

# CONFLICT-SENSITIVE PROJECT DESIGN



Participants discuss a conflict sensitivity workshop, Addis Ababa, Ethiopia, October 2022. Photo: Owen Frazer / HELVETAS

# SETTING THE SCENE

- Get to know
- Expectations
- Collaboration frame
- Objectives
- Programme



Photo: Gaspar Uhas, <https://unsplash.com/photos/3sota8eWAv6>

# Get to know

1. Name
2. Function
3. Expectation for the workshop
4. Suggestion for establishing a good working atmosphere



YOU project, Jalalabad, Kyrgyzstan, 2018. Photo: Regula Gattiker, HELVETAS.

## Workshop objectives:

1. **Analyse** the conflicts in the project area;
2. **Identify** the possible interactions between the context and the project;
3. **Decide** what adaptations to the project are necessary.

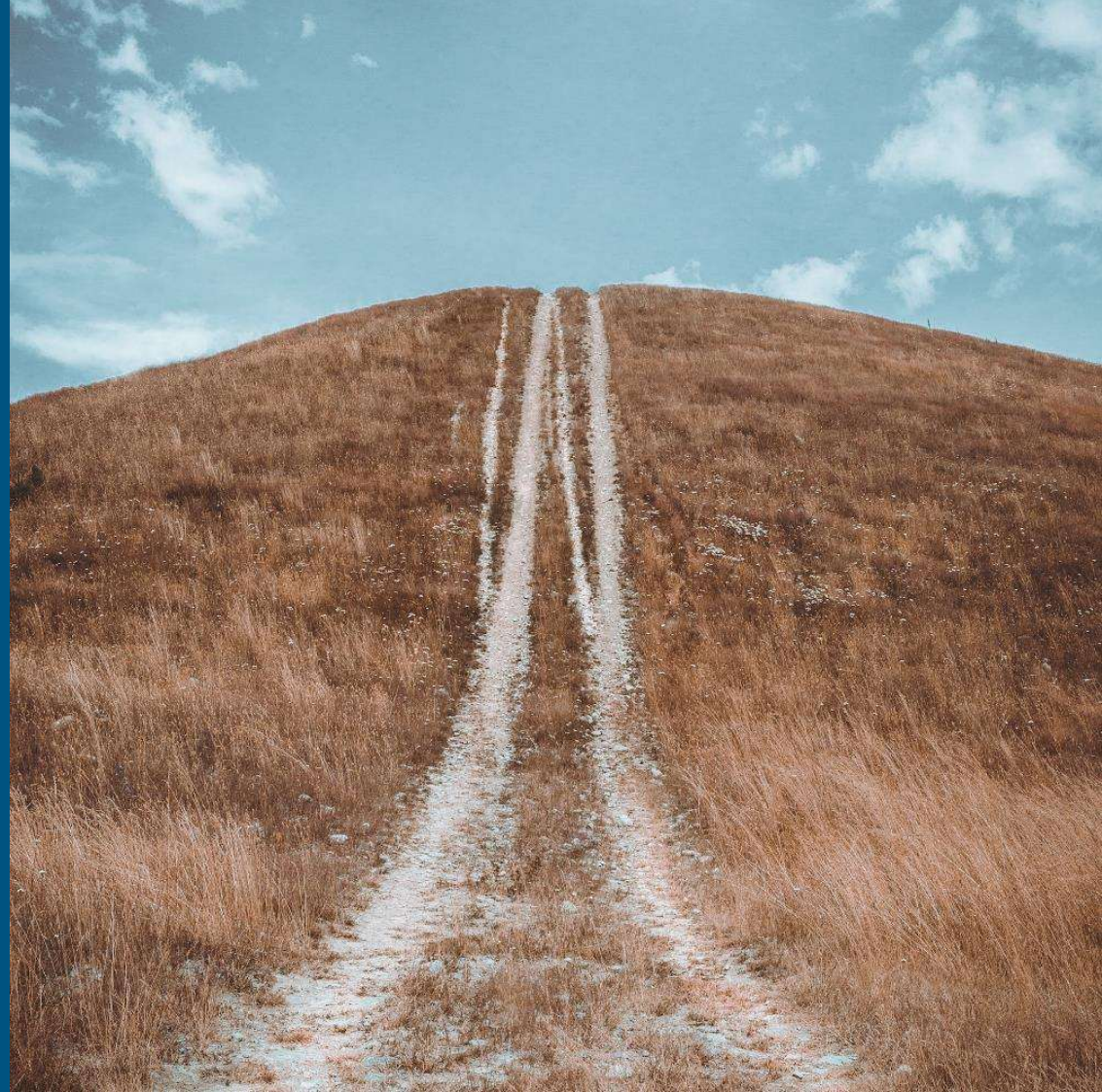


Photo by [Louis Moncoudoux](#) on [Unsplash](#)

