Terms of Reference (TOR) for Baseline Assessment

1) Introduction

Rupantar being a Principal Recipient of GCERF in Bangladesh is seeking to hire a service provider (Person / firm) to carry out a baseline assessment for its program "Preventing Extremism through Active Community Engagement (PEACE) Consortium" under Round 02 focusing on preventing violent extremism (PVE) in Khulna City Corporation, Satkhira, Rajshahi City Corporation & Chapai-Nawabganj District in Bangladesh, and funded by the Global Community Engagement and Resilience Fund (GCERF). The objective of the baseline assessment is to gather relevant baseline data on key program indicators, to analyze the communities' knowledge, attitudes, and practices on PVE.

2) Baseline Purpose and Scope

A baseline is an analysis describing the situation prior to an intervention against which progress can be assessed or comparisons made.[1] By conducting a baseline, the grantee is able to set realistic and achievable targets for outputs and outcomes, as outlined in the M&E frameworks. M&E frameworks are part of the proposal and grant agreement, as well as the key reference point[2] when designing the baseline. The purpose is to create a base for monitoring and evaluation at the different phases of the intervention as well to get the perception of the communities to have more nuance insight while moving ahead with the targeted intervention.

Baseline data is required to reliably track the performance of PVE interventions and guide in the revision and adjustment, where necessary, of activities, indicators, or targets. Indicators, targets, and corresponding baseline information will inform any annual or midterm review, as well as the End-of-Grant Evaluation. The findings of the baseline can also be used to validate the relevance of the intervention and clarify the expected outcomes. A baseline may not be warranted in some small-scale or short-duration initiatives.

Through the baseline assessment, Rupantar aims to gain a better understanding of the local context, the drivers of violent extremism, and potential ways of addressing them in a gender-responsive way within the framework of the grant/program design. The baseline survey should therefore provide a more contextually specific and tailored analysis of VE drivers in a focused geographical area. The baseline is in effect part of a process to validate findings from assessments. This baseline along with the perception study for the university students will help to understand the initial situation to identify the changes taken place for the intervention.

Finally, the baseline assessment provides a more precise understanding of perceptions about violent extremism in a particular geographic area (Khulna City Corporation, Satkhira, Rajshahi City Corporation & Chapai-Nawabganj) in respect of the GCERF Strategy's leverage points to address drivers of violent extremism (social cohesion, community agency, equal access to opportunities, and sense of purpose[3]) through quantitative and qualitative data collection as well analysis followed by a structured study report.

Additional Resources for further Consultation

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[1] OECD-DAC

[2] Please see Annex 2 for Result Framework to be used as reference and supporting document for designing proposal of baseline study

[3] Definitions of the leverage points are as follows:

Social Cohesion: Communities and their members maintain and build cohesion during times of societal change. Community members' feel a sense of belonging to a group or community where different ideas, ideologies and identities are embraced and incorporated, and that does not resort to violence. **Community Agency:** Capacity of communities to mobilise, organise and represent their own interests. Communities actively and effectively engage with authorities on topics that are relevant to them. Community agency contributes to more effective dialogue between state authorities, other stakeholders, and local communities. **Equal Access to Opportunities:** Lift barriers that limit access to social and economic opportunities for self-improvement and for achieving community members' aspirations. **Sense of Purpose:** Individuals become more resilient to radicalisation to violent extremism through a stronger and more positive sense of self. Individuals have confidence, critical thinking, and other life skills that can enhance their sense of self-worth.

3) Methodology

Methods and tools for data collection

The usage of mixed methods and triangulation of sources are encouraged to ensure the credibility of the findings and recommendations presented in the assessment. Communities/respondents/participants should be involved in every phase of the process including design, pre-testing and validation of information. Surveys **should** be conducted in Bangla languages understood by respondents while the reports (all) need to be in English and questioner needs to be bi-lingual (English and native language). One or multiple of the following should be applied to collect the data for analysis.

a) **Desk review,** including but not limited to the National P/CVE strategy/action plan; existing research, studies and related reports with specific connection with the specific grant to draw key findings to be included in the report (max. 2 pages)

b) **Quantitative Survey** of questions,[4] often 4-point scale for response (the questions and their number vary depending on the population group surveyed, see Annex 2 A. B, C and D)

