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Conflict Sensitivity in Emergency Programming

A ONE-DAY WORKSHOP FOR PRACTITIONERS

This training module was developed by Catholic Relief Services' (CRS) Humanitarian Response Department and Europe, Middle East, and Central Asia (EMECA) region to equip emergency response teams with basic capacities in conflict sensitivity. It consists of a facilitation guide (below) and an accompanying set of PowerPoint slides.

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Conflict Sensitivity in Emergency Programming

A ONE-DAY WORKSHOP FOR PRACTITIONERS

Objectives:

1. Participants understand the ways in which humanitarian programming interacts with conflict dynamics.
2. Participants recognize the importance of conflict sensitivity in humanitarian programming.
3. Participants become familiar with an analysis framework and key tools as well as planning considerations to integrate conflict sensitivity into programming.
4. Participants identify specific steps they can take to make their own tools, procedures, and approaches more conflict-sensitive.

Facilitation Notes:

This workshop can be conducted in one day, or can be split into two half-days. The module contains approximately six to six and a half hours of teaching content, not including any breaks or meals that may be included as part of the workshop.

This module is suitable for use with groups of up to 25 people, and is recommended for groups of at least 8–10 participants. Participants can include both CRS and partner staff in the same sessions. Attention should be given to the composition of the group, as the topics covered may bring up sensitive or divisive issues in a conflict setting.

- ✓ If the project staff participating in the workshop are mostly from the same identity group (i.e., of similar religious, ethnic, geographic—and so forth—backgrounds), then the facilitator will need to help the group understand that important perspectives may be missing from their analysis because we are all limited by our own points of view.
- ✓ If the project staff participating in the workshop are from a variety of identity groups—and especially if these identity groups are in conflict—then the facilitator will need to help create a safe space for open discussion. Strategies for doing this may include:
    - o Setting ground rules around respectful communication and confidentiality.
    - o Using individual reflections and pair discussions in lieu of plenary discussions of sensitive topics. This gives people a safer space in which to share their perspectives, with less fear of being ostracized or criticized.
    - o When possible, having two session facilitators from different identity groups.
    - o Preparing for sensitive topics: Reflecting upon issues in the local context, identifying which discussions may become heated, and thinking ahead about ways to keep discussions calm. The facilitator should be comfortable discussing these issues openly and evenly.

Facilitation methodologies include role plays, facilitator presentations, plenary discussions, small group activities, and pair discussions, as well as a variety of debriefing approaches (gallery walk,

round robin, plenary discussion). Facilitators should also incorporate activities as needed to keep the group energized and focused.

Advance Preparations Required:

- ✓ Read through the facilitation guide and the role play, making any adaptations needed for the local setting. This may include:
    - o Changing details in the role play to fit the local context; for example, changing the title "District Commissioner" to "Mayor" or "Governor."
    - o Translating the case study into local language, if necessary.
    - o Preparing a list of key vocabulary terms translated into the local language.
- ✓ Select and prepare the training site; there will ideally be ample room for small group breakout sessions.
- ✓ Prepare training materials, including:
    - o Computer and projector, plus a screen or wall for the projection
    - o Copies of handouts (included as annexes to this facilitation guide) for all participants
    - o Flipchart paper, markers, and tape or sticky tack
- ✓ Determine how to allocate roles for the role play in Session 2.
- ✓ Decide whether to use a case study or participants' actual context for the conflict analysis in Session 4.
    - o If using the actual context, consult with the head of programming as well as program managers to select one or more conflict to be analyzed, making sure to identify conflicts that are local enough to be actionable and relevant for programming, but also broad enough to be generally applicable to one or more programming area. For example, focusing on a complex international conflict among multiple countries could be overwhelming, while focusing on an interpersonal dispute would be too narrow. Selecting a regional or national conflict, or several community-level conflicts, might be more appropriate.
    - o If the training participants will be composed primarily of international staff, particularly those who have not had long or deep experience in the location of the conflict, it may not be appropriate to analyze an actual conflict. Instead, use the case study.
    - o Also consider using the case study if participants are from too many different locations, or if the situation is too sensitive to complete a conflict analysis during the session.
- ✓ Determine how best to divide the group for the small group work in Sessions 4 and 5.
    - o In many settings, it will work best to divide by sector or project, so that participants can work on applying conflict sensitivity to their actual work; in others, it may work best to divide by location. In making these decisions, facilitators should pay attention to group composition as it relates to any identity groups in conflict.
- ✓ **Important:** The facilitator should gather, or ask participants to bring with them, at least one of each of the following; these will be used in Session 5:

- Assessment tool
- Monitoring tool
- Accountability tool or procedure
- Quality assurance tool or procedure
- Staffing tool, policy, or procedure
- Partnership guideline(s) and/or procedure for working with local communities

Recommended Follow-up:

Periodic review of the conflict analysis and its implications for programming will help to keep the intervention responsive to a changing local context. Strategies for follow-up may include:

- ✓ Monthly lunch discussions convened by the head of programming or a program manager to identify new or emerging lessons and trends, and to propose adjustments to programming.
- ✓ Quick refreshers on the training topics incorporated into regular staff meetings.
- ✓ Conflict sensitivity reflections included as part of ongoing monitoring (see Annex 2 for other ideas).

Sample Workshop Agenda

8:30–9:15	Session 1: Welcome & Overview
9:15–10:15	Session 2: "Why Conflict Sensitivity?" A Role Play
10:15–11:00	Session 3: Overview of Conflict Sensitivity
11:00–11:15	*Break*
11:15–1:00	Session 4: Practice with Conflict Analysis Tools, *Part 1: Profile, Problem, People*
1:00–2:00	*Lunch*
2:00–2:45	Session 4: Practice with Conflict Analysis Tools, *Part 2: People (cont.) + Process*
2:45–3:30	Session 5: Integrating Conflict Sensitivity, *Part 1*
3:30–3:45	*Break*
3:45–4:45	Session 5: Integrating Conflict Sensitivity, *Part 2*
4: 45–5:00	Session 6: Wrap-up & Evaluation

SESSION 1: WELCOME & OVERVIEW

Time required: 30–45 mins.

Session Objectives:

- ✓ Participants are prepared for the workshop content and methodology.

Materials:

- ✓ PowerPoint slides and projector
- ✓ Flipchart and markers (prepare flipchart with agenda in advance)

Time	Activity	Guidance
5–10 mins.	Welcome & Introductions	Welcome the group to the workshop. Introduce yourself as a trainer and provide some information about why the workshop is being held and how it is meant to complement participants' ongoing work. Ask participants to introduce themselves. Particularly if the group is large, consider using an icebreaker for introductions. One option is to ask each person to introduce him/herself and say one word to describe why he/she works for a humanitarian organization. As all words will likely be positive, the facilitator can then comment that "we are all here to do something good; no one mentioned anything negative. Conflict sensitivity is important because it helps us to see ways that we may actually be doing harm in our work, even if we don't mean to do so."
15 mins.	Objectives & Expectations	Present the workshop objectives on PowerPoint slide #3. Invite any questions of clarification. Divide participants into groups of three, and ask them to discuss their expectations for the workshop. [If appropriate, acknowledge that this may be a new topic for some group members, and that if they do not have specific expectations, that is OK, too.] What do they hope to gain or learn the end of the workshop? Ask the groups to identify one spokesperson, then invite each trio to share the expectations they identified. Take note of expectations on a flipchart. Once all ideas have been shared, review the list with the group, noting which expectations may be met by the workshop and which may not.
10–15 mins.	Agenda & Ground Rules	Present the workshop agenda on a flipchart [see Sample Agenda, above]. Address any logistical issues such as timing or location of breaks and meals, washrooms, etc. **Explain:** *Discussing conflict can sometimes be uncomfortable, especially as it relates to our own context or our own work. It is very important that we work together to make this workshop a safe space to examine the issue*

		of conflict sensitivity. What are some ground rules we can establish to help make this a safe space? As the group shares ideas, list the ground rules on a new flipchart. Ensure that the list includes items such as "Opinions shared today will be held confidentially," "Speak and listen respectfully," etc. After all ideas have been shared, **ask:** *Can everyone agree to abide by these ground rules during the workshop?* Make adjustments to the list, if needed; once the group has consented to the ground rules, post them on the wall in the workshop room.

