

The mini-Social Cohesion Barometer:

A TOOL TO ASSESS AND STRENGTHEN
SOCIAL COHESION IN DIVIDED
COMMUNITIES



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Preface

This Guide explains how to use the mini-Social Cohesion Barometer (The Barometer). The Barometer can be applied in various ways, but its main purpose is to help people in conflicted societies talk about what divides them, what unites them, and to act on this understanding for enhanced social cohesion. Initially, CRS introduced the Barometer along with a suite of 65 tools in “The Ties that Bind: Strengthening Social Cohesion in Divided Communities.” This standalone version of the Barometer responds to a growing demand for greater detail and step-by-step guidance.

The need for the Barometer became evident during the 2013 outbreak of civil strife that devastated vast reaches of the Central African Republic (CAR). At the time, CRS and its partners were implementing the “Secured, Empowered, Connected Communities (SECC) project in southeastern CAR and northeastern DRC.¹ Because Seleka fighters were primarily Muslim and opposing Anti-Balaka militias predominantly Christian and animist, the war assumed religious overtones. Mischaracterization of the conflict threatened to divide the country along sectarian lines.

To counter this narrative, SECC began conducting social cohesion workshops using CRS’ signature methodology, the 3Bs/4Ds.² The targeted zones included greater Bangui and towns and villages in the northwest. By the end of the project, some 1,500 civil society leaders and government officials had experienced the power of the Barometer. They enjoyed the lively debates around perceptions and assumptions of social cohesion in communities where they lived and worked. Moreover, they appreciated building consensus despite their differences. When they returned home, participants became change agents in mosques, churches, workplaces and circles of influence. The Barometer has since been embraced in several African countries and beyond.

CRS’ Vision 2030 aims to “Cultivate Just and Peaceful Societies.” In a polarized world, this aspiration is timely and welcome. It is nonetheless daunting. Robust tools and approaches will be needed to meet the challenge. The Barometer’s visualizations, surveys, analyses, self-reflections, and consensus-building exercises, accompanied by step-by-step instructions, are designed to enable us to be better bridge-builders and to help accelerate the impact and scale we desire in our relief and development programs.



1. SECC was funded by USAID to operate from 2015. It was initially designed to help isolated communities protect themselves from attacks by the Lord’s Resistance Army (LRA). Following the ceasefire between Seleka and Anti-Balaka forces, the project was expanded and extended to 2017 to include social cohesion strengthening in Bangui and in the northwest.

2. CRS’ 3Bs (Binding, Bonding and Bridging), layered with the 4Ds (Discover, Dream, Design and Deliver) of Appreciative Inquiry are explained elsewhere in this document.

Acknowledgements

This guide is a product of several hands and minds. It started with queries from the field about when, where and how to use the barometer presented in “The Ties that Bind: Strengthening Social Cohesion in Divided Communities,” authored by Jean-Baptiste Talla. Growing interest in understanding how to apply the Barometer and knowing more about its various uses and purposes made it apparent that it should become a standalone tool. Thanks goes to Robert Groelsema, AJPWG Team Leader, and to the group’s technical advisors, John Katunga, Mary Margaret Dineen, Valarie Vat Kamatsiko and Jean-Baptiste Talla for making this possible.

Special thanks are reserved for the principal authors and contributors to the tool. Jean-Baptiste drew from his vast knowledge and field experience in administering the original Barometer and the 3Bs/4Ds methodology to develop this guide from inception to end.

Valarie Vat Kamatsiko assembled the strands of the tool into a coherent whole and conducted research on assessing and measuring social cohesion. Nell Bolton, the Justice & Peacebuilding Senior Technical Advisor, and Robert Groelsema participated in many discussions to revise and build consensus on the tool’s content and structure.

Importantly, this guide would not have been possible without the support of former Equity, Inclusion and Peacebuilding (EQUIP) Director, Aaron Chassy, who supported the development and production of the tool. Finally, we recognize the many useful insights, comments and feedback from members of the review team. These included:



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Thank you all.

List of Acronyms

AI	Appreciative Inquiry
AJPWG	Africa Justice and Peacebuilding Working Group
Barometer	CRS mini-Social Cohesion Barometer
CAR	Central African Republic
CoE	Council of Europe
CREDOC	Research Center for the Study and Observation of Living Conditions
CRS	Catholic Relief Services
EQUIP	Equity, Inclusion and Peacebuilding
FGD	Focus Group Discussion
IJR	Institute for Justice and Reconciliation
JPB	Justice and Peacebuilding
NGO	Nongovernmental Organisation
RRB	Rwanda Reconciliation Barometer
SARB	South African Reconciliation Barometer
SECC	Secured, Empowered, Connected Communities Project
ToR	Terms of Reference
UNDP	United Nations Development Program
UOM	Unit of Measure
USAID	United States Agency for International Development
3Bs	Binding, Bonding and Bridging
4Ds	Discover, Dream, Design and Deliver



Introduction

This document provides guidance on the purpose and use of the mini-Social Cohesion Barometer (the Barometer) and its administration. The tool is intended for field practitioners who desire to strengthen social cohesion in their relief and development contexts.

The Barometer takes workshop participants on a journey. They begin by imagining an ideal state of social cohesion and conclude by building consensus around a plan to achieve it. At the heart of the Barometer lies a simple perception survey consisting of 18 indicators grouped into “socio-cultural,” “political,” and “economic” categories – spheres – of activity. When aggregated, the indicators offer a calibrated snap shot of a group’s perception of the strengths and weaknesses of the social fabric of a given demographic or geographic unit. We can act on this knowledge to design and implement “binding,” “bonding” and “bridging” activities.

A word on use of the tool

The Barometer can be utilized outside of workshops. In Central African Republic (CAR) staff applied it to establish baseline and end-line metrics to gauge changes in the perceptions of social cohesion in larger populations.³ In Bangladesh, the Barometer served as the basis for a pre-design assessment. Staff have also modified and adapted the tool for teambuilding at CRS headquarters and with country programs in Burundi and Benin. Although this Guide is designed mainly for workshop facilitation, these innovations demonstrate the versatility of the tool.

A word on the 3Bs/4Ds

CRS’ signature social cohesion methodology is the 3Bs: Binding, or personal healing and self-transformation, Bonding, or intra-group strengthening and consensus-building, and Bridging, or inter-group engagement and collaboration. The concept originated at CRS’ 2011 Summer Institute for Peacebuilding (SIP) and was first applied in 2012-15 in the USAID/CMM-funded “Applying the 3Bs to Land Conflict” project in the Philippines.

Our experience in CAR led to a layering of the 4Ds of Appreciative Inquiry (AI) - Discover, Dream, Design and Deliver on the 3Bs. Combining the methodologies has provided participants in highly conflicted contexts an appreciative lens to see beyond their circumstances. By discovering “the gold within,” participants are enabled to conceive a future free from violence.

Section 1—Understanding Social Cohesion—provides CRS’ definition of social cohesion and its key features and presents CRS’ social cohesion conceptual framework and approach. The theoretical foundations of social cohesion are further highlighted in Appendix II. Section II explains how to administer the Barometer, together with its specific purposes, guidance on the appropriate number of participants per workshop, selection criteria, and considerations regarding facilitators. The process involves five steps:



3. If applied to an appropriately sized and randomized sample of the population, the Barometer results could potentially yield statistically significant results; CRS is currently testing and validating the Barometer instrument for this purpose.

- **Step 1:** Developing a shared vision of social cohesion.
- **Step 2:** Administering the social cohesion assessment grid.
- **Step 3:** Aggregating the data and analyzing perceptions of social cohesion.
- **Step 4:** Identifying actions to achieve a cohesive society.
- **Step 5:** Building consensus on the way forward.

An illustrative one-day agenda and required workshop materials are included in Appendix III to further guide planning.



Users of this Guide will:

Have a deeper understanding of social cohesion, its horizontal and vertical dimensions, and its socio-cultural, political and economic spheres;

Increase their appreciation of the relationship of the 3Bs methodology and its 3Bs/4Ds adaptation to social cohesion; and

Be able to apply the Barometer in workshop and other settings.

Our hope and prayer is that you will find this guide useful in your efforts to understand and improve social cohesion in your context. “Cultivating Just and Peaceful Societies” under Vision 2030 will require innovative approaches. The Barometer is a means to achieve a fuller, and more impactful realization of applying the Justice Lens in CRS’ programs.



Section 1: Understanding Social Cohesion:

UNDERSTANDING SOCIAL COHESION 1. What is Social Cohesion?

Social cohesion is a concept with various interpretations.⁴ Some definitions emphasize social harmony and inclusion, human solidarity in diversity, and the inclusive well-being of a community or society. Others focus on the social fabric: the abundance of connections and associations in a society, and the presence of linkages and counterbalances that shape the relationship between citizen and the state.

⁴ See Appendix 1 for donor and peer definitions.

CRS views social cohesion as **the strength, quality and diversity of relationships between and among individuals, groups and communities, coupled with linkages between society and the state, markets and other institutions, all based on trust, respect, mutuality and equal opportunity, for the dignity and wellbeing of every person and the common good of all.**

Social cohesion is manifest in the social, political and economic spheres through the following attitudes and behaviors:

- trust, reciprocity and links between and among citizens and between and among civil society groups (horizontal);
- the social contract between people (rights holders) and authorities (duty bearers) at all levels - local, regional, national, international (vertical); and
- relationships between and among market actors - consumers, producers and others including elected and appointed government officials.

The emphasis on relationships in the above definition of Social Cohesion is consistent with the Catholic Social Teaching tradition of building “Right Relationships.” This means relationships that uphold the dignity and wellbeing of each person regardless of race, ethnicity, class, religion, gender, age or other defining characteristics and encompass the values of inclusiveness, justice and equity, equal opportunity, open dialogue and respect for diversity. Such principles should be manifest in the home, neighborhood, community and society. They should also find resonance in socio-cultural, economic and political institutions.

In characterizing social cohesion, CRS considers two key elements:

- (1) Horizontal and vertical dimensionality;
- (2) Social-cultural, economic and political spheres of society.

These are elaborated below:

- **Horizontal and Vertical Dimensionality:** Social cohesion is determined by the strength and quality of horizontal and vertical relations in a society. Both are vitally important for peace, justice and stability.

Horizontal social cohesion refers to the quality of relationships between and among equals or near equals⁵ for both individuals and diverse groups within a society; that is, to levels of solidarity, trust, acceptance, reciprocity, mutuality, and multiplicity of links. Horizontal social cohesion is important both within identity or affinity groups (bonds) and across multiple groups of diverse identities and characteristics (bridges).

Vertical social cohesion refers to linkages that knit relationships across hierarchies, e.g. levels of leadership, authority, power and influence.⁶ It concerns the degree to which state and non-state institutions – e.g., the market, cultural/traditional, religious, civil society groupings, NGOs, etc.—

5. See Uphoff (2000) cited in Colletta J. Nat and Cullen L. Michelle, 2000. *The Nexus between Violent Conflict, Social Capital and Social Cohesion: Case Studies from Cambodia and Rwanda*, Social Capital Initiative, Working Paper No. 23, The World Bank. (p.3).

6. These top-down-bottom-up linkages across differing levels of power, social status, hierarchies or “vertical distance” give local communities and groups an opportunity to leverage such relationships to access external resources and/or sources of power. For further understanding of vertical social cohesion see Valarie Vat Kamatsiko (2019), *Vertical Social Cohesion in the Binding, Bonding and Bridging (3Bs) Methodology: Crystalizing the Conceptual Understanding and Practice Options* (CRS, unpublished).

interact with communities and individuals inclusively, equitably, transparently and accountably,⁷ with a double aim of strengthening social relations and reducing inequalities, exclusion and divisions in an environment of equal opportunity for all. State and non-state institutions are systems of established and embedded social rules (overt or implicit) that structure much of human interactions, constrain and enable behavior and support or undermine social cohesion.⁸ In a civic sense, vertical social cohesion refers to state-society linkages and the social contract (see sidebar)⁹ between citizens and the state.¹⁰ In the marketplace, it refers to relationships between and among consumers, producers and other market actors including policymakers.

What do we mean by the “social contract”?

It refers to the implicit or explicit understanding between society and the government which defines the rights and responsibilities of each—particularly the exchange of public goods and services — and provides a framework for societal harmony, including a set of formal and informal rules and behavioral norms that regulate state-society relations.

Socio-Cultural, Economic and Political Spheres: Social cohesion encompasses three broad spheres of society—socio-cultural, economic and political spheres. These spheres also bear a relationship to the categories of assets found in the Integral Human Development (IHD) framework.¹¹ For example, the social and spiritual assets relate to the socio-cultural sphere, the financial, physical and natural assets to the economic sphere, and the political assets to the political sphere. Human assets (skills, abilities, expertise, talent, etc.) can be associated with all three spheres.

- The socio-cultural sphere focuses on: social relations across divides such as coexistence, tolerance and acceptance of differences; group identity and belonging within a larger whole; social capital¹² which encompasses mutual trust, reciprocity and other assets that accrue from networks and associational life and facilitate cooperation around shared goals¹³; and norms that moderate and influence socio-cultural life.

7. Nat J. Colletta et al, 2001. *Social Cohesion and Conflict Prevention in Asia: Managing Diversity through Development*, *The World*, 2001.

