

PEACEBUILDING EDUCATION AND ADVOCACY IN CONFLICT-AFFECTED CONTEXTS PROGRAMME



UNICEF

Compilation of Tools for Measuring Social Cohesion, Resilience, and Peacebuilding

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1.0. Introduction

This document contains a compilation of sample survey questions that can be **used as a reference when developing data collection tools to measure PBEA programme outcomes linked to social cohesion, resilience and peacebuilding**. The pool of sample questions is drawn from validated studies that organizations, academic institutions and UN agencies have utilized in their attempt to assess these concepts along selected domains. While most questions were transferred to this guide as originally written, a few have been reformatted in order to improve their presentation. Please see *Annex 3: Survey Questions Source Citation* for a full list of all original source tools included in this document.

At the request of country offices (COs), this tool has been provided in order to support the creation of data collection tools, particularly surveys, focus groups and interview protocols. These are applicable to a variety of M&E activities, including but not limited to baseline surveying, case studies, midterm evaluations and outcome monitoring.

Relevance to PBEA

The sample survey questions in this document are especially relevant for **tracking progress against Outcome 3 (community and individual capacity development) and Outcome 4 (access to conflict sensitive education) of the UNICEF Peacebuilding Education and Advocacy (PBEA) programme, with linkages to strategic outcomes of social cohesion, resilience and peacebuilding**. It is important to note that the questions compiled here are samples and should be tailored in accordance with programme needs and context (please see *Annex 1: Sample Surveys from PBEA Countries* for tools produced by UNICEF COs in Pakistan, South Sudan and Côte d'Ivoire).

This document is not intended to serve as official UNICEF guidance on definitions for social cohesion, resilience, peacebuilding or other key terms employed under the PBEA programme. Official clarification of these concepts is provided in the Learning for Peace website ([here](#)).

Notes on the Use of This Tool

This document makes use of commonly accepted “domains” of social cohesion, resilience and peacebuilding (e.g. belonging, tolerance, attitudes towards violence, coping strategies, risks, etc.) for the purpose of organizing sample survey questions. All domains included in this guide are drawn from the original source tools. For more information on these concepts, please see *Annex 5: Further Reading on Social Cohesion, Resilience and Peacebuilding*.

The questions in this document are taken as excerpts from various validated studies; **as currently presented, they do not constitute a complete survey** that can be used in the assessment of social cohesion, resilience and peacebuilding. These concepts are complex and cannot be captured by any single variable, but instead must be measured along a variety of domains within the same data collection tool.

Defining the outcome and indicator(s) to be measured

Prior to drafting a data collection tool, it is critical to **clearly identify and define the outcome to be measured, along with its corresponding indicator**. Any survey or other tool created should link directly to an outcome and specific indicator(s). Best practice for this process often includes discussion within the CO on key context-specific domains of measurement. Indeed, neglecting to do so risks measuring disparate independent variables that do not fully capture social cohesion, resilience and peacebuilding outcomes.

Please see *Annex 2: CO Guidance on Domains of Social Cohesion, Resilience and Peacebuilding* for sample notes on how different COs have defined key PBEA concepts internally. In addition, *Annex 1* provides examples of indicators measured by the tools developed in the Pakistan and South Sudan COs.

Tool adaptation and analysis

The questions in this document are largely quantitative, with answers scored on a standard Likert or binary scale. **Neutral responses such as “don’t know” or “unsure” have largely been removed in order to model soliciting definitive answers from respondents.** The scales provided can be adapted as needed to suit specific wording changes to the questions.

Please see the below chart for examples of frequently used answer scales:

	Agreement	Frequency
Likert Scale	1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly agree	1 = Never 2 = Infrequently 3 = Often 4 = All the time

	Yes/No	Agree/disagree	Interested/Not interested
Binary scale	1 = Yes 2 = No	1 = Agree 2 = Disagree	1 = Interested 2 = Not interested

When surveying younger populations, response scales can be adapted to picture form as shown below:

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Likert Scale					

	Yes/No or Successful/Unsuccessful
Binary scale	Top of the ladder: Yes/Successful Bottom of the ladder: No/Unsuccessful * Instruct survey respondents to point to the position on the ladder which best reflects their opinion on the question provided.



The questions can be administered electronically, on paper or verbally by an enumerator, depending on the availability of data collection platforms and infrastructure. Verbal administration may be necessary in areas where literacy is a challenge.

For data analysis, the use of quantitative scales requires sampling of the targeted population and the possible weighing of responses depending upon the sampling approach. All survey data gathered should be recorded on a data entry form (one commonly used platform is Microsoft Excel). To obtain more information and technical support on data entry, management and analysis, please contact your Regional Office or PMT M&E focal points. UNICEF SPPM&E teams may also be available for technical assistance.

2.0. Tools for Measuring Social Cohesion

This section provides sample survey questions linked to the following specific domains of social cohesion: 1) Belonging and Inclusion, 2) Tolerance and 3) Participation. Please note that this list of domains is far from exhaustive, as there are many different approaches to defining social cohesion. The selected domains reflect those most relevant to PBEA Outcome 3 and Outcome 4, as well as those most commonly used in the example tools.

Belonging and Inclusion

The questions below are intended to measure perceptions of **belonging and inclusion**, both important domains of social cohesion.

In general, belonging pertains to an individual's sense of connection to a wider community, and the feeling of being recognized as a member of that community. Belonging would also include the sense to which an individual feels "part of" the state (e.g., as measured by perception toward the state or views on state legitimacy). Similarly, inclusion is tied to the strength of one's social networks and social capital. However, inclusion also involves equity of opportunities and of access with regard to social services, economy and housing.

The majority of these sample questions are particularly applicable to **PBEA Outcome 3**, as they assess an individual's perception of their relationships and social networks. However, the questions can be adapted as needed to link to other programme outcomes, such as Outcome 4 regarding access to social services and perceptions towards the state. For example, the *School Student Survey: School Climate Scale* (see pg. 6) focuses particularly on a child's sense of belonging within the school environment, which is relevant to **PBEA Outcome 4** regarding access to conflict sensitive education.

Sample Survey Questions

Survey Prompt: "Please indicate to what extent you agree or disagree with the following."

Statement	Strongly disagree	Disagree	Agree	Strongly agree
I have a large and active social network				
I often meet socially with friends, relatives, and colleagues				
I identify strongly as a (insert group/community)				

Statement	Yes	No
If you should find yourself in a difficult situation, there is someone who would help you?		
If you need help occasionally, running errands, doing small jobs, or looking after sick people, there are people outside your household you could ask for help without difficulty?		
Do you feel connected with (insert country/community)?		

Source: *Cohesion Radar: Measuring Cohesiveness*

Question	Yes	No
Do you personally feel a sense of belonging to your community?		
Think of the area within about half a mile of where you live. Do you think there is a strong sense of community among people living here?		