SESSION 2: "WHY CONFLICT SENSITIVITY"? A ROLE PLAY

Time required: 1 hour

Session Objectives:

- ✓ Participants have begun to identify some of the ways in which programming and conflict dynamics interact.
- ✓ Participants recognize the importance of conflict sensitivity in humanitarian programming.

Facilitation note: This role play calls for eight roles, including the optional observer role. All roles can be played by multiple persons to ensure full participation from larger workshop groups. For groups of fewer than seven or eight people, consider having the group read through and discuss the scenario and roles. In any case, advance planning is required to determine how roles should be allocated.

Materials:

- ✓ Roles printed on slips of paper
- ✓ Flipchart paper for debrief discussion

Time	Activity	Guidance
10 mins.	Introduction	**Explain:** *We are going to dive right into the topic of conflict sensitivity through a role play that will help bring the issues to life.* [Note: If necessary, pause to ensure that everyone understands what a role play is, and offer clarification as needed.] *I will give you some background information to paint the scene, and then you will be given your roles so that you can get into character!* **Read** through the role play scenario in Annex 1, including the background information on Shorkha and Lamdang districts. **Show** slide #5 summarizing this information. **Distribute** roles and allow participants some time to read through them (if multiple persons are given the

		same role, allow them time to discuss briefly together).
30 mins.	Role Play	Once everyone has had a chance to read through their roles, **say:** *The CRS program manager [and/or project team] has arrived in Shorkha City to begin a series of stakeholder meetings, with the purpose of understanding why distributions have been proceeding differently in Shorkha and Lamdang. The PM/team is only gathering information at this time, rather than problem-solving. The first thing on their calendar is a joint meeting of the religious leaders from the two districts.* Allow about 5–6 minutes for this discussion, then **say:** *The PM/team must now leave for a previously scheduled appointment with the Shorkha district commissioner.* Allow about 5–6 minutes for this discussion, then **say:** *The PM/team needs to be getting on the road now for Lamdang. Along the way, they will meet with Shorkha district community members.* Allow about 5–6 minutes for this discussion, then **say:** *The PM/team has now crossed the border into Lamdang District. They will meet with some Lamdang community members as they continue their journey to Lamdang Town.* Allow about 5–6 minutes for this discussion, then **say:** *Finally, the PM/team has reached Lamdang Town, just in time for their appointment with the Lamdang district commissioner.* After 5–6 minutes, **say:** *Looks like it is time for the PM/team to check into their hotel before curfew. Once there, the PM/team will need to decide how to proceed based on the information they have gathered.*
20 mins.	Debrief	Thank everyone for their participation in the role play. Begin the debrief by asking the group: *How did it feel to play your role?* [You may need to call on a few specific people to get responses going.] Then ask observers, if there were any; otherwise, ask the group: *What were some of the things you noticed during the role play that might have been influencing CRS distributions?* Follow up with probing questions as needed, allowing other participants (non-observers) to contribute to the discussion as well. Then ask the CRS PM/team: *What do you think CRS needs to do differently in this situation? What*

		did you learn in the role play that made you think this? Ask other participants to chime in with insights from their respective roles. If need be, have participants share more about their characters' point of view. Wrap up by asking the group: *What does this role play say to you about conflict sensitivity?* Conclude by summarizing key points from the debrief, and explaining that these topics will be addressed further during the workshop. Ensure that the discussion has addressed the following: ✓ Composition of the CRS team (staff from Shorkha only). ✓ Government officials' (here, District Commissioners) interests and their influence on the distributions; presence of possible corruption. ✓ How people's experiences of conflict affect their ability to trust in the good intentions of NGOs; fears that can influence access to goods and services. ✓ Challenges of relying upon "leaders" (in this case, religious leaders and/or district commissioners) to fully represent community members' points of view. ✓ Different levels of insecurity faced by residents in areas controlled by different armed groups (in this case, government vs. rebel presence).

SESSION 3: OVERVIEW OF CONFLICT SENSITIVITY

Time Required: Approx. 45 mins.

Objectives:

✓ Participants are introduced to key terms and concepts related to conflict sensitivity in humanitarian programming. These include:

- Violent conflict and nonviolent conflict
- Direct, structural, and cultural violence
- Positive peace and negative peace
- Humanitarian principles of humanity, impartiality, independence, and neutrality
- Conflict sensitivity

Key Messages:

- Conflict may be present in a community even if we do not see obvious signs of it.

- Our interventions interact with conflict, and influence the situation positively or negatively.
- Conflict sensitivity requires: 1) Understanding the context we are operating in; 2) understanding how our intervention interacts with the context; and 3) acting upon this understanding to minimize negative impacts and maximize positive impacts on conflict.
- Do No Harm is one framework that helps us to be more conflict-sensitive by illustrating the impact of the aid we provide, and how we provide it, in the context where we operate. Specifically, Do No Harm focuses on how our intervention either strengthens the things that bring people together ("connectors") or worsens the things that drive them apart ("dividers").

Facilitation note: The presentation of humanitarian principles (slide #9) can be replaced by showing the IFRC "Code of Conduct" YouTube video, which is available in several languages. This will require a working WiFi connection. The video can still be followed by a discussion of examples of how these principles relate to settings of conflict.

Materials:

- ✓ Flipchart and markers
- ✓ PowerPoint slides and projector
- ✓ *Optional: IFRC's "Code of Conduct" video cued up on YouTube, in the appropriate language.*

Time	Activity	Guidance
5–10 mins.	Introduction	Before beginning the slideshow, **explain:** *We are now going to discuss some key terms and concepts that will help us to understand and practice conflict sensitivity in emergency programming. Feel free to ask questions, especially if more explanation would help make the terms clearer. As we are using a conflict "lens," some of these terms may be used in specific ways that are unfamiliar.* *First, let's look at the word "conflict."* Write "conflict" in large letters at the center of the flipchart, then **ask:** *What do you think of when you hear the word "conflict"?* As the group calls out their responses, note these on the flipchart paper surrounding the word "conflict." Once the flipchart begins to be crowded or the group has no further ideas, ask the group for any comments. (*"What do you notice?"*) If most of the words are negative, ask the group to reflect on this (*"Is conflict always negative?"*). Keep the discussion brief, no more than 5 minutes; this is just meant to get ideas flowing. Next, **ask:** *How would you define "conflict"?* Take a few answers (these do not need to be written down), then move

		to the slide show.
5 mins.	Slide Show	Show **slide #7 (Conflict, Peace and Violence)** with the definition of conflict. Give participants a minute to read, then **say:** *Conflict is a healthy and natural part of our societies and is often the driver for change. It is not necessarily negative or destructive—It can be a major force for positive social change. In states with good governance, strong civil society, and robust political and social systems where human rights are protected, conflicting interests are managed and ways found for groups to pursue their goals peacefully. Conflict exists at different levels—we can experience it personally in our everyday lives, in our communities, and at the national and international level. Conflict is always in a state of flux—levels of conflict change over time. There are periods where it escalates and where it de-escalates. What are some examples of conflicts?* Participants may respond with examples of violent conflict. If this is the case, offer some examples of nonviolent conflict [or turn the below examples into quick role play demonstrations by a few participants], such as: ✓ A husband and wife have different ideas of how to spend a Saturday: The husband wants to work on projects around the house, while the wife wants the family to go shopping for new shoes for the children. ✓ A group of friends has regular disagreements about which style of music to play in the car when they are together. **Explain** that these are normal occurrences in our everyday lives.
10 mins.		Before moving to **slide #8 (Conflict, Peace and Violence, cont'd)**, **ask:** *What about violence and peace? What do you think of when you think of violence? Peace?* Take a few responses, then show the slide. **Explain:** *When we refer to violence, we are often thinking solely of direct violence, of person A physically hurting or attacking person B.* *There are other types of violence, however, and being aware of these types is critical to understanding conflict in an emergency setting. Direct violence can include physical violence—such as beating, torture, and destruction of property—as well as psychological violence, like instilling fear and threats.* *Structural violence differs in that the harm is caused by a social structure or system. It often prevents individuals or certain social groups from meeting their basic needs. One example would be a large company employing a large proportion of a village that does not hire individuals over 40 years old. This denies these individuals the opportunity to earn an*

		income. Can you think of some examples of structural violence? [Take a few answers; if the group needs examples, share the following: ✓ Municipal budget policy prioritizes making infrastructure improvements in the neighborhoods inhabited by the majority ethnic group, ignoring the needs of the minority areas. ✓ After a tsunami, coastal areas are declared unsafe for habitation and poor fishing communities are displaced; meanwhile, the coastal land is sold to large companies to develop luxury resorts.] *Cultural violence is using culture to justify or legitimize direct or structural violence. For example, a government refuses to speak out against honor killings or female genital mutilation, justifying their prevalence as a part of the culture. What are some examples of cultural violence?* [Take a few answers.] *When we talk about peace, we talk about negative and positive peace. Negative peace is the absence of direct violence. This could be a village where no one is killing anyone else, but there are tensions between members of different groups that are just under the surface. Perhaps the groups won't walk in the same areas; perhaps they spread rumors about one another. Situations of negative peace can quickly turn into direct violence.* *Positive peace is the absence of direct and structural violence, but there are also mechanisms in place to ensure inclusive social and structural relationships. This would be like the couple who disagreed over what to do on a Saturday. They are not violent with one another, but they are also not simmering with anger (negative peace). They talked through each of their perspectives and make a decision together. Neither one feels hurt or resentful.* *What are some examples of positive and negative peace?* Take a few answers. Then, wrap up the discussion by **saying**: *When working in humanitarian programming, we may not think that conflict is present in the context of our work. For example, we may do a food distribution in an area without direct violence. Because we do not see conflict, we think it is not there. Yet, if we expand our understanding of conflict, peace, and violence, we can see that there may be structural violence, or that our distribution may reinforce injustices that perpetuate negative peace. This expanded understanding will help us to adapt our programming to be more conflict-sensitive, and therefore avoid negative impacts and maximize positive impacts.*
5–10 mins.		Play IFRC **"Code of Conduct" YouTube video** [then jump to the discussion questions at the end of this segment] *or* move to **slide #9 (Core Humanitarian Standard and Conflict Sensitivity)** and **say:**

		Some of you may know that CRS and Caritas Internationalis are founding members of, and active participants in, new efforts to develop core standards for humanitarian work. Part of this effort has involved identifying key principles that are widely accepted among humanitarian agencies. The guiding principles for humanitarian action are: humanity, impartiality, independence, and neutrality. Can anyone quickly define one or more of these principles? Take some responses for each principle. *The principle of humanity states that human suffering must be addressed wherever it is found. The purpose of humanitarian action is to protect life and health and ensure respect for human beings. Impartiality says that humanitarian action must be carried out on the basis of need alone, giving priority to the most urgent cases of distress and making no adverse distinction on the basis of nationality, race, gender, religious belief, class, or political opinion. The principle of independence says that humanitarian action must be autonomous from the political, economic, military, or other objectives that any actor may hold with regard to areas where humanitarian action is being implemented.* *Neutrality states that humanitarian actors must not take sides in hostilities or engage in controversies of a political, racial, religious, or ideological nature. CRS understands the principle of neutrality in such a way that does not preclude undertaking advocacy on issues related to accountability and justice.* **[If using the video, resume discussion here:]** *Actors in conflict-affected areas are increasingly realizing that their interventions will have unintended impacts on the context within which they are working, impacts that may jeopardize the abovementioned humanitarian principles. One example of an unintended negative impact could be providing shelter in villages using a registration list of vulnerable families provided by one village elder. Perhaps this elder is from the majority ethnic group and doesn't include those from the minority ethnic group on the registration list. By not supporting those from the minority ethnic group, we are violating the principle of impartiality. Even though we don't know it, we are taking sides and could make conflict between these two groups worse.* *What are some other examples of ways our work could affect our implementation of the humanitarian principles of humanity, impartiality, neutrality, and independence?* Take some responses.
2–3 mins.		Move to **slide #10 (Conflict Sensitivity)** Ask for a volunteer to read the definition of conflict sensitivity, then **say**: *The foundation of conflict-sensitive programming is a good understanding*

		of the conflict context. If we do not have a solid conflict analysis, we may not be able to identify the ways in which our programming interacts with the conflict context, for better or worse. Later today, we will look further at some tools to help us carry out a basic conflict analysis. *For now, let's look now at one well-known approach to conflict sensitivity: Do No Harm.*
10 mins.		Move to **slide #11 (Do No Harm and the Relationship Framework); explain:** *Do No Harm started as a project in the mid-1990s to learn more about how humanitarian assistance interacts with conflict in conflict settings. The idea was to analyze this interaction and identify patterns regarding how the two interact.* *Assistance generally doesn't cause or end conflicts. However, it can be a really significant factor in conflict contexts. For example, aid workers might pay an armed group a percentage of goods in order to be allowed to bring food to civilians.* *What is the impact here on the conflict (supporting the armed group, increasing their power)? Do No Harm helps us see how decisions we make as aid workers affect the relationships between people in different groups. It also helps us to come up with ways to ensure that our assistance affects the conflict in the most positive ways possible.* *Do No Harm is a tool that helps us come up with ways to be conflict sensitive.* *Take a look at the framework on the slide. Starting from the center column, we see that any intervention that enters a context become part of that context. The way we work with beneficiaries, partners, staff, what kind of response we initiate, how we engage with local authorities—these all become part of the conflict context.* *Moving to the next two columns, dividers and connectors, we see that in any context, there are things that bring people together (connectors) and things that divide people (dividers). These can be systems, institutions, attitudes, actions, values, interests, experiences, symbols, and occasions.* Split the group into pairs, and ask them to identify some examples—from the role play and/or from their own experience—of dividers and connectors in the conflict context [not in the project intervention]. (Examples may include: Religious holidays can be dividers when there are people from different religions in the community; schools can be connectors when they bring children from different backgrounds together, etc.) After a few minutes of pair discussion, take a few examples. Then **say:** *Now, the idea is that our aid interventions will always interact with both*

		dividers and connectors, making them either worse or better. Ask pairs to discuss examples—from the role play and/or their own experience—of an aid intervention making a divider worse or a connector better. After a few minutes of pair discussion, take a few examples. Then **say:** *An intervention consists of both actions and behaviors. Actions reflect the resources being brought into a context. What are we doing? Behaviors reflect the conduct of the people bringing the resources. How are we doing it?* [Invite participants to share any real-life experiences to illustrate this.] *Our actions and behaviors have consequences, hence the "ABCs" in the center of the diagram These consequences on connectors and dividers may not seem apparent initially. They are often in the details. Remember the example of the shelter registration list that only included members of one ethnic group? This may seem like a small detail, but it has significant consequences.* *And here is where we come to the outer two columns. There are always options. Once we know that we are only serving the majority ethnic group, we always have options to redesign our work to make it more inclusive.* *This last part is key. We need to be flexible and ready to take action to change what we are doing to reinforce the connectors and minimize the dividers. We will look at this again later in this workshop.* [Take any questions.] *(CDA key principles in Do No Harm and Conflict Sensitivity)*

SESSION 4: PRACTICE WITH CONFLICT ANALYSIS TOOLS

Time required: 2 hours, 40 mins.

Session Objectives:

- ✓ Participants explore ways to apply a conceptual framework and three key tools for conflict analysis, as a foundation for integrating conflict sensitivity into programming.

Key Messages:

- ✓ Understanding the context by doing a good conflict analysis is the foundation for conflict sensitivity.
- ✓ One framework for approaching conflict analysis is the "3 Ps": Problem, People, Process.
- ✓ Conflict analysis should be informed by evidence and information gathered from multiple sources and perspectives, not merely our own opinions.

Facilitation note: As explained in the "Advance Preparation Required" section, this session can be used to generate a preliminary conflict analysis of the actual situation in which participants work. If participants come from multiple contexts, they can work in small groups according to their locations. Alternatively, if participants come from too many different contexts, or the situation is too sensitive to complete a conflict analysis during the session, the analysis tools can be applied to the Part 1 of the case study included in Annex 3 (facilitators' notes can be found in Annex 4), although participants will need to be given time to read it. If time is limited, the facilitator can review slides with questions for Problem, People, and Process first in plenary, then split into groups to work on analysis of each of these "Ps" simultaneously.

Materials:

- ✓ Flipchart and markers (enough for each small group)
- ✓ Post-it notes or half sheets of paper and tape/sticky tack
- ✓ PowerPoint slides and projector
- ✓ *Optional:* If using the case study, copies of Part 1 for all participants.

Time	Activity	Guidance
10 mins.	Slide Show & Plenary Discussion	Show slide #13 and **say:** *It might seem that we could just jump right into using Do No Harm, but in order to do so effectively, we need to have a better understanding of the context. We will develop this better understanding by doing a conflict analysis. A conflict analysis is a structured approach to understanding the conflict issues, actors, and dynamics.* Then **ask:** *What do you think are some of the reasons for doing a conflict analysis?* Take a few responses, which should include answers such as: to better understand the context so that we know what the conflict issues are; to be able to adapt our programming so that we do not make conflict worse; if we do not understand what makes the conflict worse and what makes it better, we may inadvertently contribute to the conflict; we need to understand what factors drive the conflict, and who the key actors are, and how they operate, in order to work in a conflict-sensitive way, etc. **Ask:** *When do you think a conflict analysis should be done?* Take a few responses, emphasizing that conflict analysis should ideally be done at the time of project design. This may mean gathering information on the conflict as part of initial assessments. Conflict analyses should, however, be updated on a regular basis as the conflict evolves or new information is learned. **Ask:**

		Who do you think should be involved in a conflict analysis? [Or, pose a few specific scenarios, such as: "*If we were only a group of expats, should we be doing a conflict analysis by ourselves?" "If we were only a group of Christians [or other relevant religious or ethnic group], should we be doing a conflict analysis by ourselves?"*] Take a few responses, explaining that a conflict analysis will ideally involve multiple viewpoints, which can be gathered from staff, partners, and local stakeholders; however, these discussions can be sensitive and can increase tensions. It may not always be possible to hold a joint discussion with all stakeholders together, yet time may also be limited for individual or small group discussions. The important thing is to be conflict-sensitive in the way that information is gathered, paying attention to who asks the questions, and who is in the room together. This also involves triangulating information; in other words, being sure to gather information from different perspectives. **Explain:** *We are now going to look at the "how" of conflict analysis.*
2 mins.	Slide Show & Plenary Discussion	Show slide #14 and **explain:** *This is one conceptual framework for approaching conflict analysis; it is called the 3 Ps. There are three main elements that shape the conflict, which we must understand in order to design and implement conflict-sensitive programming. These are the problem, the people, and the process. We will take each of these in turn, looking at some key questions that should be answered for each of these 3 "Ps."* *We will also look at how one might apply some tools to analyze the problem, key people, and conflict process. These are not the only tools that we could use for conflict analysis, and they should be completed with information gathered from assessments and triangulated with various sources.* Split into pairs, asking each pair to identify some examples of data sources that should be consulted to gather information about a conflict. Allow about 5 minutes for discussion, then report out round-robin style: Have each pair name one information source they identified, without repeating sources that have already need named, until all ideas have been listed. Take note of potential sources on flipchart. Allow time for any questions or discussion of how one might gather this information. Then conclude by **saying:** *We can begin applying the framework and tools in this workshop, but this does not replace a more rigorous analysis based on external evidence. What we do today will, however, give us some ideas of how to apply conflict sensitivity in various aspects of our work. Think of the conflict analysis we generate today as a work in progress!*

1 hour	Slide Show & Small Group Work	Show slide #15 with the Problem Tree. **Explain:** *Conflicts can be very complex and can feel overwhelming; this exercise is meant to help us separate the root causes of the conflict from its effects, as well as identify the main drivers and triggers that cause the conflict to continue and/or to escalate. Root causes are the deep-seated struggles and injustices—real or perceived—that generate conflict. For example, landlessness, a history of discrimination against certain groups, or competition over scarce resources might all be root causes. Conflict drivers are key people, institutions, or forces that play a central role in mobilizing people to respond violently to the root causes of conflict. So, for example, political leaders might promote policies that serve only their ethnic group; this practice would then be a conflict driver. Or the government Land Bureau might be biased in how it allocates land titles; this discriminatory policy would then be a conflict driver. What might be some other examples of conflict driver?* Take a few answers then **explain:** *Conflict triggers are events that initiate or accelerate the outbreak of a conflict. So for example, an offensive statement made by a political leader might be the trigger for a riot that leads to more widespread fighting. This would be a trigger. Or the release of a rebel fighter from prison could be a trigger. What might be some other examples of a conflict trigger?* Take a few answers, then split participants into small groups. Groups can be based on sector, location, or function (design, implementation, MEAL, management/administration). If there are a large number of participants, ensure that small groups are a manageable size (5–6 persons maximum per group), even if this means having several small groups for the same sector/location/function. Ensure that each group is able to identify a specific geographic area to concentrate on, based on project locations; the intent is to be able to apply the analysis to participants' work, thus it should be telescoped to a manageable, actionable level. If using the case study, allow time for participants to read it. Provide each small group with a flipchart page, markers, and a pile of half-sheets of paper. Explain that each small group should construct a conflict tree first by writing causes, drivers, triggers, and effects of the conflict on half-sheets of paper, then work together as a group to organize their ideas into a tree, where root causes = roots, drivers = trunk, triggers = branches, and effects = leaves. [For the sake of simplicity, drivers and triggers can be grouped together on the trunk; it is less important that they be strictly categorized than that they be identified, as it is the drivers and triggers that can be most affected by—or affect—an emergency intervention.] Groups can draw their trees on flipchart and/or construct their trees on the wall, as they

		prefer. The facilitator should circulate to ensure that groups are on track with the task. Allow 20 minutes for this activity. Debrief by conducting a gallery walk and asking participants to comment on what they notice about the trees (similarities, differences, etc.). Then lead a discussion about the information or sources on which participants drew to complete their trees. Ask the group: *What knowledge of the conflict is needed to complete a conflict tree? How might you go about gathering this information? How well do you think this knowledge is systematically gathered, shared, and analyzed in our programming now? Are there issues you could imagine coming up in this kind of analysis?* Allow 30 minutes for the gallery walk and discussion.
30 mins.	Slide Show & Small Group Work	Show slide #16 with the Bubble Diagram. Ask for a volunteer to read all of the questions. **Explain:** *We are now going to use a bubble diagram to address the "People" aspect of the conflict. With this diagram, we want to show the relative importance of different actors, but also their relationships. We will show importance by the size of the circles, and we will show relationships by how the circles are connected to one another. We can show who influences whom by drawing arrows from one circle to another. We can show who is in conflict with whom by drawing broken or jagged lines between them. We can show alliances with thick lines, and so forth.* Break into small groups again, providing each group with a flipchart page and markers. Each group should construct a bubble diagram of the main conflict actors and how they interact. The facilitator may need to write the following steps on a flipchart for reference: ✓ *Generate list of relevant stakeholders* ✓ *Rank them by level of influence* ✓ *Draw circles on the map: bigger circle = more influence* ✓ *Discuss relationships among stakeholders: Who influences whom? How? Who is in conflict with whom? Who is in alliance with whom?* ✓ *Draw lines and arrows representing these relationships.* Allow 15 minutes for the bubble diagram. The facilitator should circulate to ensure that groups are on track with the task. Then, ask small groups to discuss: ✓ *What are the interests and goals of these different conflict actors?* ✓ *What are their capabilities?* Debrief by asking a few individuals to comment on what they learned doing this activity. Also allow time for any questions about the activity.

		Ensure that the discussion touches on how the knowledge of the local situation would need to be gathered. Allow 7–10 minutes for debrief.
30 mins.	Slide Show & Small Group Work	Show slide #17 with the Dividers & Connectors chart. Ask for a volunteer to read all of the questions. **Explain:** *When we look at the conflict process, we want to try to make sense of the dynamic and ever-changing nature of conflict. We also want to look for resources and opportunities to promote peace, even in an ongoing conflict situation. The concept of dividers and connectors gives us a way to do this. We mentioned dividers and connectors earlier when we were discussing the Do No Harm framework; now we will have a chance to apply this tool in more depth.* Divide into small groups again, and provide each group with flipchart and markers. Ask each group to brainstorm dividers and connectors for their conflict context. Make sure they are clear that the task is to identify dividers and connectors that exist in the context, not (at this stage) in the project intervention. Allow 15–20 minutes for this activity. Debrief by asking the first group to cite the dividers and connectors they identified for one category, then the second group to cite their answers to the second category, and so on, until all categories have been presented. Ask whether any group has an addition to make that they feel is important for everyone to hear. Also ask whether they see any potential challenges in completing this tool (e.g., that what one group sees as a connector may be a divider in the eyes of another group).
5 mins.	Plenary Discussion	Conclude by affirming that, while these exercises may seem straightforward, it is important for teams to build a common framework or lens for understanding the conflict. In addition, an initial conflict analysis can be deepened over time, as new evidence is gathered and the team probes further into the conflict situation. Let participants know that the facilitator can point them to additional tools if they would like to take the analysis further at another time.

SESSION 5: INTEGRATING CONFLICT SENSITIVITY

Time required: 1 hour, 45 mins.

Session Objectives:

- ✓ Participants become familiar with key planning considerations for integrating conflict sensitivity into programming.
- ✓ Participants identify specific steps they can take to make their own tools, procedures, and approaches more conflict-sensitive.

Key Messages:

Conflict sensitivity in programming includes:

- Paying careful attention to how information is gathered, and from whom, during assessments, including triangulating information.
- Using the conflict analysis to inform targeting and strategy.
- Addressing potential imbalances in staff and/or partner teams.
- Strengthening staff and partner capacity to be conflict sensitive.
- Considering market impacts of interventions.
- Considering power dynamics and which voices are represented when establishing community participation and feedback mechanisms.
- Coordinating with local leaders and peer agencies.

Materials:

- ✓ Flipchart and markers
- ✓ PowerPoint slides & projector
- ✓ Handout in Annex 2.
- ✓ *Optional:* If using the case study, copies of Part 2 for all participants.

Time	Activity	Guidance
10 mins.	Slide Show & Introduction	Show slide #23 ("Conflict Sensitivity in our work") and **explain:** *As we saw earlier today, being conflict sensitive in our humanitarian response requires us to have a good understanding of the context in which we are operating, and the conflict dynamics that may be present. But our work is not finished with the conflict analysis: Next, we need to apply this analysis to our programming. The focus and use of the analysis is informed by the project stage that we are in, and how we intend to use the analysis results. To ensure that we are not missing aspects of our intervention that could be making conflict worse, it is best to do a quick but comprehensive scan of the elements of our work in our current stage, or area of responsibility, apply the conflict analysis results, and identify what we may need to do differently.*
15 mins.	Small Group Work	Reconvene in the same small groups from the previous session. For workshops using the case study, distribute Part 2 of "Rebuilding in Tajikistan." For workshops in which participants have been analyzing their own context, ask each group to choose a project or intervention on which they will focus for the first part of this exercise; preferably, this will be one with which all group members have some familiarity, and which relates to the conflicts analyzed earlier. Provide each group with flipchart paper and markers. Ask groups to refer back to the earlier conflict analysis, and ask them to brainstorm—

		in light of this analysis—all of the ways in which their intervention could make or might be making conflict worse. Groups should list their ideas on the flipchart paper. Encourage the groups to refer to the slide that lists the sub-topics in different phases of the project cycle to ensure that they are not missing anything. The facilitator should circulate to ensure groups are on target. Allow 15 minutes for this activity.
10 mins.	Gallery Walk	Have groups post their lists on the wall, spread some distance from one another. Ask members of the small groups to conduct a gallery walk together, reviewing the work of the other groups. [*Facilitation note: This is a good time for a break, if the break falls during the session.*]
45 mins.	Small Group Work	Reconvene in small groups. This time, groups should refer to their earlier brainstorm and as well as to the tools/checklists/policies/ procedures that they have brought to the workshop. Working together, they should propose modifications to their documents to make them more conflict-sensitive. Allow 30 minutes to work through these documents. [Groups working on the case study may wish to spend some time brainstorming how the intervention described in Part 2 could be made more conflict-sensitive, as well as updating tools and procedures to apply to the situation in the case study.]
20 mins.	Debrief & Wrap-up	In plenary, debrief by discussing the following questions**:** ✓ *What is one change your small group made to your tool(s)? Why? Is there a specific conflict driver/trigger, divider or connector you expect it to impact?* ✓ *Which aspects of conflict sensitivity do you think we typically pay most attention to? Why?* ✓ *Which aspects of conflict sensitivity do you think we typically overlook? What is the impact of this?* ✓ *In which areas do you think your organization/intervention most needs to be more conflict sensitive?* Distribute the Conflict Sensitivity handout. Give participants a chance to review it, and allow time for any clarifying questions or final observations.

SESSION 6: WRAP-UP & EVALUATION

Time required: 15 mins.

Session Objectives:

✓ Participants have the opportunity to reflect on what they learned.

✓ Facilitators gain feedback on the workshop.

Materials:

✓ PowerPoint slide with objectives; projector

✓ Post-it notes or small piece of paper

✓ Flipchart paper

✓ Tape or sticky tack (if not using Post-it notes)

Facilitation note: If the previous sessions were done using a case study, rather than participants' own context, consider allowing extra time during this session for action planning.

Time	**Activity**	**Guidance**
10 mins.	Conflict Spectrum	Thank participants for their time and attention thus far, and **explain:** *We are coming to the close of our workshop. We would like to get your feedback on the workshop, but before we do so, let's "take the temperature" of the group on the topics we have discussed. I will read a series of statements. For each statement, if you strongly agree with the statement, move to the left side of the room. If you strongly disagree with the statement, move to the right side of the room. And if you are somewhere in the middle, then choose a location somewhere in the middle of the room, closer to the left if you agree somewhat, closer to the right if you disagree somewhat, or anywhere along this spectrum.* Allow a chance for people to ask questions about the instructions, if necessary, then read the following statement: ✓ *Conflict sensitivity is relevant for the humanitarian sector.* Ask a few people to explain why they chose their locations. Then, proceed with each of the following statements, taking time in between to ask a few people to comment on their location choice: ✓ *Conflict sensitivity is easy to integrate into existing humanitarian program processes.* ✓ *Conflict sensitivity requires expert technical assistance.* ✓ *Conflict sensitivity is easy to mainstream alongside other agendas, such as accountability, SPHERE, etc. [Facilitation note: If many in the group feel that this is very difficult, spend some time talking about how challenges can be overcome, and how the practice of conflict sensitivity becomes easier over time.]*
5 mins.	Evaluation	Gather the group back together from the spectrum exercise, and ask for their feedback on the workshop. Display the workshop objectives on the PowerPoint to help focus the feedback. Make three sections on the flipchart paper (or using three flipchart pages), and draw the following symbols: ☺ Δ ?

		Distribute Post-it notes or small pieces of paper. Ask participants to give feedback on what was positive about the workshop (☺); what they would have liked to be different (Δ); and what questions they still have (?). Responses to each question should be written on a separate piece of paper, and taped or posted in the appropriate section of the flipchart. Thank everyone for their participation.

Annex 1: Scenario and Roles for Session 1 Role Play

The Situation (*read this aloud*):

There has been an earthquake in a mountainous country in Central Asia. In its response, CRS planned to target 5,000 households in two affected districts, Shorkha and Lamdang, with distribution of non-food items, including emergency shelter kits, blankets, water treatment kits, and hygiene kits.

CRS soon realized that distributions were proceeding much more rapidly in Shorkha, where 3,000 families have been served, than in Lamdang, where only 1,000 families have received non-food items. The CRS program manager is now trying to determine why this is the case.

Background:

Shorkha and Lamdang are neighboring districts. They are very similar in size and geography, with most of the population living in rural villages, most of which are only accessed via very rugged unpaved roads; however, Shorkha has a larger population due to the city at its center (Shorkha City), while the district capital of Lamdang is simply a large town (Lamdang Town).

Shorkha City is on a river that connects it to industrial and commercial hubs in the country. It also holds a university that attracts students from both Shorkha and Lamdang districts. Because of this, Shorkha residents are considered to be better educated and have better job prospects than Lamdang residents. Lamdang has more productive agricultural fields than Shorkha District, making Lamdang Town a hub of regional commerce, but which lacks a good transportation systems. Lamdang residents are considered to be less educated and less sophisticated.

Both districts have experienced intense fighting over the past two decades in the ongoing conflict between rebels and the central government. Both Shorkha City and Lamdang Town are under government control, although there has been a very strong rebel presence in rural areas of Lamdang. The rebels are Maoist in their philosophy, and are actively opposed to institutions they consider elitist, such as religious organizations, universities, and so forth.

The Roles (*do not read aloud; cut these out and distribute to participants*):

CRS program manager [and the project team]: You are troubled by the slow pace of distributions in Lamdang. You have been wondering whether there are logistical challenges that make it hard to transport goods to or within Lamdang, or whether the villages in the district are particularly hard to reach. You take pride in CRS' commitment to serve the most vulnerable, and would like to ensure that distributions reach residents in these remote areas. You think that you and your team should be able to solve the problem; after all, your team members are from Shorkha, so they know the local area well. You and your team would like to meet with a number of stakeholders in both districts to better understand what the problem is. For now, you want to focus on gathering information, rather than problem-solving. You have set meetings with each district's commissioner, religious leaders, and community leaders.

Shorkha district commissioner: You would like to see as many residents of your district as possible receive benefits from CRS and other NGOs in the wake of an earthquake. In fact, the more people in the district who are served, the better your chances for re-election next month! This is why you have been urging large numbers of your relatives and friends to register as beneficiaries. This way, the numbers look good, and your own inner circle benefits as well. It's a win-win situation. You know the

CRS program manager and his/her team is coming to see you today, and you would like to convince them of the large unmet need that remains in the district.

Lamdang district commissioner: You would like to see as many residents of your district as possible receive benefits from CRS and other NGOs in the wake of an earthquake. In fact, the more people in the district who are served, the better your chances for re-election next month! So that you can take credit for the relief supplies, you have been showing up at as many distributions as possible. You have not been pleased with the locations selected for the CRS distributions, as several of the community centers have been targets of rebel attacks in the past, and you think people would be more likely to show up for distributions if they were held in a location that people associate with strength and safety … perhaps at your office compound?

Shorkha religious leader(s): CRS has requested a meeting with you to better understand the reasons why distributions may be proceeding so well in Shorkha, but not in Lamdang. You are glad the meeting will be held in Shorkha District HQ, because you are fearful of traveling to Lamdang, which is a well-known rebel stronghold. The rebels have often targeted religious leaders in the past. You have some suspicions that the Shorkha district commissioner might be using distributions to benefit his/her own family; you would like to communicate this to CRS, but it is a delicate topic.

Lamdang religious leader(s): CRS has requested a meeting with you in Shorkha District HQ to better understand the reasons why distributions may be proceeding so well in Shorkha, but not in Lamdang. You are happy for the chance to go to Shorkha, since you feel safer there. Shorkha is where you completed your studies, and the central government has a stronghold there. At home in Lamdang, however, you rarely move about to the outlying communities because there is such a strong rebel presence, and you feel targeted as a religious leader. You do not know much about what is happening in remote communities, but you are embarrassed to admit this.

Shorkha community member(s): You have been pleased with the items provided by CRS; they have been of high quality and very important to your family's survival and continued good health in the aftermath of the earthquake. You also have felt comfortable with the CRS staff managing the distributions, since they are mostly from Shorkha District. However, you have been told by the district commissioner that is it important to communicate to CRS the large remaining unmet need in the community so that CRS will bring more support.

Lamdang community member(s): From what you have seen, the items provided by CRS appear to be of high quality. You know they could make a big difference to families in your community, but you do not fully trust that these distributions are not a trap. All of the CRS staff are from Shorkha District, and so are the religious leaders. They may be using the distributions to create an opening for government forces to attack rebels in the area. The items could be contaminated in some way; after all, it would not be the first time the government sacrificed civilians to weaken the rebels (or vice versa). Also, local rebel leaders have threatened to attack the distribution centers if people show up.

Observer(s) [*optional*]: Your task is to quietly observe the role play and be prepared to add commentary when we debrief. As you observe, try to identify which conflict issues you think are relevant to the emergency response, and how these issues are being handled.

Annex 2: Conflict Sensitivity in Emergencies Handout

(Adapted from the Conflict Sensitivity Consortium's *How-to Guide to Conflict Sensitivity,* with additional content drawn from sessions at CRS/EMECA's 2014 regional meeting.)

Response Element	Potential To Exacerbate Conflict	Potential Mitigation Measures
PLANNING & DESIGN		
Assessments	• Assessment team is perceived to be biased: Team members are seen to represent or be concerned with only one side of the conflict. • Assessment raises expectations. • Questions on potentially divisive issues are not handled sensitively.	• Pay attention to the composition of the assessment team; ensure they liaise with a balanced set of local stakeholders. • Gather data on sensitive topics through small groups and individual meetings, rather than in public or large-group settings. • Conduct a "good enough" conflict analysis at the assessment stage. • Be transparent with community members about the purpose of the assessment.
Targeting	• Selection processes are not transparent. • Targeting criteria are not well understood by all stakeholders. • Targeting criteria overlap with and/or reinforce existing social divisions.	• Use conflict analysis to understand existing social divisions and map them against the proposed criteria; triangulate information with staff knowledge and local authorities. • Incorporate community participation in determining and testing targeting criteria. • Share information (ongoing) with both beneficiaries/participants and non- beneficiaries/participants on targeting criteria and selection processes. • Establish complaints and feedback mechanisms to identify problems during beneficiary selection.
Design	• Design is based on flawed assumptions about conflict dynamics. • Design fails to address the impact of the project on the local economy and/or host community. • Design does not reflect local cultural norms.	• Use conflict analysis to identify risks and assumptions; build in mitigation measures. • Communicate regularly with local officials and community leaders to ensure design will not negatively impact the local community. • Use participatory design processes that include staff and partner staff who are close to the conflict; triangulate design ideas with community members.
Partnership	• Local partners are perceived to only serve or represent people on	• Select partners with access to/ability to work with the targeted population.