8. North Douglas, 1990 cited in Acemoglu Daron and Robinson James, 2008. *The Role of Institutions in Growth and Development*, Working Paper No. 10, *The International Bank on Reconstruction and Development / The World Bank*, p.2; and Hodgson M. Geoffrey, 2006. *What are Institutions?* *Journal of Economic Issues*, Vol. XL, No.1. p.2.

9. The explanation of “social contract” in the sidebar is informed by German Development Institute (DIE) MENA Research Team, 2018. *Background paper for session 1: Rebuilding a social contract based on social dialogue*, MENA-OECD Resilience Task Force Annual Meeting, Jeddah 4-5 December 2018, p.1.; and the public goods in reference are: peace and security; justice and rule of law; human and civil rights; services and resource management; and economic access and opportunity. For more on this, see Catholic Relief Services, 2018. *Engaging Government: A CRS Guide for Working for Social Change*, p.19.

10. Catholic Relief Services, 2017. *The Ties That Bind: Building Social Cohesion in Divided Communities*, Training Guide. Available at https://www.crs.org/sites/default/files/tools-research/crs_ties_rev-08-03-2017_web.pdf. For more discussion of the “social contract,” see also the discussion of “consensus” in USAID’s *Democracy, Human Rights and Governance Strategic Assessment Framework (2014: 9-12)*, available at https://www.usaid.gov/sites/default/files/documents/1866/Master_SAF_FINAL%20Fully%20Edited%209-28-15.pdf

11. CRS, 2008. *User’s Guide to Integral Human Development (IHD)*, Practical Guidance for CRS Staff and Partners, p.6.

12. Social capital can be thought of as the assets and resources that arise from human networks and associational life and that facilitate cooperation around shared goals. Social cohesion strengthening processes stitch together existing social capital to create a cohesive whole, and can also produce new forms of social capital. See also Anita Cloete, 2014, ‘Social cohesion and social capital: Possible implications for the common good’, *Verbum et Ecclesia* 35(3), Art. #1331, 6 pages. <http://dx.doi.org/10.4102/ve.v35i3.1331>:

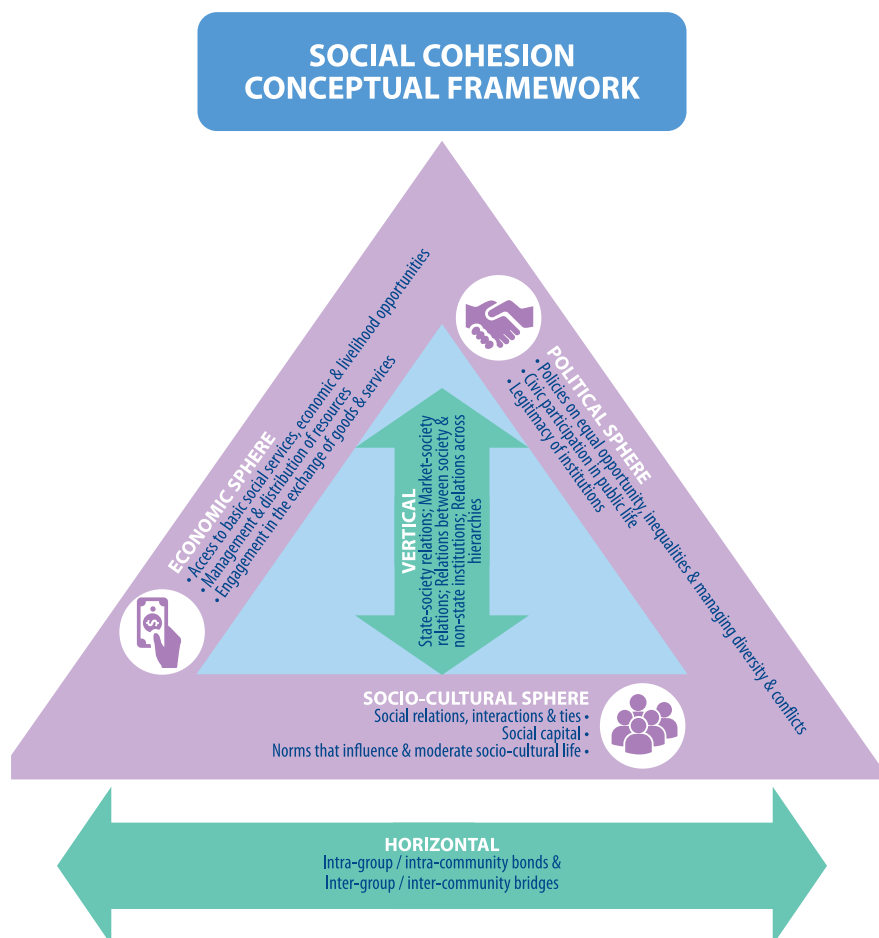
13. CRS, 2008.

- The economic sphere encompasses: equity in the sharing, distribution and management of resources (financial, natural and physical); and equal opportunity in the access of basic social services, economic and livelihood opportunities and advancement in life (upward social mobility). It also encompasses mutual self-help as well as the norms of the market concerned with fairness in access to markets and the exchange of goods and services, including the labor market.
- The political sphere concerns: the degree of confidence and trust in state institutions, inclusive civic engagement to influence decision-making processes affecting public life, and effectiveness of state institutions to ensure equal opportunity, reduce inequalities and divisions in society, and provide policy frameworks responsive to the needs of all citizens.

CRS recognizes that, while the principles, values and parameters of social cohesion are universal, social cohesion is shaped by a society’s preferences, history, culture, beliefs and values. Many local factors determine what holds a community or society together, and what causes divisions. Therefore, an analysis of context, the forces for and against social cohesion and the related conflict and power dynamics is a must for a more nuanced understanding before any social cohesion intervention.

The following conceptual framework captures the above characterization:

FIGURE 1: CRS’S SOCIAL COHESION CONCEPTUAL FRAMEWORK



2. Why is Social Cohesion Important?

For CRS, fostering social cohesion provides a pathway to advance the values of solidarity, commitment to the common good, and respect for the inherent dignity of all persons that are enshrined in Catholic Social Teaching.

Social, economic and political cleavages based on ethnicity, race, religion, class, gender, age and geography are ever present. Fueled by injustice, inequality, exclusion and poor governance, such divisions can result in violent conflict. Social cohesion interventions that address injustices, inequalities and exclusion contribute to promoting social justice.

Social cohesion: The intervening variable between social capital and violent conflict.

“Social cohesion is the key intervening variable between social capital and violent conflict, [and] the degree to which vertical...and horizontal...social capital intersect, the more likely a society will be cohesive and thus possess the inclusive mechanisms necessary for mediating / managing conflict before it turns violent....Weak social cohesion increases the risk of social disorganization, fragmentation and exclusion, potentially manifesting itself in violent conflict.”

Nat J. Colletta and Michelle L. Cullen, 2000. *The Nexus Between Violent Conflict, Social Capital and Social Cohesion: Case Studies from Cambodia and Rwanda, Social Capital Initiative, Working Paper No. 23, World Bank, September.*

On the horizontal plane, societies that cooperate across divides are more likely to enjoy the fruits of social cohesion such as personal security, stability and peace. Capacities for tolerance, respect and inclusiveness help communities reach consensus on thorny issues; operate on the basis of trust; foster enabling institutions; and develop rules that curb abuse of power, promote equitable economic growth and quality of life.¹⁴ For example, strong social bonds and bridges deter violent aggression, civil strife and war and may determine over time whether a country moves from low, to medium or to high-income status.¹⁵

14. UNDP, 2016. *In addition, cohesion across different social groups, including the most vulnerable, can be an antidote to the long-term effects of exclusion and discrimination that characteristically accompany unjust practices, systems and structures. See Huma Haider, 2011. "State-Society Relations and Citizenship in Situations of Conflict and Fragility." Topic Guide Supplement. Governance and Social Development Resource Centre. University of Birmingham, U.K., December 2011.*

15. Foa Roberto, *The Economic Rationale for Social Cohesion – The Cross-Country Evidence.* <https://www.oecd.org/development/pgd/46908575.pdf> Evidence suggests that even small increments in strengthened social cohesion produce substantive economic gains.

It is critical to understand the vertical dimension of social cohesion as it relates to governance, service delivery, and state capacity because governance failures constitute key drivers of extremism and terrorism.¹⁶ Vertical social cohesion can be thought of as the thin edge connecting two sides of a coin: peace, and social justice.¹⁷ Each of these is necessary for societies to thrive socially, economically and politically. Vertical social cohesion links citizens to their state and builds constructive relationships between rights holders and duty bearers. The connectivity is essential for a healthy social contract.

In sum, strong horizontal and vertical connectivity contribute to just and lasting relationships across demographics and between citizens and citizen groups and the state. Socially cohesive communities and societies are better positioned to prevent, manage, mitigate and transform violent conflict.

3. How does CRS Strengthen Social Cohesion?

CRS' conceptual framework in Diagram 1, above, illustrates the “what” and the “where” of social cohesion; however, it does not fully address the “how.” Filling this gap is CRS' signature methodology for building social cohesion, the **3Bs (binding, bonding and bridging)** as described below and depicted in Figure 2; Boxes A and B provide examples of the 3Bs in action in different contexts.

- **Binding** encourages personal reflection to explore and break down stereotypes and prejudices, builds awareness of and respect for the “other” and differences, helps individuals gain skills to address conflict in healthy ways and encourages introspection to understand one’s deep emotions and how to constructively deal with them including coping with stress and trauma. Individuals also discover and appreciate their role in building socially cohesive societies.
- **Bonding** strengthens and rebuilds relations within a community or group whose members are brought together by similar characteristics or identities, preparing them for substantive engagement with the “other.” In the relative safety of their own community or group, they work through their commonalities and differences, diverse understandings and opinions, and alternative visions of the future. Bonding helps single communities / groups aggregate their concerns, needs and priorities, making it easier for them to voice them during engagements with the “other.”
- **Bridging** brings together two or more communities or groups with different characteristics and identities that are experiencing conflict to address issues of mutual concern and to interact purposefully for mutual benefit in a safe space. Inter-group dialogue, an important element of bridging, shifts the focus away from the groups to the causes of conflict so that they become concrete and resolvable. Bridging builds trust,

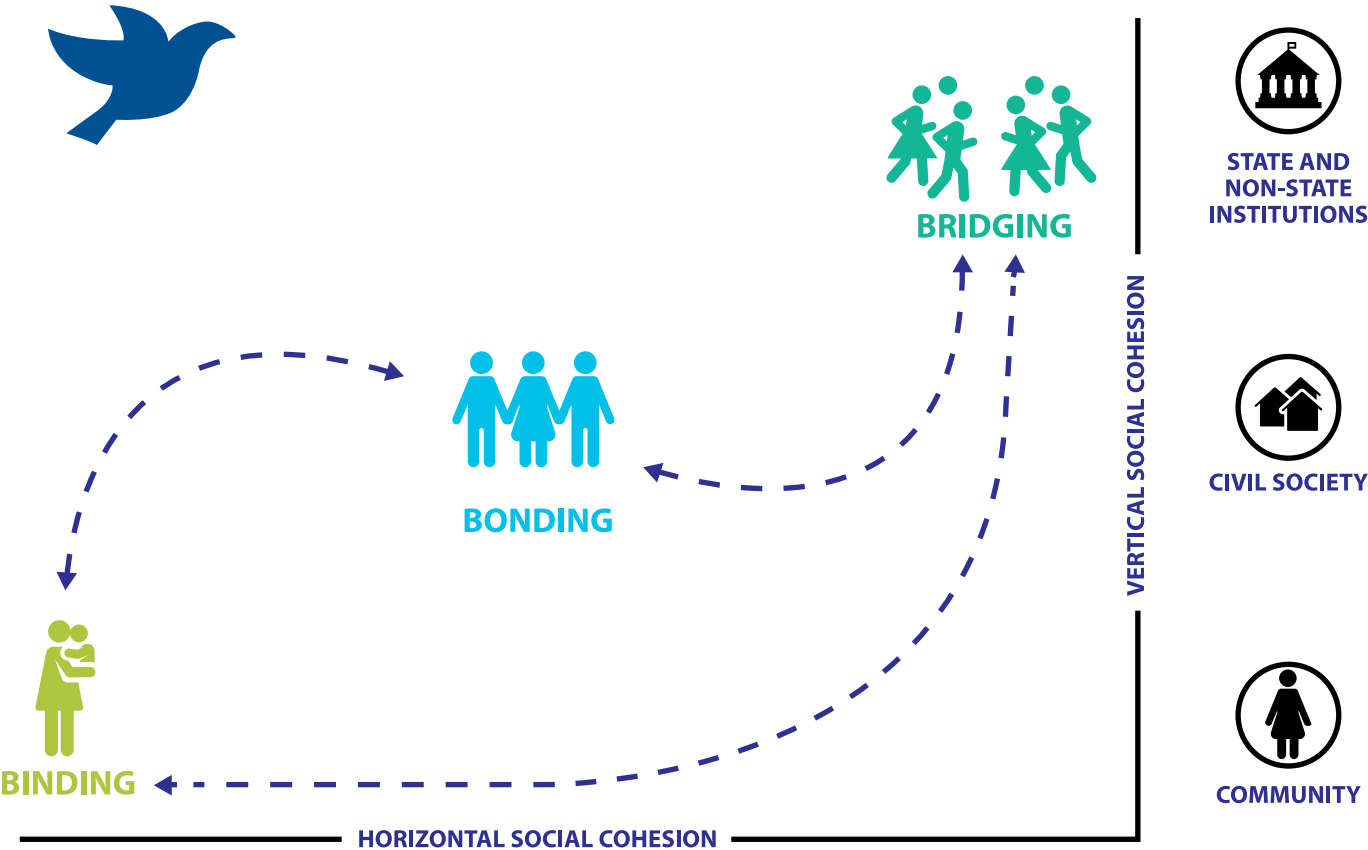
16. Ernstorfer, Anita and Michelle Garred, “Research of Preventing/Countering Violent Extremism (P/CVE).” Final Report for CRS, March 1, 2018

17. For an explanation of how state-society relations influence intergroup relations, and vice versa, see Haider, 2011.

creating platforms for collective action that can enable divided communities to focus on advancing a shared agenda. The groups may come to a mutual understanding of their history; jointly analyze issues and violent conflict; generate collective information; resolve a conflict incident; build a common vision and achieve it through connector activities.

