

POSSIBLE PEACE IMPACT INDICATORS

Peace & Conflict Impacts

These questions are meant to assist you in reflecting upon and reporting on the peace and conflict impacts of the project. They are not intended to be a 'tick box' or 'yes/no' exercise, and there may be other questions which are more appropriate to your project. The project promoter and the evaluator should consider which of the five strands and which of the questions under those strands are relevant to the project. Both qualitative and quantitative information may be used to demonstrate impacts, but it is important that the evaluation describes what the impact is and its degree or extent. This should be supported by evidence that the impact is real, and why it can be attributed (at least in part) to the actions of the project.

Building positive relationships: Relationship building or renewal following violent conflict addressing issues of trust, prejudice, intolerance in this process, resulting in accepting commonalities and differences, and embracing and engaging with those who are different to us.

- What new or existing relationships have been developed? Between participants? Within and between communities? Between community organizations and public agencies?
- Did/will the project seek explicitly to benefit or build bridges between different communities? If so, how? What are the criteria for effectiveness?
- Did/will the project help foster an inclusive — rather than exclusive — sense of community?
- Did/will the project facilitate the ability of individuals and groups to work together for the mutual benefit?
- Did/will the project facilitate positive communication/interaction between and within groups? Is this sustainable?
- Did/will the project increase contact, confidence, or trust between the communities? Did it dispel distrust?
- Did/will it create common interests, or encourage individuals and groups to recognize their common interests, and did/will it modify their behaviour in order to attain them?
- Did/will the project help defuse inter-group tensions? If so, how?

Developing a shared vision of an interdependent and fair society: The development of a vision of a shared future requiring the involvement of the whole society, at all levels. Although individuals may have different opinions or political beliefs, the articulation of a common vision of an interdependent, just, equitable, open and diverse society is a critical part of any reconciliation process.

- Did/will the project provide/generate the skills, tools, capacity for individuals and communities to *define* issues/problems to be addressed, *formulate* solutions to those problems, or *resolve* those self-defined problems?
- Did/will the project affect organizational capacity of individuals, or collectivities (institutions, social groups, private sector) — positively or negatively— to identify and respond to peace and conflict challenges and opportunities? If so, Which groups? To what degree? How and why?

- Did/will the project increase or decrease the capacity to imagine, articulate and operationalize realities that nurture rather than inhibit peace?

Acknowledging and dealing with the past: Acknowledging the hurt, losses, truths and suffering of the past. Providing the mechanisms for justice, healing, restitution or reparation, and restoration (including apologies if necessary and steps aimed at redress). To build reconciliation, individuals and institutions need to acknowledge their own role in the conflicts of the past, accepting and learning from it in a constructive way so as to guarantee non-repetition.

- Did/will the project take into consideration the history/legacy of conflict in its design? For example, did/will it consider the specific impact on children, women and other vulnerable groups such as displaced populations, and the politically, socially and economically marginalized?
- What individuals/groups/institutions are involved? How are they acknowledging and/or addressing their own role in the conflict?
- What mechanisms are being put in place for justice, healing, restitution or reparation, and restoration?

Significant cultural and attitudinal change: Changes in how people relate to, and their attitudes towards, one another. The culture of suspicion, fear, mistrust and violence is broken down and opportunities and space opened up in which people can hear and be heard. A culture of respect for human rights and human difference is developed creating a context where each citizen becomes an active participant in society and feels a sense of belonging.

- Did/will the project contribute to the development of the capacity of individuals/collectivities to participate constructively in democratic political processes?
- What was/will be the impact of the project on human rights conditions? (e.g., awareness, legislation, levels of abuse/respect?)

Substantial social, economic and political change: The social, economic and political structures which gave rise to the conflict and estrangement are identified, reconstructed or addressed, and transformed.

SOCIAL CHANGE – EQUALITY & EQUITY

Impact on: quality of life; constructive social communication (e.g. those promoting tolerance, inclusiveness and participatory principles); displaced people; in/adequacy of health care and social services; communications; transport); resettlement/displacement; housing; education; nurturing a culture of peace.

- Did/will the project contribute to the development or consolidation of equity and justice, or the means of providing basic needs? How?
- Did/will the benefits of the project get shared equitably? How?

SECURITY & HUMAN SECURITY

Direct and indirect impact on: the level, intensity, dynamics of violence; violent behaviour; in/security (broadly defined) — in particular as experienced in the daily lives of the general population; security policy; repatriation, demobilization and reintegration; reform and retraining

of police and security forces/structures; disarmament; anti-social behaviour/petty crime; organized crime.

- Did/will the project affect the individual's sense of security?
- Did/will the project affect the military/policing/paramilitary/criminal environment — directly or indirectly, positively or negatively? If so how?
- Was there/will there be tangible improvements in the political, economic, physical, security? If so, what are they, and to whom do they apply?

POLITICAL CHANGE

Impact on formal and informal political structures and processes, such as: government capabilities from the level of the state government down to the municipality; policy content and efficacy; decentralization/concentration of power; political ethnicization; representation; transparency; accountability; democratic culture; dialogue; conflict mediation and reconciliation; strengthening/weakening civil society actors; political mobilization. Impact on rule of law; independence/ politicization of legal system; human rights conditions; labour standards.