➔ The sample size of respondents should be calculated based on statistical considerations as well as type of populations groups and number of locations by the baseline consultant, taking into consideration only direct beneficiaries of the activities

➔ Applied sampling frame along with adopted Sample size (disaggregated by age and gender) should be included in the inception report which will be shared and approved by Rupantar prior to launching the survey in community.[5]

c) **Qualitative Survey** through Focus group discussion (FGD)

➔ The actual number of required FGD (average of 8-10 respondents/FGD) will remain dependent on population groups and locations surveyed.[6]

➔ If and when relevant and in reference to the grant/program design, the service provider is requested to include the respective categories of respondents when planning FGD and requested to propose the category wise FGD participants respectively.

d) **Other tools** as appropriate. The service provider is requested to recommend other tools.

Identity markers: All indicators MUST be disaggregated by their basic demographic specifications along with some basic identifying markers *(e.g. sex, age, faith, geographic location etc.)*

Sampling: The service provider is requested to propose a sampling approach for the quantitative and qualitative data collection tools based on the intervention design[7] targeted for specific population groups and locations of planned grant implementation. The service provider will explain the availability (access) and reliability of the corresponding sampling frame.

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[4] See Annex 01 for more detail. This will remain under subjected to go under required changes considering the specificity of the program / intervention modality and the annex purely stands just for consultation prior to identifying the questions.
[5] https://www.khanacademy.org/math/statistics-probability/designing-studies/sampling-methods-stats/a/sampling-methods-review
https://www.socialresearchmethods.net/kb/sampling.php
http://changingminds.org/explanations/research/sampling/choosing_sampling.htm
[6] Please see additional guidance at https://www.chsalliance.org/files/files/Resources/Tools-and-guidance/Belfrage-and-Wigley_Guidelines-for-Focus-Group-Discussions.pdf
[7] Consult Rupantar for any further detail as applicable and find the brief detail in Annex 02

During Sampling for the further analysis in identifying the findings through collected, it will remain important to define the indicators in 2 aspects (Individual level & Community level) and develop the applicable tools as well planning for both the aspects. For identifying the level for the individual, the service provider will have to consult with Rupantar for identifying the sample size among the 3,969 peace club members across the working area. For measuring the perception of the community, the consultant will also keep required prior focus on the socio-economic context as well the trend of Violent Extremism incidents across the working area. Since the intervention strategy is divided in two layers, the service provider is anticipated to cover the proposed study plan for both the layers. The data needs to be collected to such extent that it can get used during the mid-term survey as well the end-line survey using the same tools to measure the effect.

Since, sampling is to define the collection of data from the specific population group respectively, all the required strategies are anticipated to be mentioned in the proposed methodologies. The service provider also is requested to take into consideration of certain sample who has been involved with the PVE program from the Round 01.

Pre-test: It is essential that all baseline assessment tools and questions are pre-tested prior to the beginning of the assessment. It is recommended that at least 50 people are engaged in the pre-testing from multiple Categories.[8] The pre-testing will help determine the following:

- amount of time needed to complete the survey (surveys should be short – no more than 30 minutes to answer the survey questions for respondents);
- clarity and substance of questions; and
- equipment and materials needed for proper baseline function (surveys being done using ICT4D equipment).

Data analysis and validation: Once testing is complete; the baseline can be launched. The baseline assessment consists of some distinct parts:
  a) Data collection;
  b) Data analysis;
  c) Data Validation and
  d) Reviewing the analysis by a group of respondents prior to the submission of the final report.

It is essential that all three parts are fully implemented by the proposed entity in order to ensure a scientifically sound baseline assessment.

