



# CONFLICT-SENSITIVE PROJECT DESIGN FACILITATION GUIDE

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This guide was written and edited by Owen Frazer with the support of Regula Gattiker, Modibo Ouedraogo and the Helvetas Burkina Faso team. It is an abridged and revised version of Marthaler, E. and Sidonia, G. (2013) *Manual: 3 steps for working in fragile and conflict-affected situations (WFCS)*. Bern/Zurich: HELVETAS Swiss Intercooperation.

The guide also incorporates elements of the Latin American version: del Castillo, M., Madrid, E. and Zubieta, J. (2018) *Tres pasos para trabajar en situaciones de conflicto en un contexto latinoamericano: Herramientas y Anexos*. La Paz: Cooperación Suiza en Bolivia, Helvetas Bolivia, Ministerio de Medio Ambiente y Agua.

All the above publications are inspired by the Do No Harm Framework developed by CDA. For more information visit <https://www.cdacollaborative.org/cdaproject/the-do-no-harm-project/>.

For further Helvetas resources on conflict sensitivity visit <https://www.helvetas.org/en/switzerland/what-we-do/our-topics/voice-inclusion-cohesion/conflict-transformation/conflict-sensitive-program-management>

Cover photo: Henri Ouédraogo, tailor and teacher, working with students in a vocational training education project in Burkina Faso. Credit: Simon B. Opladen

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# INTRODUCTION

## About the guide

Conflict sensitivity is the awareness that our work, presence, and behaviour can have unintended consequences. It means taking action to avoid negative effects and reinforce our positive impact. This guide aims to help make humanitarian, development and peacebuilding projects conflict sensitive.

Conflict sensitive project management (CSPM) requires participatory analysis and reflection with project stakeholders. The guide offers a roadmap for a participatory workshop that brings together a variety of stakeholders to do joint analysis and planning to ensure a project is designed and implemented in a conflict sensitive manner.

The workshop consists of three steps:

- Step 1: understanding the context
- Step 2: understanding the interaction between the project and the conflict context
- Step 3: strategic decisions for project management

The three steps are broken down into 14 exercises. Each exercise contains the following elements: objective, duration, facilitation instructions, key messages to be communicated to participants, and (when relevant) a sheet for participants. An accompanying PowerPoint presentation is also available.

The information gathered in the workshop should be complemented by information gathered in bilateral exchanges with stakeholders, internal and other organisations' reports, and other sources of information.

## Planning the workshop

A comprehensive conflict sensitivity workshop should go through all the exercises in this guide. However, depending on the time available, this may not always be feasible. On the following pages you will find agenda options for 2-, 3-, 4- and 5-day workshops.

Broad participation (15-20 people) is desirable to ensure a diversity of perspectives and information. Consider also how gender, age, language, experience, and hierarchy dynamics may positively or negatively influence participation and exchange between participants. This may require using different methods and facilitation options, combining plenary with group work, working in pairs and more.

The time to be spent on each exercise will depend on the number of participants. The indications for the duration of the exercises in the guide are minimum indications.

Time constraints, or difficulties in bringing all stakeholders together for all the exercises, may make it necessary to conduct some exercises in a smaller group. For example, those of step 3 concerning strategic decisions and planning.

Plan from the beginning how this workshop and its results can be combined with other context analysis and design activities of the project.

## Agenda options

### 5-day workshop – the ideal

This option ensures a complete analysis when you are working with a large group (over 15 people) who have no previous experience of CSPM. It allows plenty of time for presenting the results of the exercises and for discussion.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Session 1</b> 1.5 hours	Exercise 1: setting the scene	Exercise 4: presentations and discussion	Exercise 7: results of step 1	Exercise 9: presentations and discussion	Exercise 12: strengthening impact
<b>Session 2</b> 1.5 hours	Exercise 2: introduction to conflict sensitivity	Exercise 5: sources of tensions and connecting elements	Exercise 7: presentations and discussion	Exercise 10: behaviour	Exercise 13: action plan
<b>Session 3</b> 1.5 hours	Exercise 3: identifying the issues	Exercise 5: presentations and discussion	Exercise 8: understanding the intervention	Exercise 11: risk mitigation	Exercise 13: action plan
<b>Session 4</b> 1.5 hours	Exercise 4: actor mapping	Exercise 6: key governance factors	Exercise 9: resource transfer effects	Exercise 11: presentations and discussion	Exercise 14: evaluation and final reflection

### 4-day workshop – for a complete analysis with up to 15 participants

This option allows a little less time for presenting and discussing the results of the exercises. It is appropriate when there are only 2 or 3 working groups. If there are more groups, bear in mind that it will not be possible for all groups to present after each exercise.

	Day 1	Day 2	Day 3	Day 4
<b>Session 1</b> 1.5 hours	Exercise 1: setting the scene	Exercise 5: sources of tensions and connecting elements	Exercise 8: understanding the intervention and presentation of key messages of exercise 9	Exercise 11: risk mitigation
<b>Session 2</b> 1.5 hours	Exercise 2: introduction to conflict sensitivity	Exercise 6: Key governance factors	Exercise 9: resource transfer effects	Exercise 12: strengthening impact
<b>Session 3</b> 1.5 hours	Exercise 3: identifying the issues	Exercise 7: results of step 1	Exercise 9: presentations and discussion	Exercise 13: action plan
<b>Session 4</b> 1.5 hours	Exercise 4: actor mapping	Exercise 7: presentations and discussion	Exercise 10: behaviour	Exercise 14: evaluation and final reflection

### 3-day workshop – for experienced groups

This option is suitable when the group already has knowledge and experience of CSPM and is used to working together. The time available for presentations and discussion is limited. The focus is on risk mitigation. Exercise 12 on strengthening the positive impact of the intervention is omitted.

	Day 1	Day 2	Day 3
<b>Session 1</b> 1.5 hours	Exercise 1 & 2: setting the scene and introduction to conflict sensitivity	Exercise 6: Key governance factors	Exercise 10: behaviour
<b>Session 2</b> 1.5 hours	Exercise 3: identifying the issues	Exercise 7: results of step 1	Exercise 11: risk mitigation
<b>Session 3</b> 1.5 hours	Exercise 4: actor mapping	Exercise 8: understanding the intervention and presentation of key messages of exercise 9	Exercise 13: action plan
<b>Session 4</b> 1.5 hours	Exercise 5: sources of tension and connecting elements	Exercise 9: resource transfers	Exercise 14: evaluation and final reflection

### 2- day workshop – the minimum

This option ensures the minimum when time is limited. It involves working in a very small group so that time can be allowed for discussing the results of the various group exercises. The group should have a basic knowledge of CSPM and a good knowledge of the context and the intervention. This option could be used to update an existing CSPM analysis and action plan.

	Day 1	Day 2
<b>Session 1</b> 1 hour	Exercise 1 & 2: setting the scene and introduction to conflict sensitivity	Exercise 9: resource transfers
<b>Session 2</b> 1 hour	Exercise 3: identifying the issues	Exercise 10: behaviour
<b>Session 3</b> 1 hour	Exercise 4: actor mapping	Exercise 11: risk mitigation
<b>Session 4</b> 1 hour	Exercise 5: sources of tension and connecting elements	Exercise 12: Strengthening impact
<b>Session 5</b> 1 hour	Exercise 6: Key governance factors	Exercise 13: action plan
<b>Session 6</b> 1 hour	Exercise 7: results of step 1	Exercise 14: Evaluation and final reflection

# Advice for successful facilitation

## Preparation

### Time management

- Work with a colleague and share tasks and roles
- Set a clear agenda and communicate it to participants, making clear you will remain flexible, perhaps spending more time on certain exercises, according to need.
- Plan enough energizers (can be participant led), breaks and opportunities for informal exchanges between participants.