# Programme

	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

# CONFLICT SENSITIVE PROJECT MANAGEMENT (CSPM)

Defining conflict

The three steps of CSPM



Projet ACTE, Diarrala, Mali, 2016. Photo: Fatoumata Diabate / HELVETAS

# What is conflict?



# 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

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)
- By behaviour: (violent, non-violent)
- By phase and level of escalation: (latent, open, crisis, war, etc)

# A story about conflict sensitivity

Sit back, relax, close  
your eyes...

...and listen



Afrika Africa Beles Sunrise project BSP. Abeba Araya (29), daughter of Araya Hadish (63), fetches water at a water pump. Credit: Christian Bobst.

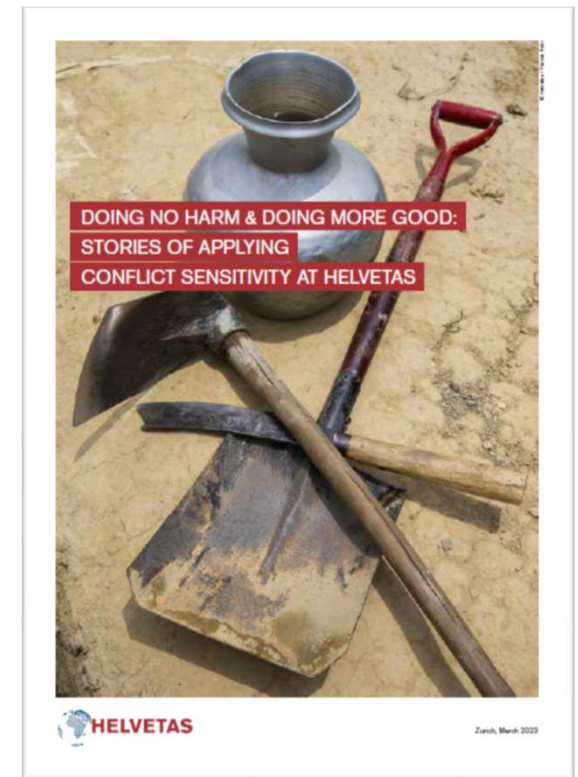
# Conflict sensitivity story - lessons learned

The organization did not...

- Conduct a conflict analysis before beginning the project
- Pay attention to institutions for resolving and managing conflict

Often our assessments can too narrowly focus on the project objective without taking into account wider community dynamics, which at first glance may seem to have nothing to do with the project.

For further examples see:



[https://www.helvetas.org/Publications-PDFs/ConflictSensitivity\\_Examples\\_Final.pdf](https://www.helvetas.org/Publications-PDFs/ConflictSensitivity_Examples_Final.pdf)