Source: *Northern Ireland Young Life and Times Survey*

Statement	Strongly disagree	Disagree	Agree	Strongly agree
My teacher respects me				
My teacher is fair				
Teachers in my school are nice people				
When students break rules at my school, they are treated fairly				
The principal asks students about their ideas at my school				
My school is a good place to be				
My school is important to me				
Teachers and staff at my school are doing the right things to prevent violence (verbal and/or physical)				

Source: School Student Survey: School Climate Scale

Statement	Strongly disagree	Disagree	Agree	Strongly agree
I feel at home in (insert) group				
I get along well with the people in this group				
I appreciate the way (people from X group/community) treat other people				
(People from X group/community)'s feelings about situations and incidents are similar to mine				
(People from X group/community) treat other people the same way I do				
(People from X group/community) and I have similarities				
I have a lot in common with the people in my group				
In this group, we speak frankly with one another				
If somebody in this group is having problems, the rest of the group helps her/him				
This group works well together				
If somebody in this group has a good tip or information source, it is soon shared with the whole group				
I can speak frankly to other people in this group				
If I had extra information, I would share it with other people in this group				
I wouldn't mind doing some extra work to help other people in this group				
I can work well together with other people in this group				

Source: Measuring Cohesion: Social Attraction Scale

The following questions are intended to be used as an **observation checklist** as part of a third-party monitoring form:

Survey Prompt: "To what extent the following statements on {insert group name} are true."

Statement	Not true	True	Very true
The members like and care about each other			
The members try to understand why they do things, and try to reason it out			

Statement	Not true	True	Very true
The members avoid looking at important issues going on between them			
The members depend upon the group leader for direction			
The members have friction and anger between them			
The members are distant and withdrawn from each other			
The members challenge and confront each other in efforts to sort things out			
The members appear to do things they think would be acceptable to the group			
The members reject and distrust each other			
The members reveal sensitive/personal information or feelings to each other			
The members appear tense and anxious			

Source: Group Climate Questionnaire

Tolerance

The questions below assess **tolerance** as a dimension of social cohesion. Tolerance is linked to an individual's acceptance of other groups and respect for diversity. Central to this is the willingness to tolerate the existence of opinions or behaviours that a person dislikes or disagrees with.

The questions below are applicable to **PBEA Outcome 3 and can also be used for Outcome 4 (i.e. extent to which access to education is inclusive)**, and can be used as examples in the development of tools to measure a person's perceptions and attitudes towards the "Other." Such tools are particularly relevant for monitoring PBEA programme activities that bring together youth from different communities or groups and provide access to education for previously excluded groups of children, adolescents or youth. Measuring levels of 'respect and trust' are also critical for understanding the extent to which the domain of social cohesion is a demand side barrier for local communities trying to increase access to education services, among other things.

Sample Survey Questions

Survey Prompt: "Please indicate your belief regarding the following."

Question	Answer choices
Thinking about your close friends, how many friends do you have from the other {insert relevant group} community?	1. None at all 2. One 3. Two to five 4. Six to ten 5. More than 10 6. Don't know
Thinking about the most recent cross-community project you took part in, how would you describe your contact with people from {insert relevant group} communities?	1. Very positive 2. Positive 3. Neither positive nor negative 4. Negative 5. Very native 6. Don't know

Survey Prompt: "Please state whether you agree with the following."

Question	Yes	No
Have you ever attended any cross-community projects (that is, projects with young people from {insert relevant group} communities)?		
Do you think that {insert relevant issue, e.g. "religion, tribe, caste, etc."} will always make a difference to the way people feel about each other in {insert relevant community/region}?		

Survey Prompt: “Please state how often the following happens.”

Statement	Never	Rarely	Sometimes	Very often
Friends from other communities visiting your home				
Phone or text friends who are from the other {insert relevant group} community				
Socialise or play sport with people from a different {insert relevant group} community to yourself				

Survey Prompt: “Please indicate your preference with regards to the following statements.”

	Own group only	Mixed	Other (Specify: _____)
If you had a choice, would you prefer to live in a neighborhood with people of only your own {insert relevant group}, or in a mixed neighborhood?			
If you were looking for a job, would you prefer a workplace with people of only your own {insert relevant group}, or a mixed workplace?			
If you were deciding where to send your children to school, would you prefer a school with children of only your own {insert relevant group}, or a mixed school?			

Survey Prompt: “Please indicate to what extent you agree or disagree with these statements.”

Statement	Strongly disagree	Disagree	Agree	Strongly agree
If more cross-community projects were formed relations between different {insert relevant groups} would be better				
Most people would like to have more friends of a different {insert relevant group}, but never have the opportunity				
I would like to have more friends of a different {insert relevant group}, but I don't have the opportunity				
There are no facilities in my area where I can meet with people of a different {insert relevant group}				
I would like to take part in a cross-community project, but there are none in my local area				

Source: Northern Ireland Young Life and Times Survey

Statement	Strongly disagree	Disagree	Agree	Strongly agree
Members of (insert group/religion/tribe) are intolerant				
Would you want people from (insert group) to be your neighbour?				
Would you do something good for (insert relevant group) in your country because it is in the interest of society?				
Too many {insert relevant group} live in (insert relevant country/community)				

Source: Cohesion Radar: Measuring Cohesiveness

Statement ¹	Strongly disagree	Disagree	Agree	Strongly agree
When jobs are scarce, {insert relevant group, i.e. tribe, caste, religion, etc.} should have more right to a job				
On the whole, {insert relevant group, i.e. tribe, caste, religion, etc.} make better political leaders				
Education is more important for a boy than for a girl {or insert relevant group, i.e. tribe, caste, religion, etc.}				

Source: Adapted from 2010-2012 World Values Survey

Participation

The following questions are intended to measure social cohesion as it pertains to an individual's **participation in social, political, and civic life**. Participation, which can be considered the opposite of passivity, refers to a person's involvement in public activities in one's school or local community, or on a broader political scale. It requires both the wider group to promote participation and the individual to demand it, recognizing both the will and responsibility for involvement in civic life.

These sample questions are applicable to **PBEA Outcome 3**, as they assess an individual's sense of engagement in the public sphere. They can also be relevant to **PBEA Outcome 4**, particularly for questions regarding participation in school events, clubs or groups.

Sample Survey Questions

Survey Prompt: "Please indicate if you are involved / participate in any of the following."

Groups	Active member	Inactive member	Don't belong
School club or group			
Social activities/associations			
Political activities/associations			
Cultural/religious activities/associations			
Youth and leisure/sports activities/associations			
Spend time with friends			
Spend time with colleagues outside the workplace			
Spend time with people in clubs/voluntary associations			

Source: Adapted from the 2010-2012 World Values Survey and Social Cohesion: Measurement Based on the Data from the European Value Study

Survey Prompt: "Please indicate your opinion regarding the following questions."

Question	Answer choices
Have you ever participated in any of the meetings on {insert relevant topic} held in your community?	0. No invitation 1. Not participated 2. Participated in _ meetings 3. What kind of meetings? (Specify)
If you participate in meetings then what motivated you to participate in the meeting? (answer could be more than one)	0. Don't know 1. Without anyone's encouragement 2. Friend 3. Family 4. School 5. Radio programme 6. Other media like newspaper, advertisement. 7. Political parties 8. Others

¹ While these survey questions are originally written to focus on gender issues, they can be adapted by substituting names of relevant tribes, castes, religions, communities, etc.