4) **Final report:** The final baseline assessment report should include the following[9]:
  a) Title Page
  b) Executive Summary: *max 4 - 5 pages*, clearly summarizing the assessment - key findings in accessible language serving the purpose of a snapshot of the whole study.
  c) Acronyms
  d) Table of Contents (with hyperlinked om sections & sub-sections)
  e) Purpose, Coverage, and Scope
  f) Methodology: Detailing data collection process and the proposed sample size *(max 3-5 pages)*

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[8] 50 is just a suggestion and subjected to be adjusted following the service offeror's detail.
[9] The final report should not exceed 75 pages.

g) Limitations of the Assessment

h) Analysis of the Findings including the results of the assessment according to the objectives of this ToR, combining qualitative & quantitative data *(disaggregated by related sections and categories)*; summary table providing detailed information about each indicator (*Maximum 24 -30 pages*)

i) Conclusions: Summarize and interpret findings and highlight key insights from the baseline *(max. 3 pages)*.

j) Options or Recommendations: Based on the findings, conclusion and in reference to the grant/program design, this section may include any suggestions *(e.g. proposing changes in program design, the requirement of improving conducting additional studies and so on)*

k) Annexes (tools to be shared while all the raw data to be shared in a separate document/file with Rupantar)

Report dissemination and use: The research consultant(s) is requested to develop a summary version of the report for public consumption and dissemination. Sharing the report with any external entity will remain subjected to be under mutual agreement between Rupantar and the consultant(s) for specific purpose and requirement as deemed necessary. The consultant will remain subjected to share a brief presentation in further dissemination[10] organized by GCERF or Rupantar only.

5) Suggested timeframe:

Task/output	Timeline[11]
Inception meeting and a review of key background documents, existing data collection tools	September 29, 2020
Detailed inception report *including detailed draft methodology and sampling approach for quantitative data collection, quantitative and qualitative tools finalized in agreement*	September 30, 2020
Recruitment and training of data collectors/enumerators	October 03, 2020
Quantitative Data Collection from respondents	October 18, 2020
FGDs and key informant interviews (KIIs), quantitative data collection and data entry.	
Data analysis and draft baseline assessment report submitted for comments	October 27, 2020
Program teams' (Rupantar) comment on first draft	November 02, 2020
Revision of draft report by the research consultant(s)	November 08, 2020
Program teams' (Rupantar) comment on second draft	November 14, 2020
GCERF's comment on the second draft document	November 19, 2020
Final baseline assessment Study Report	November 30, 2020
Presentation Slides on Baseline Study findings	
All raw data (quantitative data files, notes from all FGDs, KIIs, etc.)	
Oral presentation/meeting and de-brief	

6) Skills and qualifications of consultants

Rupantar is looking for a consultant/team/registered firm with the following skills and qualifications:

- Knowledge, skills and experience in research and evaluation, including on similar topics;
- Demonstrable expertise;

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[10] Events like Donor Information Session, Workshop, Consultation, Community of Practice hosted by either GCERF or Rupantar only.

[11] This timeline is purely for consultation and will remain subjected to change to certain extent to ensure the efficiency and highest efficacy.

- Capacity to screen, analyze and summarize secondary data;
- Track record in developing and conducting various types of evaluation;
- Previous experience working with youth and communities using participatory approaches;
- Strong quantitative data entry and analysis skills and previous experience using statistical analysis software;
- Knowledge and understanding of the local political, economic and social context;
- Ability to work with communities in relevant local languages (Bangla) is vital.
- Awareness of local dynamics and ethical considerations in data collection;
- Excellent understanding of Child Protection and ethical issues in research;
- Ability to respond to comments and questions in a timely, appropriate manner;
- Ability to write high quality, clear, concise reports in English.

7) Application process

Rupantar invite interested individuals and companies to submit the following application documents:

- Expression of Interest (EoI) outlining how the consultant(s) meets the selection criteria and their understanding of the ToR and methodology;
- A proposed activities schedule/workplan with time frame accompanied by proposed sampling
- Copy of CV of the consultant(s) who will undertake the evaluation;
- One recent example of similar baseline or evaluation report written by the applicant;
- Financial proposal detailing consultant(s) itemized fees, data collection and administrative costs specifically and respectively.