On the vertical axis, groups build linkages with state and non-state institutions – e.g., the market, cultural/traditional, religious, civil society groupings, NGOs, etc.— with a double aim of strengthening social relations and reducing inequalities, exclusion and divisions in an environment of equal opportunity for all. Bridged communities or groups combine resources and amplify their voice around aggregated demands and engage with institutions to address social injustices embedded in systems and structures that undermine the building of socially cohesive societies.

FIGURE 2: THE 3BS AS A CENTRAL COMPONENT OF CRS’S PATHWAY TO PEACE



The 3Bs methodology is supported by a growing body of evidence. “Building a common identity involves the construction of a common vision for the future, while at the same time, respecting the uniqueness of each sub-group....This practice of working at both an inter and intra-group level and of paying attention to the needs of each individual group separately, is now recognized as being particularly important in the field of peace-interventions.”¹⁸

BOX A

Applying the 3Bs – Binding, Bonding, Bridging – to Land Conflict in Mindanao (A3B for Land)

This 3-year, \$1.05 million project funded by the United States Agency for International Development’s Office of Conflict Management and Mitigation (USAID/CMM) aimed to generate viable alternative solutions to land conflicts through a people-to-people approach in 20 villages in four municipalities in Central Mindanao. Using a 3Bs approach, this project resulted in the peaceful resolution of 35 land conflicts, without recourse to the court system.

- **Binding:** Nearly 150 Muslim, Christian, and indigenous traditional and religious leaders went through their own binding processes to be equipped to act as community peace facilitators.
- **Bonding:** These leaders then opened safe spaces for binding and bonding within their respective groups.
- **Bridging:** The project led to the completion of 18 community-based reconciliation projects benefitting over 21,000 people, engaging nearly 6,500 people over the course of 3B activities. The traditional and religious leaders also went on to establish 4 municipal interfaith networks involving 34 municipal agencies and 14 provincial government offices. These networks served to strengthen cohesion between identity groups, provided a platform for discussing and resolving land-related issues at the community level, and generated 16 local policy solutions.

The final evaluation indicated that the project had increased self-awareness, willingness to be non-judgmental and non-biased, tolerance, and respect and trust of others, including municipal government. It also generated behavior changes, with people reporting increased contact across identity lines.

To address stereotypes, bridging requires purposeful intergroup contact.¹⁹ Positive impacts from bridging reduce intergroup anxiety, threat perception, and social distance, and reinforce skills and confidence to engage the “Other.”²⁰

18. United Nations Development Programme. *Predicting Peace: The Social Cohesion and Reconciliation Index as a Tool for Conflict Transformation*. 2015: 70.

19. UNDP, 2015: 68. See also U.S. Agency for International Development, *Theories and Indicators of Change: Concepts and Primers for Conflict Management and Mitigation*. 2013: 39-40.

20. UNDP, 2015: 72-86.

The inclusion of the binding component is increasingly recognized as an important complement to the 3Bs. A 2016-18 study conducted by Palo Alto University in Central African Republic, a high-conflict, low-resource environment with limited mental health infrastructure, found that when people attended trauma awareness and peace education workshops, their anxiety, depression and PTSD [Post-Traumatic Stress Disorder] levels decreased. Researchers concluded that such interventions improve conditions for peacebuilding because they potentially “disrupt intergenerational transmission of trauma and conflict.”²¹

BOX B

Secured, Empowered, Connected Communities (SECC). USAID’s Complex Crisis Fund supported the ability of communities in Central African Republic to maintain and promote social cohesion and address inter-religious and intra-community conflicts. By combining the 3Bs with the 4Ds of Appreciative Inquiry (Discovery, Dream, Design, Deliver), the SECC project trained over 2,000 faith and community leaders in 20 communities and in the capital of Bangui and established 18 Community Social Cohesion Committees (CSCC).

The final evaluation found a positive increase in the perception of conviviality between neighbours, understanding between communities and different leaders, mutual intragroup trust, and personal and community protection. Risks of intra- and inter-group conflict were also found to have decreased and, in some cases, previously hostile groups were able to approach reconciliation.

- In Kabo, Muslims and Christians joined forces to establish a mixed herder-farmer committee comprising Fulani (Muslim) herdsman, and sedentary non-Muslims. Following this, the Kabo CSCC reported a sharp reduction in inter-group disputes, none of which have been violent.
- In Bouar, faith leaders formed an Inter-Religious Platform (IRP) that was reported to have acted on many disputes before they turned violent, to have enlisted young people from their respective faith communities to advocate for and participate in inclusive community social activities, and to have led efforts to repatriate Internally Displaced Persons (IDPs) and refugees back to their homes.
- In one area of Bangui where the majority Christian “Anti-Balaka” militia had desecrated the mosque and terrorized local Muslims, a former Anti-Balaka in the neighborhood had a change of heart after participating in the 3Bs/4Ds social cohesion sessions. He sought and received pardon from the local Imam, enlisted his comrades to begin rebuilding the mosque, and worked together to restore a sense of harmony and neighborhood security.

The above understanding of social cohesion and CRS’ 3Bs approach are useful in setting a foundation for those intending to utilize the Barometer detailed in the subsequent pages.

21. Froming, William. “Operational Research Report: Mental Health Intervention of Trauma, Depression, and Anxiety and Promoting Peace in the Central African Republic.” Palo Alto University and CRS, November 2018.





Section II. The mini-Social Cohesion Barometer (the Barometer)

1. OVERVIEW

CRS' mini-Social Cohesion Barometer (the Barometer) is an innovative tool that gauges opinions on the level of social cohesion in a defined area using 18 indicators that fall under socio-cultural, economic and political spheres. The defined area could be a country, sub-region, district, community or any other designated scope.

The Barometer is principally designed for use in a workshop setting with a small number of participants—compared to other barometer tools that measure social cohesion at national

levels²². In workshops it serves to stimulate debate on critical issues and to motivate participants to reach a shared, contextualized vision of social cohesion. Those who have used and experienced it acknowledge that it spurs deep reflection and rich discussion, and fosters commitment to positive transformation at personal, inter-personal, intra-group and inter-group levels.

In workshops it can be administered in intra- and inter-group settings to:

- Gauge perceptions of the level of social cohesion in a designated area or population;
- Generate critical discussions and dialogue about perceived levels of social cohesion; and
- Mobilize commitment and action toward a desired state—the participants’ vision of a cohesive society.²³

1.1 The barometer and its links to CRS’ 3Bs/4Ds social cohesion methodology

While the Barometer was initially conceived as one of the many tools that operationalize CRS’ 3Bs/4Ds social cohesion methodology detailed in “The Ties that Bind,”²⁴ the guidance below offers greater step-by-step guidance on use of the tool in emergency relief, resilience, and development programs encompassing agriculture, livelihoods, WASH and other activities. A brief explanation of the 3Bs/4Ds is included here to enable understanding of the main methodology that informs the Barometer.

22. See Box A: How are others assessing and measuring social cohesion? in the Understanding Social Cohesion section of this publication. As noted in the Introduction, the Barometer has been applied successfully outside of the workshop context, and can be adapted for other purposes and settings.

23. “Like dwarfs on the shoulders of giants,” CRS benefited from the existing wealth of research resources and conceptual frameworks in designing this tool (see its origins and theoretical foundations in Appendix II). Staff and beneficiaries appreciated its practicality during field-tests in Burundi, Cameroon, Central African Republic (CAR), Liberia, Togo and Nigeria. This experience convinced CRS to produce a standalone tool in the form of this Guide.

24. Catholic Relief Services, 2017. *The Ties That Bind: Building Social Cohesion in Divided Communities, Training Guide*. Available at https://www.crs.org/sites/default/files/tools-research/crs_ties_rev-08-03-2017_web.pdf.

The 3Bs/4Ds is an adaptation of CRS' 3Bs social cohesion approach (explained earlier in Section I, Understanding Social Cohesion). The 3Bs/4Ds combines the 3Bs (Binding, Bonding and Bridging) with the 4Ds of Appreciative Inquiry¹:

- The first “D” refers to *discovery* through an appreciative view of self and the ‘other’.
- The second “D” denotes *dreaming* to envision a shared harmonious future.
- The third “D” refers to *designing* an innovative mutually beneficial project together; and
- The fourth “D” represents *delivering* the project by transforming communities through joint action.

Underpinning the 3Bs/4Ds methodology is the principle that human relations prosper where there is a positive view of humanity. This lens, which emphasizes the dignity, value and agency of all persons, is illustrated in Table 1.

TABLE 1: AN INTEGRATED 3BS/4DS MATRIX

		APPRECIATIVE INQUIRY 4Ds				Deliver by engaging in action
		Discover through an appreciative view	Dream for an appreciative vision	Design through appreciation of building together		
				Unfavourable	Favourable	
The 3 Bs	Binding	What do I have that is positive?	What is my dream for a more socially cohesion society / country?	What can I do to improve myself toward achieving greater social cohesion?	On which personal qualities can I build to achieve social cohesion?	What can I do?
	Bonding	What positive qualities does my group possess?	What is the dream of our group for our society / country?	What does my group need to improve?	On what intra-group traits can we build social cohesion?	What can my identity group do?
	Bridging	What positive qualities do others have?	What dream can we all share for peace and harmony in our society / country?	What should we improve in our inter-group relations?	What inter-group qualities can we build on to construct a better, more harmonious future?	What activities can we engage in together for strengthened social cohesion?
What positive qualities do we have in common?						

25. CRS, 2005. *The Partnership Toolbox: A Facilitator’s Guide to Partnership Dialogue*, Program Quality and Support Department. https://www.fsnnetwork.org/sites/default/files/partnership_toolbox.pdf

It is during 3Bs/4Ds workshops that the Barometer is typically administered to participants to gauge their perceptions of the level of social cohesion in their society to gain awareness of the gap between the present reality and their dream of social cohesion and to identify actions to bridge this gap.

2. ADMINISTERING THE MINI-SOCIAL COHESION BAROMETER

When to use the Barometer

Depending on your purpose, the Barometer can be administered:

- **Pre-Intervention.** The Barometer may be applied before or at project start up to inform a proposal or to establish a baseline at project launch.
- **Bonding and Bridging.** During 3Bs bonding and bridging, administering the Barometer helps both single- and multiple-identity groups gauge perceptions of cohesiveness and pinpoint strengths and strengths within the spheres and dimensions of social cohesion so that groups can identify and address issues harmful to their relationships.
- **Post-Intervention.** When a project ends, or even at midpoint, the Barometer can be re-administered to the same group or population. End results can be compared to baselines and midlines to gauge changes in perceptions, to illustrate trends, to suggest project modifications and follow-on activities, and to inform learning.

Applying the Barometer in Social Cohesion Workshops

The recommended number of participants to whom the Barometer can be administered in a workshop is 20 to 30 (see Tip No.1 on selection of participants). The Barometer can be administered in both intra-group and inter-group settings as follows:

- Where the Barometer is used to contribute to processes of intra-group bonding, participants should be carefully selected to represent the diversity encompassed in that group. No one group is homogeneous, even when a group is brought together by similar identity, characteristics or interests.
- For purposes of promoting inter-group bridging, there should be an equal number of participants representing the two or more groups experiencing a conflict / disagreement / misunderstanding and have committed to undertaking the bridging process. In other cases, it may be better to determine representation proportionate to census figures.



Staff should select participants in consultation with local contacts to ensure an optimal, representative mix of participants including marginalized groups. Caution should be exercised to avoid selection bias such as restricting voice to the elders or community elites, whose views may be at odds with the wider community, and whose opinions could skew results. In such instances, the Barometer results will be compromised and could do harm by encouraging a false perception of cohesion. A conflict assessment that deepens understanding of the local context can bring additional, valuable perspectives to understanding social cohesion (see Tip No. 2).

The process of administering the Barometer should be supported by at least two facilitators who, preferably, have undertaken training in the social cohesion methodology briefly explained above.