In that meeting what is your role? (Choose only one answer)	0. Don't know 1. Physical participation(silent) 2. Sometimes giving opinion 3. Often engaged in discussion and decision making 4. Giving an argument for a decision 5. Always involved in influencing the decision making
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Source: SFCG Baseline Study Report on the Peacebuilding Initiative in Nepal

Survey Prompt: “Here is a list of actions that people sometimes take as citizens. For each of these, please tell me whether you, personally, have done any of these things during the past year. [If “yes,” read out options for “yes.”] If not, would you do this if you had the chance? [For “no,” read out options for “no.”]”

Action	Yes – Often	Yes – Several times	Yes – Once or twice	No – Would if had the chance	No Would never do this	Don't know
A. Attended a community meeting						
B. Got together with others to raise an issue						
C. Attended a demonstration or protest march						

Source: Afrobarometer Round 4: The Quality of Democracy and Governance in Kenya

3.0. Tools for Measuring Peacebuilding

Peacebuilding is a multidimensional concept that can be measured along several domains. Depending on identified conflict drivers, COs may find it appropriate to utilize survey questions linked to a specific area of assessment (e.g., the tolerance domain of social cohesion). However, in some contexts acceptance of violence remains a major conflict driver, making it important for COs to track changes in attitudes around this issue. Thus, the following questions are focused on peacebuilding as it pertains to **experiences and attitudes towards violence**. As the majority of questions centre on individual perceptions and capacities, they are most relevant to **PBEA Outcome 3**.

Sample Survey Questions

Survey Prompt: “Indicate to what extent you agree or disagree with the below statements:”

Statement	Strongly disagree	Disagree	Agree	Strongly agree
Attitudes regarding violence versus dialogue				
Sometimes violence is the best way to solve a problem or a dispute				
There is always an alternative to violence when solving problems				
Sometimes there is no point in talking because force is the only effective strategy				
It's always better to discuss things calmly before resorting to violence				
No matter how severe the problem it can be solved through dialogue				
Empowerment				
If an important decision needs to be made, all family members including the youth should be heard				

Statement	Strongly disagree	Disagree	Agree	Strongly agree
Youth should never be told to do something without an explanation				
Youth should be allowed to make their own choices when it comes to important life decisions				
Sometimes, parents are right to force their decisions on their children				
Tolerance				
People of different ethnicities would get along better if they made more of an effort to understand each other				
Even if people are from different religious groups they have more in common than they think				
In a peaceful community it is necessary that different groups respect each other				
Some differences between groups are just too difficult to overcome				
Social Responsibility				
It's important that people think of the community before they think of themselves				
In the end self-interest destroys the community				
People shouldn't harm the community for their own benefit				
Sometimes there is no real harm in taking a bribe				
People should speak out when they know of injustice even if it serves them or their group/family				
Social and Political Engagement				
In {country} too few people are politically active				
We should engage more politically to be able to make the government's work more transparent				
We need to be more active politically to influence political decisions				
People like me cannot have any influence on the government anyway				
Apart from voting there is no other way to influence what the government does				
Sometimes politics are so complicated that someone like me does not understand what is going on				
Even people who are not in a position of power can bring public attention to crimes and corruption				

Source: SFCG Pilot Study: Audience Perceptions and Effects of the Entertainment-Education Drama *The Station*

Survey Prompt: "Over the past year, how often, if ever, have you or anyone in your family:"

Statement	Never	Just once or twice	Several times	Many times	Always	Don't know (or didn't respond)
A. Feared crime in your own home?						
B. Had something stolen from your house?						
C. Been physically attacked?						

Source: Afrobarometer Round 4: The Quality of Democracy and Governance in Kenya

4.0. Tools for Measuring Resilience

UNICEF defines resilience as “the ability of children, communities and systems to anticipate, prevent, withstand, adapt to and recover from stresses and shocks advancing the rights of every child, especially the most disadvantaged” (see notes on key concepts on the Learning for Peace website [here](#)).

Resilience is typically assessed along a variety of domains tied to **1) existing risks; 2) individual skills and coping strategies; and 3) access to positive, community-level resources or “assets.”** The following questions are drawn from several validated “resiliency scales,” which aim to measure resilience through these various domains. The first set of questions, drawn from the World Bank’s “Resilience in Education Systems: Rapid Assessment Manual,” includes two domains of resilience – risks and assets – while the second set from the “Resiliency Attitudes and Skills Profile” focuses on individual-level domains (e.g. independence, relationships, initiative, etc.). Finally, the third resiliency scale, *Healthy Kids: Resilience and Youth Development Module*, concentrates on various protective factors or assets.

It is important to note that resiliency should not be assessed along one domain alone; indeed, **best practice for resiliency surveys recommends creating resilience as a composite indicator that includes all four domains together: risks, assets and individual skills / coping strategies, and protective factors.**

Risk Factors

Sample Survey Questions

Survey Prompt: “How prevalent are the following risks in your home, school, community or neighbourhood? Please circle one answer for each statement:”

Statement	Not at all	A little	Somewhat	A lot
Physical punishment by teachers	1	2	3	4
Someone stealing things	1	2	3	4
Hitting violently another person	1	2	3	4
Children or youth being hit violently (insert relevant actor, e.g. in school, at home, etc.)	1	2	3	4
Asking for money with threats	1	2	3	4
Not being allowed to enter schools (insert relevant issue, e.g. because I cannot pay for a uniform, because I do not have books, etc.)	1	2	3	4
Persons being robbed	1	2	3	4
(Insert additional relevant risk factors)	1	2	3	4

Statement	At home	At school	On the street
Physical punishment by teachers	1	2	3
Someone stealing things	1	2	3
Hitting violently another person	1	2	3
Children or youth being hit violently (insert relevant actor, e.g. in school, at	1	2	3

Statement	At home	At school	On the street
home, etc.)			
Asking for money with threats	1	2	3
Not being allowed to enter schools (insert relevant issue, e.g. because I cannot pay for a uniform, because I do not have books, etc.)	1	2	3
Persons being robbed	1	2	3
(Insert additional relevant risk factors)	1	2	3

Source: RES-360° Tool Kit Resilience in Education Systems: Rapid Assessment Manual

Assets

Sample Survey Questions

Survey Prompt: “From the following list of positive things in your home, school and community, please indicate how important these things are to you and how often they are happening or you have access to them:”

School and Community Resources	How important is this to you?				
	Not at all	A little important	Somewhat important	Important	Very important
Recreational activities provided by school or community group	1	2	3	4	5
Extra tutoring in school provided by teachers	1	2	3	4	5
Free food provided at school	1	2	3	4	5
Free books or other materials (i.e. pens, paper, etc.) provided at school	1	2	3	4	5
Some teachers take the time to advise students after school	1	2	3	4	5
Mothers (or insert relevant community actor) come to school to help with security	1	2	3	4	5
Students like to take decisions for themselves	1	2	3	4	5
(Insert additional relevant assets)	1	2	3	4	5