8) Scoring:

Criterion	Scores in Percentage
Understanding the ToR and defining the Methodology	60%
Prior Experience & Expertise	20%
Financial Proposal	20%
Total Accumulated	**100%**

9) Timeline & Procedure:

➔ For **queries**, please consult through rupantarpeace@gmail.com cc-ing info@rupantar.org by **September 20, 2020**

➔ Missing of / Failure to submit any of the mentioned document(s) listed under Section 7 (Application process and timeline) will result in disqualification of the submission.

➔ The **Deadline** for submission is **September 24, 2020** (BST).

  o **Submission** to be made to rupantarpeace@gmail.com cc-ing info@rupantar.org with the subject line **"Proposal Submission for Baseline Study of PEACE Consortium"** and attachment of file with both PDF and Word version of Document while all the submission is to be made in English language.

  o For submission of hard Copy of application, the interested applicants are anticipated to submit 2 hard copies respectively bonded in one envelop on the **Mailing Address** (PEACE

Consortium, Rupantar, 19 Akbarabad Estate, Shirishnagar, Khulna-9100, Khulna) by the timeline.

- o Application **received later than 23: 59** (GMT +0600 / Bangladesh Standard Time) **of September 24, 2020** will **NOT** be considered**.** Electronic Submission is highly encouraged by the timeline following all the procedures properly.

➔ Rupantar has been aiming to **select** the consultant and **declare the result** by **September 27, 2020** where **ONLY** the successful applicant(s) will be notified. The decision taken by Rupantar in selecting the successful applicants will stand and Rupantar holds the authority to cancel any application that does not meet the criteria or the submission procedure.

10) Safety and security and Disclosure of Data/Information

The security of community members, staff of grantees, and baseline assessment team should be of primary consideration, particularly considering the sensitivity of some of the issues that may be covered. Information gathered in surveys and interviews is personal and potentially sensitive. Respondents should be reassured that information provided will be kept anonymous. Under no circumstances should interviewees be pressured to respond to all or some questions or items. Parental consent must be obtained before interviewing minors.

Rupantar is requested to consider and document security aspects of data gathering and storage, including who will have access to the data and the results. Only collect and/or store data which will be of use to inform the project.

The consent of each individual participating in the baseline assessment will be sought and participants will be requested to sign a consent form. Consent can be withdrawn at any point during the baseline assessment. If a panel survey data for a small sample of individuals is selected, the consultant shall request the explicit consent of the individuals that will be traced during the period of the grant, as well as some form of means of communication with the individual, such as email, or telephone. This data shall be strictly secure and be only accessible to the consultant, a GCERF staff member, and Rupantar.

11) Payment Procedure:

The payment is subjected to be made under multiple tranches where upon the receipt of the deliverables and as agreed mentioned in the agreement and contract, the service provider will be paid through provided Bank Account (Individual / Firm) upon submission of required deliverables.

12) Legal Compliance:

All the compliance will be maintained following the government rules and regulations as applicable including but not limited to VAT and TAX.

Annex 1 – Result Framework of PEACE Consortium incorporated with the relationship between each outcome indicator, and the respective output (and beneficiaries), as well which is the relevant questionnaire (see questionnaires in Annex 2).

Outcome Output Coding	Description	Indicator(s)	Linkage to outputs	Which Questionnaire	Size of Population served by the output
OUTCOME A (OTC A)	**Youth are aware of the risks and threats of Violent Extremism**	% of youth who can identify early 3 signs of radicalization	OTP A3	A	3,969
		% of youth who can identify 3 negative consequences of VE	OTP A1		
		% of youth who can identify 3 methods of recruitment/ radicalization used by Violent Extremist Groups	OTP A1 OTP A2 OTP A3		
Output A1 (OTP A1)	**Counter-Narrative media products**	# of radio and other multimedia programs/written materials developed			148 radio episodes, 3 Written Materials
		# of radio and other multimedia programs / written materials disseminated			148 radio Episodes, 3 Written Materials
		# of people reached through radio and other multimedia programs /written materials			148,000 Community People (Indirect)
Output A2 (OTP A2)	**Cultural events**	# of cultural events hosted by the consortium			190 Cultural Events
		# of people that attended such events			176,400 Community People (Indirect)
Output A3 (OTP A3)	**Life-skill training for youth**	# of hours of life skill training provided			6,615 Hours of Life Skill training
		# of participants are receiving Life Skill Training			3,969 peace Club Members
		% of youth that successfully completed the trainings			N/A
OUTCOME B (OTC B)	**Youth are active agents on PVE**	% of youth who self-report confidence on voicing their opinions and concerns to their parents/ teachers/ community	OTP B1 OTP B3	A	3,969
		% of youth who self-report talks with their peers about	OTP B1 OTP B3	A	