How to use the Barometer



Tip No. 2: To ensure a solid grasp of a conflict context and to enhance confidence in Barometer results, facilitators and organizers can conduct a preliminary rapid conflict assessment/analysis involving consultations and a desk review. CRS' "Basic Guide for Busy Practitioners"²⁶ offers a ready-made tool for such circumstances. Existing conflict assessments 6-12 months old may also prove relevant, but in rapidly changing contexts, analyses will need to be updated. Conflict assessments are particularly useful to clarify grievances, to identify root and proximate causes of conflict, and key actors and drivers. These elements inform the configuration and sequencing of group bonding and bridging exercises. These preparations also help ensure conflict-sensitivity and Do No Harm, including modelling inclusion, equity, and fairness in how participants are selected and involved.

The process of administering the Barometer in workshop settings involves five steps:

- **Step 1:** Developing a shared vision of social cohesion.
- **Step 2:** Administering social cohesion assessment grid.
- **Step 3:** Aggregating the data and analyzing perceptions of social cohesion.
- **Step 4:** Identifying actions to achieve a cohesive society.
- **Step 5:** Building consensus on the way forward.

26. Catholic Relief Services, 2017. *Peacebuilding, Governance, Gender, Protection and Youth Assessments: A Basic Guide for Busy Practitioners, Third Edition* – April 2017. Available at https://www.crs.org/sites/default/files/tools-research/pggpy_third_edition_final_web.pdf

2.1. Step 1 - Developing a shared vision of social cohesion

Rationale for the process

Participants start by developing a shared operational vision that captures the nuances of their local context. Participants visualize the characteristics and qualities of an ideal community, society or polity they wish to build. This exercise encompasses the Discover and Dream steps of the 4Ds.²⁷ While this process may seem utopian, a premise of the 3Bs/4Ds is that we will be unable to transform our current reality without imagining new possibilities or without creating space for hope.

The session must be participatory to allow participants to own the vision and to bring out contextual nuances in their environments. The shared vision of social cohesion becomes a goal to strive for and achieve. The distance between this goal and the Barometer results generated in Steps 2 and 3 defines the gap between the ideal and the real.

Expected result: Participants develop and adopt a shared contextualized vision of social cohesion for their community, society or polity.

The process of developing a shared vision of social cohesion

Total Time: 1 hour and 30 minutes

Inspiring a vision of social cohesion (5 minutes)

Inform participants that they will begin by developing a shared, contextualized vision of social cohesion. To inspire them and to broaden their thinking about social cohesion, briefly present CRS' understanding of social cohesion (definition) and its 3 key features (horizontal and vertical dimensionality, right relationships and the 3 spheres—socio-cultural, economic and political) based on the text provided under “Understanding of Social Cohesion.” Use Diagram 1: Social Cohesion Visual Framework to enrich your presentation. Respond to any questions or points of clarification that may emerge from this presentation. Mention that you hope that they have drawn inspiration for their own contextualized vision from this presentation and prepare them to start the individual dreaming process.

Imagining social cohesion (10 minutes)

Divide participants into groups of at least 6 people. Inform them that they are going to participate in a dreaming exercise. Ask each participant to sit comfortably, relax and close their eyes. Inform them that they are in a safe space and they should not worry about having their eyes closed. Lead them through a breathing exercise—slowly breathing in and out to enable them to relax and clear their minds. Let them breathe in and out 3 to 4 times. With their



²⁷ Council of Europe, 2005.

eyes closed, ask them to envision a cohesive society. Guide their dreaming with the following prompts for about 3 minutes:

- Envision a cohesive society. What do you see in your dream?
- In this dream, what does social cohesion look like in real terms?
- What images do you see?

Ask them to open their eyes. Take 5 minutes to facilitate the next steps.

In their small groups, ask participants to take turns sharing their individual dream(s) of social cohesion. Ask them to describe the images they saw in their dreams and their imaginations of a socially cohesive world. When they have all taken turns and noted the features of their respective dreams, invite each small group to agree on the most striking features they have shared. Then invite each small group to share the key features of their dreams with the larger group. Facilitate a brief discussion on the dreams presented.

Using individual dreams to build a vision of the small group (40 minutes)

Building on the previous exercise, ask each small group member to choose a term (word) that for them expresses the ideal of social cohesion. Individuals may write their term (word) on a post-it note or piece of paper. Invite the members of each small group to combine their terms and construct a sentence (vision) that describes social cohesion as it has been conceived by the small group. Each small group writes its vision on a piece of paper. As they do this, remind them to reflect on the earlier presentation regarding CRS' understanding of social cohesion. Take about 10 minutes.

After each small group has drafted their sentence (vision), ask them to write it down clearly on a piece of paper. Ask them to agree on a creative presentation of their vision—it could be a song, poem, skit, statue, or drawing. When they are ready, invite each small group to present their vision to other small groups, reading it out and presenting their creative pieces. In turn, each small group listens to presentations by the other groups focusing on their characterization of social cohesion (30 minutes). Allow for questions and answers so that all participants engage with the visions of other small groups. Appreciate the visions and creativity!

Drafting a combined, shared vision of the whole group and adopting it (35 minutes)

Collect the pieces of paper with visions of each group. Ask each small group to delegate a representative to be part of a team that, under the facilitator's supervision, combines the **d**ifferent visions into a first draft of the whole group's shared vision. The team takes a few minutes to produce a draft of the shared vision (15 minutes).

Project the draft shared vision in plenary. Invite participants to amend it and adopt a vision that is unanimously approved and accepted (10 minutes). This becomes the operational shared vision for the participants. Celebrate this shared vision!

Below are two examples of group visions developed in Training of Trainers (ToT) workshops in Liberia and The Gambia (Boxes C1 and C2).

BOX C1

Participants' Vision of Social Cohesion

“Liberia is reconciled, peaceful, united and resilient with citizens of all identities respecting and loving one another, and living in solidarity, prosperity, and development.”

Source: 3Bs/4Ds ToT Workshop (August 2017, Monrovia, Liberia)

BOX C2

Participants' Vision of Social Cohesion

“A peaceful and united Gambia working in solidarity with all religions, and ethnic groups, in a developed, just and equitable society, embodying the values of accountability and transparency nurtured by responsible leadership and citizenry.”

Source: Workshop with members of The Gambia National Assembly, September 2018

Give an opportunity to a few participants to reflect on the dreaming exercise and share any emerging insights or learnings (10 minutes).

Inform participants that they will be reflecting on this shared vision later in section 2.4.

2.2. Step 2 – Administering the social cohesion assessment grid

Rationale for the process

Social cohesion is an attribute of a group or society.²⁸ However, data collected at the individual level can be aggregated to describe social cohesion at a group level. The social cohesion assessment grid performs this function. It is administered to individual participants and, in a later step, individual data is aggregated to paint a picture that depicts a group’s perception of social cohesion.

The assessment grid (see Table 2) reflects CRS’ understanding of social cohesion (see “Understanding Social Cohesion”). It comprises 18 indicators – 6 each for the socio-cultural, economic and political spheres of social cohesion. These indicators also shed light on attitudes and behaviors regarding the horizontal and vertical cohesiveness of a given social unit.

28. Human Sciences Researches Council, 2011. *Towards a Social Cohesion Barometer for South Africa, Research Paper*, by Jarè Struwig, Yul Derek Davids, Benjamin Roberts, Moses Sithole Virginia Tilley, Gina Weir-Smith and Tholang Mokhele, University of the Western Cape, p.4, 8, 13, 16 & 17. Also at www.hsrcpress.ac.za



The 18 indicators were selected by cross-referencing three “positive approaches” to social cohesion, namely social capital, quality of life and access to rights. These are highlighted in Appendix II. Additional rationale for indicator selection may be found in Appendix IV. Importantly, the indicators permit a snapshot of participants’ perceptions of social cohesion in their social unit - ethnic group, neighborhood, town, district or country – at a point in time. This timebound snapshot should not be taken as representing the views of a wider population.

The grid proposed in Table 5 may be contextualized. Although the three spheres are widely relevant to most contexts, the appropriateness of each indicator will vary according to local context. Before participants complete the grid, allow them to reflect on the indicators and their appropriateness to their context. Participants may suggest modifications in language²⁹ (see guidance below), and upon reaching consensus on an acceptable version, the grid is distributed to participants to be completed individually. Participants consider each indicator and choose the response that best describes their opinion of the indicator on a five-point scale:³⁰

- **Strongly disagree** to reflect total disagreement with the indicator
- **Disagree** to reflect qualified disagreement with the indicator
- **Neither disagree nor agree** when one is undecided (neutral)
- **Agree** to reflect qualified agreement with the indicator
- **Strongly agree** to reflect total agreement with the indicator

29. CRS users of the Barometer are advised to share their experiences with these indicators. Please contact the Africa Justice and Peacebuilding Working (AJPWG) Team Leader or the Senior Technical Advisor for Justice and Peacebuilding with information on indicators that were tweaked / modified and those that were retained as is to enable the developers of the Barometer to get a sense of their utility on the ground.

30. Facilitators may wish to replace “disagree” or “agree” etc. with “not at all,” “very little,” “good,” “very good” and “I don’t know.” Experience with the Barometer in Africa shows that some participants are uncomfortable expressing disagreement directly, and therefore might not indicate their true preference.

TABLE 2: THE ASSESSMENT GRID OF THE MINI-SOCIAL COHESION BAROMETER

INSTRUCTIONS: Check the box that best represents your opinion. Do not include your name on this form.

Indicators presented as an assessment statement	Strongly disagree ³¹	Disagree	Neither disagree nor agree	Agree	Strongly agree
S1- I have strong social ties across diverse groups in my community.					
S2- Members of my community trust each other regardless of identity differences (e.g. ethnicity, religion, culture, race, political affiliation, gender, age, etc.).					
S3- Everyone is treated with dignity regardless of who they are.					
S4- People belonging to different identity groups (e.g. ethnicity, religion, culture, race, political affiliation, gender, age, etc.) accept and tolerate each other.					
S5- There are formal and informal opportunities in my community where people belonging to different identity groups connect and interact.					
S6- My community has the capacity to peacefully manage social problems.					
E1- I am satisfied with my family’s existing living conditions, compared to other community members.					
E2- People in my community help one another in times of need.					
E3- Public resources are managed fairly for the benefit of all people.					
E4- People have equal access to livelihood and employment opportunities regardless of who they are.					
E5- People enjoy equal opportunity in accessing basic services of a reasonable quality (e.g. health and education) regardless of who they are.					
E6- Goods and services are exchanged in a fair environment.					
P1- I actively participate in community initiatives to address issues of common concern to all.					
P2- All people in my community are treated fairly by public officials.					
P3- We share the same civic values as citizens of the same country regardless of which identity groups we belong to.					
P4- Everyone has an opportunity to participate in political processes without fear.					
P5- People are listened to and their concerns and ideas considered by government structures and institutions.					
P6- People have confidence and trust in public and government institutions and structures at national and local levels.					
P6- People have confidence and trust in public and government institutions and structures at national and local levels.					

For coding purposes: S – socio-cultural sphere; E – economic sphere; and P – political sphere.

31. Per the previous footnote, sensitivity to cultural norms is important, and depending on the context, facilitators may replace these designations with “not at all,” etc.

Expected result: Participants' individual opinions on the 18 indicator statements that make up the social cohesion assessment grid.

The process of administering the social cohesion assessment grid

Total Time: Between 48 – 60 minutes



This process is estimated to take 48 minutes in a workshop setting where participants' literacy levels allow for self-administering of the grid. Where conditions demand (e.g. when administering the assessment grid to participants with limited literacy skills), plan for more time as suggested below.

Explaining what the mini-Social Cohesion Barometer is and what this step in its development entails (5 minutes)

Explain that CRS' mini-Social Cohesion Barometer is a tool that gauges opinions on the level of social cohesion in a defined area using 18 indicators falling under the socio-cultural, economic and political spheres. The defined area could be a country, region, district, community, ethnic group, age set, etc.

Mention that the Barometer enables users to compare their reality to the dream / vision of social cohesion (e.g. the vision developed in the previous session), appreciate the distance between the two and inspires action to close this gap.

Remind participants of the three spheres of social cohesion they were introduced to earlier— socio-cultural, economic and political. Let them know that the social cohesion assessment grid, which they will be completing in this session as part of producing the barometer, covers these three spheres.

Understanding the indicators/assessment statements and contextualizing (20 minutes)

Divide participants into small groups of 4 to 6 people depending on the total number of participants. Distribute the social cohesion assessment grid in Table 2 to each small group. Ask each group to reflect on the indicators / assessment statements, consider their appropriateness to context and propose minor revisions where they deem it necessary (8 minutes). Emphasize that the purpose is not to come up with more indicators or to overhaul what exists but to review the proposed 18 in consideration of their context and the vision of social cohesion they developed earlier (see Tip No. 3 for further clarification). Give an opportunity to each small group to share their proposed revisions, if any, and justifications for them and gauge acceptance of the suggested changes through a brief plenary discussion (7 minutes). Consider the suggestions and revise the grid where necessary. Print the social cohesion assessment grid, making enough copies—one for each participant (5 minutes).



The assessment grid may not be appropriate in its generic format in all contexts. Modifications of indicators may be necessary to capture the complexity, diversity and nuances of various settings. Indicators that meaningfully assess social cohesion require considerable thought about factors that contribute to or detract from social cohesiveness. Minor reformulations and tweaks can ensure language that is appropriate for a specific context.³² A conflict assessment, as discussed previously, would yield relevant information for use in deciding contextually appropriate language.