School and Community Resources	How often is this happening?				
	Never	Rarely	Sometimes	A lot	Always
Recreational activities provided by school or community group	1	2	3	4	5
Extra tutoring in school provided by teachers	1	2	3	4	5
Free food provided at school	1	2	3	4	5
Free books or other materials (i.e. pens, paper, etc.) provided at school	1	2	3	4	5
Some teachers take the time to advise students after school	1	2	3	4	5
Mothers (or insert relevant community actor) come to school to help with security	1	2	3	4	5
Students like to take decisions for themselves	1	2	3	4	5

School and Community Resources	How often is this happening?				
	Never	Rarely	Sometimes	A lot	Always
(Insert additional relevant assets)	1	2	3	4	5

Source: RES-360° Tool Kit Resilience in Education Systems: Rapid Assessment Manual

Individual Skills / Coping Strategies

Sample Survey Questions

Survey Prompt: “Please state to what extent you agree or disagree with the following.”

Statement	Strongly disagree	Disagree	Agree	Strongly agree
Creativity				
I can imagine the consequence of my actions				
I come up with new ways to handle difficult decisions				
I come up with different ways to let out my feelings				
I can entertain myself				
Insight				
I learn from my mistakes				
I notice small changes in facial expressions				
I know when I am good at something				
I can change my behavior to match the situation				
I can tell if it was my fault when something goes wrong				
I can sense when someone is not telling the truth				
I can tell what mood someone is in just by looking at him/her				
Independence				
I can deal with whatever comes in the future				
I say “no” to things that I don’t want to do				
I know it’s OK if I don’t see things the way other people do				
I know it’s OK if some people don’t like me				
I am comfortable making my own decisions				
I control my own life				
I avoid situations where I could get into trouble				
I share my ideas and opinions even when they are different from other people’s				
Relationships				
I have friends who know they can count on me				
I have family who is there when I need them				
I avoid people who could get me into trouble				

Statement	Strongly disagree	Disagree	Agree	Strongly agree
I choose my friends carefully				
I am good at keeping friendships going				
I have friends that will back me up				
I can be myself around my friends				
I make friends easily				
Initiative				
I can change my surroundings				
I don't let anything stop me from reaching a goal I set				
I try to figure out things that I don't understand				
I don't give up when something bad happens to me				

Source: Resiliency Attitudes and Skills Profile

Protective Factors

Sample Survey Questions

Survey Prompt: "Please state to what extent the following statements are true for you."

Statement	All true	A little true	Pretty much true	Very much true
School protective factors. At my school, I feel...				
close to people				
happy				
I am part of this school				
that the teacher at this school treat students fairly				
safe in my school				
School protective factors. At my school, there is a teacher				
who really cares about me				
who tells me when I do a good job				
who notices when I'm not there				
who always wants me to do my best				
who listens when I have something to say				
who believes that I will be a success				
I do interesting activities with				
I help decide things like class activities/rules				
I do things that make a difference				
Community protective factors. Outside of my home and school, there is an adult...				
who really cares about me				
who tells me when I do a good job				
who notices when I am upset about something				
who believes that I will be a success				

Statement	All true	A little true	Pretty much true	Very much true
who always wants me to do my best				
whom I trust				
Community protective factors. Outside of my home and school, I do these things...				
I am part of clubs, teams, church/temple, or other group activities				
I am involved in music, art, literature, sports or a hobby				
I help other people				
Community protective factors. I have a friend about my own age...				
who really cares about me				
who talks with me about my problems				
who helps me when I'm having a hard time				
Community protective factors. My friends...				
get into a lot of trouble				
try to do what is right				
do well in school				

Source: *Healthy Kids: Resilience and Youth Development Module*

Annex 1: Sample Surveys from PBEA Countries

Pakistan: Youth Social Cohesion Survey

Indicator 3.2.d: % of targeted children (B/G), teachers and adult community members (M/F) reporting a positive change in their own ability to prevent, reduce and cope with conflict and promote peace (KPI 3.1)

Project Name: _____

Date: _____

UNICEF SCR Participant Interview:

Demographic Information

Sex (please circle one): Male Female

Age (please write in number form): _____

Residence (Village/Union Council/Province/District): _____

Native Language: _____

School Status (please circle one):

Attend Public School

Attend Private School

Attend Madrassa Only

Attend School and Madrassa

Out of School

Do you work to earn money (please circle one)?: Yes No

How much do you agree or disagree with the following statement?

	I disagree completely	I disagree somewhat	I'm not sure	I agree somewhat	I agree completely
The area where I live has people from different communities (clans, sects, ethnicities, languages, religions, castes, tribes)	1	2	3	4	5

Interview Questions

To start I would like to ask you a few questions to get your opinions about the [insert project name] program. How do you feel about the following?:

	I disagree completely	I disagree somewhat	I agree somewhat	I agree completely

	I disagree completely	I disagree somewhat	I agree somewhat	I agree completely
I feel proud that I take part in [insert project name]	1	2	3	4
I get along well with other people at [insert project name]	1	2	3	4

For the next few questions, think about your friends and family, and your personal opinions. How do you feel about the following:

	I disagree completely	I disagree somewhat	I agree somewhat	I agree completely
I do not like to be around people who have opinions or beliefs that are different than mine	1	2	3	4
If I have a disagreement with someone, I know how to solve it without fighting	1	2	3	4
The adults I know cannot be trusted to talk to about my problems	1	2	3	4
If I have a problem, I have a friend of my own age that I trust to talk to about it	1	2	3	4

Finally, think about Pakistani society and the region where you live. How do you feel about the following?

	I disagree completely	I disagree somewhat	I agree somewhat	I agree completely
I feel that I am a part of my community	1	2	3	4
Outside of my home, I like to do activities with a club, team or other group	1	2	3	4
It is important to help people from my own community, but not from other communities in Pakistan	1	2	3	4
People from other communities in Pakistan do not treat me fairly	1	2	3	4
I can play a part in influencing group decisions that are important to me	1	2	3	4
When a big decision needs to be made in Pakistan, the opinions of people from my community should be valued above the opinions of other communities	1	2	3	4

Those are all of the questions I have for you. Thank you very much for sharing your opinions with me!

South Sudan: Youth Knowledge, Attitudes, Beliefs, and Practices Survey

Indicator 3.1: # of youth reporting a positive change in perception of identity (nationality), tolerance and respect for girls and other groups, self-awareness and self-confidence and related behaviors

Protocol

- Introduce yourself
- State your purpose (“we are looking for your opinion”)
- Assure the information will be kept private
- Inform respondent of interview duration (~XX minutes)
- Let the respondent know that their participation is voluntary; they can decline to be interviewed or discontinue the interview anytime.
- State the benefit on the respondents’ end. They are unpaid; their participation will improve education services.
- Ask for the respondent’s consent. If the respondent requires parental / adult permission, request one from the parents. **Tick the box if consent is received**
- Thank the respondent for participation.
- If necessary, re-phrase and/or translate questions.