	only one side of the conflict or in one identity group. • Local partners only have ability/access to work with people on one side of the conflict or in one identity group.	• Strengthen partner staff capacity in conflict sensitivity. • When possible, engage with a diverse group of local partners. • Develop comprehensive humanitarian partnership strategies as part of emergency preparedness.
STARTUP & IMPLEMENTATION		
Staffing/Hiring	• There is real or perceived bias in programming because staff are from only one side of the conflict or one identity group. • Recruitment is biased—intentionally or not—towards members of one group, often due to the identity of the hiring manager. • There is tension—often unspoken—among team members.	• Ensure that staffing decisions are informed by awareness of staff identity issues. For example, ensure that teams sent to the field are mixed (with at least one person from the local area), and monitor the proportion of staff of different identities. • Ensure that recruitment decisions are made with input from a diverse panel; senior management can periodically conduct spot-checks to ensure that hiring is not biased. • Orient new staff to contextual understanding as well as humanitarian principles, codes of conduct, and community-based programming approaches. • Hold regular all-staff meetings or similar initiatives to foster links between new and existing staff and between staff from different locations. Also use these as opportunities to observe team dynamics. This can include team lunches or other relationship-building activities.
Implementation	• Project activities are implemented without sufficient understanding of the context. • Powerful actors attempt to control project implementation and divert resources for their own gain. • Marginalized groups are excluded from benefitting from the project.	• Do a market analysis of the impact of different modalities of programming on the local economy and local tensions. • Involve the community in the management of the implementation. • Set up committees or other participatory mechanisms with an awareness of local power dynamics. • Ensure all committees are inclusive and representative of the entire population. • Balance the power of committees with robust complaint mechanisms.

	• Projects impact the local market, either by flooding it with external goods, or depleting a local supply if goods are procured locally; this can exacerbate tensions between affected communities/IDPs and host communities.	• Build committees' capacity in leadership, management, and conflict resolution. • Ensure proper protection mechanisms exist during distributions to prevent violence, extortion, or discrimination, such as volunteers to accompany vulnerable individuals to their homes.
Relationships with Government, Peer Agencies, and Other Stakeholders	• Local government and civil society actors are excluded from the response. • Local political interests try to co-opt the emergency response effort. • Project design per sector is not standardized across agencies. • Certain locations are privileged over others. • Emergency response actors lack a shared analysis of underlying conflict dynamics in the context.	• Include local authorities and community leaders in coordination and decision-making. • Ensure CRS representatives at cluster and coordination meetings highlight conflict-sensitivity concepts. • Support the clusters and advocate with donors at an inter-agency level for the standardization of packages, approaches, and geographic distribution. • Coordinate with other agencies working in communities/regions that CRS staff/partners pass through to reach targeted communities. • Advocate for the institutionalization of cross-sectoral forums for the analysis of conflict and context issues. • Use coordination meetings as an opportunity to deepen conflict analysis. • Advocate with local political actors for the respect of humanitarian principles and the need for independent and impartial humanitarian action.
MEAL & EXIT		
Monitoring, Evaluation, & Learning	• Projects proceed without attending to their impacts on conflict dynamics. • Monitoring and evaluation tracks only project indicators, without attention to the broader context.	• Look for signs of tensions over goods and services provided. • Include conflict-sensitivity issues in regular monitoring/reflection meetings; monitor for unintended consequences. • Use post-distribution monitoring or other forms, real time evaluations, and after-action reviews to identify and respond to changes in context or project impact on conflict

		dynamics.
Accountability	• Aid agencies do not actively seek, or lack mechanisms to hear, feedback from communities affected by their work. • Community members feel they have no ability to influence projects or address negative impacts.	• Be aware of practical barriers (language, meeting locations, gender) that can inadvertently exclude local stakeholders. • Help new emergency staff to understand existing local structures by linking to existing development programs. • Dedicate time and resources to ensure involvement of local partners and/or respected local intermediaries during the first phase of response. • Ensure clear processes for community participation and feedback on programming, and that all staff responsible for project implementation are oriented. • Establish three feedback mechanisms that are accessible for the target group, including child-friendly feedback mechanisms as appropriate.
Exit Strategy	• Project closure has a negative impact on local market realities and/or conflict dynamics. • Beneficiaries are vulnerable to reprisals after project teams leave, particularly if a project was perceived to benefit one group at the expense of the other.	• Use updated conflict analysis and/or market analysis to prepare for exit or transition; address potential conflict impacts of reduced commerce, traffic, or availability of goods or services; ensure that target communities understand the exit plan and are not dependent on the project for their critical needs. • Help beneficiaries link with other support mechanisms to ensure protection. • Include community members in project implementation, as possible, to increasingly transfer skills to the local community. • Coordinate with local authorities and community leaders to develop exit or transition strategy that supports local needs.

Annex 3: Case Study (Alternative Option for Use in Sessions 4 & 5)

Rebuilding in Tajikistan: Part 1[1]

1. After the breakup of the Soviet Union, a struggle for leadership broke out in the former Soviet Republic of Tajikistan. The conflict was between communist factions and a coalition of anti-communist and Islamist opposition groups. The result was an intense and bloody civil war that, in early 1991, spread from the capital, Dushanbe, into rural areas and lasted until December of 1992. In the villages, the political reasons for the conflict were blurred so that it began to look like an ethnic conflict between Kulyabis, who supported the communist faction, and Garmis, who were associated with the opposition. Kulyabis and Garmis are Tajik subgroups that share the same religion, customs, and language, a dialect of Farsi.

2. The worst fighting was in Khatlon Province, located in southwestern Tajikistan on the border with Afghanistan. The area had been settled during the 1930s and '40s, when the Soviet government had forcibly relocated tens of thousands of Garmis and Kulyabis to the area. They were brought to work on the new state-run cotton farms. Typically, entire villages were relocated. As a result, the region became a patchwork of mono-ethnic villages. However, over the years, some villages merged. By the outbreak of the civil war, about a quarter of the villages in the region were ethnically mixed. In the cities and towns, there was a high degree of intergroup marriage. Displays of strong ethnic identification were rare in the daily lives of the people.

3. During the war, villages became targets of looting and burning by both sides. In late 1992, with the help of Russian troops still stationed in the area, the Kulyabi forces defeated the Garmi. Though damage had been moderate during the war, the victory was followed by a rampage of the Kulyabi militias during which Garmi houses and villages were systematically destroyed. Many men were killed, more than 20,000 homes were severely damaged or destroyed, and many families fled for safety. In many Garmi villages, only the mosque was left standing.

4. Though open warfare ended in late 1992, the armed opposition remains active in northern Afghanistan and continues to stage cross-border raids from time to time. In addition, they control some mountainous sections of Tajikistan. Twenty-five thousand Russian troops remain in the country, helping keep open warfare from breaking out again. Even so, an atmosphere of relative lawlessness continues as bands of armed thugs (sometimes inter-ethnic in their composition) continue to loot villages and steal humanitarian relief supplies.

5. Tajikistan was the poorest of the Soviet Republics. By decision of central Soviet authority, the economy was concentrated on cotton production and related enterprises (such as cotton milling, cotton seed production, and garment making). The single-sector specialization meant that Tajikistan, like other Soviet republics, depended heavily on trade for most goods. Most basic foodstuffs have been imported since the 1930s.

6. Cotton production fell throughout the 1980s. The war greatly worsened an already bad economic situation. Destruction of factories, equipment, and the extensive network of irrigation canals essential for cotton production, coupled with an out-migration of many non-Tajik skilled technicians and managers, left the country's economy severely disrupted. The breakdown in trade left Tajikistan facing serious food shortages.