- Did/will the project help or hinder the consolidation of constructive political relationships within and between state and civil society?
- Did/will the project have a positive or negative impact on formal or informal political structures and processes — either within the formal arena of constitutional or party politics or within the informal arena of civil society? If so, how?
- Did/will it contribute to increasing the transparency, accountability, representativeness, and appropriateness of political structures?
- Did/will the project influence policy processes or products? If so, in what ways?

SOCIAL & ECONOMIC RECONSTRUCTION

Impact on strengthening or weakening equitable socio-economic structures/ processes; distortion/conversion of war economies; impact on economic infrastructure; supply of basic goods; availability of investment capital; banking system; employment impact; productivity; training; income generation; production of commercial product or service; Impacts on the exploitation, generation, or distribution of resources.

- To what extent did/will the project contribute to or detract from efforts to “re”-construct damaged economic and social infrastructure?
- To what extent did/will the project:
 - assess damage to social and economic infrastructure?
 - provide technical assistance for rehabilitation and reconstruction?
 - rehabilitate and reconstruct economic infrastructure?
 - sustain smallholder agriculture & diversification?
 - rehabilitate the export sector?
 - rehabilitate key industries?
 - up-grade employment skills?

PROTECTION AND IMPROVEMENT OF THE ENVIRONMENT

- ❖ Did/will the project contribute to Protection and Improvement of the Environment?
- ❖ Have individuals' attitudes and behaviour changed? If so, which groups? To what degree? How and why?
- ❖ What has changed in relation to social and economic activity (locally, regionally, cross-border, east-west)? Is there evidence of this? (e.g. improved physical environment)
- ❖ Have public policies, programmes or practices been changed? How has the project helped to bring about this change?

NORTH – SOUTH CO-OPERATION

- ❖ Did/will the project contribute to North – South co-operation?
- ❖ Have individuals' attitudes and behaviour changed? If so, which groups? To what degree? How and why?
- ❖ What has changed in relation to social and economic activity (locally, regionally, cross-border, east-west)? Is there evidence of this? (e.g. more cross-border mobility)
- ❖ Have public policies, programmes or practices been changed? How has the project helped to bring about this change?

GENDER MAINSTREAMING*

- ❖ Did/will the project contribute to Gender Mainstreaming?
- ❖ Have individuals' attitudes and behaviour changed? If so, which groups? To what degree? How and why?
- ❖ What has changed in relation to social and economic activity (locally, regionally, cross-border, east-west)? Is there evidence of this? (e.g. participation by women in non-traditional occupations)
- ❖ Have public policies, programmes or practices been changed? How has the project helped to bring about this change?

*Gender mainstreaming can be defined as a process which involves the incorporation of gender considerations into all policies, programmes, practices and decision-making so that at every stage of development and implementation, an analysis is made of the effects on women and men, and appropriate action taken to promote gender equality. For more discussion on gender mainstreaming see: *Balances along the Border A Gender Audit in Northern Ireland and the Six Southern Border Counties*, available from WRDA, Tel 048 90230212)

HORIZONTAL PRINCIPLES

The following prompts are intended to help you to think about how your project is implementing the horizontal principles of Impacting Poverty and Equal Opportunities.

IMPACTING POVERTY / TARGETING SOCIAL NEED

- ❖ Is the project targeting efforts and resources on people and areas of greatest need? Who has benefited? Has targeting been successful?
- ❖ Does the project help prevent people falling into poverty/ reduce the level (in terms of numbers and depth) of poverty? If so, how? Who has been helped? To what extent has it been effective?

- ❖ Does the project directly or indirectly address inequalities which might lead to poverty and/or problems of unemployment and increasing employability? What inequalities/problems? How effectively have these been addressed?
- ❖ Has the project identified and tackled factors which cause poverty/social exclusion? If so, what factors? How were they identified/tackled? To what extent has this been effective?
- ❖ Has the project proactively promoted social inclusion? If so, how? Social inclusion of whom? To what extent has it been effective?
- ❖ Has the project made a positive contribution to the achievement of NAPS and/or new TSN targets a specific objective of the project? If so, what targets/objectives? How did it contribute?
- ❖ Is there a link between poverty / social exclusion as a cause/legacy of the conflict and the rationale for the project? If so, what is it?
- ❖ If the project has not helped to lessen the levels or effects of poverty/social exclusion, has it *increased* poverty or social exclusion in any way? Why is this the case?

BALANCED INTERVENTION /EQUAL OPPORTUNITIES

The equality grounds are: Religious belief; Political opinion; Race; Age; Marital status; Sexual orientation; Gender; Disability; Dependency.

- ❖ Have you had any occasion to refer to/use your project's Equality Policy?
- ❖ What inequalities are being addressed by your project (e.g. unequal participation, direct or indirect discrimination, unequal resources).
- ❖ What has been achieved? Who has benefited? What actions by the project have made a contribution – how and why?
- ❖ Has the project specifically addressed inequality between men and women? If so, how has this been done? Has it been effective?
- ❖ Does the project directly or indirectly address gender-specific impacts of the conflict? (Have men and women – or specific groups of men or women – been differentially affected by the conflict?) If yes, what are these impacts and how are they being addressed?
- ❖ Is there a clear link between inequality as a cause/legacy of the conflict and the rationale for the project?
- ❖ Has this project increased inequalities or adversely impacted upon certain social groups? If so, how? Have any steps been taken to alleviate these adverse impacts?