### Logistics

- Organise an appropriate room in size, air, and light, with furnishings adaptable for group work if necessary.
- Check for gender and inclusive access and facilities
- Arrange refreshments which are culturally appropriate and preferably locally produced.
- Prepare the moderation materials you need:
  - Flipchart and markers for each working group
  - Round moderation cards (for the actor mapping)
  - Sticky notes
  - Masking tape to stick up the flipchart pages
  - Projector and computer for the PowerPoint presentation
  - Copies of the participant instruction sheets
  - Camera or smartphone to take pictures

### Content

- Find out about the context, the sensitive issues, and the relationships between participants to adapt the methodology to be gender, inclusion and conflict sensitive.
- Familiarise yourself with the content of the guide and prepare speaking notes if necessary.
- If you are looking for more detail or background to any of the sessions, consult the Helvetas [Manual: 3 steps for working in fragile and conflict-affected situations \(WFCS\)](#).
- Be well prepared but ready to improvise.
- Consider different methods, tools (incl. digital) and facilitation approaches to keep the participants motivated and energized

### Working groups

- Before the workshop, think about the composition (gender, age, language, experience, and hierarchy,) of the working groups for the exercises. This is key to producing good analysis results!
- At the start of the workshop, facilitate an ice-breaker, interactive and fun introduction, to start to build familiarity, trust and a safe space between participants
- Facilitate an interactive exchange on the groups' code of conduct; can also use online tools like mentimeter or other to agree on minimum standards, guiding principles.
- The number of groups, and the number of people in each group, will have an impact on the length of the workshop and the depth of the analysis.
- It is advisable to maintain the same composition of groups for the duration of each the three steps. Between steps, a change in the composition of the groups can help to reinvigorate the work:
  - Step 1: organise working groups according to the geographical areas of intervention (if there are several) or by type of conflict (if there are several relevant conflicts identified during exercise 3 on defining the issues).

- Step 2: organise groups according to the categories of the intervention components (project, organisation, relationships). If a project has several objectives or lines of activity, it may make sense to have one group per objective or line of activity.
- Step 3: remain in the same groups as for step 2 to ensure continuity in the discussions between steps 2 and 3, unless a new injection of energy is needed.

## **Moderation**

### Things to consider

- Some participants may have experienced personal trauma or may belong to one of the parties to the conflict. Be ready to navigate these sensitivities.
- Consider the value of diversity, the impact of hierarchies, gender and cultural considerations when setting up working groups.

### General attitude

- Be courteous and patient.
- Use simple language, avoiding jargon.
- Keep people talking and listening. Do not monopolise the discussions.
- Involve everyone.
- Thank people for their interventions and contributions.
- Adopt an inquisitive attitude. Elicit ideas from participants. Ask questions.
- Even if the topic is serious, it is good to inject some humour throughout.

### Tools and techniques

- Establish a code of conduct with the participants at the beginning of the workshop (e.g. avoid interrupting, minimise distractions, keep to the agenda), and ensure that it is respected.
- Introduce energizers and icebreakers to stimulate and animate the group when you feel tired. You can ask for volunteers to lead exercises or prepare your own. For inspiration you can consult:
- Frame and lead the discussion. Clearly communicate the objective, key messages and instructions for each exercise.
- Regularly summarise the discussions by listing the main points raised.
- Formulate and reformulate statements in neutral form, without judgement or prejudice against particular individuals or groups.
- Use lots of practical examples to illustrate concepts and ideas.
- Use a flipchart or other visual aid to summarize main points. Take pictures of them to document the discussions.
  - [\*Mosaic: The training kit for Euro-Mediterranean youth work\*](#). Strasbourg: Council of Europe, 2010.
  - <https://www.liberatingstructures.com/>
  - <https://www.sessionlab.com/library/energiser>
  - <https://www.workshopper.com/post/icebreakers-for-meetings-and-workshops>



## STEP 1: CONFLICT ANALYSIS



# EXERCISE 1: SETTING THE SCENE

## Objective

Create a good working atmosphere and agree on the workshop agenda.

## Duration

Minimum 45 minutes

## Facilitation instructions

1. Preparation:
  - a. Prepare a flipchart to record suggestions for a positive working atmosphere.
  - b. Prepare a flip chart to record expectations.
  - c. Ask for two volunteers to help you with the documentation to give you the freedom to facilitate the process.
2. Welcome everyone and display the slide "Setting the Scene".
3. Ask everyone to stand up and form a circle.
4. Take a ball or string in your hands and explain that everyone should introduce themselves by mentioning the following four elements (see slide "Get to know"):
  - a. Name
  - b. Function
  - c. Expectation for the workshop
  - d. Suggestion for establishing an atmosphere of trust and fruitful collaboration during the workshop (e.g. laptops in silent mode, checking/using phones during breaks, respect for the opinions of others, punctuality, active participation, etc.).
5. Start by introducing yourself and mention an expectation and a proposal for fruitful collaboration.
6. Throw the ball to another person who then introduces themselves and throws the ball to another person.
7. The two volunteers list the expectations and collaboration suggestions on the two separate flipcharts.
8. When everyone has introduced themselves, invite one of the volunteers to summarise the suggestions for a positive working atmosphere and ask for the group's agreement to adopt the list as a behaviour guide.
9. Invite the other volunteer to summarise the list of expectations.
10. Present the objective of the workshop and the programme (see slides "Workshop objectives" and "Programme").

## EXERCISE 2: INTRODUCTION TO CONFLICT SENSITIVITY

### Objective

Establish a common understanding of conflict-sensitive project management and its importance.

### Duration

45 minutes

### Facilitation instructions

1. Start by asking the question: "What is conflict?" (see slide "What is conflict"). Note the answers on a flip chart.
2. Present the slide "A definition of conflict" and ask participants what they think of it (see key messages below).
3. Ask the group to work in pairs. Each person should think of a conflict and briefly explain to their partner what type of conflict it is.
4. In plenary, ask for examples from the pairs. List the different types of conflict identified on a flipchart.
5. Once the examples have been collected, ask if there are any other types of conflict that are not listed. Add the answers.
6. Ask for comments and thoughts on the list of types of conflict and, if necessary, introduce the slide "Types of conflict" (see key messages below).
7. Tell the participants you are going to tell them a story. Invite them to relax, close their eyes and listen (see slide "A story about conflict sensitivity")
8. Tell the following story (source: swisspeace / KOFF):

Women in remote areas of Kenya usually walk long distances to fetch water. To improve this situation, an international organisation decided to build water wells in or closer to the villages. After the wells were built, family conflicts and conflicts between the villages increased. The fact that more conflicts were arising even though the general living conditions had improved took everyone by surprise. There had been no major change in the overall political, economic and social situation and the rules of the use of the water wells were strictly respected by everyone.

9. Ask the participants what reasons they can think of that might explain this increase in conflicts.
10. After participants have made suggestions, share the following explanation:

The organisation that constructed the water wells conducted a study with the following result: As there was no formal justice system for people in the area, they had their own mechanisms of conflict resolution. On their way to the water wells, the women solved a lot of problems. As the wells were far away, they had time to discuss, negotiate and advise the parties in conflict. With the construction of the wells in the villages, this space for conflict resolution was taken away and not replaced. Based on the results of this study, the organisation decided to establish a network for conflict resolution together with the women and the elders of the concerned villages.
11. Invite participants to share their thoughts on the story. What lessons does it hold?