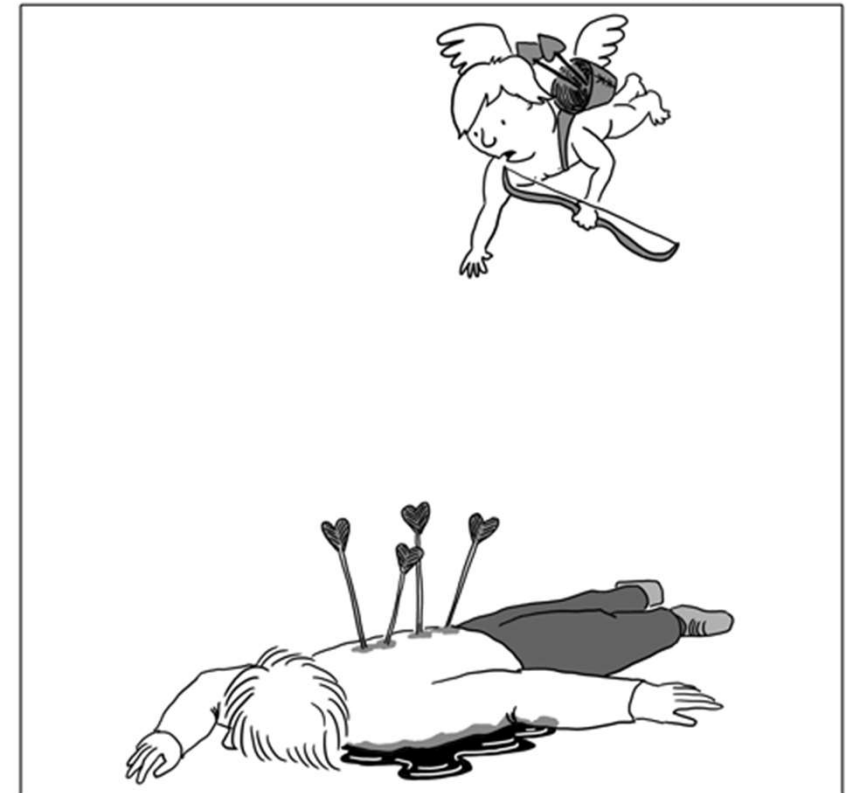
# Conflict Sensitivity: definition

**Conflict sensitivity** (CS) is the awareness that our work, presence and behaviour can have potential negative or positive effects on the context where we are working, and acting on this awareness.

## Remember

1. We are always part of the context
2. Action and behaviours have consequences (ABC)
3. Conflict sensitivity is relevant in all contexts, not only where there is violent conflict.

NOISE TO SIGNAL  
RobCottingham.ca/cartoon



...Hello? Gary?

# Being conflict sensitive

When we are conflict sensitive, we need to

- understand the context in which we are working.
- understand, how what we are doing and how we are doing it, affects the context.
- adapt our activities and behaviour to ensure we do not negatively affect the context, but we have a positive influence on the conflict.