		the threat of violent extremism			
		% of youth who self-report having friends from a different group or social background	OTP B3	A	
		% of Youth Peace Clubs which are still operational	OTP B2	Data will not be collected during the baseline	
		% of Social Action Plan/ Broad Youth Social Action Plans which materialized at least 60% of the initial planned actions	OTP B1 OTP B2	Data will not be collected during the baseline	
Output B1 (OTP B1)	**Youth-led events on PVE**	# of events led by youth supported by the consortium			1,323 events / actions
		# of community members attending these youth-led events			27,930 community members
Output B2 (OTP B2)	**Youth Peace Clubs**	# of youth peace clubs supported by the consortium			189 Peace Clubs
		# of youth who are members of a youth peace club			3,969 youth
Output B3 (OTP B3)	**Educational Institutions PVE projects**	# of educational institution engaged by consortium			146 educational institutions
		# of initiatives organized for students			226 events
		# of students engaged through organized events			24,000 students
OUTCOME C (OTC C)	**Local Leaders are engaged and working with youth to prevent violent extremism**	% of community leaders/ religious leaders/ local public authorities who agree with the statement that youth should be included in decision-making processes at the local level.	OTP C1	B / C	Community leaders = 6,805 Faith / Religious Representatives= 840 Local Public Authorities (including but not limited to Local Elected Representatives) = 1,745
		% of community leaders/ religious leaders/ local public authorities who agrees with the statement that youth should be included in the PVE at the local level.	OTP C1	B / C	

		% of youth participants in Peace Clubs who report having receiving support from community leaders/ religious leaders/ local public authorities to conduct their activities	OTP C1	Data will not be collected during the baseline	
		% of youth who report trust in community leaders/ religious leaders/ local public authorities	OTP C1	A	3,969 youth
Output C1 (OTP C1)	**Mentorship program**	# of community, religious leaders and local public authorities selected and trained to be mentors			350 mentors
		# of youth supported by mentors			1,050 youth
OUTCOME D (OTC D)	**Students and Youth are PVE agents (AFM)**	% of students and youth who can identify three signs of violent extremism that can be observed in people or in surroundings	OTP D1 OTP D2	D	1,350 students
		% of students and youth who think that violence is a justifiable way to achieve one's objectives	OTP D1 OTP D2	D	
		% of students and youth who feel capable of sharing information to my friends on violent extremism and on how to prevent it	OTP D1 OTP D2	D	
		% of students and youth would undergo self-initiative promoting pluralistic views and tolerance with people who come from different communities, groups or religions	OTP D1 OTP D2	D	
		% of students and youth who declare they can develop friendships with members of different groups, if the opportunity arises	OTP D1 OTP D2	D	

Output D1 (OTP D1)	Universities on PVE Project	# of universities engaged			12 universities
		# of mentors engaged from universities			36 mentors
		# of workshop session conducted with the students of Law dept.			12 Workshops
		# of Leadership Training session conducted on Tolerance and Inclusion			600 sessions
Output D2 (OTP D2)	University students emerged as the change maker	# of University students engaged in workshop/training sessions			1,350 students
		% of students successfully completed the workshop/training sessions			Data will not be collected during the baseline
		# of PVE initiatives taken by the University students			40 initiatives
Output D3 (OTP D3)	Policy level Advocacy to incorporate PVE in curriculum	# of advocacy event conducted with the policy makers			04 advocacy events
		# of strategic advocacy paper developed for incorporating into policy level			03 strategic advocacy paper
		% of recommendations considered			Data will not be collected during the baseline

Annexes 2 (A, B C, and D)