[1] Case study adapted from: CDA Collaborative Learning Projects. *Do No Harm Workshop Trainer's Manual.* Cambridge, MA: CDA, 2016.

7. The cotton farming in Khatlon was organized in large state farms that held most of the province's best arable land and employed the majority of the working population. Each state farm included many villages without regard for their ethnic composition. Thus, Kulyabi and Garmi had worked side-by-side, men in positions of management and on canal maintenance, and women in planting, cultivation, and harvesting. Villages also shared schools, clinics, and all the other social services of the Soviet system. In spite of occasional tensions and competition for leadership positions within the state farms, relations between groups were generally harmonious. As the war came to an end, the fields lay fallow. Even though virtually everyone in Khatlon Province depended on cotton for survival, the vast network of irrigation canals was disrupted, undermining any potential cotton crop and water access in villages as well.

8. Each household in Khatlon continues to own a small private plot on which they have always grown vegetables for household consumption and local sale.

9. In some cases, local people of Khatlon took "reconciliation initiatives" in the period of repatriation. For example, a woman officer of one district government knew her former Garmi neighbors were returning. She "prepared food for three days" and invited these returnees and her Kulyabi neighbors to dinner beneath her garden arbor. Facing each other across her table, they ate together in what she hoped was a reconciling way. In another village, when Garmi families returned, Kulyabi residents "went out to meet them with bread and salt," a traditional symbolic welcoming. Many people believed that "the common people don't want war, but policy people make it."

10. Many noted that women have a special role to play in overcoming animosity. As one woman said, "The nature of women is different. She can forget and forgive but man is a little bit animal. His blood is hot." Others outlined things women could do including: "Training their children better not to hate" (Kulyabi woman); "Teaching my children and grandchildren not to seek reprisals, not to keep remembering, and not to 'play' war with 'them'" (Garmi woman); "Working together on common projects with 'them'" (Kulyabi woman); "Getting my husband who was a school teacher to meet with 'their' teachers to talk about how teachers from both groups can teach better attitudes in school" (Garmi woman); and "Women must lead us" (Kulyabi man).

11. In some villages, elder women and men formed committees to help settle disputes over housing when a Garmi family would return to find that a Kulyabi family had moved into their former home. However, many people also put responsibility for peacemaking somewhere else. They shrugged and said: "Time is the best healer" or "It will never happen again because people don't want war" or "We have learned our lesson" or "They have learned their lesson."

12. Two main problems in post-war Tajikistan were identified by aid groups working on repatriation: a shortage of food and a large number of damaged or destroyed homes. Although food security was not optimal in Kulyabi villages, malnutrition was mainly found in the destroyed villages.

Rebuilding in Tajikistan: Part 2

13. Save the Children Federation (SCF) responded to the identified problems in Khatlon Province—food insecurity and damaged housing stock—by setting up village-based brigades whom they paid with Food for Work (FFW) to rebuild and repair houses. Priority was given to villages with the most extensive damage. All destroyed houses in a targeted village were eligible for reconstruction. All village residents—both men and women—who wanted to work were eligible to join a brigade. SCF surveyed housing to set priorities for repair and entered into "contracts" with brigades to do the work. The brigades built houses in the traditional way, using local mud to make bricks for walls, and SCF provided roofing materials (donated by UNHCR). Food earned by one person working in a brigade was sufficient to meet 80 percent of an average family's caloric requirements through the winter of 1994–95.

14. By the fall of 1994, the FFW program was well established in several districts of Khatlon Province. With more than 80 locally hired staff, the program had been able to organize 15,000 people, mostly returning refugees, to build 12,000 houses. To ensure that they did not hire staff with ethnic prejudices, SCF instituted an interviewing arrangement whereby staff of several different ethnicities interviewed each prospective candidate. It was assumed that any ethnic slurs or biases would be noted by at least one of the interviewers.

15. The project was successful in supporting the rebuilding of many homes and this, in turn, encouraged the rapid repatriation of people who had fled during the war. SCF staff felt that repatriation was an important first step in reconciliation, but they also wanted to find other opportunities to use their program to promote intergroup linkages and reconciliation.

Annex 4: Facilitator's Notes for Case Study: "Rebuilding in Tajikistan"

Below are possible elements of the conflict that participants may identify during the conflict analysis exercises in Session 4 as well as the brainstorming in Session 5.

Problem Tree

Possible Root Causes:	• Competition over leadership, authority, control • Ideological differences • General instability following the collapse of the Soviet Union • Economic vulnerability due to reliance on one main crop/industry • Residents had been forcibly relocated several decades before and may have carried unresolved trauma or grievances
Possible Drivers:	• Mono-ethnic villages; separation • Economic strain due to reliance on cotton and falling cotton prices • Russian alliances with Kulyabi • Lawlessness
Possible Triggers:	• Kulyabi rampage following victory • Armed groups loot villages, steal relief supplies • *Possibly:* Harvest season in the absence of a crop
Possible Effects:	• Loss of life (mainly Garmis) • More than 20,000 homes destroyed (mainly Garmis) • Food insecurity for all; worse in destroyed (Garmi) villages • Displacement • Water shortages • Cotton crop could not be planted

Bubble Diagram

Possible Stakeholders: Kulyabi fighters, Garmi fighters, Russians, Elder councils, Kulyabi women, Garmi women

Dividers & Connectors

Possible Dividers	Possible Connectors
• Ideological differences; communist and "opposition" • Change in the political system; struggle for leadership • Failed economy; unemployment; destroyed infrastructure; competition for scarce goods and resources • Two distinct groups: Garmi and Kulyabi • Shortages of food • Previous reliance on monoculture • Destruction (especially, but not exclusively, Garmi houses) • Occupation of Garmi houses by Kulyabi • Displacement; refugee experience • Repatriation • Groups lives in separate villages (3/4 of villages mono-ethnic)	• 1/4 of villages ethnically mixed; towns also experience working together in state enterprises • Lived in area; worked together a long time • Intermarriages • Same language • Religion • Culture • Schools, clinics, social services • The experiences of war • Threats from gangs • "Don't want war" • Self-appointed elders committees to settle housing disputes • Ideas for how to move away from war

Possible Negative Effects of SCF's Intervention:

- Giving priority to rebuilding the most damaged houses favored the group who suffered the most destruction (i.e., Garmi over Kulyabi), thus possibly worsening intergroup tensions.
- Linking the FFW program to house reconstruction, and placing both of these in the villages (75 percent of which were mono-ethnic), meant that more Garmi than Kulyabi also were able to get employment and food.
- Since "anyone who wanted to work" could do so, families may have had more than one family member involved in brigades. Because every worker received about 80 percent of a family's food requirement, and since most would have been Garmi, Garmi families could have had surplus food when Kulyabi families still were experiencing food shortages. This could also increase and exacerbate intergroup tensions.
- If Garmi families shared the food, this could reduce intergroup tensions. If they sold it, this could either encourage intergroup trade (and reduce tensions and support connectors) or seem exploitative and reinforce tensions. If they hoarded the extra food, this could worsen tensions.
- Housing is a privately owned asset and, therefore, only one family at a time benefits. This puts people in competition with each other. If community-based buildings or other assets had been reconstructed, this might have reinforced connections. Some of these existed in terms of schools, clinics, irrigation ditches, and so forth.
- In civil wars, assistance programs that concentrate on need might focus on only one group. In this case, the most housing was destroyed and malnutrition was worst in Garmi villages.

Possible Strategies SCF May Have Adopted for Positive Effect:

- Rebuilding jointly held assets (irrigation, clinics, schools).
- Concentrating in mixed villages; learning from them how to ensure mixed brigades.
- Paying in cash instead of food, to have a market effect that benefits people in the wider area
- Involving the elders, committees, or mosques in deciding priorities, thus reinforcing existing connectors and reducing tension over whose houses were rebuilt.