12. Share with the participants the key lessons from the story on slide “Conflict sensitivity story – lessons learned”.
  - a. Although a general consultation and assessment was done before commencing the project, there was no conflict analysis made before the intervention and there was no analysis of the capacities for peace in this area.
  - b. Also, an analysis of governance factors was not made, e.g. which institutions and mechanisms exist to solve conflicts
  - c. Often our assessments can too narrowly focus on the project objective without considering wider community dynamics, which at first glance may seem to have nothing to do with the project.
  - d. Action and behaviours have consequences (ABC)
13. Introduce the slides “Conflict sensitivity: definition”, “Being conflict sensitive” and “Conflict Sensitive Project and Programme Management: the 3-step approach” and “Why conflict sensitivity is important” (see key messages).
14. Additional options, time permitting:
  - Share some additional illustrative examples taken from the publication [\*Doing No Harm & Doing More Good\*](#) (see hidden slides), or add some of your own.
  - Invite groups of 3-4 people to share their own experiences of adapting activities to avoid aggravating conflicts. In plenary, invite each group to share an example.

## Key messages to communicate to participants

### A definition of conflict

Conflict is a relationship between two or more parties (individual or groups) who have, or think they have, incompatible goals, values, interests or claims to status, power or scarce resources...

Conflicts are a fact of life, inevitable and often creative. Conflicts are usually resolved peacefully and often lead to an improved situation for most or all of those involved.

(Chris Mitchell, 1981. *The Structure of International Conflict*, London: Palgrave Macmillan)

**Types of conflict:** There are various ways of classifying conflicts. Conflicts are multi-dimensional and can be analysed from several perspectives:

- By actor: (inter-personal, intra-group, inter-group, international)
- By issue: (natural resources, governance, territory, economic, etc.)
- By motive: (ideology, values, identity, needs/interests)
- By behaviour: (violent, non-violent)
- By phase and level of escalation: (latent, open, tensions, crisis, war, post-conflict, etc)

### A definition of conflict sensitive project and programme management (CSPM)

CSPM is the awareness that our work, presence and behaviour can have potential negative or positive effects on the context and acting according to this awareness.

Conflict sensitivity is about paying attention to what we do, how we do it and the specific context in which we act.

- we are always part of the context
- our activities can have a positive or negative impact
- every context is unique

- the dynamics of the context can change
- we need to adapt accordingly.

CSPM contributes to the effectiveness and sustainability of each project by

- reducing or avoiding tensions and resistance linked to the project
- increasing the acceptance and ownership of the project (which also contributes to locally led solutions and the project team's safety)
- strengthening communication and cooperation between the actors involved

### **The 3 steps in a nutshell**

#### **STEP 1: Understanding the conflict context**

An organisation working in fragile and conflict-affected situations is part of the context. Its representatives should understand the actors related to conflict and fragility, tensions and the conflict-related events and have a basic understanding of the related governance and fragility issues. The conflict context analysis focuses on factors, which can reduce or increase tensions. It looks at key actors, sources of tensions (SoT), connecting elements (CE) as well as key questions on (local) governance. The scope and depth of the conflict-context analysis depend on its aim, use and the context in which it is conducted.

→ Outcome of step 1: Matrix of key factors of conflict and fragility

#### **STEP 2: Understanding the interaction between the intervention and the conflict context**

What is the interaction between the identified elements of conflict and fragility and the different elements of the intervention, i.e. between the project, the organisation, the relations with partners and stakeholders, and the individuals involved in implementation? Potential negative and positive effects can occur because of what is done and how it is done. Actions and behaviours have consequences (ABC).

→ Outcome of step 2: List of interactions between context and intervention

#### **STEP 3: Strategic decisions for program and project management**

Based on the factors which are creating tensions or are having a positive impact on the conflict context that have been identified, strategic management choices may have to be developed at the level of project/programme, organisation, relations and individuals. These measures should be included in project and programme planning and become part of the programme management cycle.

→ Outcome of step 3: an action plan of adaptation measures

## EXERCISE 3: IDENTIFYING THE ISSUES

### Objective

Identify the most relevant conflicts or tensions in the intervention area. The identified conflicts will be analysed in the following exercises.

### Duration

Minimum 1 hour.

### Facilitation instructions

Option 1 (in plenary)

1. Ask participants to form small groups and draw up a list of the conflictual issues in the project area.
2. Back in plenary, draw the table below on a flipchart (or display slide “Exercise: identifying the issues”).
3. Ask a group to come up with a conflict they have identified. Write it down in the first column. If necessary, ask the group for a brief clarification on the conflict. Then ask another group to propose a conflict and write it on the flipchart. Continue until all the conflicts that the groups have listed have been collected.
4. Return to the first conflict in the list. Ask someone to suggest the likelihood of escalation (low, moderate, high, very high). Ask them to clarify their reasoning. Then ask for other opinions. Facilitate a discussion to reach a consensus. If the opinions are very different, you can write two options in the column.
5. Move to the third column and repeat the process for the impact of the conflict on the intervention (low, moderate, high, very high).
6. Do the same for all conflicts listed.
7. Once the overview is established, identify the 2-3 most important conflicts to analyse in the next exercise.
8. Conclude with the slide “Key points to remember” (see key messages).

*Table: identification of the main conflicts*

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

#### Option 2 (in working groups)

1. Distribute the participant sheet and go through the instructions with the participants (display slide “Exercise: identifying the issues”).
2. Divide the participants into working groups and designate a facilitator for each group (always taking into account gender, age, language, experience, and hierarchy).
3. The role of the facilitator is important. The facilitator should avoid taking sides or passing judgement and should ensure the participation of all group members.
4. After the group work, invite the groups to report back to the plenary (Encourage as much as possible rotation so that not always the same participants presenting).
5. After the presentations, facilitate a discussion to reach a consensus on the priority conflicts to be analysed in the next exercises.
6. Conclude with the slide “Key points to remember” (see key messages).

#### **Key messages to communicate to participants**

- The objective of the exercise is to identify the conflict, or conflicts, that could affect the intervention or on which the intervention could have an impact. These conflicts will be the focus of the analysis in the following exercises.
- An interaction between the intervention and the context is possible in both directions: conflicts could have an impact on the intervention and conflicts could be affected by the intervention.
- The focus should be on pre-existing conflicts that are not due to the intervention. Reflection on potential conflicts caused by the project will come in step 2.
- Criteria for relevance of conflicts:
  - the conflict has an impact in the project area.
  - it is a dispute at the level of a group or community, or between groups/communities (as opposed to an interpersonal conflict)
  - the behaviour is uncooperative, destructive and persistent.

## 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?	What level of impact does the conflict have on the intervention?
	1. low	1. low
	2. moderate	2. moderate
	3. high	3. high
	4. very high	4. very high



## EXERCISE 4: ACTOR MAPPING

### Objective

Map the conflict to identify the actors involved in the conflict and to understand their relationships.

### Duration

Minimum 1.5 hours

### Facilitation instructions

1. Decide how you are going to organise the groups to achieve the best possible quality of analysis. It is possible that several priority conflicts were identified during the previous exercise. In this case, one possibility would be to assign each working group a conflict to be analysed. Another possibility would be to organise groups by geographic area, if the project is going to take place in several different contexts. Yet another possibility would be to organise the groups by intervention sector, if the project is going to intervene in several sectors.
2. Hand out the participant sheet.
3. Explain the tools and instructions in the participant sheet. Display slides “Defining actors” and “actor mapping instructions” and refer to key messages.
4. Form groups of 3-6 people, explaining that each group should do a mapping for one of the priority conflicts identified in the previous exercise (30-45 minutes).
5. It is okay if there are more groups than the 2-3 priority conflicts identified earlier, and several groups are mapping the same conflict. To understand how different parties perceive the same situation, it is often useful to have the mapping of a situation done from different points of view.
6. Invite the groups to present their actor maps in plenary. Allow at least 15 minutes per group (including questions and discussion). More time should be allowed if you wish to deepen and improve the analyses made.
7. Conclude by presenting the slide “Key points to remember: actor mapping”

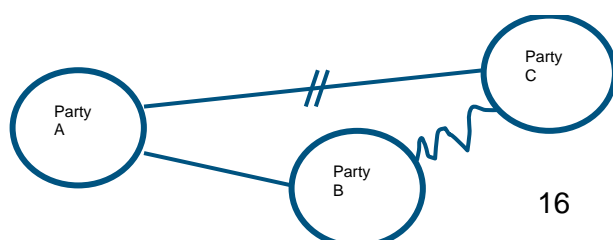
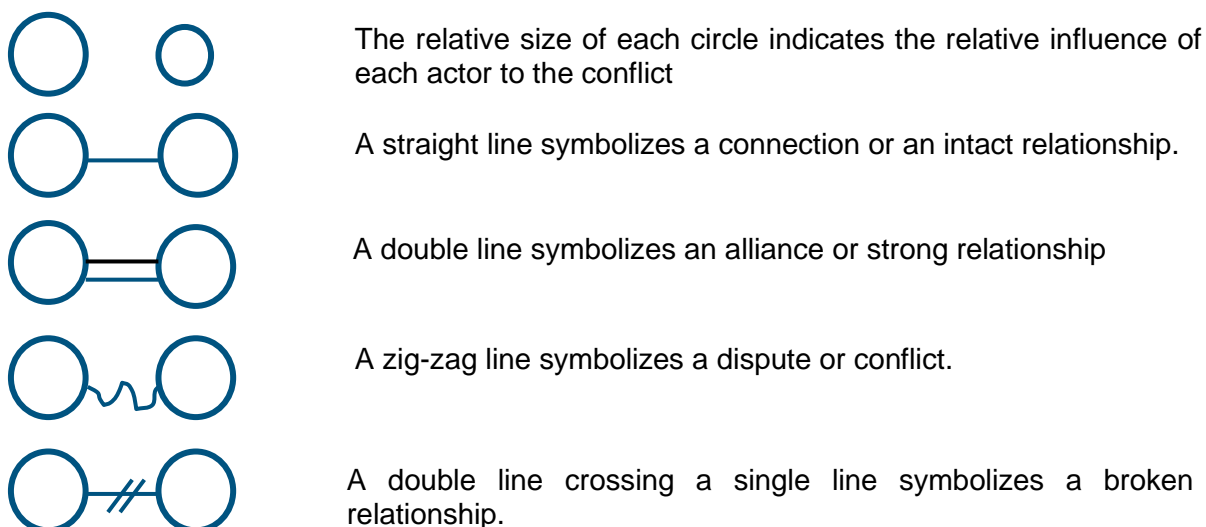
### Key messages to communicate to participants

- Definition of conflict actors: Individuals or groups of people who can influence or oppose peace, increase or decrease tensions that fuel conflict, undermine support, promote inequalities, exclusions and/or tensions that fuel conflict, actively promote or block social agreement processes, or deliberately fuel violence.
- The maps should first and foremost include the actors who are in conflict, as well as represent how project stakeholders (intervenor, partners, target groups) are linked to them.
- Do not forget to include your own organisation and partners.
- Mapping helps to visualise the actors and the relationships between them, and draws attention to relationships that are not established, and the impact this can have.

## 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)*



## EXERCISE 5: SOURCES OF TENSIONS AND CONNECTING ELEMENTS

### Objective

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

### Duration

Minimum 1 hour

### Facilitation instructions

1. Introduce the slide “sources of tension (SoT) and connecting elements (CEs) with reference to the key messages below.
2. Present the slide “Examples from a context in Central Asia” to explain the different types (values, institutions, common experiences, traditions and structures) and ask participants to provide additional examples.
3. Distribute the sheet for participants and explain the exercise (display slide “Exercise: SoT and CE”)
4. Form groups of 3-6 people and give them 30-45 minutes to do the exercise.
5. Back in plenary, invite one representative from each group to present their results (10 minutes per group, including questions)

### Key messages to communicate to participants

**Connecting elements (CE):** elements in societies that connect people to each other, facilitate non-violent resolution of disputes and can facilitate transformation processes

**Sources of tension (SoT):** elements in societies that divide people and create tensions.

This exercise is very important because, based on the identified sources of tension and connecting elements, necessary adjustments to the project can be identified, either to help reduce the sources of tension and/or reinforce the connecting elements.

Avoid generalities, be specific.

- “Religion” is often seen as a divisive factor. Although “religion” may have its own meaning for different groups (Christians, Muslims, Hindus, etc), and different sub-groups, it is often not the real source of tension. The question is how people, through religion, create or intensify connections or tensions.
- The connecting elements should not be idealised or overestimated. Women or groups of women are often identified as CEs, as are 'economic interests' or 'infrastructure'. While in some situations women manage to overcome barriers, in others they demand revenge for the suffering of their loved ones. Infrastructure or natural resources (such as a river) can connect people physically but can also create tensions (e.g. over access to and use of a river's water).
- Avoid homogenizing groups. Rather understand and leverage the diversity within and between groups. There are differences in age, capacity, hierarchy, power, interests, and influence between women, not just between women and men.

**Individuals are not sources of tension (SoT) and connecting elements (CE) in themselves.** Focus instead on actions. By identifying a person or group as a SoT or CE, it becomes difficult to take them out of that role. We know that fighters can become peacemakers, guerrillas can become farmers, and politicians can become environmentalists. Peace is possible because people change their attitudes. By labelling people, we interpret their behaviour in relation to that label and we risk missing opportunities for change.

**Types of sources of tension and connecting elements:** values, institutions, common experiences, traditions and structures can all be SoTs and CEs. See the table below for examples

#### *Examples from Central Asia*

Sources of Tension	Explanation
Post-civil war trauma	Significant lack of trust among the population; trust is limited to one's own group. (experience, attitudes)
Weak governance	Women and men cannot assert or defend their claims to resources. (Institutions)
Affiliation with different political parties	The government (and local strongmen) favours some parties and discriminates against others (values and interests)

Connecting elements	Explanation
Local institutions whose legitimacy is rather well accepted	About ¾ of the district development and communal development committees function well. They manage and alleviate problems at the local level. (systems and institutions)
Common religion	Everyone is Muslim in this province, which creates trust and a common identity. (values, traditions)
Tribal institutions and customary law	Through these institutions, men and (some women) can come together and interact at the district level. They also resolve conflicts. (systems and institutions, traditions)
Local sports event	Joint experiences of cricket create trust and lighten the atmosphere. (experiences)
Market day	Men (women are supposed to stay at home) meet and trade with each other. (Institutions, traditions, interests)

## 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.

## EXERCISE 6: KEY GOVERNANCE FACTORS

### Objective

Identify the aspects of local governance that create the most difficulties in the context.