Administering the social cohesion assessment grid (15 minutes)

Distribute a copy of the social cohesion assessment grid to each participant and ask each participant to fill it out individually. Use five minutes to explain the five-point Likert scale and make sure all understand how to fill out the grid. Mention that participants are free to choose any point on the scale that best expresses their opinion on the indicator. Explain that it is okay to disagree with any of the indicators. Disagreement simply expresses an opinion, and does not mean that the participant him/herself is disagreeable or uncooperative in any way.³³ Inform the group that this is not a quiz; rather it is a means to gauge the level of social cohesion in a defined social group, geographic area, or political/administrative jurisdiction. Give participants ten minutes to complete the grid. No names are required on the form. Collect the completed assessment grids from all participants.

Suggestions for administering the grid to participants with low literacy skills are described in Box D, E and F. Similarly, consider the ideas in Tip 4.



The assessment grid is at its best when self-administered—where participants on their own fill out the responses that best express their opinions / perceptions on the state of social cohesion. Where participants are unable to do so, e.g., because of limited literacy, facilitators should take care to put in place measures that ensure confidentiality, reliability of responses and Do No Harm before modifying the process.

Concepts like trust, freedom of expression, and legitimacy of leadership and institutions can be politically sensitive. Communities are never homogenous even when they belong to the same identity group. Methods that publicly expose participants' opinions on sensitive indicators may compromise confidentiality, raise ethical concerns and skew results. Facilitators are encouraged to give prudent and adequate thought to administering the survey so as to avoid causing or exacerbating tensions.

32. The Barometer has been utilized effectively for teambuilding within CRS units and between CRS and partners. In these instances facilitators modified the indicators to fit the circumstances and context.

33. Again, facilitators are advised to use designations that are culturally appropriate.

To ensure better understanding of the assessment scale, the following smiley faces could be used to accompany explanation of the scale in whatever process is chosen, either as explained in Box E or Box F.

BOX D

Modifications for administering the grid to participants with limited literacy skills

In cases where participants are unable to read and write (low literacy levels or none), the process should be modified. Once this decision is taken, a uniform process should be used for all participants regardless of literacy. Note that the suggested options will require additional time and must be factored into the planning and agenda. Adequate preparations are also required beforehand including translation of the assessment grid into a local language, pre-testing the translated assessment grid, identifying and preparing local language speakers to assist in administering the assessment grid and others as specified for each of the suggested processes—the face-to-face interviews format as suggested in Box E or the secret ballot voting process as suggested in Box F.

THE SMILEY FACES ASSESSMENT SCALE

Strongly disagree to reflect total disagreement with the indicator



Strongly disagree

to reflect total disagreement with the indicator



Disagree

to reflect qualified disagreement with the indicator



Neither disagree nor agree

when one is undecided (neutral)



Agree

to reflect qualified agreement with the indicator



Strongly agree

to reflect total agreement with the indicator

BOX E

Administering the assessment grid to participants with low literacy skills through face-to-face interviews

The social cohesion assessment grid should be administered as a structured interview seeking responses on a fixed set of pre-determined indicator / assessment statements. Fifteen minutes are estimated per participant. The more local language speaking interviewers available, the less time needed. Thirty participants and four local language speaking interviewers requires approximately one hour and 50 minutes.

Step 1:

Preparation: Background work includes translating the assessment grid into the appropriate language without distorting the meaning of the indicator statements. It is always helpful to pre-test and revise the translated version. If the interviewer does not know the relevant language, persons with local language skills should be identified early to assist in administering the assessment grid. Ensure that all interviewers have adequate training to arrive at a common understanding of each indicator.

Step 2: The seven-step process:

Choose a comfortable place to conduct the interview where the participant will feel safe and out of earshot from other people. A participant's responses can be affected if other individuals are present during the interview, especially when providing responses to sensitive assessment statements.

Begin by introducing yourself and explaining clearly the purpose of the interview. Help the participant to settle and build rapport for the interview, remaining friendly and courteous. Make the participant feel at ease right from the start.

Explain the process / procedure to complete the assessment grid. Explain how the information will be used and how long the interview is estimated to take.

Inform the participant that the information they will provide will be anonymous. Assure them of confidentiality, and check with them to confirm their understanding of the purpose and how the information will be used. Inform the participant of their right to withdraw from the interview at any time.

When the participant has provided informed consent, proceed to state the first indicator statement. Read out the indicator statement clearly, as worded. Present the options to choose from as per the Likert scale and explain each smiley face. Make sure the participant understands the scale (faces) and the indicator statement. Repeat the indicator statement and Likert scale as needed. When the participant has settled on an option that best represents his/her perception on the social cohesion indicator statement, put a tick in the corresponding box. Confirm, once again, the response you have ticked with the participant.

Move to the next indicator statement and follow the same process until responses have been given. Do not assess the participant's choice at any one time or influence their response. Respect their response.

Answer any questions the participant may have. End by thanking the participant for their time and for proving their perspectives on the indicators. Continue to the next steps of tallying and inputting into the Excel spread sheet. Inputting data may begin upon conclusion of the first interview.



BOX F

Administering the assessment grid to participants with low literacy skills through secret ballot voting

With 30 participants, plan this exercise to last for 1 hour and 30 minutes.

Step 1: Preparation:

Translate the Social Cohesion Assessment Grid into the relevant local language and pre-test it to ensure accuracy without distorting the meaning of indicator statements.

Prepare a voting place that will ensure privacy / confidentiality.

Collect x stones corresponding to the number of participants (a stone for each participant).

Prepare five voting boxes corresponding to the assessment grid scale: Strongly disagree, disagree, Neither disagree nor agree, Agree or Strongly agree. Note: Each voting box should have a picture representing the different smiley faces as indicated above.

Introduce participants to the assessment grid and to the voting process prior to the voting, including a clear explanation of the assessment scale and what the faces represent:

Present the assessment grid using local language (If you are not a local language speaker, get a local co-facilitator who speaks the language who will lead the exercise).

Present the voting boxes and explain each smiley face.

Line up the voting boxes such that they are easily identifiable.

Practically demonstrate how the voting will be done— showing that when a sentence / an indicator is read, each participant will walk to the voting boxes (taking turns) which will be cut off from the view of other participants and he or she will place one stone in the box of his/her choice.

Close the voting space with a cloth provided for this purpose to guarantee the secrecy of the vote and call the attention of the participants that the voting is going to begin.

Step 2: The Seven-Step Process:

A facilitator will be standing at the entrance of the secret voting space with a separate box containing the stones.

Another facilitator (local language speaker) will read the pre-translated sentence / indicator.

Participants will queue as in other voting processes and one after another will take the stone, go behind the cloth and put it in the box which represents their choice.

After each sentence / indicator is read and all participants have voted, stones are counted, and the number entered in the corresponding row in the Excel spreadsheet.

The process will continue until all participants have voted on all the statements / indicators.

Tally the results as they occur and enter them into the Excel spreadsheet to generate the Bar Chart.

Thank the participants for participating in the voting and continue to the next steps.

2.3 Step 3 - Aggregating the data and analyzing perceptions of social cohesion

Rationale for the process

As mentioned in section 2.2, facilitators need to aggregate data from individual assessments to arrive at a group perception of social cohesion.

Expected result: Aggregated assessment of social cohesion at the group level derived from individual participants' perceptions.

The process of aggregating data and analyzing results

Total time: 60 minutes

Entering the individual data into an Excel spreadsheet and analyzing it (20 minutes)

Designate a facilitator to input individual results into an Excel spreadsheet designed for this purpose (see sample Excel spreadsheets in Appendix V). The coffee or tea break offers a propitious moment to input data:

- Codes S1-S6 are for indicators under the socio-cultural sphere;
- Codes E1-E6 are for indicators under the economic sphere; and
- Codes P1-P6 are for indicators under the political sphere.

Calculate the responses per indicator to establish frequencies for each of the choices on the scale. Generate three bar charts representing the three spheres. Each Excel table is directly attached to a chart.

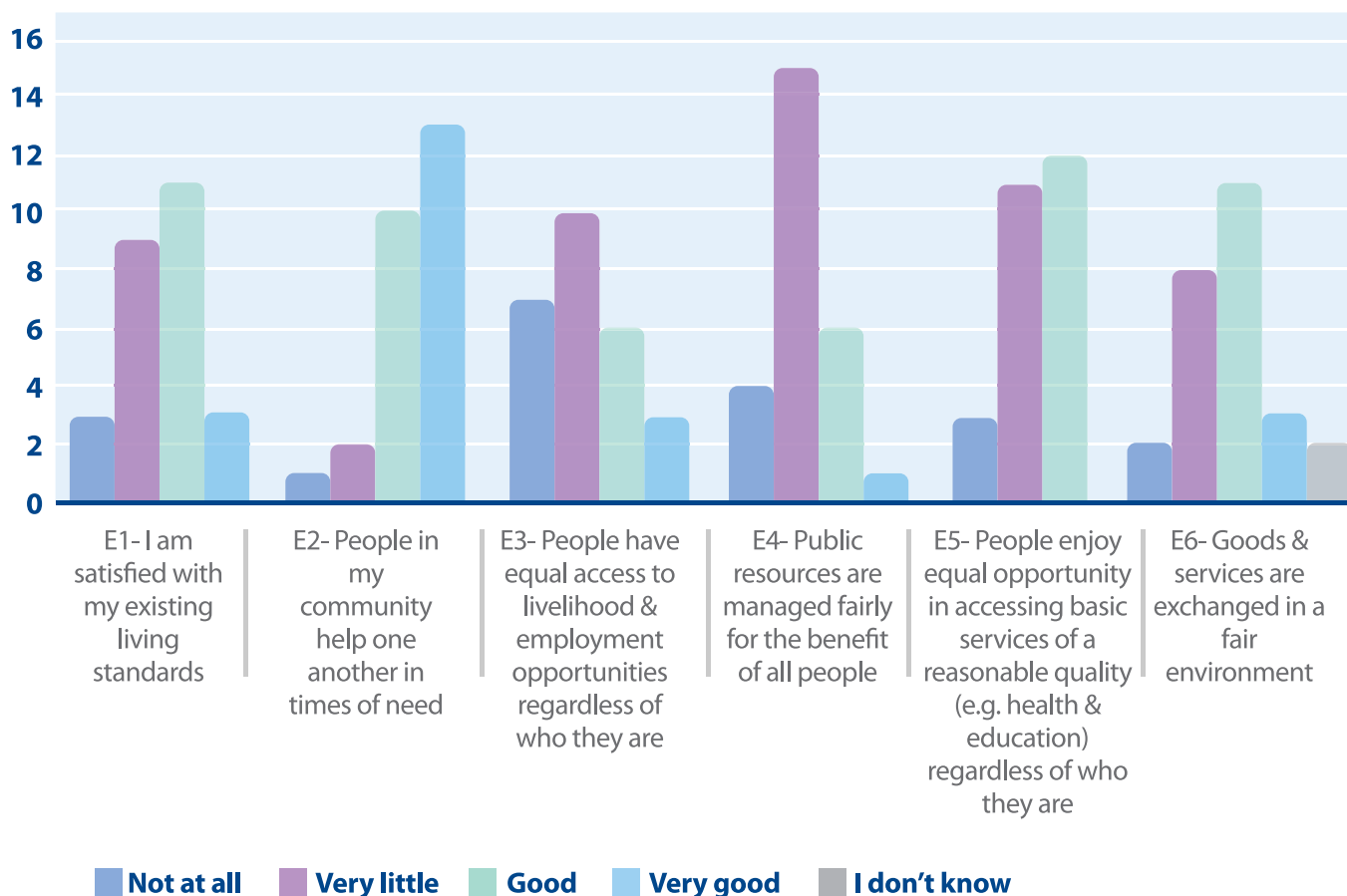
Another option is to involve participants in compiling data from individual assessment forms. After all individual assessment forms have been collected from participants, shuffle them and randomly give each table group an equal number of completed forms. Each table group compiles data based on the responses per indicator and establishes frequencies. Using the pre-designed excel spreadsheet, the facilitator combines all the data in plenary as each group reads out the data they have compiled. This will automatically generate charts for each social cohesion sphere. The facilitator then copies the generated charts and pastes them one by one into separate power point slides to come up with a presentation.

As the tables are filled, the chart takes shape, giving form to the perception of the degree of cohesiveness as assessed by participants (see sample Bar Chart 1 constructed from assessment by the National Assembly Members (NAM) of The Gambia. Note that the Likert Scale used is from an earlier Barometer version and some indicators are slightly different from those in the assessment grid in this document). The bar charts for the socio-cultural, economic and political spheres are translated into a power point presentation.



Bar Chart 1: Social Cohesion Barometer – Economic Sphere for The Gambia

ECONOMIC SPHERE: ASSESSMENT BY NAM, THE GAMBIA



Source: 3Bs/4Ds Workshop with National Assembly Members (NAM), September 2018, The Gambia

Presenting the findings and facilitating further analysis by participants (40 minutes)

Present the results and let the participants discuss and analyze them further by:

- discussing the results of a specific indicator / assessment statement;
- comparing the indicators for a specific sphere of social cohesion, or
- comparing the assessments of the different spheres.

The findings depicting the group’s perception of the level of cohesiveness in their community is now compared with their vision from Step 1. The comparison enables them to assess the gap between their reality—captured in the socio-cultural, economic and political barometers—and

their ideal vision of a socially cohesive community. The gap may be striking, triggering lively discussions and inspiring ideas for future actions.

Facilitate a discussion that evaluates this gap—what do the findings from their assessment of social cohesion indicate compared to the vision developed earlier? Capture key points and issues emerging from this discussion on a flip chart. There will be a tendency to focus on the negative aspects of the findings. Prompt the participants to also look for positive aspects such as spheres and/or indicators that have scored high on “Strongly agree” and “Agree” and discuss why? Where the facilities allow, you may choose to capture the key discussion points in a Word document or power point slide. These will be used during the action planning exercise (section 2.4). Use this opportunity to also validate the overall results.

Emphasize that the survey results do not meet the standards of scientific research. They merely reflect the opinions and perceptions of the participants. Nonetheless, the results can provide valuable insights into issues promoting or detracting from cohesiveness. The exercise enhances individual and collective awareness of the state of social cohesion in a social, geographic or political unit, and suggests areas where efforts could be concentrated to achieve the dream and end goal. In the Chapati diagram below, about 50% of the participants felt that goods and services in The Gambia were being exchanged in a fair environment; about 40% disagreed with that statement; and about 10% were not sure. The significant disparity between the number of participant-respondents supportive of the statement and the number opposed to it would seem to offer the facilitator a discussion point to clarify responses or to dig deeper into the fairness and equity in markets and in the exchange of goods and services in ways that benefit all groups.

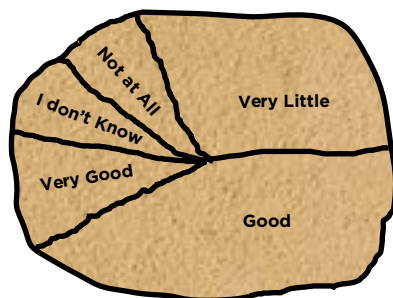
BOX G

Modifying analysis for low-literacy groups

A similar process, with adaptations, could be undertaken in analyzing results with low-literacy groups. For instance, instead of bar graphs, chapati diagrams like pie charts could be drawn (see sample chapati diagram below). Participants draw a chapati-like diagram (circle) on the ground or in the sand using a stick, charcoal or any other item. The chapati diagram should be large. Then together, they agree on the size of the pieces based on the frequencies generated from their totalled results per indicator. The diagram and the portions do not have to be perfect. Remind them to label each piece using the smiley faces. After which, they should discuss the reasons why the pieces are that size. Let them discuss why some pieces are small, big or not represented at all. The participants then further analyze and discuss. Facilitators should factor in additional time to the planning and agenda.

SAMPLE CHAPATI DIAGRAM

Representation of E6 - “Goods & Services are exchanged in a fair environment”—for The Gambia example above.



2.4 Step 4 - Identifying actions achieve a cohesive society

Rationale for the process

Once participants have acknowledged the gap between the real and the ideal, they can be challenged to identify actions to change the status quo.

Expected result: Action plans specifying activities to be jointly undertaken by participants after the Barometer workshop.

The process of drawing up action plans

Total Time: 100 minutes

Reflecting on the gap, emerging issues and opportunities (10 minutes)

Form small groups so that participants discuss the interventions they intend to take as their contribution to achieving their vision of social cohesion. The small groups should be formed based on proximity or any other parameters that will encourage group action.

Refer to the key points and issues that emerged from the discussion on the gap between the status quo and the group's social cohesion vision. These should be displayed clearly on flip chart paper or a PowerPoint slide. If they were captured in a Word document, print out the page(s) and distribute to all small groups for easy reference. Also display the group's vision of social cohesion—either on flip chart paper or power point slide. For low-literacy groups, begin by reading out the key points and issues that emerged from their discussions. Give them time to ask questions, seek clarity and ensure all of them understand. Then undertake a similar process as below.

Inform participants that their task will begin by quickly reflecting on these points and issues—making clear the factors that work against social cohesiveness, but also those that support / facilitate social cohesion in their designated area. They could enhance the list by adding factors that facilitate or undermine social cohesion in their areas across the socio-cultural, economic and political spheres. Participants should not spend a lot of time on this activity since they will have discussed these at length during analysis of the barometer findings. These reflections should be the basis for their planning.

Planning for change at individual level (7 minutes)

Inform participants that they will use the traffic lights planning method to draw their individual plans. Explain that change begins with the individual before it flows outwards. In small groups, individuals take about 7 minutes to reflect and come up with their own traffic lights. Refer to the traffic lights description below and explain to participants how it works at individual level:



Green light: What I want to do, accelerate and put more effort into to effectively promote social cohesion given the status quo captured by the barometers and our vision of social cohesion.



Yellow light: What I want to get ready / get set for in preparedness for action.



Red light: What I want stopped to effectively contribute to social cohesion given the status quo captured by the barometers and our vision of social cohesion.



Ask each participant to draw his or her traffic light capturing the points he or she has reflected on in a note book. Encourage participants to reflect on this further when at home, improve this individual plan and take the necessary action.

Constructing the small group's traffic light (30 minutes)

After individual traffic lights are developed, participants work together in their small groups to develop the small groups' traffic lights using the format provided below. To start off, each member of the small group could share one key reflection from their individual traffic light. Then, each small group discusses based on the format below and comes up with one traffic light for their small group. Small groups use flipchart paper to capture their traffic lights results or they may capture these using laptops. Allow 20 minutes for this exercise using guidance for group-level traffic lights provided below:



Green light: What do **we** want to do, accelerate and put more effort into to effectively promote social cohesion given the status quo captured by the barometers and our vision of social cohesion.

Yellow light: What do **we** want to get ready / get set for in preparedness for action.

Red light: What do **we** want stopped and what will we do to stop it to effectively contribute to social cohesion given the status quo captured by the barometers and our vision of social cohesion.

When the small groups complete the exercise, they share their traffic lights results in plenary or through a gallery walk. Participants are given an opportunity to enrich each other's traffic lights or seek clarification. Allow 10 minutes. Appreciate each group's results.

Small groups planning exercise (30 minutes)

Divide participants into 3 groups. Assign one traffic light color to each group and ask them to develop an action plan based on the results of that particular traffic light's color (drawing ideas from the just concluded group exercise—the small groups' traffic lights— and plenary sharing). The groups use the Traffic Lights Action Planning Matrix in Table 6 to complete the exercise—each group focusing on completing only the row that aligns to their assigned color. The planning matrix could be printed out for each group to complete or the agreed actions could be typed by each group using a laptop computer. Another alternative could be to capture the agreed actions on flip chart paper.

Consolidating the plans into one (20 minutes)

Build on the small groups' action plans to come up with the whole group's action plan. Give an opportunity to each group to share their action plan. This is also an opportunity for other groups to comment and enrich each other's plans. Build consensus on plans and build ownership of the agreed actions. Consolidate the plans from the 3 groups into one action plan for the whole group.

Facilitate a plenary session where participants identify 3 items / actions from the list of items for joint actions that they think are priorities or “must do’s” (these 3 actions are not new but are selected from the already identified actions). Note these 3 priority actions on flip chart paper and ask the group to identify at least 2 people who will be responsible to spearhead and involve others in implementing these priority actions. Mention that this will further be discussed in the next session on building consensus on the way forward. Encourage participants that apart from these 3 priorities, participants should make an effort to implement the other actions captured in the action plans.

Thank the participants for their action plans. Encourage them to implement these plans as their commitment and contribution to making their vision of social cohesion a reality. The small group plans are later consolidated into one, highlighting the 3 priorities. Share the final action plans with participants for execution.

TABLE 6: TRAFFIC LIGHTS ACTION PLANNING MATRIX

Traffic Lights	Actions / Activities	When	By who	Resources
 <p>What we want to do, accelerate and put more effort into:</p>				
 <p>What we want to get ready / get set for in preparedness for action:</p>				
 <p>What we want stopped and what we'll do to stop it:</p>				

2.5 Step 5 - Building consensus on the way forward

Rationale for the process

Oftentimes, when the way forward is not agreed, post-workshop action/processes risk not to be undertaken and efforts are stifled. To ensure follow-through on the action plans, participants need to agree on a mechanism for implementation and monitoring progress.



Expected result: Way forward items agreed upon by participants.

The process of agreeing on the way forward

Total Time: 35 minutes



Brief Introduction (2 minutes)

Mention that this is a brief, but important session. Participants will agree on the way forward, reflect on the workshop (evaluate) and then the workshop will close.

Agreeing on the way forward (15 minutes)

Inform participants that it is important to agree on the way forward, answering the question: “How do we take this process forward after the workshop?” Remind them that they have agreed on an action plan which they should implement and own. Facilitate discussion in plenary and foster ownership of the post-workshop process.

Guide their discussions by asking: “To take this process forward, what important points would you like to discuss and agree on?” Let them brainstorm as you list on a flip chart paper the key points being raised. Prompt a discussion on how they intend to ensure implementation of their action plans and monitoring progress (see Tip 5 on implementation and monitoring progress). Allow about 5 minutes.



Regular meetings, e.g., on a quarterly basis, should be organized for participants to share progress, experiences and challenges as well as to keep them engaged and mobilized for action. The Barometer process will be validated by implementation and monitoring of action plans. Mechanisms should be put in place to encourage participants to follow-through on their action plans.

Ask the participants to discuss and build consensus on each point. Take care to capture these discussions and agreement points (you will share these with them). Appreciate their discussions and what they have agreed. Promise that you will journey with them as they take these important steps being mindful not to promise what you are not able to deliver.

Reflection and final evaluation of the workshop (10 minutes)

Consider beforehand the evaluation method you would like to use to assess the various aspects of the workshop. Make adequate preparations.

Mention to participants, that since the workshop is about to close, you would like them to reflect on the entire workshop and evaluate it. Explain the importance of evaluation for learning and application of lessons.

Administer the evaluation based on your preferred method. Participants should not indicate their names on their forms. Appreciate their feedback and call attention to closing the workshop.

Closing of the workshop (10 minutes)

The closing can take different formats. Draw on your creativity to organize an exciting closing. Remember that this is a key highlight of the workshop and adequate consideration should be given to it. Where appropriate, you may invite a leader in the organization or an outside dignitary to close the workshop. Be mindful to select a person who is supportive of building a socially cohesive community.



Appendix I: How Do Others Talk about and Assess Social Cohesion?

When partnering with or seeking funding from other institutions, it may be helpful to understand how they define social cohesion, how they conceptualize its different components, and how they assess or measure it. Below is a list of useful definitions and theories, starting with that of Émile Durkheim (1858-1917), one of the early theorists to write about social cohesion:

Durkheim: Social cohesion is constituted by a diversity of social links, solidarity and collective consciousness. A society becomes more socially cohesive to the extent that individuals connect with each other, are committed to a larger group, and participate in social activities. Durkheim also warns that social cohesion could be manipulated to protect structural inequality and injustice.³⁴

Council of Europe: “The capacity of a society to sustainably ensure the wellbeing of all its members, namely equitable access to available resources, respect of dignity in diversity, personal and collective empowerment, and responsible participation.”³⁵

Inter-American Development Bank: “the set of factors that foster a basic equilibrium among individuals in a society, as reflected in their degree of integration in economic, social, political and cultural terms.”³⁶

OECD: Social cohesion consists of three interrelated components: social inclusion, social capital, and social mobility.³⁷

Search for Common Ground: Social cohesion is “the glue that bonds society together, essential for achieving peace, democracy and equitable development. This “glue” is made up of four key components: 1) Social relationships, 2) Connectedness, 3) Orientation towards the common good and 4) Equality. These components in turn require good governance, respect for human rights and individual responsibility.”³⁸

34. Durkheim, Émile. *The Division of Labor in Society*. 1893.

35. Conseil de l'Europe, *Elaboration concertée des indicateurs de la cohésion sociale, Guide méthodologique*, Edité par les Editions du Conseil de l'Europe, juin 2005, p. 23.

36. Inter-American Development Bank. *Social cohesion in Latin America and the Caribbean: analysis, action and coordination*. Washington, D.C., 2006: 2.

37. “Social Cohesion in a Shifting World.” *Perspectives on Global Development 2012*. OECD 2011. <http://www.oecd.org/site/devpgd2012/49067839.pdf>

38. *Search for Common Ground, Social Cohesion Framework, Social Cohesion for Stronger Communities, Knowledge. Skills. Understanding*. No date

UNICEF: “The quality of coexistence between the multiple groups that operate within a society. Groups can be distinguished in terms of ethnic and socio-cultural origin, religious and political beliefs, social class or economic sector or on the basis of interpersonal characteristics such as gender and age. Quality of coexistence between the groups can be evaluated along the dimensions of mutual respect and trust, shared values and social participation, life satisfaction and happiness, as well as structural equality and social justice.”³⁹

UN Department of Economic and Social Affairs: “A cohesive society is one where all groups have a sense of belonging, participation, recognition and legitimacy. Such societies are not necessarily demographically homogeneous. Rather, by respecting diversity, they harness the potential residing in their societal diversity.”

UNDP: “Social cohesion is the state of a society’s convergence, or the common bonds that unify different people and groups that share space and territory. It comes about when people buy into and interact with each other based on a common set of political, economic and social institutions.”

World Bank: “Social cohesion refers to two broader intertwined features of society: 1) the absence of latent conflict whether in the form of income/wealth inequality, racial/ethnic tensions, disparities in political participation, or other forms of polarization and 2) the presence of strong social bonds – measured by levels of trust and norms of reciprocity, the abundance of associations that bridge social divisions (civic society), and the presence of institutions of conflict management, e.g., responsive democracy, an independent judiciary, and an independent media.”⁴⁰

Just as there is not perfect consensus on the definition of social cohesion, there also is no standard way to measure levels of social cohesion, or the effects of on-the-ground interventions aiming to produce social cohesion. Here are some notable approaches:

Institute for Justice and Reconciliation (South Africa): IJR has developed a social cohesion index based on that idea that total cohesiveness of any society is determined by intra-group bonds and inter-group bridges (both horizontal), and vertical relations including state-society linkages. The index measures indicators such as social and institutional trust, shared identity, equality and social inclusion— all tracked in relation to social, economic and political development over time.⁴¹

39. *Key Peacebuilding Concepts for the Peacebuilding, Education, and Advocacy (PBEA) programme, UNICEF.*

40. *Violent Conflict and the Transformation of Social Capital, World Bank: 2000: 12.*

41. *IJR, 2017. Reconciliation and Development: Towards a Social Cohesion Index for South Africa using SARB Data, Reconciliation and Development Working Paper Series Number 1, p.3, 5 & 9.*

Human Sciences Researches Council (South Africa): Similarly, a framework with three domains—economic, sociocultural and political/civic—was employed by researchers from the Human Sciences Researches Council to develop a social cohesion barometer for South Africa. Across the three domains, the framework considers inclusion/social integration, active relationships (behavioral) and passive relationships (attitudinal). Several indicators are measured under each domain.⁴²

Rwanda Reconciliation Barometers (2010 and 2015): These barometers treat social cohesion as one of the six variables measured. The indicators tracked under social cohesion include social distance and interactions, trust, tolerance, and solidarity and friendship.⁴³

UNDP (2016): A 2016 UNDP discussion paper on developing a social cohesion measurement for Africa draws on comparative experiences of Canada, Australia, Germany, Cyprus, Kenya and South Africa to propose six provisional dimensions for measurement, namely: (1) inclusion (social and economic participation and quality of life); (2) Belonging (identity, shared norms and values, feelings of acceptance); (3) Social relationship (networks, trust, acceptance and value of diversity); (4) Participation (in political life); (5) Legitimacy (trust in institutions and feeling respected); and (6) Security (feelings of safety from violence and crime).⁴⁴

42. Human Sciences Researches Council, 2011. *Towards a Social Cohesion Barometer for South Africa, Research Paper*, by Jarè Struwig, Yul Derek Davids, Benjamin Roberts, Moses Sithole, Virginia Tilley, Gina Weir-Smith and Tholang Mokhele, University of the Western Cape, p.4, 8, 13, 16 & 17. Also at www.hsresearches.ac.za.

43. National Unity and Reconciliation Commission, 2015. *Rwanda Reconciliation Barometer; and 2010 Rwanda Reconciliation Barometer*. <http://www.nurc.gov.rw> & <http://www.ac.za>

44. UNDP. *Towards a Measurement of Social Cohesion for Africa. A discussion paper prepared by the Institute for Justice and Reconciliation for the United Nations Development Programme*. 2016.

Appendix II: Origins and theoretical foundations of CRS' Barometer

This Barometer is one of the products of the interventions that CRS has been implementing in the Central African Republic (CAR) to promote social cohesion. These efforts have aimed at rebuilding the social cohesion shattered by the longstanding violent conflict between the Seleka⁴⁵ movement and the Anti-Balaka⁴⁶ counter-offensive.

The Barometer emerged specifically from the social cohesion work done under the Secured, Empowered, Connected Communities (SECC) project (2012–2015 and extended until 2017). Under SECC, CRS—with support from the United States Agency for International Development (USAID) and in collaboration with other partners—supported local capacities for peace in their efforts to promote social cohesion and address interreligious and intra-community conflicts. During this turbulent period, and at the invitation of Muslim and Christian religious leaders, CRS trained more than 2,000 leaders from different social groups in techniques and principles of social cohesion.

It was during these training programs that the need to develop an instrument to assess social cohesion arose. To this end, several documents detailing how social cohesion is assessed or measured, and relevant conceptual frameworks were consulted (see first section of this document—Understanding Social Cohesion). Three main sources that were particularly useful in informing development of the Barometer are highlighted below.

THREE MAIN SOURCES THAT INFORMED DEVELOPMENT OF THE BAROMETER

The South African Reconciliation Barometers (SARB) developed by the Institute of Justice and Reconciliation (IJR) inspired development of the Barometer. The SARBs, developed since 2003, measure reconciliation in South Africa through public opinion surveys, capture progress and offer empirical insights on opportunities for and challenges of reconciliation. The 2017 survey report, for instance, covers: nation building, identity and divisions; improvement in reconciliation; apartheid legacies; racial reconciliation; power relations and socioeconomic access; and democratic political culture.⁴⁷ These themes—although considered for the reconciliation barometer—have relevance to the measurement of social cohesion.

45. Seleka was formed in August 2012 as a coalition of political parties and rebel forces. It became the Front Populaire pour la Renaissance de la Centrafrique (FPRC) in July 2014.

46. Anti-Balaka was established in 2009 as a self-defense militia. In 2013, the group took up arms against Seleka, causing widespread insecurity and committing many acts of violence in CAR.

47. IJR, 2017. SA Reconciliation Barometer Survey: 2017 Report, www.ijr.org.za.

In addition, research done by the Research Center for the Study and Observation of Living Conditions (CREDOC)—at the request of the French Directorate General for Social Cohesion— sheds light on the dynamics of the concept of social cohesion. It elaborates the preparation of indicators including the fight against exclusion, mechanisms of redistribution and social protection as well as the modes of creation of social bonds among which are coexistence, citizenship and participation in social life. These researchers have a stated desire to facilitate learning processes for social cohesion understood as “the ability of society to ensure the well-being of all and to avoid disparities and polarizations.”⁴⁸

The Council of Europe’s (CoE) Methodological Guide provides a conceptual reference framework for development of tools for understanding and measuring social cohesion including questions, indicators and syntheses. The CoE Methodological Guide affirms the complexity of any project that attempts to measure social cohesion. It conceives social cohesion as “society’s ability to secure the long-term well-being of all its members, including equitable access to available resources, respect for human dignity with due regard for diversity, personal and collective autonomy and responsible participation.”⁴⁹ It prefers and adopts the “access to rights approach” over other “positive approaches”, i.e. the “territorial cohesion approach”, “social capital approach”, and “quality of life approach”, and relegates the “negative approach” which focuses on “alert” or “alarm” indicators.⁵⁰

According to the CoE Methodological Guide, the “access to rights approach” transcends these other approaches by combining them. The approach considers “the level of public recognition of needs in terms of rights, the appropriateness of legal provisions and of the facilities and resources for promoting access by everyone to all rights...”⁵¹ The “access to rights approach” emphasizes the shared responsibility of various stakeholders active in different areas of life, e.g. public authorities, markets, public and private spheres. The social capital approach focuses on the “stock of mutual trust and shared standards and values” manifested in the form of “all the networks of relationships that people build to resolve common problems, obtain collective benefits...or exercise a certain amount of control over the environment.”⁵² The quality of life approach emphasizes the assessment of economic and social progress and the standard of living achieved by citizens on a day-to-day basis, particularly with regard to the degree of economic security, the level of social inclusion, the extent of social cohesion and the level of empowerment.⁵³ The “territorial cohesion approach” aims at reducing intra- and inter-regional development disparities, including structural gaps between regions, and the promotion of equal opportunities for all individuals irrespective of where they live.⁵⁴

The initial Barometer was developed drawing from the above methodologies and frameworks. Field-testing began in CAR where experience informed improvements to the tool and to the processes accompanying it. Its present configuration as illustrated in this Guide incorporates lessons from CAR and subsequent applications of the Barometer in The Gambia, Togo, Cameroon and elsewhere.

48. CREDOC, 2011. *Baromètre de la cohésion sociale 2011: Conditions de vie et aspirations des Français*, p. 13.

49. Council of Europe, 2005.

50. *Ibid.*

51. *Ibid.*, p. 36 & 37.

52. *Ibid.*, p. 34.

53. *Ibid.*, p. 35.

54. *Ibid.*, p. 33.

Appendix III: Illustrative one-day agenda and required workshop materials

A: ILLUSTRATIVE AGENDA FOR A 1 DAY BAROMETER WORKSHOP

Morning Session I 8:00 – 10:45am	Morning Session II 10:45 – 1:00pm	Afternoon Session I 1:00 – 3:40pm	Afternoon Session II 3:40 – 4:30pm
<p>Opening & introductions, objectives and ice breaking exercises (45 minutes)</p> <p>Step 1: Developing a shared vision of social cohesion. (90 minutes)</p>	<p>Morning Break (30 minutes)</p> <p>Step 2: Using the social cohesion assessment grid to collect individual. Level data (48 minutes)</p> <p>Step 3: Aggregating individual data and analyzing the group's perception of social cohesion (60 minutes)</p>	<p>Lunch Break (60 minutes)</p> <p>Step 4: Identifying actions to close the gap between the present reality and participants' vision of a cohesive society. (100 minutes)</p>	<p>Afternoon Break (15 minutes)</p> <p>Step 5: Building consensus on the way forward and closing. (35 minutes)</p>

B: REQUIRED WORKSHOP MATERIALS

For all sessions, these include:

- Markers
- Flip chart paper
- A4 size paper (It is better to have an assortment of colors)
- Post-it notes in different colors
- Laptop / computer
- Power point projector
- Printer
- Please note the materials needed if the choice is to administer the assessment grid using the Secret Ballot voting process (see Box F).

Appendix IV: Rationale for including each indicator under the socio-cultural, economic and political spheres

TABLE 3: SOCIO-CULTURAL INDICATORS AND RATIONALE

Social cohesion sphere	Indicator presented as an assessment statement	Indicator rationale
SOCIO-CULTURAL	S1- I have strong social ties across diverse groups in my community.	Having social ties with others who are different from you indicates respect for diversity and appreciation of mutual support and interdependency which are key elements of a socially cohesiveness society. *assesses horizontal social cohesion
	S2- Members of my community trust each other regardless of identity differences (e.g. ethnicity, religion, culture, race, political affiliation, gender, age, etc.).	Mutual trust between individuals and groups is a basis for sustainable relationships and facilitates cooperation and connectedness across diverse social groups. *assesses horizontal social cohesion
	S3- Everyone is treated with dignity regardless of who they are.	Respect of dignity in diversity makes a society livable for all people and promotes humanness. *assesses horizontal social cohesion
	S4- People belonging to different identity groups (ethnicity, religion, culture, race, political affiliation, gender, age, etc.) accept and tolerate each other.	Acceptance and tolerance of each other regardless of identity shows respect for diversity, a key attribute of social cohesion. *assesses horizontal social cohesion
	S5- There are formal and informal opportunities in my community where people belonging to different identity groups connect and interact.	An environment supportive of all people where interactions and contact with people belonging to different groups exists nurtures mutual understanding, respect and co-existence. *assesses horizontal social cohesion, has vertical aspects
	S6- My community has the capacity to peacefully manage social problems.	Existence of mechanisms of resolving social problems including conflicts between individuals and groups is essential for maintaining constructive relationships in a society. *assesses horizontal social cohesion, has vertical aspects

For coding purposes: S – socio-cultural sphere.

TABLE 4: ECONOMIC INDICATORS AND RATIONALE

Social cohesion sphere	Indicator presented as an assessment statement	Indicator rationale
ECONOMIC	E1- I am satisfied with my family's existing living conditions, compared to other community members.	Satisfaction with personal well-being reduces the possibility of anti-social behavior whereas dissatisfaction may result in feelings of relative deprivation. <i>*assesses horizontal social cohesion</i>
	E2- People in my community help one another in times of need.	Sharing, caring and showing solidarity are actions and attitudes oriented towards the common good. <i>*assesses horizontal social cohesion</i>
	E3- People have equal access to livelihood and employment opportunities regardless of who they are.	A society that offers equal access to livelihood and economic opportunities allows for social mobility and has potential to reduce economic inequalities and disparities. <i>*assesses vertical social cohesion, has horizontal aspects</i>
	E4- Public resources are managed fairly for the benefit of all people.	The capacity of a society to ensure the socio-economic wellbeing of all its members through inclusive, transparent and accountable management of its resources exemplifies good governance, an important contributor to a cohesive society. <i>*assesses vertical social cohesion</i>
	E5- People enjoy equal opportunity in accessing basic services of a reasonable quality (e.g. health and education) regardless of who they are.	When people regardless of who they are have equal opportunity to access quality basic services, they experience equal life chances to live a quality life, resulting in less discontent and greater cohesiveness. <i>*assesses vertical social cohesion</i>
	E6- Goods and services are exchanged in a fair environment.	Vertical linkages in which market systems and institutions interact with groups and members of society in an inclusive, transparent and accountable manner foster the cohesiveness of a society. <i>*assesses vertical social cohesion</i>

For coding purposes: E – economic sphere.