Annex 2 A – Baseline Assessment Questionnaire - Youth

		Quantitative Survey Question
Awareness / perception of VE **Related Qualitative Question:** Please describe how VE is perceived and addressed in your community	% of youth who demonstrate knowledge on VE and PVE	• Identify 3 drivers of VE (multiple choice based on drivers identified in CNA and CONA).
		• Identify 3 negative consequences of VE (multiple choice based on drivers identified in CNA and CONA).
		• Identify 3 methods of recruitment/ radicalization used by Violent Extremist Groups
		• Identify 3 early warning signs of VE
	% of youth who are PVE messengers	• I talk with my peers about the threat of violent extremism (scale of 1-4, strongly agree, agree, disagree, strongly disagree)
	% of youth who perceive violence as justifiable means to achieve their goals	• Violence helps me to earn the respect of others (scale of 1-4, strongly agree, agree, disagree, strongly disagree) • Violence helps me get what I want (scale of 1-4, strongly agree, agree, disagree, strongly disagree) • Sometimes violence is the only way to make my society a better place (scale of 1-4, strongly agree, agree, disagree, strongly disagree)
SOCIAL COHESION **Related Qualitative Question:** Describe how people in your community interact with people from other groups?	% of youth who have positive communication with members of different "groups/communities" – to be tailored to local contexts	• I have friends from other communities or groups. (scale of 1-4, strongly agree, agree, disagree, strongly disagree) • In the past three months, how many activities have you participated in with people from different groups? • In general, I trust people from other communities. (scale of 1-4, strongly agree, agree, disagree, strongly disagree)
COMMUNITY AGENCY **Related Qualitative Question:** Describe how you interact with local leaders/authorities	% of youth who report trust in community leaders/ religious leaders/ local public authorities	• I feel that my voice is heard when dealing with government and authorities. (scale of 1-4, strongly agree, agree, disagree, strongly disagree) • I have trust in my local community leaders (scale of 1-4, strongly agree, agree, disagree, strongly disagree)

(Are your opinions represented…) How do men and women play a role in violence and preventing violence in your community		• I have trust in the local religious leaders. (scale of 1-4, strongly agree, agree, disagree, strongly disagree) • I have trust in the local public authorities from my district. (scale of 1-4, strongly agree, agree, disagree, strongly disagree)
	% of youth who feel they are represented by their local leaders	• I feel represented by my local leaders (scale of 1-4, strongly agree, agree, disagree, strongly disagree)
	% of youth who agree women should play a role in PVE.	• Give 2 examples of ways in which women can contribute to preventing violent extremism
EQUAL ACCESS TO [Social and Economic] OPPORTUNITIES **Related Qualitative Question:** How would you describe the social and economic opportunities available to people in your community? Describe any barriers.	% of youth who feel marginalized	• My community is fair and inclusive (scale of 1-4, strongly agree, agree, disagree, strongly disagree) • I feel socially empowered in my community (scale of 1-4, strongly agree, agree, disagree, strongly disagree)
SENSE OF PURPOSE **Related Qualitative Question:** How do people in your community feel about the future? (optimism/pessimism)	% of youth who self-report that they have self-worth	• I have something positive to contribute to my community (scale of 1-4, strongly agree, agree, disagree, strongly disagree) • I feel valued by the people around me. (scale of 1-4, strongly agree, agree, disagree, strongly disagree)
	% of youth who self-report confidence on voicing their opinions and concerns to their parents/teachers/community	• I have confidence to voice my opinions and concerns to my parents (scale of 1-4, strongly agree, agree, disagree, strongly disagree) • I have confidence to voice my opinions and concerns to my teachers (scale of 1-4, strongly agree, agree, disagree, strongly disagree) • I have confidence to voice my opinions and concerns to my community (scale of 1-4, strongly agree, agree, disagree, strongly disagree)

