CONFLICT-SENSITIVE

PROJECT DESIGN

WORKSHEETS FOR PARTICIPANTS

HELVETAS

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Participant sheet: Identifying the issues

1. Appoint a moderator for the group. (Always considering gender, age, language, experience and hierarchy. To the extent possible, encourage female or younger participants to take leadership roles)

2. Draw the table below on a flipchart:

3. Start with the first column. Develop a list of conflicts in the project area. The conflicts should be selected according to the following criteria:

    a. the conflict has an impact in the project area.

    b. it is a dispute at the level of a group or community, or between groups/communities (as opposed to an interpersonal conflict).

    c. the behaviour is uncooperative, destructive and persistent.

4. Return to the first conflict in the list. Discuss the likelihood of the conflict escalating and note the rating in the second column (low, moderate, high, very high).

5. Move to the third column and repeat the process for the potential impact of the conflict on the intervention (low, moderate, high, very high).

6. Repeat the process for all conflicts.

7. Once the overview is established, identify the 2-3 most important conflicts to analyse in the next exercises. Start by eliciting opinions from different people in the group. Perhaps the priority conflicts will be obvious to everyone, and it will be easy to reach agreement. If not, you can move to a vote. Depending on the level of trust in the group, voting could be done by asking participants to raise their hands, by putting 2-3 coloured dots with a marker next to the most important conflicts, or by handing out papers to everyone for a secret ballot.

Table: identification of the main conflicts

Conflicts in the project area	Likelihood of escalation	Impact
	What is the likelihood that the conflict will escalate? 1. low 2. moderate 3. high 4. very high	What level of impact does the conflict have on the intervention? 1. low 2. moderate 3. high 4. very high

Participant sheet: Actor mapping

1. Choose a specific conflict to analyse (one of the priority conflicts identified during the 'conflict identification' exercise)

2. You are going to draw a diagram to identify the actors involved in the conflict and to understand their relationships

3. Ask yourselves: "Who are the relevant actors in this situation of conflict or tension?"

4. Write the names of the actors on round cards: small circles for less powerful actors and large circles for more powerful actors.

5. For greater clarity, you can work with different colours to distinguish between different types of actors (e.g. government actors, CSOs, NGOs, companies) or to represent positions in the conflict (including a colour for actors who do not take a position and consider themselves neutral or impartial).)

6. List the actors first and then position them on the page

7. Place the main actors in the centre. Add the other parties involved or that have a relationship to these actors. Include marginalised groups and external stakeholders.

8. Do not forget to put your own organisation on the board. Remember: any organisation working in a context becomes part of it! Therefore, it is important to be aware of your organisation's existing and potential relationships.

9. Connect the different actors using lines that illustrate the quality of the relationship between the parties. Examples of the different types of line are shown below. Feel free to create additional lines to represent other types of connection

10. Think about the positions of the different parties and try to identify alliances, close contacts, broken relationships and known confrontations

11. OPTIONAL: you can add conflict issues between players in rectangular form (see exercise on identifying conflicts).

Symbols for actor mapping (Source InWent, CICO Handbook 2004)

The relative size of each circle indicates the relative influence of each actor to the conflict

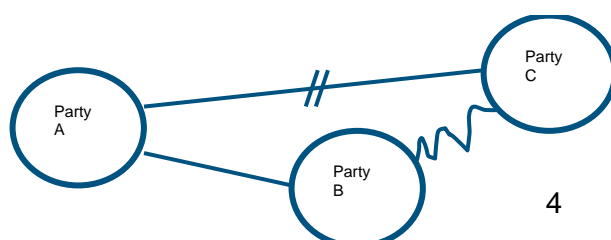A straight line symbolizes a connection or an intact relationship.
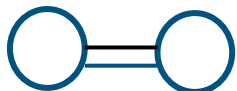
A double line symbolizes an alliance or strong relationship

A zig-zag line symbolizes a dispute or conflict.

A double line crossing a single line symbolizes a broken relationship.

Party C

Party A

Party B

4

Participant sheet: Sources of tensions and connecting elements

Identify the factors in society that divide people and that bring them together

1. Brainstorm to identify sources of tension (SoT) and connecting elements (CE)

    a. Collect the SoTs and CEs on a flipchart or cards.

    b. It is often easier to start by finding the sources of tension. Once you have done this, you can move on to identifying the connecting elements.

2. Establish the priorities of the brainstorming session

    a. Prepare the two tables below, one for the SoTs and one for the CEs.

    b. Choose the most important SoT and CEs and write them in the first column.

    c. In the second column, add an explanation of each SoT/CE. The explanation is key because it helps to avoid generalisations, and to reflect on the impact generated by the factor.

3. Choose a spokesperson to give the presentation.

Source of tension	Explanation

Connecting element	Explanation

Rules for brainstorming

All ideas should be noted.

Do not discuss them yet.

Do not judge.

If a proposition is not clear, ask the person to rephrase or clarify.

If buzzwords or shortcuts are used (e.g. mistrust, illegal migration), ask how this is a SoT or CE.

Keep a rhythm, do not let the discussion go on too long (the more ideas, the better).

Key questions to stimulate reflection

What is leading to the tensions in the current situation?

What are the connecting elements?

What are the current threats to peace and stability?

What supports stability and non-violence?

To what extent are women and men affected differently by tensions?

What do people do together despite tensions?

Adapted from The Do No Harm Project. *Do No Harm Guidance Note: Using Dividers and Connectors.* Cambridge, MA: CDA Collaborative Learning Projects, 2010.
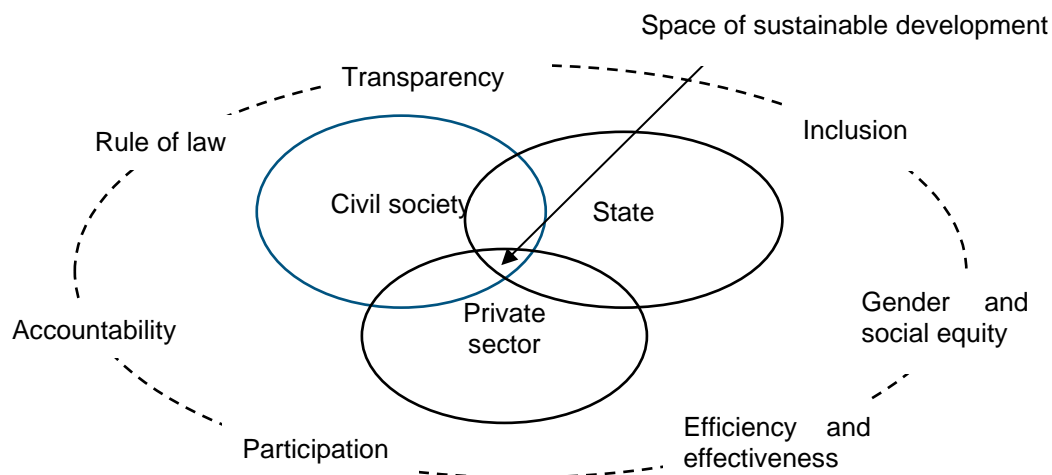
Participant sheet: Key governance factors

Evaluate governance actors according to the principles of good governance.

1. Which institutions are you working with on your project? Review your actor map and look at the key governmental and non-governmental players with whom you are working directly and indirectly to implement your project.
2. Choose the most important ones and write them on a flip chart.
3. Include the institutions responsible for conflict resolution.
4. On a flipchart, draw the table below and write all the principles of good governance in the first column, and the key actors in the first row.
5. For the actors in the table, assign a score for each governance factor on a scale from 1 to 4, where 1 is very low and 4 is very high.
6. Choose a spokesperson to report back to the plenary.

Governance factor	Actor 1	Actor 2	Actor 3	Your organisation	Partner organisation
Inclusion					
Gender and social equity					
Effectiveness and efficiency					
Participation					
Accountability					
Rule of law					
Transparency					

Information sheet: Good governance factors

Space of sustainable development

Transparency

Rule of law

Inclusion

Civil society

State

Accountability

Gender and social equity

Private sector

Participation

Efficiency and effectiveness

Factor	Description
Inclusion	• All sections of society can participate in decision-making processes • Everyone has access to services • Everyone can play an active role in society
Gender and social equity	• All people are valued equally. There is no discrimination based on religion, age, ethnic identity, social status, gender or sex.
Effectiveness and efficiency	• The government provides access to services within reasonable timeframes • Services are of relevant, inclusive, accessible and of good quality
Participation	• All citizens have a voice • Right to participate in decision-making • Constituents are encouraged to influence government so that it introduces better policies and takes wise actions • Enables the government to be better informed about the needs and concern of constituents
Accountability	• Responsive to people's demands, public servants are accountable to the government (upwards) and citizens (downwards).
Rule of law	• All individuals and institutions are subject to, and held accountable by, laws that are fairly applied. • Government is accountable and implements according to the law • No arbitrary actions
Transparency	• Information on decisions and actions of the government is circulated and freely available • People are made aware and have access to information

Participant sheet: Results of step 1

Create a matrix of key factors of conflict and fragility

1. Complete the table below (either on a computer or a flipchart).
2. Identify the conflict analysed (refer to the exercise "identifying the issues")
3. Go through the sources of tension (SoTs - elements in societies that divide people and create tension) and the connecting elements (CEs - elements in societies that link people together and facilitate non-violent dispute resolution) and include the 3-4 most important of each.
4. Assign key actors to the respective SoTs and CEs (refer to your actor map)
5. Add the governance factors that scored low (1 or 2) in the governance exercise.

Conflict and fragility matrix

CONFLICT	
SoTs/CEs	**Key actor(s) corresponding to these SoT/CE**
SoT 1:	
SoT 2:	
SoT 3:	
CE 1:	
CE 2:	
CE 3:	
GOVERNANCE FACTORS	
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_	

Participant sheet: Resource transfers

Identify the potential risks of doing harm through the transfer of resources

1. Read the fact sheet with examples of how the transfer of resources can have negative effects.

2. Review the conflict and fragility matrices to remind yourself of the main elements of conflict in the context.

3. Your group will be asked to reflect on some components of the intervention. For the components of the intervention that have been allocated to you, think about the different mechanisms that could lead to negative effects.

4. Complete the table below in two stages.

5. In the first stage, identify the potential negative effects. For each row, specify:

    a. The mechanism, e.g. diversion, legitimisation, etc. (1st column)

    b. The specific component of the project concerned, e.g. skills training courses, a particular implementing partner (2nd column)

    c. The specific negative effect that could occur, e.g. aggravation of a particular source of tension (3rd column)

6. In a second step, review the possible negative effects identified and fill in the other three columns:

    a. What measures are already being taken to mitigate the risk that the effect occurs? (4th column)

    b. Considering the mitigation measures in place, how likely is it that the negative effect will occur? (5th column)

    c. If the effect occurs, what will be its level of impact on the context? (6th column)

7. For each effect, write its title on a card (one effect per card) so that you can place it on the risk matrix in plenary.

8. Identify someone who will present the table in plenary and situate the cards on the risk matrix.

Tip:

The more specific you are in describing the effect (how exactly the intervention may interact with the conflict factors analysed, and what the consequences could be), the easier it will be later to develop measures to mitigate the risk.
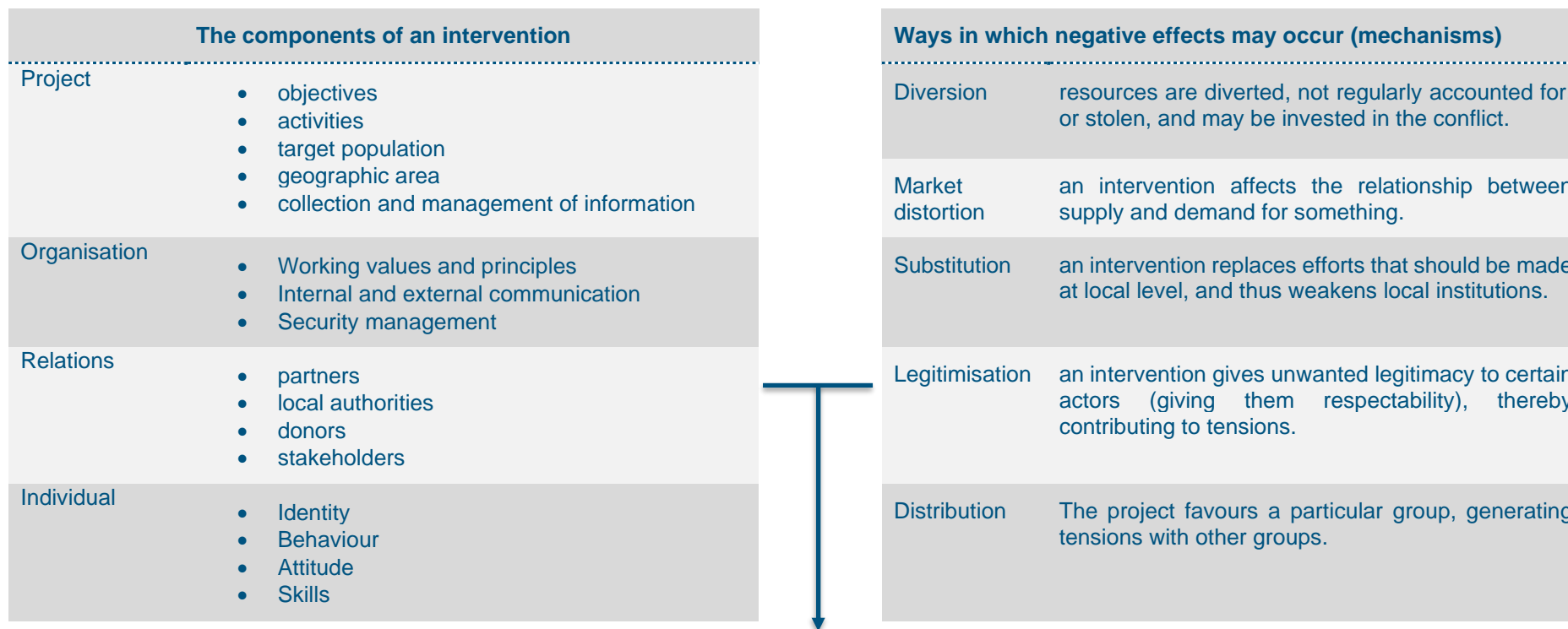
The components of an intervention		Ways in which negative effects may occur (mechanisms)	
Project	• objectives • activities • target population • geographic area • collection and management of information	Diversion	resources are diverted, not regularly accounted for, or stolen, and may be invested in the conflict.
Organisation	• Working values and principles • Internal and external communication • Security management	Market distortion	an intervention affects the relationship between supply and demand for something.
		Substitution	an intervention replaces efforts that should be made at local level, and thus weakens local institutions.
Relations	• partners • local authorities • donors • stakeholders	Legitimisation	an intervention gives unwanted legitimacy to certain actors (giving them respectability), thereby contributing to tensions.
Individual	• Identity • Behaviour • Attitude • Skills	Distribution	The project favours a particular group, generating tensions with other groups.

Table to be filled in: Possible negative effects of an intervention resulting from a transfer of resources

Mechanism	Specific component of the intervention	Title and description of the negative effect What kind of tensions might the intervention contribute to?	Mitigation measures in place What measures have already been taken? Are they effective?	Probability Considering the mitigation measures in place, how likely is it that the effect will occur? Weak / Moderate / High / Very high	Level of impact If the effect occurs, what level of impact will it have on the context? Weak / Moderate / High / Very high

Information sheet: Examples of negative effects of an agricultural project

Mechanism	Intervention component	Title and description of the negative effect	Mitigation measures in place	Probability	Level of impact
Diversion	Support to agricultural businesses	Supported businesses are obliged to pay protection money to an armed group.	Attempts to make representations to the armed group through intermediaries were unsuccessful.	High	Moderate (This is not a very important source of funding for the armed groups)
Market distortion	Training in new production techniques	With the adoption of new production techniques, agricultural businesses will no longer need certain products. This may create tensions with suppliers.	None for the moment	High	Moderate (The suppliers are not many)
Substitution	Training	By taking responsibility for training farmers, the project runs the risk of replacing the state's technical services, which are supposed to provide this kind of support.	The state's technical services take part in the training courses, but there is not a strong sense of ownership on their part.	Moderate	Moderate (Support from the state technical services was already weak before the intervention.)
Legitimisation	Invitation to the mayor to attend the opening ceremony	The mayor may his presence and his association with the results of the project for electoral purposes. This would not go down well with his political opponents.	Representatives of all the political parties will be invited, but the mayor can always position himself as a benefactor.	High	Moderate (The mayor could reap a slight electoral benefit, but this will not change the electoral result.)
Distribution	Selection of businesses	The selection of the businesses who will participate in the project may be perceived as biased. Most of the businesses in the project area are owned by people from a specific ethnic group.	Communication of selection criteria (not very effective)	High	High (Existing inter-ethnic tensions likely to increase)

Participant sheet: Behaviour

Identify important aspects of the way the project is implemented.

1. Read the 'Behaviour' information sheet with examples of how the principles of conflict-sensitive behaviour can be applied.

2. Review the conflict and fragility matrices to remind you of the main elements of conflict in the context.

3. You will be asked to reflect on some components of the intervention. For those that have been allocated to you, think about which principles are important.

4. Fill in the table below with proposals for desirable behaviour:

5. Which specific component of the project is concerned (1st column)?

6. What principle is important for this component? (2nd column)

7. What should you change in the way you do things to ensure that this principle is respected? Why? Be as specific as possible. (3rd column)

8. Identify a person to present the table to the plenary.

Intervention components		Conflict sensitivity principles
Project	• objectives • activities • target population • geographic area • collection and management of information	**Respect:** paying attention, trusting others, remaining calm, listening.
Organisation	• Working values and principles • Internal and external communication • Security management	**Accountability:** taking responsibility for actions and decisions, respecting laws and regulations and ensuring others do too, acknowledging mistakes and working to fix them
Relationships	• partners • local authorities • donors • stakeholders	**Fairness:** treating people as equal and doing so in ways that are seen by everyone to be "fair", listening to everyone and taking them seriously, following the rules.
Individual	• Identity • Behaviour • Attitude • Skills	**Transparency:** Being open about what we do and why, communicating selection criteria, project objectives, project deadlines, sources of funding and allocation.

Intervention component	Principle	What we will stop / start doing? Why?