General Information (Filled in by the data collector)

1. Monitor ID#	
2. Date	
3. School / Centre name	
4. Location	
5. Payam / County / State	
6. Other school information	
7. Number of respondents who declined to participate before this participant	

Section A: Demographic Data of Participant

8. Name	
9. Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
10. Age	
11. School level	<input type="checkbox"/> a. ECD <input type="checkbox"/> b. Primary <input type="checkbox"/> c. Secondary <input type="checkbox"/> d. OOSC / ALP
12. Tribe	
13. Clan	<input type="checkbox"/> a. _____ <input type="checkbox"/> b. Don't know <input type="checkbox"/> c. Don't want to share
14. Marital status	<input type="checkbox"/> a. Single <input type="checkbox"/> b. Engaged <input type="checkbox"/> c. Married <input type="checkbox"/> d. Divorced <input type="checkbox"/> e. Widow(er)
15. Village of origin	
16. Payam of origin	
17. State of origin	

18. National language	
19. Language of survey	<input type="checkbox"/> a. English <input type="checkbox"/> b. Arabic <input type="checkbox"/> c. Other: _____

Section B: Social Cohesion (Attitudes)

20. It's okay to have a neighbor from a different tribe or clan.
<input type="checkbox"/> a. Strongly disagree <input type="checkbox"/> b. Disagree <input type="checkbox"/> c. Neither agree nor disagree <input type="checkbox"/> d. Agree <input type="checkbox"/> e. Strongly agree
21. It's okay for a member of your family to marry someone from another tribe or clan.
<input type="checkbox"/> a. Strongly disagree <input type="checkbox"/> b. Disagree <input type="checkbox"/> c. Neither agree nor disagree <input type="checkbox"/> d. Agree <input type="checkbox"/> e. Strongly agree
22. Your community thinks it's acceptable for you to use violence against a member of tribe or clan.
<input type="checkbox"/> a. Strongly disagree <input type="checkbox"/> b. Disagree <input type="checkbox"/> c. Neither agree nor disagree <input type="checkbox"/> d. Agree <input type="checkbox"/> e. Strongly agree
23. You generally trust members of other tribes.
<input type="checkbox"/> a. Strongly disagree <input type="checkbox"/> b. Disagree <input type="checkbox"/> c. Neither agree nor disagree <input type="checkbox"/> d. Agree <input type="checkbox"/> e. Strongly agree

Section C: Social Cohesion (Behaviors)

24. When was the last time you had a conflict that made you angry?
<input type="checkbox"/> a. Last week <input type="checkbox"/> b. Last month <input type="checkbox"/> c. Last 3 months <input type="checkbox"/> d. Last 6 months <input type="checkbox"/> e. Last 1 year or longer <input type="checkbox"/> f. Other (specify): _____
25. Which of the following best describes this conflict?
<input type="checkbox"/> a. Cattle Raiding <input type="checkbox"/> b. Access to resources (water, etc.) <input type="checkbox"/> c. Violence in home <input type="checkbox"/> d. Attack by military or police <input type="checkbox"/> e. Dispute with another tribe <input type="checkbox"/> f. Theft <input type="checkbox"/> g. Other (specify): _____
26. Which of the following responses is closest to your response?
<input type="checkbox"/> a. Fight with them <input type="checkbox"/> b. Yell at them <input type="checkbox"/> c. Don't respond <input type="checkbox"/> d. Go to police <input type="checkbox"/> e. Go to military <input type="checkbox"/> f. Talk with them to solve the conflict <input type="checkbox"/> g. Other (specify): _____

Section D: Social Cohesion (Membership behaviors / participation)

27. With whom do you socialize? (Tick what is applicable.)
<input type="checkbox"/> a. Family <input type="checkbox"/> b. Friends from own nationality <input type="checkbox"/> c. Friends from my nationality and others <input type="checkbox"/> d. Other (specify): _____
25a. Why?
28. How times within the last week did you interact with people from a different tribe?
<input type="checkbox"/> a. 0 <input type="checkbox"/> b. 1-3 times <input type="checkbox"/> c. 4-7 times <input type="checkbox"/> d. 8-10 times <input type="checkbox"/> e. More than 10 times
29. How many times within the last week did you interact with people from a different clan within your own tribe?

<input type="checkbox"/> a. 0 <input type="checkbox"/> b. 1-3 times <input type="checkbox"/> c. 4-7 times <input type="checkbox"/> d. 8-10 times <input type="checkbox"/> e. More than 10 times	
30. How many times within the last week did you interact with your immediate family?	
<input type="checkbox"/> a. 0 <input type="checkbox"/> b. 1-3 times <input type="checkbox"/> c. 4-7 times <input type="checkbox"/> d. 8-10 times <input type="checkbox"/> e. More than 10 times	
31. How many times within the last week did you interact with neighbors?	
<input type="checkbox"/> a. 0 <input type="checkbox"/> b. 1-3 times <input type="checkbox"/> c. 4-7 times <input type="checkbox"/> d. 8-10 times <input type="checkbox"/> e. More than 10 times	
32. Are you a member of a community group?	<input type="checkbox"/> Yes <input type="checkbox"/> No
32a. (If yes,) who are the group members?	
<input type="checkbox"/> a. Family <input type="checkbox"/> b. People from my own tribe <input type="checkbox"/> c. People from my tribe and other tribes <input type="checkbox"/> d. Other (specify): _____	
32b. (If yes,) how many times in the last week did you attend community meetings?	
<input type="checkbox"/> a. Never <input type="checkbox"/> b. 1-2 times <input type="checkbox"/> c. 3-4 times <input type="checkbox"/> d. 5-6 times <input type="checkbox"/> e. Everyday	

Section E: Resilience

33. When was the last time you had a difficult situation?	
<input type="checkbox"/> a. Last week <input type="checkbox"/> b. Last month <input type="checkbox"/> c. Last 3 months <input type="checkbox"/> d. Last 6 months <input type="checkbox"/> e. Last 1 year or longer <input type="checkbox"/> f. Other (specify): _____	
34. The last time there was a conflict, to whom did you turn for help? (Tick what is applicable.)	
<input type="checkbox"/> a. Family <input type="checkbox"/> b. Neighbors <input type="checkbox"/> c. Local community leaders <input type="checkbox"/> d. Government <input type="checkbox"/> e. Other (specify): _____	
35. To what extent do you agree with the following: The last time there was a conflict, my family did not have to sell assets (livestock, property, etc.).	
<input type="checkbox"/> a. Strongly disagree <input type="checkbox"/> b. Disagree <input type="checkbox"/> c. Neither agree nor disagree <input type="checkbox"/> d. Agree <input type="checkbox"/> e. Strongly agree	