Annex 2 B– Baseline Assessment Questionnaire - Community/Religious leaders

		Quantitative Survey Question
COMMUNITY AGENCY **Related Qualitative Question:** Describe how you interact with local leaders/authorities (Are your opinions represented…) How do men and women play a role in violence and preventing violence in your community	% of Community/Religious leaders who self-report that their community can voice their opinion and concerns with local authorities	• I feel that my voice is heard when dealing with government and authorities. (scale of 1-4, strongly agree, agree, disagree, strongly disagree)
	% of Community/Religious leaders who recognize the role of youth on PVE	• Youth are included in decision-making processes at local level (scale of 1-4, strongly agree, agree, disagree, strongly disagree) • Youth should be included in the PVE at the local level. (scale of 1-4, strongly agree, agree, disagree, strongly disagree) • Youth are highly imperative to be included in decision making process at local level (scale of 1-4, strongly agree, agree, disagree, strongly disagree) • Give 2 examples of ways in which youth can contribute to preventing violent extremism
EQUAL ACCESS TO [Social and Economic] OPPORTUNITIES **Related Qualitative Question:** How would you describe the social and economic opportunities available to people in your community? Describe any barriers.	% of Community/Religious leaders who feel socially marginalized	• My community is fair and inclusive (scale of 1-4, strongly agree, agree, disagree, strongly disagree)

Annex 2 C – Baseline Assessment Questionnaire – Local Public Authorities

		Quantitative Survey Question
Awareness / perception of VE **Related Qualitative Question:** Please describe how VE is perceived and addressed in your community	% of Local Public Authorities who demonstrate knowledge on VE and PVE	• Identify 3 drivers of VE (multiple choice based on drivers identified in CNA and CONA). • Identify 3 negative consequences of VE (multiple choice based on drivers identified in CNA and CONA). • Identify 3 methods of recruitment/ radicalization used by Violent Extremist Groups • Identify 3 early warning signs of VE
	% of Local Public Authorities who are PVE messengers	• I talk with people from my district about the threat of violent extremism (scale of 1-4, strongly agree, agree, disagree, strongly disagree)
COMMUNITY AGENCY **Related Qualitative Question:** Describe how you interact with local leaders/authorities (Are your opinions represented…) How do men and women play a role in violence and preventing violence in your community	% of Local Public Authorities who recognize the role of youth on PVE	• Youth should be included in decision-making processes at local level (scale of 1-4, strongly agree, agree, disagree, strongly disagree) • Youth should be included in the PVE at the local level. (scale of 1-4, strongly agree, agree, disagree, strongly disagree) • Give 2 examples of ways in which youth can contribute to preventing violent extremism.

		Survey Question
Awareness / perception of VE	Students and youth' knowledge on VE/PVE	• What is violent extremism and how would you describe it? • Identify three **signs** of violent extremism that can be observed in people or in your surroundings • Identify three **types** of different forms of violent extremism that exist • Identify three **drivers** that lead to violent extremism
	Students and youth perception of Violence	• I think that using violence is a justifiable way to achieve one's objectives (scale of 1-4, strongly agree, agree, disagree, strongly disagree)
	Students and youth as PVE messenger	• I feel capable of sharing information to my friends on violent extremism and on how to prevent it (scale of 1-4, strongly agree, agree, disagree, strongly disagree) o How?
	PVE role Students-youth	• Give 2 examples of ways in which youth can contribute to preventing violent extremism

Social Cohesion
 	
Related Qualitative Question:
Describe how you interact with local leaders/authorities (Are your opinions represented…)
 	
How do men and women play a role in violence and preventing violence in your community
	Students and youth relationship with people from other groups and communities	• My community is fair and inclusive towards other communities (scale of 1-4, strongly agree, agree, disagree, strongly disagree)
		  o Why?
		• I participate in activities together with people from different groups or communities (daily, weekly, monthly, once or less within past 6 months, never)
		
		• I would undergo self-initiative promoting pluralistic views and tolerance with people who come from different communities, groups or religions: (scale of 1-4, strongly agree, agree, disagree, strongly disagree)
		  o Why?
		• I would undergo self-initiative promoting pluralistic views and tolerance with people who come from different communities, groups or religions (daily, weekly, monthly, once or less within past 6 months, never)
		  o Why?
		• I can develop friendships with members of different groups, if the opportunity arises (scale of 1-4, strongly agree, agree, disagree, strongly disagree)
		  o Why?
		Give 2 examples on how you interact or activities where you engage with people from different communities, groups or religion: