

## **Peace III Aid for Peace Working Group**

1. The overall aim of the Aid for Peace Working Group was to support the Peace III Partnerships in implementing the Aid for Peace Process. Specifically it:-
  - a. agreed the themes/ indicators common to the Peace III Partnerships;
  - b. identified appropriate /sample questions, and
  - c. identified relevant and appropriate methodologies for eliciting information from participants.
  
2. The Group met twice in July 2009 and the full terms of reference are presented at Appendix A, with the membership listed at Appendix B. This report presents the outcome of the meetings. The Group agreed that its role was to present options which could be used by Partnerships for their monitoring and evaluation. The information presented here is not therefore prescriptive, but rather is suggested questions and methodologies which could be taken forward.

### **Common Themes**

3. When the Group met, 10 of the 14 Partnerships had submitted Aid for Peace Reports with their suggested indicators. The Group agreed to focus on the impact indicators and particularly those related to attitudinal change as these were the types of indicators with which Partnerships may require additional assistance.
  
4. The themes identified were:
  - a. Attitudes generally
    - i. Cross-community/cross-border activities
    - ii. Sectarianism/racism
    - iii. Other community/ethnic minorities
  - b. Community cohesion

- i. Belonging and involvement
  - ii. Engagement of young people/ethnic groups
- c. Prejudice
  - i. General
- d. Relationships
  - i. Cross-community/cross-border
  - ii. Ethnic background
- e. Shared space
  - i. Perception of space as shared
- f. Trust and tolerance
  - i. Cross-border/cross-community
- g. Understanding
  - i. Troubles/history/historical events
  - ii. Own and other cultures
  - iii. Peace and reconciliation
  - iv. Racism and sectarianism

5. The Group agreed to focus on the 6 of the 7 themes, with the understanding that the more general attitudinal change theme would be covered across the other themes.

### **Suggested questions**

6. The Group assessed questions which have been used in previous surveys as a starting point for developing questions. The surveys included the PEACE II Attitudinal Survey 2007 and the Northern Ireland Life and Times Survey. A sample set of questions for each of the themes is presented in Annex C.
7. As mentioned early, this set of questions is not prescriptive. Each Partnership should consider its own impact indicators and agree which questions are relevant to its projects. Clearly, there needs to be some link back to the type of activity which has taken place. It would be useful to include a question on whether any change in attitude is as a

result of taking part in the project.

8. The Group discussed the advantages and disadvantages of pre and post evaluative work. The advantage is that you can ask the same questions before and after an activity and analyse for changes in attitude. If only post-project evaluative work is carried out, there is the possibility that participants will not remember or not want to admit what their pre-project attitudes were. On the other hand, however, participants may have a better understanding of their attitudes after having experienced the project.

## **Methodologies**

9. A number of different methodologies were presented to the Working Group, including quantitative and qualitative options. These are summarised below, with more detail provided in Annex D.

10. **Surveys** are one of the most common types of quantitative techniques used. In survey research, a sample of respondents is selected from a population and a questionnaire is put to them. There are different methods for administering the survey including in writing, by telephone, face-to-face interview and online surveying.

11. There are a number of qualitative methods which use interviewing including:

- a. The **Informal Conversational Interview**

- i. Involves the spontaneous generation of questions.
- ii. There is flexibility to be able to pursue questioning in whatever direction appears to be appropriate, depending on the information that emerges.
- iii. The resulting information is difficult to analyse as each respondent could be asked different questions.

- b. The **Semi-structured Interview**

- i. A pre-determined set of questions are asked in any order.

- ii. More systematic than the informal conversational interview.
- iii. The interviewer can't react to topics not anticipated and asking questions in a different order could influence responses.

c. The **Standardised open-ended Interview**

- i. Interviewer uses same words in the same sequence.
- ii. If more than one interviewer involved this methodology minimises variation.
- iii. The same information can be collected at different points in time.
- iv. Methodology is systematic, and information is comparable.
- v. Interviewer cannot pursue unanticipated topic.

d. **Focus groups**

- i. Small groups, made up of people with similar background experience.
- ii. Opportunity to reflect on questions, provide comments, listen to others within the group.
- iii. Each group needs to be homogenous but you can run a number of different groups to get a range of opinion.
- iv. Participant interaction tends to weed out false or extreme views.
- v. Focus groups require a skilful facilitator.

## **Conclusions**

12. The Aid for Peace Working Group presents this information as a guide to Partnerships in taking forward their work on attitudinal change, providing a selection of questions which could be used and a range of methodologies which could be implemented. It is important that each Partnership uses this guide in a way which is most relevant to their projects.

## **APPENDIX A**

### **Peace III Aid for Peace Working Group**

#### **Terms of Reference**

1. The overall aim of the Aid for Peace Working Group will be to support the Peace III Partnerships in implementing the Aid for Peace Process.
2. Specifically it will: -
  - a. agree the themes/ indicators common to the Peace III Partnerships;
  - b. identify appropriate /sample questions, and
  - c. identify relevant and appropriate methodologies for eliciting information from participants.
3. The Aid for Peace Working Group will be made up of self-selecting representatives of Peace III Partnerships from the target region (NI and the Southern Border Counties).
4. The Working Group will meet as required at times and venues agreed by the members.
5. It will be the responsibility of the Consortium to: -
  - d. co-ordinate meetings,
  - e. act as secretariat,
  - f. supply the Working Group with the necessary information for it to be able to carry out the roles described above,
  - g. notify and circulate all Partnerships of the draft papers from the Working Group.

## **APPENDIX B**

### **MEMBERSHIP OF THE AID FOR PEACE WORKING GROUP**

#### **Partnerships**

Sonya Burns (Southern)

Grainne Cumiskey (Louth)

Lorraine Dennis (Belfast)

Alison Keenan (Carrickfergus, Antrim, Newtownabbey)

JoAnne Kilmartin (Donegal)

Paul Kirkpatrick (Leitrim)

Karen Mullan (North East)

Fearghal O'Boyle (Donegal)

Bridie Sweeney (Sligo)

Ros Young (North West)

#### **The Consortium**

Bernard Bolger

Emma Dargan

Patrice Kieran

Anne Molloy

Paul Skinnader

Celeste McCallion (NISRA)

## APPENDIX C

### SUGGESTED QUESTIONS BY THEME

#### GENERAL INTRODUCTORY QUESTIONS:

1. How long have you lived in Northern Ireland and/or the Border Region?  
[TICK ONE ONLY]

[BY BORDER REGION WE MEAN THE SIX BORDER COUNTIES OF IRELAND  
– CAVAN, DONEGAL, MONAGHAN, LOUTH, LEITRIM AND SLIGO]

- |                          |                    |
|--------------------------|--------------------|
| <input type="checkbox"/> | All my life        |
| <input type="checkbox"/> | More than 10 years |
| <input type="checkbox"/> | 5 to 10 years      |
| <input type="checkbox"/> | Less than 5 years  |

2. What religion do you belong to? [TICK ONE ONLY]

- |                          |                     |
|--------------------------|---------------------|
| <input type="checkbox"/> | Catholic            |
| <input type="checkbox"/> | Presbyterian        |
| <input type="checkbox"/> | Church of Ireland   |
| <input type="checkbox"/> | Methodist           |
| <input type="checkbox"/> | Baptist             |
| <input type="checkbox"/> | Free Presbyterian   |
| <input type="checkbox"/> | Brethren            |
| <input type="checkbox"/> | Other Protestant    |
| <input type="checkbox"/> | Other non-Christian |

3. Regardless of whether we practice religion, most of us are seen as either Catholic or Protestant. What community background are you from? [TICK ONE ONLY]

- |                          |                      |
|--------------------------|----------------------|
| <input type="checkbox"/> | Protestant community |
| <input type="checkbox"/> | Catholic community   |
| <input type="checkbox"/> | Other                |

4. What age were you at your last birthday?

5. What is your gender? [TICK ONE ONLY]

- |                          |        |
|--------------------------|--------|
| <input type="checkbox"/> | Male   |
| <input type="checkbox"/> | Female |

6. To which of these ethnic groups do you consider you belong? [TICK ONE ONLY]

- White
- Chinese
- Irish Traveller
- Indian
- Pakistani
- Bangladeshi
- Black Caribbean
- Black African
- Black Other
- Mixed ethnic group (specify) \_\_\_\_\_
- Other (specify) \_\_\_\_\_

**RELATIONSHIPS – OTHER COMMUNITY:**

*'You have said you are from a Protestant/Catholic community background (STATE AS APPROPRIATE). In all of the following questions when we refer to 'your' community that is the Protestant/Catholic community, and the 'other' community is the Catholic/Protestant community.'*

7. In the area where you live, how many of the people do you think are from the other community? [TICK ONE ONLY]

- Nearly everyone is from my community
- Most of the people are from my community
- There is about an equal mix of people from both communities
- Most of the people are from the other community
- Nearly everyone is from the other community
- Can't say/Don't know

8. Thinking of social contacts, how much contact do you have with people who are from the other community? [TICK ONE IN EACH ROW]

	A great deal	Some	A little	None at all	Can't say/ Don't know
(i) At work (including previous employment)?					
(ii) At community meetings or events?					
(iii) Just chatting to people?					

9. How willing are you to participate in cross-community activities? [TICK ONE ONLY]

- Always willing
- Sometimes willing
- Not usually willing
- Not at all willing
- Can't say/don't know

10. Do you feel comfortable when meeting people from the other community? [TICK ONE ONLY]

- Always comfortable
- Sometimes comfortable
- Not usually comfortable
- Not at all comfortable
- Can't say/don't know

11. About how many of your friends are from the other community? [TICK ONE ONLY]

- Most
  - About half
  - A few
  - None
  - Can't say/don't know
- GO TO QUESTION 13
- GO TO QUESTION 13

12. How often do you [TICK ONE IN EACH ROW]

	Very often	Sometimes	Rarely	Never	Can't say/ Don't know
<u>visit</u> friends who are from the other community in their home?					
have friends who are from the other community <u>to your home</u> ?					

13. I would be willing to cross the border... [TICK ALL THAT APPLY]

- To visit family or friends
- For short breaks/holidays
- For business
- For shopping
- Other (specify)

14. How willing are you to participate in cross-border activities? [TICK ONE ONLY]

- Always willing
- Sometimes willing
- Not usually willing
- Not at all willing
- Can't say/don't know

## RELATIONSHIPS – ETHNIC MINORITY GROUPS

15. About how many of your immediate neighbours are from a minority ethnic group? [SELECT ONE ONLY]

- All
- Most
- Some
- Very few
- None
- Can't say/don't know

16. How much contact do you have with minority ethnic groups at work? [TICK ONE ONLY]

- A great deal
- Some
- A little
- None at all
- Can't say/don't know

17. About how many of your friends are from a minority ethnic group? [TICK ONE ONLY]

- Most
- About half
- A few
- None
- Can't say/don't know

18. How comfortable do you feel when meeting people from a minority ethnic group? [TICK ONE ONLY]

- Always comfortable
- Sometimes comfortable
- Not usually comfortable
- Not at all comfortable
- Can't say/don't know

## TRUST

19. Do you think most members of the other community would try to take advantage of you if they got a chance, or would they try to be fair? [TICK ONE ONLY]

- Definitely take advantage
- Probably take advantage
- Neither take advantage nor try to be fair
- Probably try to be fair
- Definitely try to be fair
- Can't say/don't know

20. Would you say that most of the time members of the other community try to be helpful, or that they are mostly just looking out for themselves? [TICK ONE ONLY]

- Definitely try to be helpful
- Probably try to be helpful
- Neither try to be helpful nor look out for themselves
- Probably look out for themselves
- Definitely look out for themselves
- Can't say/don't know

21. Generally speaking, would you say that most members of the other community can be trusted or that you can't be too careful with people? [TICK ONE ONLY]

- Definitely can be trusted
- Probably can be trusted
- Neither can be trusted nor you can't be too careful
- Probably you can't be too careful
- Definitely you can't be too careful
- Can't say/don't know

22. Generally speaking, would you say that most PEOPLE can be trusted or that you can't be too careful with people? [TICK ONE ONLY]

- Definitely can be trusted
- Probably can be trusted
- Neither can be trusted nor you can't be too careful
- Probably you can't be too careful
- Definitely you can't be too careful
- Can't say/don't know

### COMMUNITY COHESION

23. Do you think that society in Northern Ireland is changing in favour of Catholics or Protestants? [TICK ONE ONLY]

- Definitely in favour of Catholics
- A little in favour of Catholics
- No difference between the communities
- A little in favour of Protestants
- Definitely in favour of Protestants
- Can't say/don't know

24. Do you think that the way society is changing in Northern Ireland is fair, or unfair? [TICK ONE ONLY]

- Definitely fair
- Quite fair
- Neither
- Quite unfair
- Definitely unfair
- Can't say/don't know

25. Do you think that

	Yes, a lot	Yes, a little	No, not at all	Can't say/ Don't know
Protestants pose a threat to Catholics' interests in Northern Ireland society or not?				
Catholics pose a threat to Protestants' interests in Northern Ireland society or not?				
Protestants pose a threat to Catholics' interests in Republic of Ireland society or not?				
Catholics pose a threat to Protestants' interests in Republic of Ireland society or not?				