### Duration

Minimum 1 hour

### Facilitation instructions

There are two options for this exercise. Option 1 takes place in the plenary. It involves movement and is a good option for changing the dynamic in the room. Option 2 takes place in working groups. It allows for a more in-depth analysis of different governance actors.

Option 1 (in plenary)

1. Start with the messages to be communicated below. It is important that all participants understand the concept of "good governance" (see slides "Governance definition" and "Principles of good governance" (1-3)).
2. Ask the following question: 'Which institutions do you work with in your project? You can encourage people to revisit their actor maps and look at who the key governmental and non-governmental players are.
3. Ask them to choose the most important actors and write them down on a flip chart. Make sure that governmental and non-governmental bodies are represented.
4. Ask which institutions are responsible for conflict resolution and ensure that these institutions are also represented.
5. Place a strip or rope on the floor, the length of the room. Place a card with the number 1 at one end and another card with the number 4 at the other end.
6. Check the statements below before starting the exercise, to see if they match the context. Feel free to adapt them, but make sure that all aspects (good governance factors) are represented in your declarations.
7. Read the statements below one after the other (or select the most relevant statements) and ask people to position themselves on the string according to the following scores: 4 = true; 3 = fairly true; 2 = rarely true; 1 = false (see slide "Governance exercise: plenary option").
  - A. Institutions in the project area provide adequate services. (Effectiveness and efficiency)
  - B. Institutions in the project area treat all members of the community equally (for example, in providing services). (Inclusion and equity)
  - C. Institutions provide security for all. (Rule of law, inclusion)
  - D. Institutions resolve conflict, avoiding 'it's always the same people who win' situations. (Rule of law, equity)
  - E. Institutions are trustworthy and share information appropriately, e.g. on how taxes are used or how to access benefits. (Transparency)
  - F. People organise themselves into interest groups, clubs or associations that influence local decision-making. (Participation)

- G. The institutions responsible take local complaints into account and act on them. (Accountability)
  - H. Institutions with a mandate to manage conflicts have adequate management capacity to resolve conflicts and/or tensions (Effectiveness)
8. After each statement, once people have positioned themselves along the rope, first ask which good governance factor this sentence refers to and then ask a few people to explain their choice of position.
  9. A second member of the facilitation team (if available) notes on a flipchart the numbers where people have placed themselves while the facilitator asks people to explain their positioning. (You can also choose to note only the average/majority number, where most people place themselves.)
  10. Optional, if time allows for each statement, you can ask the group to evaluate it for each of the three categories of governance actor (state, civil society, private sector). In this case, ask people to position themselves three times for each statement and to note down the figures for each category of actor (see slide "Governance exercise: extended plenary option").
  11. At the end of the exercise the co-facilitator reviews the compiled list and elicits additional comments or points from participants.
  12. All statements with an average score of 1 or 2 should be added to the governance section of the conflict and fragility matrix in the next exercise. Positive governance factors (average score 4) can be integrated into the CEs in the matrix.

#### Option 2 (working groups)

1. Start with the messages to be communicated below. It is important that all participants understand the concept of "good governance".
2. Invite everyone to get back into the same groups as before.
3. Distribute the participant sheet and the information sheet and go over the instructions in plenary (see slide "Governance exercise: group work option").
4. Give them 40 minutes for the group work.
5. Invite the groups to present their results in plenary. Allow at least 15 minutes per group: 5 minutes for presentation and 10 minutes for questions and discussion.

## Key messages to communicate to participants

**Governance** concerns the effectiveness and capacity of the state and local institutions, their legitimacy as perceived by citizens, and their legitimate authority to provide security and use force.

- Effectiveness is the ability or capacity to provide sufficient goods and services to its citizens.
- Legitimacy refers to the acceptance of the state and local institutions by the population, as well as the guarantee of political rights and civil liberties.
- Authority is the ability to maintain a monopoly on the legitimate use of force.

**Good governance** depends on the quality of relations between people and the authorities and the extent to which these relations are based on the principles of the rule of law, accountability, transparency, participation, inclusion, social and gender equity, and efficiency and effectiveness.

**Institutions for conflict resolution:** It is possible that for the type of tension or conflict that is being analysed, there are specific institutions called upon to resolve this type of tension and/or conflict. It is important to analyse whether these institutions are present in the area where the project is working, whether they are fulfilling their function, or whether they have the capacity to fulfil this function.



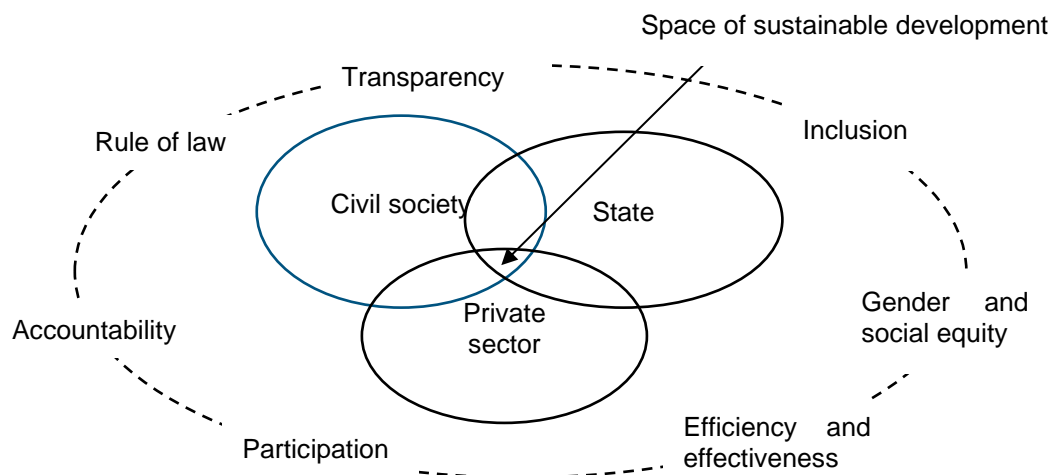
## Participant sheet: Key governance factors

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



Factor	Description
Inclusion	<ul style="list-style-type: none"> <li>All sections of society can participate in decision-making processes</li> <li>Everyone has access to services</li> <li>Everyone can play an active role in society</li> </ul>
Gender and social equity	<ul style="list-style-type: none"> <li>All people are valued equally. There is no discrimination based on religion, age, ethnic identity, social status, gender or sex.</li> </ul>
Effectiveness and efficiency	<ul style="list-style-type: none"> <li>The government provides access to services within reasonable timeframes</li> <li>Services are of relevant, inclusive, accessible and of good quality</li> </ul>
Participation	<ul style="list-style-type: none"> <li>All citizens have a voice</li> <li>Right to participate in decision-making</li> <li>Constituents are encouraged to influence government so that it introduces better policies and takes wise actions</li> <li>Enables the government to be better informed about the needs and concern of constituents</li> </ul>
Accountability	<ul style="list-style-type: none"> <li>Responsive to people's demands, public servants are accountable to the government (upwards) and citizens (downwards).</li> </ul>
Rule of law	<ul style="list-style-type: none"> <li>All individuals and institutions are subject to, and held accountable by, laws that are fairly applied.</li> <li>Government is accountable and implements according to the law</li> <li>No arbitrary actions</li> </ul>
Transparency	<ul style="list-style-type: none"> <li>Information on decisions and actions of the government is circulated and freely available</li> <li>People are made aware and have access to information</li> </ul>

## EXERCISE 7: RESULTS OF STEP 1

### Objective

Establish a matrix of key factors of conflict and fragility that summarises the results of the previous exercises. This exercise is an opportunity to draw key conclusions from the previous exercises and prepare a matrix that will serve as a starting point for the steps 2 and 3.