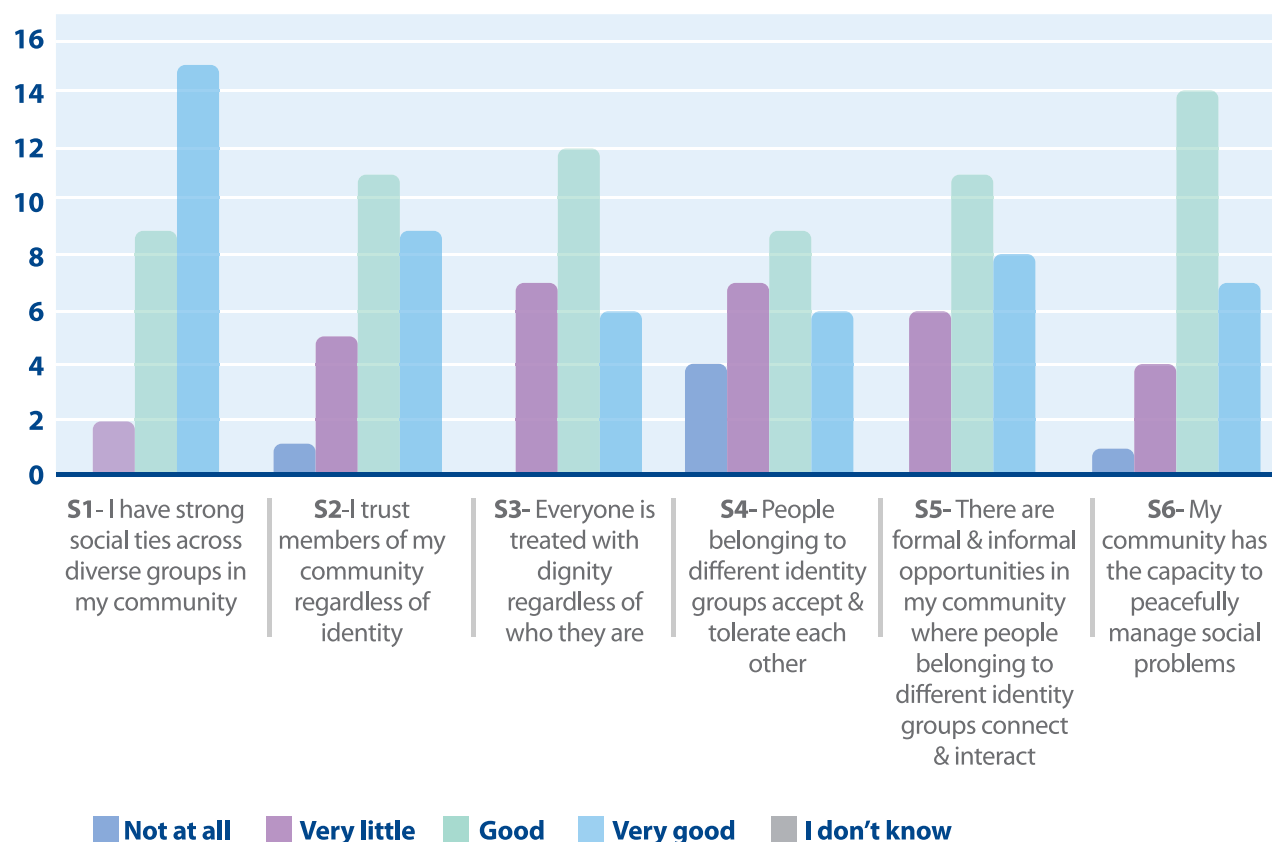
TABLE 5: POLITICAL INDICATORS AND RATIONALE

Social cohesion sphere	Indicator presented as an assessment statement	Indicator rationale
POLITICAL	<p>P1- I actively participate in community initiatives to address issues of common concern to all.</p>	<p>Living an active community life and being socially responsible demonstrate concern for others and for the welfare of the greater community. <i>*assesses horizontal social cohesion</i></p>
	<p>P2- All people in my community are treated fairly by public officials.</p>	<p>Where public officials use the same standard to treat all people—without discrimination or favoritism—people feel equally valued. They are more likely to support a system that demonstrates concern for the wellbeing of all its members regardless of status. <i>*assesses vertical social cohesion</i></p>
	<p>P3- We share the same civic values as citizens of the same country regardless of which identity groups we belong to.</p>	<p>Wide consensus on norms and values enables a society to commit to, support and defend common goals. <i>*assesses horizontal social cohesion</i></p>
	<p>P4- Everyone has the opportunity to participate in political processes without fear.</p>	<p>Freedom to express political views, to choose leaders and to shape public policy reduces public discontent and disaffection, encourages healthy debate, and promises greater stability and cohesiveness. <i>*assesses vertical social cohesion</i></p>
	<p>P5- People are listened to and their concerns and ideas considered by government structures and institutions.</p>	<p>A democratic culture with citizen participation at its center promotes transparent, inclusive and accountable governance necessary for a cohesive society. <i>*assesses vertical social cohesion</i></p>
	<p>P6- People have confidence and trust in public and government institutions and structures at national and local levels.</p>	<p>Government and public institutions and structures shape the social, economic and political environment in which citizens relate and interact. Trust in these institutions and structures strengthens their legitimacy, confers credibility on governance outcomes, builds public confidence and encourages acceptance of the rules of the game. <i>*assesses vertical social cohesion</i></p>

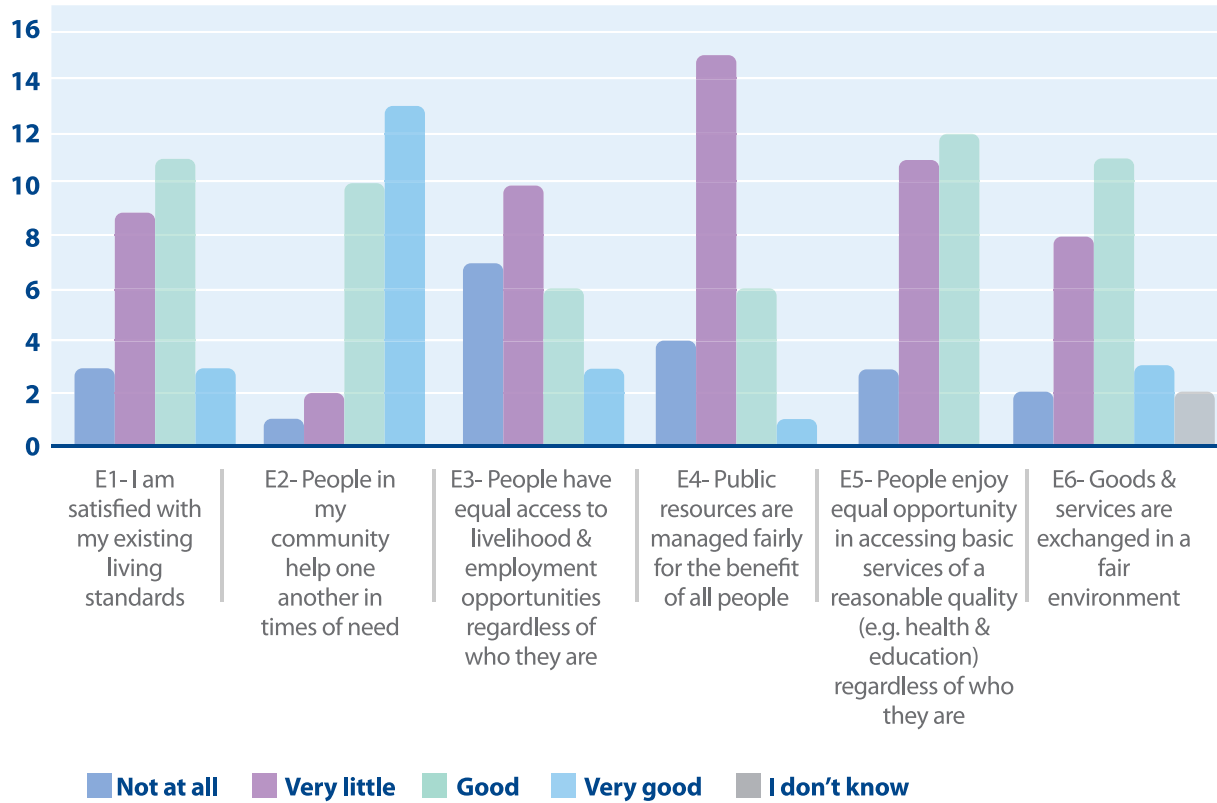
For coding purposes: P – political sphere.

Appendix V: Sample excel spreadsheet with 3 tabs for socio-cultural, economic and political data

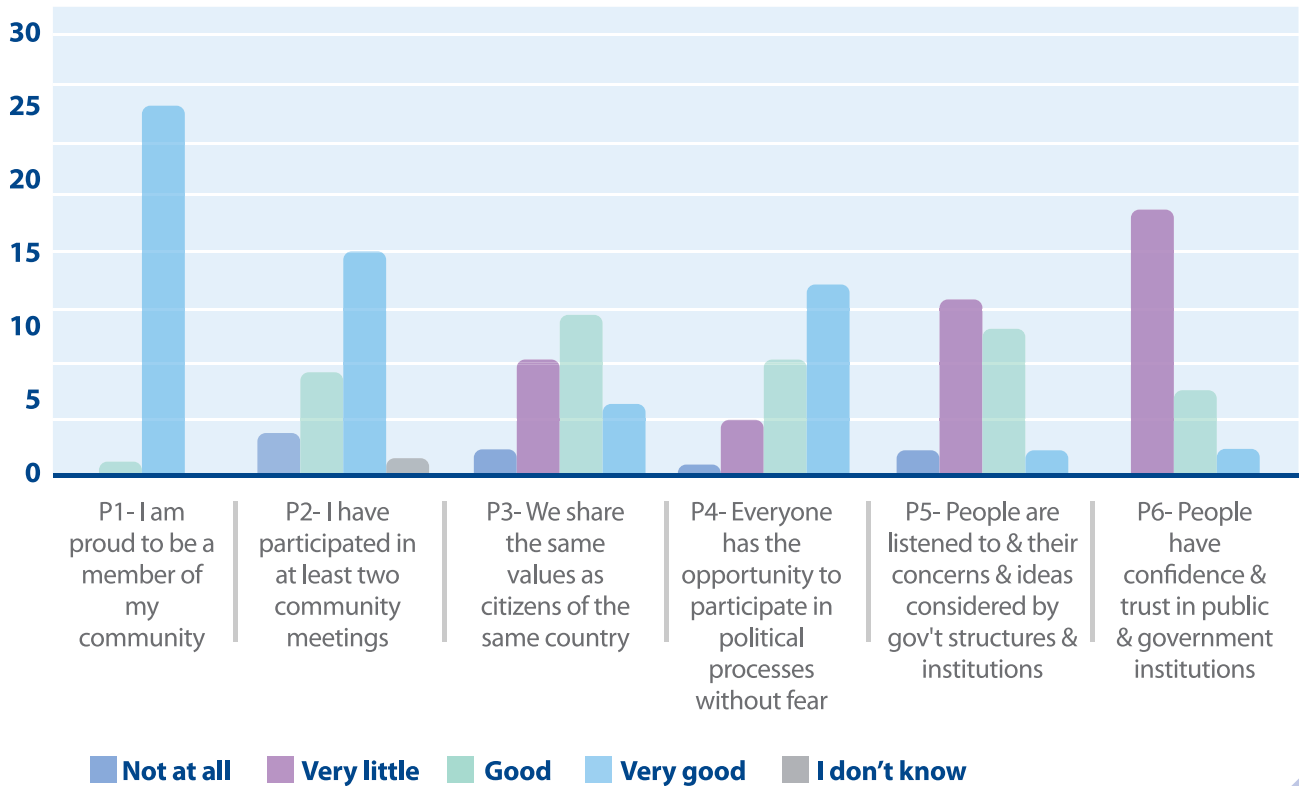
SOCIO-CULTURAL SPHERE: ASSESSMENT BY NAM, THE GAMBIA



ECONOMIC SPHERE: ASSESSMENT BY NAM, THE GAMBIA



POLITICAL SPHERE: ASSESSMENT BY NAM, THE GAMBIA



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Cloete, Anita., 2014, 'Social cohesion and social capital: Possible implications for the common good', *Verbum et Ecclesia* 35(3), Art. #1331, 6 pages. <http://dx.doi.org/10.4102/ve.v35i3.1331>:

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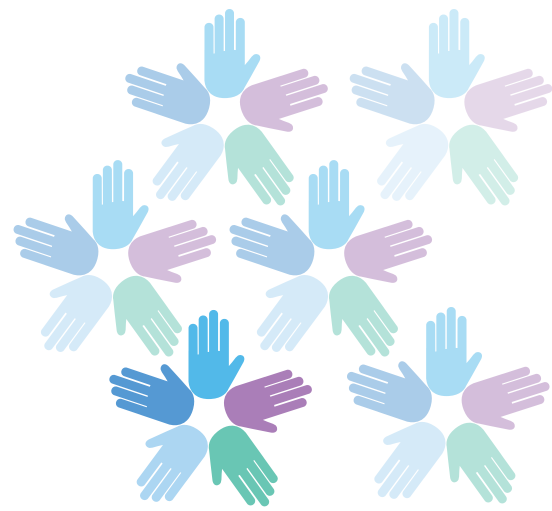
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