26. Do you think that Catholics or Protestants experience more discrimination in Northern Ireland? [SELECT ONE ONLY]

- Definitely Catholics
- Somewhat Catholics
- Neither Catholics nor Protestants suffer discrimination
- Somewhat Protestants
- Definitely Protestants
- Can't say/don't know

27. Do you think that Catholics or Protestants experience more discrimination in the Republic of Ireland? [SELECT ONE ONLY]

- Definitely Catholics
- Somewhat Catholics
- Neither Catholics nor Protestants suffer discrimination
- Somewhat Protestants
- Definitely Protestants
- Can't say/don't know

28. Do you think people in the Republic of Ireland are generally welcoming or hostile to people from Northern Ireland? [SELECT ONE ONLY]

- Very welcoming
- Quite welcoming
- Neither welcoming nor hostile
- Quite hostile
- Very hostile
- Can't say/don't know

29. Do you think people in Northern Ireland are generally welcoming or hostile to people from the Republic of Ireland? [SELECT ONE ONLY]

- Very welcoming
- Quite welcoming
- Neither welcoming nor hostile
- Quite hostile
- Very hostile
- Can't say/don't know

**PREJUDICE**

30. Please indicate how much you agree with the following statements about people from the other community.

I would willingly accept them as ...

	Strongly agree	Agee	Neither agree nor disagree	Disagree	Strongly disagree
... a resident in my local area					
... a colleague at my work					
... a close friend of mine					
... a relative by way of marriage to a close member of my family					

31. Please indicate how much you agree with the following statements about people from the other ethnic groups, for example, Chinese or Asian. (*This question could be adapted to ask about a particular ethnic group if that is more relevant for the area.*)

I would willingly accept them as ...

	Strongly agree	Agee	Neither agree nor disagree	Disagree	Strongly disagree
... a tourist visiting the area					
... a resident living and working Northern Ireland/Border Region					
... a resident in my local area					
... a colleague at my work					
... a close friend of mine					
... a relative by way of marriage to a close member of my family					

32. How much do you agree or disagree with the following statements?

	Strongly agree	Agee	Neither agree nor disagree	Disagree	Strongly disagree
Migrant workers are generally good for the economy					
Migrant workers take jobs away from people who were born here					
Migrant workers mostly take up jobs workers from here don't want					
It is good that migrant workers come to work as doctors and nurses when there is a shortage of medical staff					
Migrant workers make the area open to new ideas and cultures					
People's perceptions of migrant workers are tainted by the media					

## UNDERSTANDING

33. How much do you understand about

	A lot	A little	Hardly anything	Nothing at all	Don't know
the Catholic community's culture and traditions?					
the Protestant community's culture and traditions?					
other ethnic groups culture and traditions?					

34. How much respect do you have for

	A lot	A little	Hardly anything	Nothing at all	Don't know
the Catholic community's culture and traditions?					
the Protestant community's culture and traditions?					
other ethnic groups culture and traditions?					

## SHARED SPACE

35. Has there been any time in the last year when you personally have felt uncomfortable with cultural, political or religious symbols, for example, flags, kerb painting, murals, statues?

- Yes  
 No  
 Don't know

36. In general, would you, or do you support the display of cultural, political or religious symbols?

- Yes  
 Yes, at particular times of the year  
 No  
 Don't know

37. How comfortable would you be with doing the following in an area dominated by the other community?

	Always comfortable	Sometimes comfortable	Not usually comfortable	Not at all comfortable	Can't say/ Don't know
Working					
Sending your child to school					
Socialising					
Shopping					

## APPENDIX D

### RESEARCH METHODS - QUANTITATIVE

1. **Surveys** represent one of the most common types of quantitative research. In survey research, the researcher selects a sample of respondents from a population and administers a standardised questionnaire to them. The questionnaire, or survey, can be a written document that is completed by the person being surveyed, an online questionnaire, a face-to-face interview, or a telephone interview. Using surveys, it is possible to collect data from large or small populations. The strengths of using surveys include that they are relatively inexpensive, many questions can be asked about a given topic giving considerable flexibility to the analysis and large samples are feasible. The weaknesses include that the questions need to be general enough to be appropriate for all respondents, possibly missing what is most appropriate, they are inflexible, in that the design remains unchanged throughout the data collection and surveys can seldom deal with 'context'.