### Duration

1 hour

### Facilitation instructions

1. Distribute the sheet for participants and explain the exercise with reference to the PowerPoint slide “Conflict and fragility matrix”.
2. Ask participants to return to their groups.
3. Give them 30 minutes to do the exercise.
4. When they return to plenary, invite a representative from each group to present their results (5 minutes per group).
5. Facilitate a final discussion on the similarities and differences between the matrices presented. Elicit reflections from participants on the reasons for these.

## 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	
—	
—	

## STEP 2: INTERACTION ANALYSIS



## EXERCISE 8: UNDERSTANDING THE INTERVENTION

### Objective

Explain the logic of step 2 and introduce the main elements of the intervention to be analysed.

### Duration

Minimum 30 minutes

### Facilitation instructions

1. This step is done with a small circle of programme stakeholders. The number of people can be smaller than the number invited for the conflict analysis. Ideally 10-20 people. The focus should be on key staff and partners involved in implementation.
2. Introduce the key messages (see slides “A two-way interaction”, “1 context, 2 perspectives”, “Context”, “The components of an intervention”).
3. Present the main components of the intervention to be analysed (or invite the project manager or similar to do so), according to the four categories of project, organization, relations and individual (see slide to be completed “Presentation of the project”).
4. Allow time after the presentation for questions.

### Key messages to communicate to participants

The second step of the three steps approach is to analyse the interaction between an intervention and the context where it is implemented (see slide “Step 2” with graphic of 3 steps).

#### **There are always two directions of influence:**

- 1) the potential influence conflicts may have on the intervention
- 2) the potential influence of the intervention on the context.

CSPM is primarily focused on the second.

There are four main components of an intervention to consider (see slide “The components of an intervention”):

- *The project*: Objectives, activities, target population, geographic zone of intervention, collection and management of information
- *The organization*: its working values and principles, security management procedures, internal communications, administrative and logistical procedures
- *Relationships*: partners, local authorities, donors, stakeholders.
- *Individuals*: identity, behaviour, attitudes and skills of staff working for the project.

## EXERCISE 9: RESOURCE TRANSFER EFFECTS

### Objective

Identify and prioritise potential unexpected effects that could arise because of resource transfers.

### Duration

Minimum 1 hour

### Facilitation instructions

1. On a flipchart, prepare the risk matrix (see below) which will be used when the groups present their work (see slide “Risk Mapping”).
2. Introduce the key messages to communicate to participants with the help of a few illustrative examples (see slides “Mechanisms”, “What we do”, “Theft/diversion”, “Market effects”, “Substitution effects”, “Legitimization effects”, “Distribution effects”). Allow 20 minutes for the presentation.
3. Distribute the participant sheet and the information sheet with examples.
4. Form working groups, trying to ensure a good mix of perspectives (e.g. management and field). Make sure that in each group there is at least one person who is familiar with the basic elements of the proposed project. It may also be useful to involve staff from other projects to gain an external perspective and facilitate an exchange of experience.
5. Each group will analyse one main component of the intervention, e.g. one group analyses an objective and related activities, another group analyses another objective and related activities, another group analyses the organisational structure, another group analyses the relationships.
6. Each group should follow the instructions and complete the table on the participant sheet (see slide “Resource transfer risks” (1-2)).
7. Encourage participants to be specific in their descriptions of the interactions between the project activities and the conflict context. This will help when it comes to elaborating strategies to avoid fuelling tensions.
8. Each group should give a short title to each effect it identifies and write it on a card (one card per effect!). The longer explanation should be written on the table on the flipchart.
9. In the plenary feedback session, each group presents the table with the effects identified. It then positions its cards on the risk matrix (see example on the slide “Risk Mapping”).
10. The risk matrix is used to establish priorities.

## Key messages to communicate to participants

In analysing an intervention's potential influence on a conflict, we need to consider three things (see slide "Mechanisms (modes of influence)"):

1. Our analysis of the conflict (summarized in the matrix of conflict and fragility)
2. The intervention (subject of the current presentation)
3. The modes of influence that explain how an intervention could have a negative influence on the context. (These will be covered in the next session).

There are two ways an intervention can have an influence on the context (see slide "Mechanisms"):

- Resource transfers
- Behaviour

**Resource transfers:** When external resources (food, money, medical care, training, mobility, etc.) are brought into an environment that lacks them, where people are in conflict with each other, these resources represent power and wealth in the eyes of the local population, and therefore become part of the conflict. People in conflict seek to control and use resource assistance to support their side and weaken the other. When we intervene in a context we provide resources in different ways: in the form of equipment, work opportunities, technical assistance, training, etc.

There are at least five ways (mechanisms) in which resource transfers can produce negative effects: (see slides)

- **Diversion/Theft:** equipment or money from projects is diverted, not regularly accounted for, or stolen and may be invested in the conflict.
- **Market distortion:** an assistance programme 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.
- **Legitimation:** an intervention gives unwanted legitimacy to certain actors (giving them respectability, reinforcing their power), thereby contributing to tensions or exacerbating inequalities.
- **Distribution:** The project favours a particular group, generating tensions with other groups.

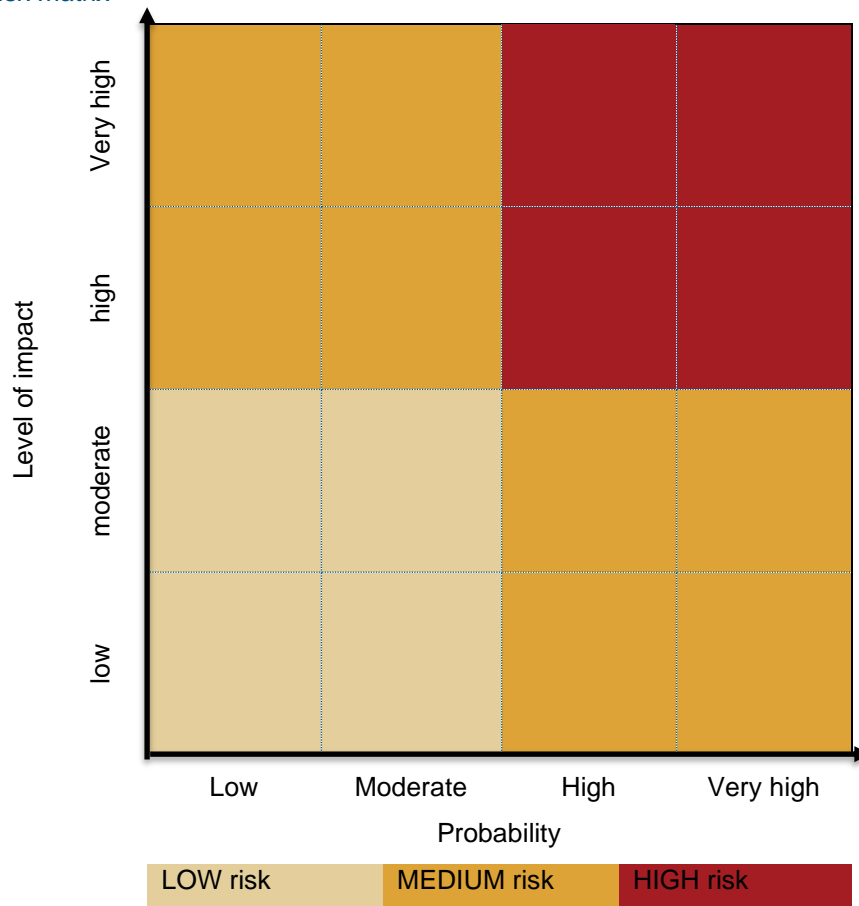
Negative effects resulting from distribution and legitimisation are the most common. Particular attention should therefore be paid to:

- **Selection processes** (of project participants, of recipients of resources, suppliers, of employees, of geographical areas, etc.): What criteria are applied? Who decides?
- **Choosing partners:** Who does the project want to work with? How will collaboration be perceived?