Section F: Attitudes

To what extent do you agree with the following:	
36. I am very confident that I can use "Life Skills" in daily life.	
<input type="checkbox"/> a. Strongly disagree <input type="checkbox"/> b. Disagree <input type="checkbox"/> c. Neither agree nor disagree <input type="checkbox"/> d. Agree <input type="checkbox"/> e. Strongly agree	
37. Government does not provide education that helps me in my daily life.	
<input type="checkbox"/> a. Strongly disagree <input type="checkbox"/> b. Disagree <input type="checkbox"/> c. Neither agree nor disagree <input type="checkbox"/> d. Agree <input type="checkbox"/> e. Strongly agree	
38. Education is important for me to have a better future.	
<input type="checkbox"/> a. Strongly disagree <input type="checkbox"/> b. Disagree <input type="checkbox"/> c. Neither agree nor disagree <input type="checkbox"/> d. Agree <input type="checkbox"/> e. Strongly agree	
39. I trust my community leaders.	
<input type="checkbox"/> a. Strongly disagree <input type="checkbox"/> b. Disagree <input type="checkbox"/> c. Neither agree nor disagree <input type="checkbox"/> d. Agree <input type="checkbox"/> e. Strongly agree	
40. I trust the local government.	
<input type="checkbox"/> a. Strongly disagree <input type="checkbox"/> b. Disagree <input type="checkbox"/> c. Neither agree nor disagree	

<input type="checkbox"/> d. Agree	<input type="checkbox"/> e. Strongly agree
41. I trust the national government.	
<input type="checkbox"/> a. Strongly disagree	<input type="checkbox"/> b. Disagree
<input type="checkbox"/> d. Agree	<input type="checkbox"/> e. Strongly agree
42. I feel my voice is heard when government makes decisions that affect me.	
<input type="checkbox"/> a. Strongly disagree	<input type="checkbox"/> b. Disagree
<input type="checkbox"/> d. Agree	<input type="checkbox"/> e. Strongly agree
43. Please rank the following as most important to you. (1 highest, 5 lowest)	
____ Nationality	____ Tribe
____ Village of Origin	____ Other (specify): _____

Section G: Access to Education

44. Will you finish school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
44a. (If yes,) why?	
44b. (If no,) why not?	
45. After you graduate, will you continue studies?	<input type="checkbox"/> Yes <input type="checkbox"/> No
45a. (If yes,) why?	
45b. (If no,) why not?	
46. When you leave school, how confident are you that you will get a job?	
<input type="checkbox"/> a. Not confident at all	<input type="checkbox"/> b. Not confident
<input type="checkbox"/> d. Confident	<input type="checkbox"/> e. Very confident
47. Are you married?	<input type="checkbox"/> Yes <input type="checkbox"/> No
47a. (If not married,) when do you think you will get married?	
47b. (If not married,) after marriage, will you continue school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
47c. (If already married,) at what age did you marry?	
47d. (If already married,) after marriage, did you continue your studies?	<input type="checkbox"/> Yes <input type="checkbox"/> No
48. Do you feel this survey is helpful in addressing your views?	<input type="checkbox"/> Yes <input type="checkbox"/> No
49. When you leave school, how confident are you that you will get a job?	
<input type="checkbox"/> a. Not confident at all	<input type="checkbox"/> b. Not confident
<input type="checkbox"/> d. Confident	<input type="checkbox"/> e. Very confident
49a. (If not confident,) why?	
49b. (If not confident,) what will you do?	

Côte d'Ivoire: Étude de Base Conduit par SFCCG

L'étude de base avait pour but de répondre aux questions suivantes :

1. Dresser le portrait de la situation actuelle des écoles primaires, lycées et collèges des zones ciblées par le projet, ainsi que dans l'Université Alassane Ouattara de Bouaké au regard de :

- Situation des conflits au sein des établissements, notamment:
 - o conflits majeurs affectant les écoles et les élèves
 - o conflits majeurs dans lesquels les élèves sont impliqués
 - o l'identification des acteurs extérieurs au milieu scolaire qui influencent négativement la violence en milieu scolaire
 - o Mécanismes actuels de résolution des conflits
- La perception des élèves des établissements scolaires vis à vis des questions centrales du projet: la paix, la cohésion sociale, comment les conflits impactent leurs vies, l'engagement communautaire, leurs motivations, intérêts, leurs habitudes sociales, les modèles des jeunes et possibles portes d'entrées du projet pour intéresser un maximum les jeunes aux objectifs et activités du projet
- Rôle actuel de l'école dans la culture du pacifisme ou, au contraire, dans l'exacerbation des conflits au sein des élèves (y compris : rôle des enseignants, du cursus scolaire)
- Rapport entre les élèves / étudiants et les communautés environnantes dans les localités cibles, ainsi que entre les élèves et enseignants/éducateurs/directions scolaires.
- Niveau de connaissance des enseignants / éducateurs des principes de résolution de conflits et besoins de renforcement de capacités
- Rôle actuel des enseignants, éducateurs, conseillers pédagogiques, et de l'administration scolaire en général dans la résolution des conflits et la cohésion sociale au sein de ces institutions.
- Contenu et fonctionnement effectif des cours d'éducation aux droits de l'homme et à la citoyenneté et attente des enseignants et élèves par rapport à l'introduction d'une bande dessinée comme matériel pédagogique dans ce cours.
- Niveau d'effectivité et d'activités réelles des « clubs messagers de la paix » dans les écoles primaires, et autres initiatives similaires dans les collèges et lycées, ainsi que une identification des élèves et enseignants engagées dans ces initiatives.
- Organisation et influence des organisations des parents d'élèves dans les localités cibles
- La présence d'un club théâtre actif dans l'établissement pour les collèges et lycées, en vue de la mise en place de l'activité de théâtre participatif.

2. Collecter les indicateurs de base du projet, grâce auxquels le succès du projet pourra être mesuré ultérieurement

Indicateurs	Désagrégation
% d'enfants (G/F), élèves (H/F) et d'enseignants ciblés (H/F) qui se sentent outillés pour prévenir, résoudre et gérer les conflits de façon non violente dans leur environnement direct	Sexe, Age, Zone géographique, Ethnie, niveau scolaire (lycée, primaire, collège)
% de conflits résolus de façon non violente en milieu scolaire	niveau scolaire (lycée, primaire, collège)
Niveau de connaissance des techniques de gestion collaborative et non violente des conflits auprès des enfants (G/F) et jeunes (H/F) dans les localités ciblées	Sexe, Age, Zone géographique, Ethnie, niveau scolaire (lycée, primaire, collège)
% d'attitudes en faveur de la gestion collaborative et non violente des conflits et la promotion de la paix chez les enfants (G/F) et jeunes (H/F) dans les localités ciblées	Sexe, Age, Zone géographique, Ethnie, niveau scolaire (lycée, primaire, collège)
Taux de connaissance et d'écoute de l'émission "Enfants en action"	Sexe, Age, Zone géographique, Ethnie, niveau scolaire (lycée, primaire, collège)
% d'enfants (G/F), élèves (H/F) et d'enseignants ciblés (H/F) qui jugent que le cours d'éducation civique et droits humains leur est utile pour apprendre à gérer les conflits de façon non violente	Sexe, Age, Zone géographique, Ethnie, niveau scolaire (lycée, primaire, collège)

QUESTIONNAIRE - ELEVES DES COLLEGES ET LYCEES

Localité: _____ |__|

Nom de l'établissement: _____ Code |__|__|

Code enquêteur: |__|__|

N° de fiche: |__|__| ID: |__|__||__|__||__|__|

Date: _____

Bonjour, je me nomme..... Je suis dans ton école pour te poser des questions sur la violence, les conflits, la paix en milieu scolaire. Ton école a été choisie et on veut que tu nous donne des informations sur ce que tu sais.