Information sheet: Examples of the RAFT principles in action

Intervention component	Principle	Proposed measure and explanation
Staff diversity	Respect	**Ensure that there is gender balance, age diversity and local people in the project team:** If project team staff are not from the region and do not share the identity of the local population there is a risk of a lack of respect for local culture. This could create tensions between the organisation and the local population and have an impact on the acceptance of the project.
Objectives of the action		**Work with local partners to define a communication adapted to the context:** If the project promotes norms that go against local norms (e.g. promoting women's rights in a patriarchal context) it could be accused of not respecting local norms. This would pose a risk to the acceptance of the project and could contribute to tensions within communities.
Relations with stakeholders	Accountability	**Set up consultation mechanisms:** without mechanisms to involve stakeholders in the development and implementation of the project, there is a risk that the project will fail to address their concerns and be unaware of any mistakes that may have been made. It is important to be aware that gathering information can be perceived as spying. The team needs to consider when and how it gathers information, be transparent about what happens to the information it gathers and be consistent in following up the issues raised.
Gathering information about the context	Fairness	**Validate information gathered from several sources:** Don't favour information from one person or group but gather information from several sources. There are always multiple perspectives on a situation. Information can be biased and distorted, and actors can even manipulate information for political or other reasons.
Security rules		**Check that the choice of areas of intervention does not favour a particular social group:** security rules may have an impact on the choice of area of geographical involvement of the project, which could be perceived by some stakeholders as discrimination.
Communication activities	Transparency	**Use appropriate communication:** Perceptions of a situation can vary considerably between partners, staff and different levels of the organisation. The team needs to have an idea of the positions and interests of different actors to be able to communicate appropriately about the project. Knowing how to communicate sensitively has a positive effect on staff safety, as it increases acceptance of the project. Good internal communication about the situation and what is at stake is also very important.

Participant sheet: Risk mitigation

Identify adaptation measures for the project

Step 1

1. You have been allocated several potential negative effects (risks).

2. Your objective is to work in brainstorming mode, to generate as many ideas as possible to reduce the likelihood or impact of each negative effect.

3. Write each negative effect assigned to you as a title on its own flipchart.

4. Post the flipcharts on the wall or put them on tables, one next to the other.

5. Equip everyone with a marker (and sticky notes if available) and move freely between the flipcharts. Everyone should try to write at least two ideas on each flipchart.

The rules of brainstorming
→ All ideas should be noted
→ Don't discuss them yet
→ Do not judge
→ If a proposition is unclear, ask the person to rephrase the sentence or clarify.
→ Keep up the pace, don't let the discussion go on too long (generate quantity).

Step 2

1. When the facilitation team tells you, stop the brainstorming and move on to another group's flipcharts.

2. Review the ideas that the other group has written on flipcharts. Discuss which actions and measures you recommend be implemented. When you agree on a measure, mark it with a coloured circle or other sign, or write a new formulation of the measure that you would like to propose.

3. Nominate one or more people to present the proposals to the plenary.

Participant sheet: Strengthening positive impact

1. Revisit the analyses made during the exercises in stage 1

2. With the help of the questions below, try to identify measures that you could take in your projects to strengthen their contribution to peace and social cohesion.

3. List the measures identified and nominate someone to present them to the plenary.

Analysis tool	Question
Actor mapping	Could the project help to improve relations between certain stakeholders? Which actors? How?
	Are there any key actors with whom the project does not yet have a relationship? How could these relationships be established?
Sources of tension and connecting elements	What could the project do to strengthen the connecting elements identified?
Governance factors	How could the project contribute to good governance?

Participant sheet: Action plan

Using the table below, take the list of measures proposed in the three previous exercises (behaviour, risk mitigation, strengthening impact) and insert them in the table below in the second column. Insert the reason for the measure in the first column (what you have identified that needs to be changed). Then, by discussing as a team, fill in the other columns in a concrete way. If there isn't enough time, focus on the first few columns and make an appointment to finish your action plan after the workshop.

What? What are we proposing to do?	When? Short-, medium- or long-term?	Who? Who is in lead? Who is involved?	How? How do we get there? What do we need?	Desired impact? What change do we hope to see?	Indicators? How can we see and measure the desired change?
Project					
Organisation					
Relationships					
Individual					

Evaluation sheet

Name (optional):

1. What main lesson are you taking away with you from this workshop?

2. How has this workshop been useful for your work?

3. What will you do differently because of this workshop?

4. What are your main recommendations for the project?

5. What are your main recommendations for improving this type of workshop in the future?

6. Any other comments?

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