The risk matrix is used to establish priorities. Risks in the high-risk zone have priority, then the risks in the medium risk zones. A risk can be reduced by taking measures that decrease the likelihood of the effect occurring or reduce its potential impact.

*Risk matrix*



## 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. (1<sup>st</sup> 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	<ul style="list-style-type: none"> <li>objectives</li> <li>activities</li> <li>target population</li> <li>geographic area</li> <li>collection and management of information</li> </ul>	Diversion	resources are diverted, not regularly accounted for, or stolen, and may be invested in the conflict.
Organisation	<ul style="list-style-type: none"> <li>Working values and principles</li> <li>Internal and external communication</li> <li>Security management</li> </ul>	Market distortion	an intervention affects the relationship between supply and demand for something.
Relations	<ul style="list-style-type: none"> <li>partners</li> <li>local authorities</li> <li>donors</li> <li>stakeholders</li> </ul>	Substitution	an intervention replaces efforts that should be made at local level, and thus weakens local institutions.
Individual	<ul style="list-style-type: none"> <li>Identity</li> <li>Behaviour</li> <li>Attitude</li> <li>Skills</li> </ul>	Legitimisation	an intervention gives unwanted legitimacy to certain actors (giving them respectability), thereby contributing to tensions.
		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 description of the negative effect	Mitigation measures in place	Probability	Level of impact
		What kind of tensions might the intervention contribute to?	What measures have already been taken? Are they effective?	Considering the mitigation measures in place, how likely is it that the effect will occur? Weak / Moderate / High / Very high	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)

## EXERCISE 10: BEHAVIOUR

### Objective

Identify important aspects of the way the project is implemented

### Duration

Minimum 1 hour

### Facilitation instructions

1. Introduce the key messages (see slides “Behaviour: RAFT principles”, “Respect”, “Accountability”, “Fairness”, “Transparency”). This presentation will take at least 20 minutes.
2. Distribute the participant sheet with instructions and tables to fill in.
3. Form working groups (or keep the same ones from the previous exercise on resource transfer), trying to ensure a good mix of perspectives (e.g. management or field). Make sure that in each group there is at least one person who is familiar with the basic elements of the proposed project. It may also be useful to involve staff from other projects to gain an external perspective and facilitate an exchange of experience.
4. Each group will analyse one main element of the intervention, e.g. one group analyses an objective and associated activities, another group analyses another objective and associated activities, another group analyses the organisational structure, another group analyses the relationships.
5. Each group must identify desirable behaviours by completing the table on the participant sheet and following the exercise instructions (see slide “Exercise: Behaviour” and “Examples of the RAFT principles in action”).
6. The more specific the description of the proposed action is, the easier it will be to take concrete decisions to ensure that the appropriate behaviour is adopted.
7. Invite each group to present their table of proposals.
8. After each presentation, ask the group to vote for the most important measures to implement.

## Key messages to communicate to participants

Behaviour focuses on the way a project is implemented. Four principles, known by their acronym RAFT, are at the heart of conflict-sensitive behaviour.

**Respect:** paying attention, trusting others, remaining calm, listening.

Do	Don't
Be cooperative	Show no interest
Remain calm and react with understanding	React defensively or aggressively
Care about people's needs	Be indifferent to people's needs
Communicate at eye-level	Be arrogant or pretend to know better
Listen actively	Interrupt, cutting people short
Adopt a trusting attitude	Adopt a distrustful attitude

**Accountability:** taking responsibility for actions and decisions, respecting laws and regulations and ensuring others do too, acknowledging mistakes and working to fix them.

Do	Don't
Be responsible for your actions and decisions	Express powerlessness, making others responsible
Respect rules and laws and ensure others do too	Accept impunity, disobey rules
Communicate inclusively and non-violently	Communicate behind closed doors
Share progress and end results	Hide progress and end results
Acknowledge mistakes and work to fix them	Fail to take responsibility for one's own actions.

**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.

Do	Don't
Treat people as equals and according to their needs	Apply different rules for different people (including yourselves)
Encourage participation, take people seriously	Ignore people's claims and complaints.
Ensure rules are respected	(let others) break rules
Be inclusive	Exclude certain people

**Transparency:** Being open about what we do and why, communicating about selection criteria, project goals, project timeframes, funding sources and allocation.

Do	Don't
Share information	Not share information
Be open	Have a poker face
Communicate pro-actively about your plans, processes, changes etc.	Fail to communicate about plans, processes, changes, etc.
Develop and share clear criteria for decision-making	Not have clear criteria for decision-making
Make information available in local languages	Assume everyone is comfortable in your working language.

## 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	<ul style="list-style-type: none"> <li>objectives</li> <li>activities</li> <li>target population</li> <li>geographic area</li> <li>collection and management of information</li> </ul>	<b>Respect:</b> paying attention, trusting others, remaining calm, listening.
Organisation	<ul style="list-style-type: none"> <li>Working values and principles</li> <li>Internal and external communication</li> <li>Security management</li> </ul>	<b>Accountability:</b> taking responsibility for actions and decisions, respecting laws and regulations and ensuring others do too, acknowledging mistakes and working to fix them
Relationships	<ul style="list-style-type: none"> <li>partners</li> <li>local authorities</li> <li>donors</li> <li>stakeholders</li> </ul>	<b>Fairness:</b> 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	<ul style="list-style-type: none"> <li>Identity</li> <li>Behaviour</li> <li>Attitude</li> <li>Skills</li> </ul>	<b>Transparency:</b> Being open about what we do and why, communicating selection criteria, project objectives, project deadlines, sources of funding and allocation.

