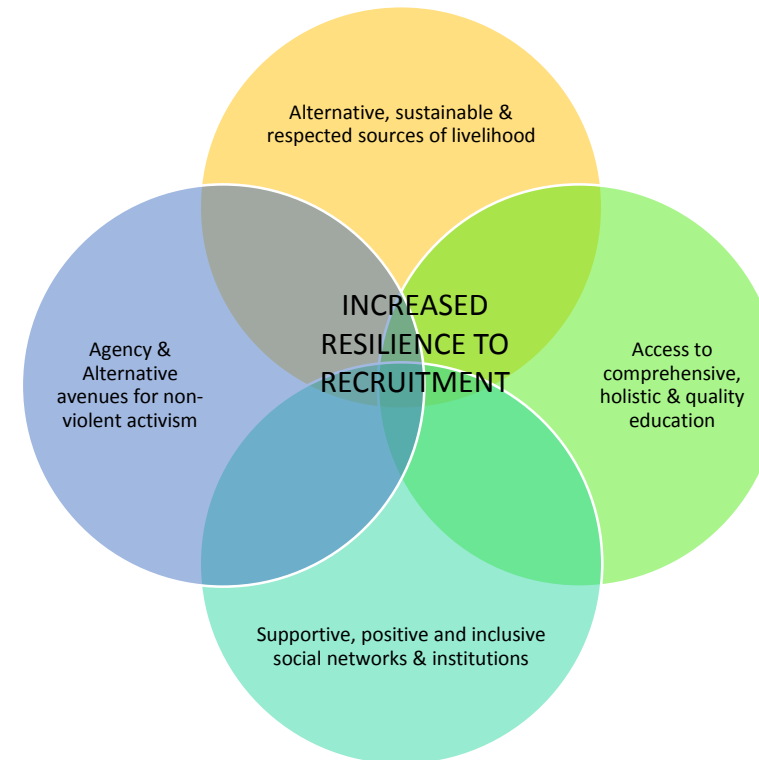
Fig 1. Vulnerability factors

Fig 2. Resilience factors

Fig 1. Vulnerability factors:
- Economic Deprivation
- Deprivation of personal needs
- Degradation of opportunities to learn
- Disruptive social context
- INCREASED VULNERABILITY TO RECRUITMENT

Fig 2. Resilience factors:
- Alternative, sustainable & respected sources of livelihood
- Agency & Alternative avenues for non-violent activism
- Access to comprehensive, holistic & quality education
- Supportive, positive and inclusive social networks & institutions
- INCREASED RESILIENCE TO RECRUITMENT

Overview of the Monitoring Process

Process
- **Joint M&E framework development** with partners
- **Baseline** and **end-line assessments** (peace education KAP survey and resilience measures)
- Internal partner & Alert co-facilitated **reflection sessions**
- Collection of **examples**, **success stories** and **project learning**
- **Regular context monitoring**
- **Site-visits** (M&E, activity observation, Project Management)
- **Peer monitoring** and **evaluation**
- **Third-party monitoring**
- **Linking with research** (adapting to research findings)

Tools
- Children & Youth Resilience Measure - CYRM (adapted)
- Knowledge, Attitudes and Perceptions Survey
- Facilitated Reflection Sessions
- Change/ significance matrix
- Context and project timeline (monitors context developments against project milestones)

Understanding how peace education approaches address vulnerability factors & support resilience to recruitment

Vulnerability factors (to VE)	Resilience factors to VE	Existing sources of resilience (all limited esp. within Syria)	Project Approaches which demonstrated capacity to support resilience to recruitment
Economic deprivation & Lack of economic opportunity (felt acutely by young men due to expectation to support family financially)	**Alternative, sustainable and respected sources of livelihood**, which gives a sense of purpose, dignity & action	• Vocational training, • Trade supply lines, • Small capital loans, • Civil society roles (all rare)	• Employment within education peacebuilding, community engagement and development projects; • Transferable skills (incl. training, facilitation, community mobilisation); • Links to networks of non-violent activists (action & resilient social networks); • Potential to link social initiatives with income generation.
Degradation of opportunities to learn and develop (of educational infrastructure, capacities & reduced access)	**Access to comprehensive, holistic and quality education** (formal & informal) not provided by armed groups	• Formal education (mostly broken down in Syria, opening up in Turkey, segregated & overburdened in Lebanon); • Informal education (mixed & single-sex); • Extra curricular/ recreational activities.	• Vocationally-relevant knowledge; • Nonviolent, hopeful narratives to understand the conflict; • Critical thinking - delegitimising violence and providing alternative non-violent narratives. • Re-establishing social capital, a sense of routine and purpose, continued development of learning.
Disruptive social context (Experiences of violence, social breakdown, trauma and loss - witnessing violence, loss of property, rights & loved ones, social breakdown, absence of conflict resolution, changing gendered social norms)	**Supportive, positive and inclusive social networks and institutions** Supportive & mixed identity (non sectarian, diverse & equality focused) social networks and institutions	• Supportive social networks (family & friends); • Community centres, schools & religious institutions as safe gathering spaces; • Religious practices as psychological comfort & support.	• New supportive social networks with animators trained in protection, • Safe places for mixed identity groups to gather and develop; • Techniques to increase empathy and understanding of diversity and difference (sectarian & gender); • Building capacity of civil society to support preventative responses that allow for more nuanced; contextualized approaches that afford sustainable responses.
Deprivation of personal needs (for efficacy, autonomy, understanding & purpose)	**Agency & Alternative avenues for non-violent activism** Autonomy & control over life outcomes; Narrative to make sense of experiences; Purpose & meaning	• Available economic or civil society roles; • Empowerment through formal & informal education; • Community role models • Comforting religious beliefs.	• Empowerment & psychosocial methods - Helping children navigate current conflict and a future post-conflict environment by emphasising their agency and ability to bring about social change. • Trusted, trained mentors & role models; • Narratives to make sense of conflict experiences; • Providing alternative outlets to achieve a sense of empowerment, status, and achieve personal significance.