### RESEARCH METHODS – QUALITATIVE

2. The **Informal Conversational Interview** relies primarily on the spontaneous generation of questions in the natural flow of an interaction. This type of interview is appropriate when the evaluator wants to maintain maximum flexibility to be able to pursue questioning in whatever direction appears to be appropriate, depending on the information that emerges from observing a particular setting, or from talking to one or more individuals in that setting. Under these circumstances, it is not possible to have a predetermined set of questions. The strength of this approach is that the interviewer is flexible and highly responsive to individual differences, situational changes and emerging new information. The weakness is that it may generate less systematic data that is difficult and time consuming to classify and

analyse.

3. **Semi-structured interviews** involve the preparation of an interview guide that lists a pre-determined set of questions or issues that are to be explored during an interview. This guide serves as a checklist during the interview and ensures that basically the same information is obtained from a number of people. Yet, there is a great deal of flexibility. The order and the actual working of the questions is not determined in advance. Moreover, within the list of topic or subject areas, the interviewer is free to pursue certain questions in greater depth. The advantage of the interview guide approach is that it makes interviewing of a number of different persons more systematic and comprehensive by delimiting the issues to be taken up in the interview. Logical gaps in the data collected can be anticipated and closed, while the interviews remain fairly conversational and situational. The weakness of this approach is that it does not permit the interviewer to pursue topics or issues of interest that were not anticipated when the interview guide was elaborated. Also, interviewer flexibility in wording and sequencing questions may result in substantially different responses from different persons, thus reducing comparability.
4. The **Standardised Open-ended Interview** consists of a set of open-ended questions carefully worded and arranged in advance. The interviewer ask the same questions to each respondent with essentially the same words and in the same sequence. This type of interview may be particularly appropriate when there are several interviewers and the evaluator wants to minimize the variation in the questions they pose. It is also useful when it is desirable to have the same information from each interviewee at several points in time or when there are time constraints for data collection and analysis. Standardized open-ended interviews allow the evaluator to collect detailed data systematically and facilitate comparability among all respondents. The weakness of this

approach is that it does not permit the interviewer to pursue topics or issues that were not anticipated when the interview instrument was elaborated. Also, standardized open-ended interviews limits the use of alternative lines of questioning with different people depending on their particular experiences. This reduces the extent to which individual differences and circumstances can be fully incorporated in the evaluation.

5. **Focus Group Interviews** are interviews with small groups of relatively homogeneous people with similar background and experience.

Participants are asked to reflect on the questions asked by the interviewers, provide their own comments, listen to what the rest of the group have to say and react to their observations. The main purpose is to elicit ideas, insights and experiences in a social context where people stimulate each other and consider their own views along with the views of others. Typically, these interviews are conducted several times with different groups so that the evaluator can identify trends in the perceptions and opinions expressed. The interviewer acts as facilitator introducing the subject, guiding the discussion, cross-checking each other comments and encouraging all members to express their opinions. One of the main advantages of this technique is that participant interaction helps weed out false or extreme views, thus providing a quality control mechanism. This, however, requires a skillful facilitator to ensure an even participation from all members.

6. Firsthand observation of a program is another important source of qualitative data for evaluation. The main purpose of observational evaluation is to obtain a thorough description of the program including program activities, participants and the meaning they attach to the program. It involves careful identification and accurate description of relevant human interactions and processes.

a. **Participant observation** consists of the evaluation observer becoming a member of the community or population being studied. The researcher participates in activities of the community, observes how people behave and interact with each other and outside organisations. The evaluator tries to become accepted as a participant rather than as an outsider. The purpose of such participation is not only to see what is happening but to feel what it is like to be part of the group. The extent to which this is possible depends on the characteristics of program participants, the type of questions being studied and the socio-political context of the setting. The strength of this approach is that the researcher is able to experience and presumably better understand any project impacts. The main weakness is that it is likely to alter the behaviour that is being observed. In addition, ethical issues may arise if the participant observer misrepresents himself/herself in order to be accepted by the community being studied.

b. **Direct observation** tends to be at the other end of the participation spectrum. It involves the systematic noting and recording of activities, behaviours and physical objects in the evaluation setting as an unobtrusive observer. The main advantage of this method is that if participants are not aware that they are being observed, then they are less likely to change their behaviour and compromise the validity of the evaluation.

7. **Case study** research provides an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Case studies emphasise detailed contextual analysis. Critics of the case study method believe that the study of a small number of cases can offer no grounds for establishing reliability or generality of findings. Others feel that the intense exposure

to study of the case biases the findings. Some dismiss case study research as useful only as an exploratory tool.