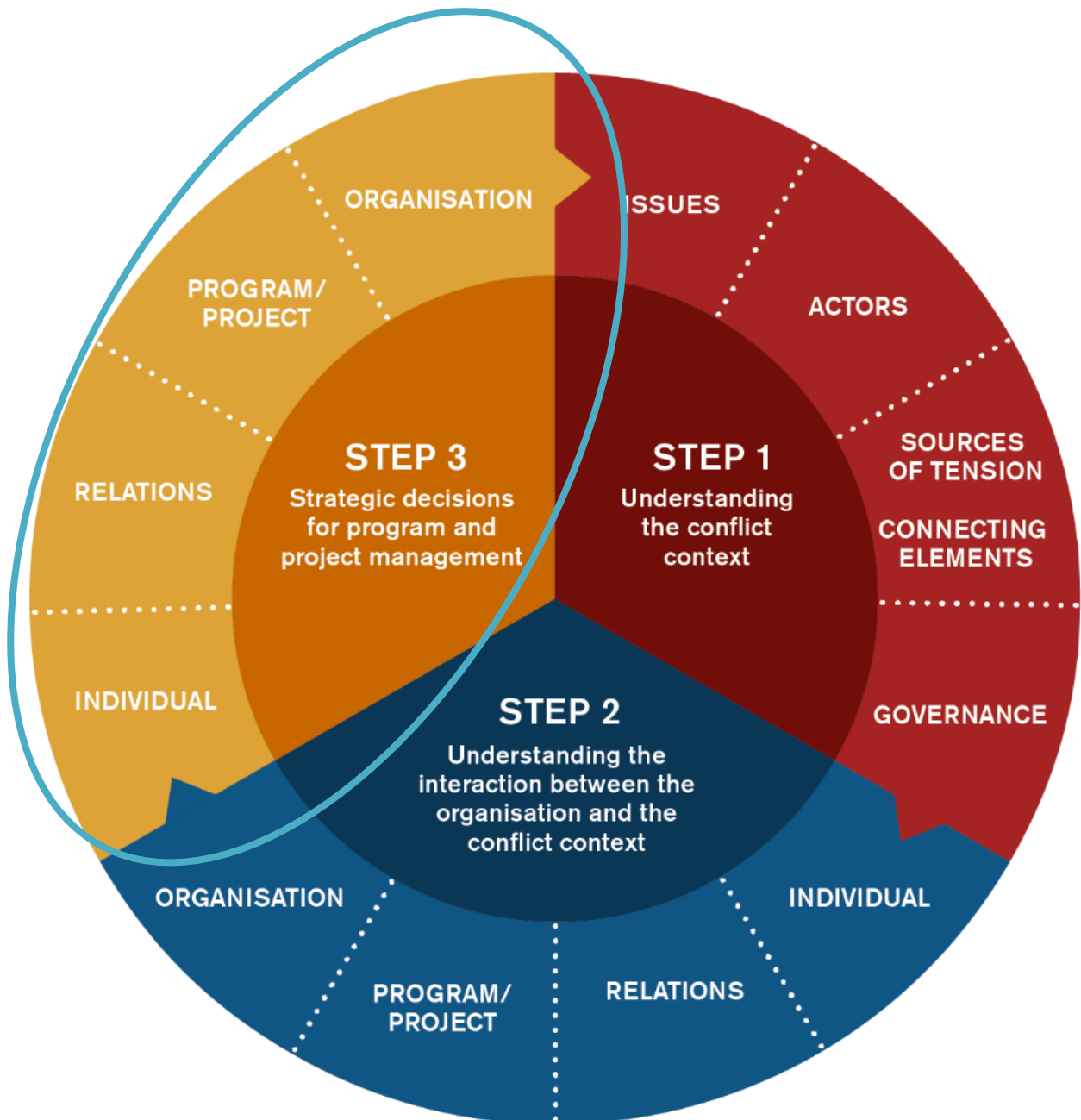
Intervention component	Principle	What we will stop / start doing? Why?



## Information sheet: Examples of the RAFT principles in action

Intervention component	Principle	Proposed measure and explanation
Staff diversity	 Respect	<b>Ensure that there is gender balance, age diversity and local people in the project team:</b> 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		<b>Work with local partners to define a communication adapted to the context:</b> 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	<b>Set up consultation mechanisms:</b> 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	<b>Validate information gathered from several sources:</b> 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		<b>Check that the choice of areas of intervention does not favour a particular social group:</b> 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	<b>Use appropriate communication:</b> 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.

## STEP 3: STRATEGIC DECISIONS



## EXERCISE 11: RISK MITIGATION

### Objective

Identify concrete measures to mitigate the most important risks.

### Duration

Minimum 2 hours

### Facilitation instructions

1. Distribute the participant sheet and review it with participants (see example slide “Exercise: risk mitigation”).
2. Divide the participants into working groups and divide the priority risks from the risk matrix (high and moderate risks) between the groups.
3. Give the groups 20 minutes to brainstorm as many options as possible.
4. After 20 minutes, ask the groups to change stations. Each group should move to another group's flipchart.
5. Give the groups 30 minutes to evaluate the ideas of the group they replaced. What actions and measures would they like to implement? When there is agreement on a measure, indicate with a coloured circle or other sign, or write a new formulation of the measure that you would like to propose.
6. Invite everyone to return to the plenary for the feedback.
7. Appoint someone to write the final list of all the measures decided on a new flipchart.
8. Invite one person from each group to present their recommendations.
9. After each group presentation, open the discussion to the plenary to validate the recommendations made.

### Key messages to communicate to participants

Don't be afraid to propose radical or innovative solutions.

Brainstorm first. 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).

A second group will review the ideas and decide which ideas to adopt.

The strategic decisions taken will be incorporated into subsequent project planning.

## 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.

## EXERCISE 12: STRENGTHENING IMPACT

### Objective

Identify concrete measures to enhance the project's impact.

### Duration

Minimum 1 hour

### Facilitation instructions

1. Distribute the participant sheet and go through it with participants (see slide “Exercise: strengthening impact”).
2. Form three working groups and assign each group an analysis exercise from step 1:
  - a. Actor mapping
  - b. Sources of tension and connecting elements
  - c. Governance factors
3. Allow 30 minutes for all the groups to go over the analyses made and discuss the questions on the participant sheet.
4. Invite everyone to return to plenary for the feedback.
5. Invite one person from each group to present their recommendations.
6. After each group presentation, open the discussion to the plenary to validate the recommendations made.

### Key messages to communicate to participants

Conflict sensitivity means mitigating the risks of negative effects of our interventions **and** seizing opportunities for our interventions to make a positive contribution to conflict prevention and transformation and to social cohesion.

## 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?

## EXERCISE 13: ACTION PLAN

### Objective

Draw up an action plan to ensure that CSPM is integrated into the project management cycle.

### Duration

Minimum 2 hours

### Facilitation instructions

1. This exercise is normally carried out in a small group made up of those who have a role in managing the project.
2. Distribute the participant sheet and facilitate a discussion to complete it (see slide “Action plan”).
3. With larger groups, divide them into sub-groups and divide the adaptation measures to be discussed between the groups and let them do the work as a group.
4. Once the plan has been drawn up, conclude with the question of integrating CSPM into the project cycle, introducing the messages to be communicated below (see slide “CSPM in the project cycle”).
5. Take the project timeline and agree on the following questions:
  - a. Who will ensure that the actions proposed in the CSPM action plan are integrated into the planning of project activities?
  - b. When will the conflict and fragility matrix be reviewed and updated, including the impact of any changes on the analysis of the interactions between the intervention and the context and the adaptation measures to be taken?
  - c. Which monitoring and evaluation reports and meetings should explicitly address CSPM issues?

### Key messages to communicate to participants

Conflict-sensitive management (CSPM) is not a separate process but an integral part of all stages of the project or programme cycle: diagnosis, planning, implementation, monitoring and evaluation.

Regular monitoring and reporting on all identified areas for follow-up is essential.

Fragile contexts tend to change rapidly. As a result, the key issues or drivers of conflict and tension are constantly changing. Project objectives and activities may therefore need updating. Activities that were necessary and appropriate in a previous situation may have lost their relevance and cause harm in the current situation.

Strategic decisions and adaptations of the project should be clearly communicated to all project stakeholders.

## 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.

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



## EXERCISE 14: EVALUATION AND FINAL REFLECTION

### Objective

Evaluate the workshop

### Duration

Minimum 1 hour

### Facilitation instructions

1. Distribute the evaluation sheet and allow 10 minutes for completion.
2. Collect the completed sheets.
3. Invite everyone to share a final reflection on the workshop experience. You can structure this with the slide “Finger feedback” Each person can choose a finger, corresponding to one of the following types of observation:
  - a. Something I liked
  - b. Something I'd like to draw attention to
  - c. Something I didn't like
  - d. Something I thought was important
  - e. Something I would have liked to have had more of in the workshop

## 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?