Les questions que je vais te poser ne sont pas compliquées et cela ne va pas prendre assez de temps. Et puis, tout ce que tu vas dire va rester entre nous (confidentiel).

I. CARACTERISTIQUES DE L'ENQUETE (E)

N°	QUESTIONS	MODALITÉS	RÉPONSES	SAUTS
101	Sexe de l'enquêté(e)	1. Masculin 2. Féminin	/__/	
102	Age de l'enquêté(e)		/__/__/ans	
102	Nationalité de l'enquêté(e)	1. Ivoirienne 2. Malienne 3. Burkinabé 4. Autres (à préciser).....	/__/	Passez à Q104
103	Si Ivoirienne, indiquez votre groupe ethnique	1. Akan (Préciser ethnie) 2. Gur (Préciser ethnie) 3. Krou (Préciser ethnie) 4. Mandé du Sud (Préciser ethnie) 5. Mandé du Nord (Préciser ethnie)	/__/	
104	Niveau scolaire	1. 6ème 2. 5ème 3. 4ème 4. 3ème 5. 2nde 6. 1ère 7. Terminale	/__/	

II. ETAT DE LA COHESION SOCIALE AU SEIN DES ETABLISSEMENTS SCOLAIRES

N°	QUESTIONS	MODALITÉS	RÉPONSES	SAUTS
201	Si tu dois donner une note (de 1 à 5) à ton collège/Lycée par rapport à son niveau de paix, quel note donnerais tu et pourquoi ?	1	
		2	
		3	
		4	
		5	
202	Comment sont les rapports entre les élèves de ton collège/lycée ?	1. Très mauvais, 2. Mauvais 3. Ni bon, ni mauvais 4. Bons 5. Excellents	/__/	
203	Comment sont les rapports élèves-	1. Très mauvais, 2. Mauvais	/__/	

N°	QUESTIONS	MODALITÉS	RÉPONSES	SAUTS	
	professeurs dans ton collège/lycée ?	3. Ni bon, ni mauvais 4. Bons 5. Excellents			
204	Comment sont les rapports élèves – administration dans ton collège/lycée ?	1. Très mauvais, 2. Mauvais 3. Ni bon, ni mauvais 4. Bons 5. Excellents	/_/_/		
205	Comment sont les rapports entre les élèves de ton lycée/collège et la communauté environnante ?	1. Très mauvais, 2. Mauvais 3. Ni bon, ni mauvais 4. Bons 5. Excellents	/_/_/		
206	Quels sont les conflits importants qui affectent ton collège/lycée ? (5 réponses maximum par ordre d'importance)	1. Injures à l'endroit des enseignants 2. Injures à l'endroit de l'administration 3. Vandalisme et destruction de matériels didactiques et de biens publics 4. Bagarre entre élèves 5. Bagarre entre groupes d'élèves 6. Grève 7. Autres (à préciser)	/_/_//_/_/_ _/_/_		
207	Quels sont les conflits majeurs dans lesquels les élèves de ton collège/lycée sont impliqués ? (5 réponses maximum par ordre d'importance)	1. Injures à l'endroit des professeurs 2. Injures à l'endroit de l'administration 3. Vandalisme et destruction de matériels didactiques et de biens publics 4. Bagarre entre élèves 5. Bagarre entre groupe d'élèves 6. Grève 7. Autres (à préciser)	/_/_//_/_/_ _/_/_		
208	Combien de conflits ont opposé les protagonistes suivants :	1. Élèves-Élèves /_/_/ 2. Élèves-Professeurs /_/_/ 3. Élèves et Riverains /_/_/ 4. Élèves-Administration /_/_/ 5. Professeurs-Administration /_/_/	/_/_/ /_/_/ /_/_/ /_/_/ /_/_/		
209	As-tu reçus des cours au collège ou au lycée sur les conflits ?	1. Oui 2. Non	/_/_/		
210	Es tu capable de faire en sorte qu'il y ait pas de palabre entre	Élèves-élèves	1 2 3 4 5	/_/_/	
		Élèves-professeurs	1 2 3 4 5	/_/_/	
		Élèves-administration	1 2 3 4 5	/_/_/	
		Professeurs-professeurs	1 2 3 4 5	/_/_/	
		Deux écoles	1 2 3 4 5	/_/_/	
		Élèves et riverains	1 2 3 4 5	/_/_/	
211	Es tu capable de régler « palabre » entre	Toi et un autre élève	1 2 3 4 5	/_/_/	
		Élèves-élèves	1 2 3 4 5	/_/_/	
		Élèves-professeurs	1 2 3 4 5	/_/_/	
		Élèves-	1 2 3 4 5	/_/_/	

N°	QUESTIONS	MODALITÉS					RÉPONSES	SAUTS	
		administration							
		Professeurs-professeurs	1	2	3	4	5	/_/_/	
		Deux écoles	1	2	3	4	5	/_/_/	
		Élèves et riverains	1	2	3	4	5	/_/_/	
		Toi et un autre élève	1	2	3	4	5	/_/_/	
212	Combien de conflits il y a eu dans ton école l'année dernière, que tu connais ou que tu as entendu parler ?							/_/_/	
213	Parmi ces conflits, combien ont été réglé pacifiquement (sans violence)							/_/_/	
214	Quelles sont les façons de gérer un conflit que tu connais ?	1. Transformation (discuter, échanger, communiquer) 2. Négociation (comprendre les désirs, prendre en compte les revendications de chacun etc, trouver le juste milieu) 3. Arbitrage (donner raison à celui qui a raison) 4. Médiation (faire intervenir une personne respectée, âgée) 5. Autres (à préciser)						/_/_/	
215	Tu as vu un élève de ta classe voler ton cartable contenant l'argent pour ton inscription, tes cahiers et tes livres et il nie l'avoir fait. Il est même soutenu par ses amis. Face à cette situation quelle sera ton comportement pour pouvoir régler le problème car les inscriptions prennent fin le lendemain	1. Faire appel à ton ami qui est FRCI pour venir le frapper et lui arracher ton sac pour toi 2. Faire intervenir le chef de classe pour régler à l'amiable 3. Faire appel à tes camarades pour le bastonner et récupérer ton sac Rencontrer l'éducateur/directeur et lui expliquer le problème et qu'il le règle 4. Te bagarrer avec l'élève car tu es plus fort physiquement que lui pour récupérer ton sac pour pouvoir faire ton inscription 5. Aller vers l'élève qui a volé ton sac et lui demander de te le remettre sans palabre 6. Autres (préciser)						/_/_/	
216	As-tu déjà écouté l'émission Enfant en Action	1. Oui 2. Non						/_/_/	Si non, passez à Q 221
217	Si oui sur quelle radio as-tu écouté l'émission ?	1. ONUCI FM 2. Radio communautaire (Citer);.....						/_/_/	
218	Si oui, combien de fois tu l'as écouté dans ce mois	1. N'a jamais écouté 2. Une fois 3. Deux fois 4. Trois fois 5. Quatre fois 6. Plus de quatre fois						/_/_/	Si modalité é autre que 1, passez à 220
219	Pourquoi tu n'as jamais écouté cette émission ?	1. Pas de temps 2. Ca ne m'intéresse pas 3. Je n'écoute pas la radio 4. Autre						/_/_/	

N°	QUESTIONS	MODALITÉS	RÉPONSES	SAUTS
220	As-tu entendu parler de l'émission "Enfants en action"	1. Oui 2. Non	/_/_/	Si non, passez à Q 223
221	Connais-tu l'émission "Enfants en action"?	1. Oui 2. Non	/_/_/	
222	De quel thème te souviens-tu ?			
223	Est-ce que le cours d'éducation civique et droits humains est nécessaire pour toi?	1. pas du tout nécessaire 2. Passablement nécessaire 3. Moyennement nécessaire 4. Nécessaire 5. Totalement nécessaire	/_/_/	
224	Penses tu que le cours d'éducation civique et droits humains est utile pour toi pour pouvoir régler les palabres pacifiquement (de façon non violente) ?	1. Pas du tout utile 2. Passablement 3. Moyennement utile 4. Utile 5. Très utile	/_/_/	
225	A quel personnage aimeriez-vous ressembler ?			
226	Quand on dit « paix » à quoi cela te fait penser-t-il ?			
227	Quand on dit « Cohésion sociale » à quoi cela te fait penser-t-il ?			

Merci pour votre participation

Annex 2: CO Guidance on Domains of Social Cohesion

UNICEF Pakistan: Domains for Social Cohesion

There is no agreed upon definition for “social cohesion” in academic literature, but it is recognised as a term with an intellectual basis and yet inherent flexibility for adaptation;² this has led to the need for conceptual clarity on what social cohesion means in Pakistan, specifically for the work of UNICEF Pakistan, and how this can be measured.

A definition for ‘social cohesion’ has been developed for the SCR Programme to increase consistency in documentation across the 14 implementing countries:

Social Cohesion – The degree to which vertical (a responsive state to its citizenry) and horizontal (cross-cutting, networked relations among diverse communal groups) social capital intersect. The more social cohesion exists, the more likely a society will be cohesive and thus possess the inclusive mechanisms necessary for mediating/managing conflict.³

However, unpacking these definitions to be contextually relevant and measurable is crucial. Social cohesion is an interactive concept, a cause and effect of development, and it covers both individual and group modes of behaviour.⁴ The UNICEF Pakistan Country Office has broken down ‘social cohesion’ into 5 domains for measurement. These domains have been chosen for their applicability and suitability in Pakistan (both in terms of the *change* that is needed and the practicalities in measuring), and with the work that UNICEF is doing with children, youth, communities and partners. There is an emphasis on more intangible process-oriented domains, as tangible measurements of the state can be included through more traditional M&E components.

1. **Trust** is one of the most widespread ways in which ‘social capital’ (one of two key dimensions defined above) has been defined and studied, and is a key domain as a building block for a socially cohesive society, especially where violent conflict persists.⁵
2. **Belonging and Inclusion** are based on being part of a wider community, in all facets of life: cultural, social and economic, and having equity of opportunities.
3. **Participation** is about the involvement of an individual in social activities, for school, community, political and civic life. This requires both the wider group to promote participation and the individual to demand, recognising both the will and responsibility for involvement in civic life.
4. **Tolerance** is the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with. It is a first step towards, and minimum requirement, for promoting diversity and respect.
5. **Recognition and Legitimacy** involves valuing diversity and respecting differences by all groups, protection from discrimination and harassment, and a sense of safety. Legitimacy in one’s ability to be recognised lies in the capacity of institutional arrangements to foster this.

² Jenson, Jane, Defining and Measuring Social Cohesion, Commonwealth Secretariat and United Nations Research Institute for Social Development 2010, p. 3

³ The nexus between violent conflict, social capital and social cohesion: case studies from Cambodia and Rwanda, Social Capital Initiative Working Paper 23, World Bank, p.4

⁴ Spoonley, P., et al.2005, Social Cohesion: A Policy and Indicator Framework for Assessing Immigrant and Host Outcomes, Social Policy Journal of New Zealand, No.24 (April), p. 105

⁵ Foa, Robert, The Economic Rationale for Social Cohesion –The Cross-Country Evidence, OECD

UNICEF Somalia: Checklist for Measuring Social Cohesion

Instruments for measuring social cohesion typically refer to the following dimensions:

Questions can be developed based on the following “properties”:

Individual-level indicators of social cohesion include:

(a) individuals’ membership in a group (attitudes about relationships about groups or the State)

- **Attitudes**
 - desire or intention to remain in a group,
 - identification with or loyalty to a group,
 - Attitudes about violence and conflict (e.g. acceptable or not)
 - other attitudes about the group or its members (e.g. interfaith marriage, multi-ethnic friendships, satisfaction with social services like education, trust in government officials);
 - Satisfaction with social services/access to social services (e.g. education)
 - Levels of trust toward government or other groups in society.

(b) individuals’ membership behaviors (specific measures related to ‘engagement and participation’)

- **Group membership/participation**
 - decisions to sever, weaken, maintain, or strengthen their membership or participation in a group (e.g. participation with village/community self-help groups).
 - can be multiple dimensions such as with members of the same ethnic group in a village (**intra-group**), membership with individuals from another ethnic group in another village (**inter-group**), or sense of membership and identification with the larger community (e.g., **State**),
 - susceptibilities to interpersonal influence,
 - conflict resolution strategies (e.g. discussion, reporting to authorities, engaging in violent clashes/conflict)
 - other behavioral indicators of commitment and attachment to the group.

Note: aggregation of individual indicators provide information on group/societal cohesiveness

Key dimensions to consider from a PB approach:

- “Vertical conflict” between members of society with the State
- “Horizontal conflict” between different members/groups within society (usually based along communal lines)
- Responsive and inclusive State (i.e. more “legitimate”)
- Mutual respect and trust (Attitude toward other groups/individuals)
- Group participation (at community level or “civic engagement”)
- Structural equity and social justice (or perceptions thereof).
- Depending on type of interventions measures can be developed for different PBEA outcome areas as relevant

Annex 3: Survey Questions Source Citation

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Annex 4: Further Reading on Social Cohesion, Resilience and Peacebuilding

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