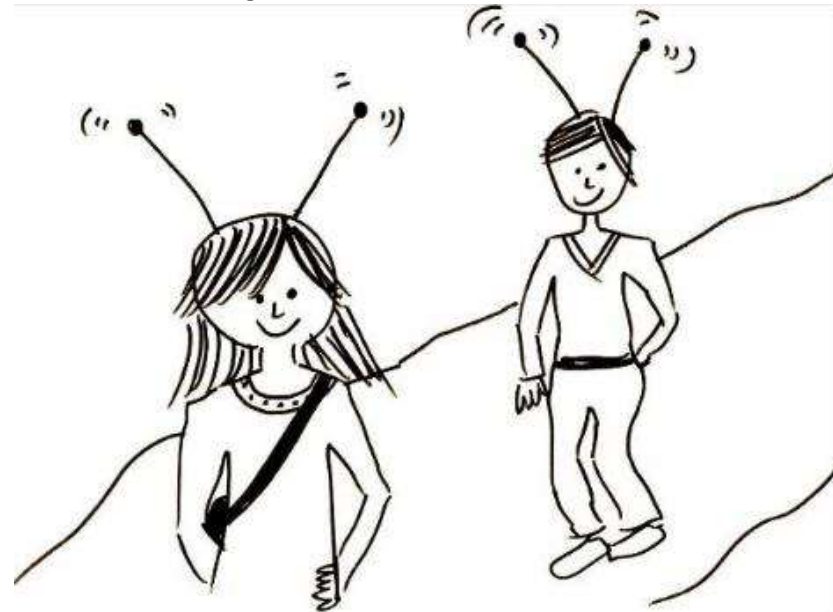


Illustration: Regula Gattiker

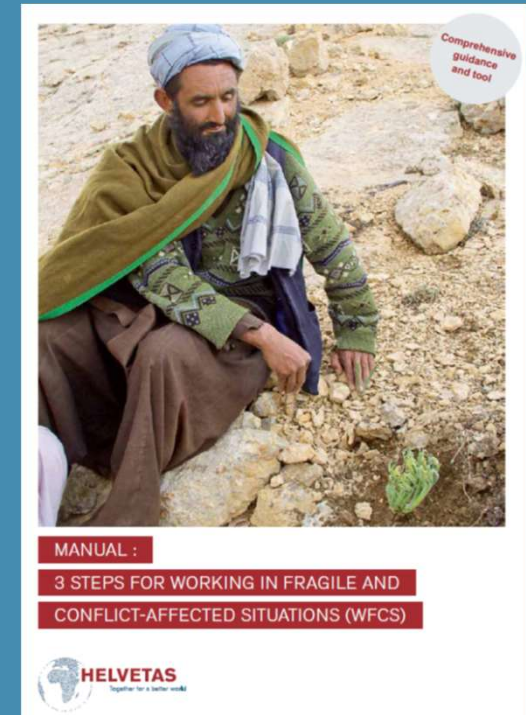


## Conflict Sensitive Project and Programme Management: the 3-step approach

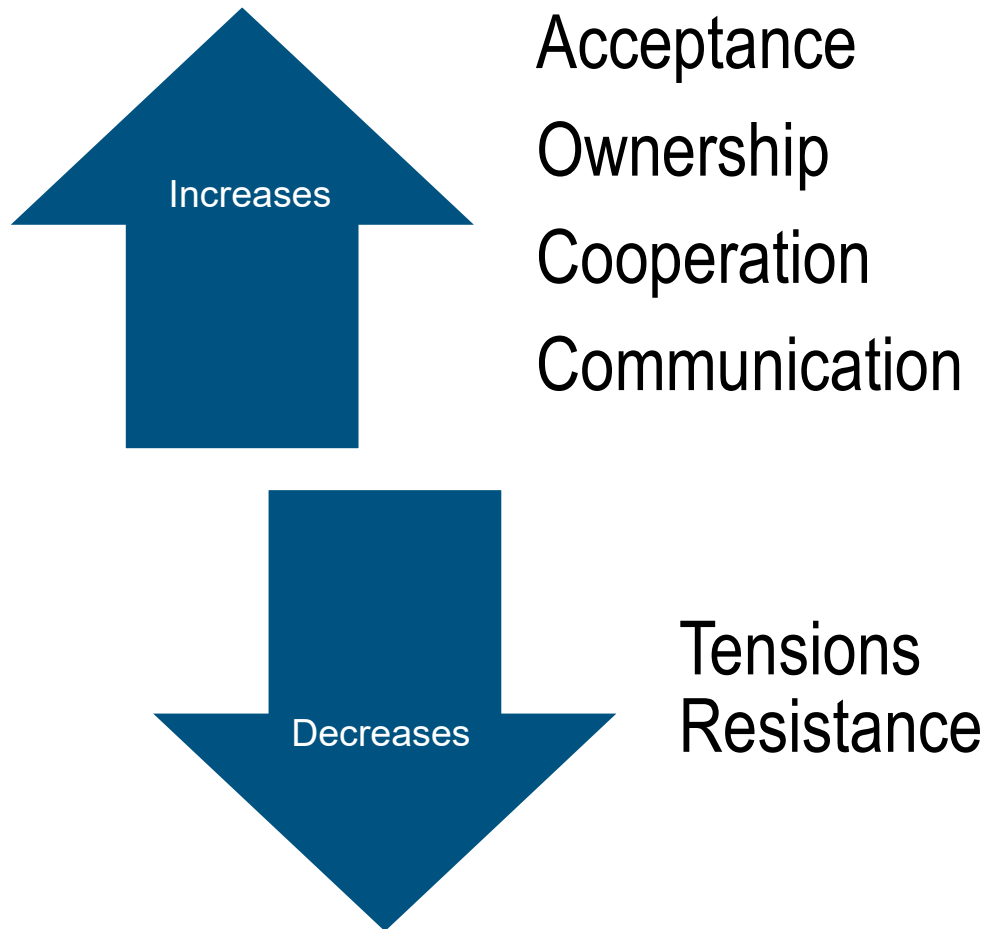
For manual, online training course and other resources :

<https://pamoja.helvetas.org/display/CS>

<https://www.helvetas.org/en/switzerland/what-we-do/our-topics/voice-inclusion-cohesion/conflict-transformation/conflict-sensitive-program-management>



# Why conflict sensitivity is important



= effective and sustainable action

# STEP 1



# IDENTIFYING THE ISSUES



Man raising his fist during a protest for Black Lives Matter in Paris. Photo by [Thomas de LUZE](#) on [Unsplash](#) 7 June 2020.

# Exercise: identifying the issues

## Task

In your group, identify the conflicts in your project area according to the following criteria:

- Has an impact in the project area
- Is an intra- or inter-group conflict;
- Involves uncooperative and destructive behaviour

## Instructions

1. Brainstorm a list for the 1<sup>st</sup> column
2. Then rate each conflict in 2<sup>nd</sup> and 3<sup>rd</sup> columns
3. Identify 2-3 most important conflicts
4. Nominate a presenter (3 minutes to present)

Conflicts in the project area	Likelihood of escalation 1. <i>low</i> 2. <i>moderate</i> 3. <i>high</i> 4. <i>very high</i>	Impact on project 1. <i>low</i> 2. <i>moderate</i> 3. <i>high</i> 4. <i>very high</i>

# Key points to remember: identifying the issues

## **DOs:**

- List all relevant conflicts present in the area
- Prioritize the conflicts

## **DON'Ts:**

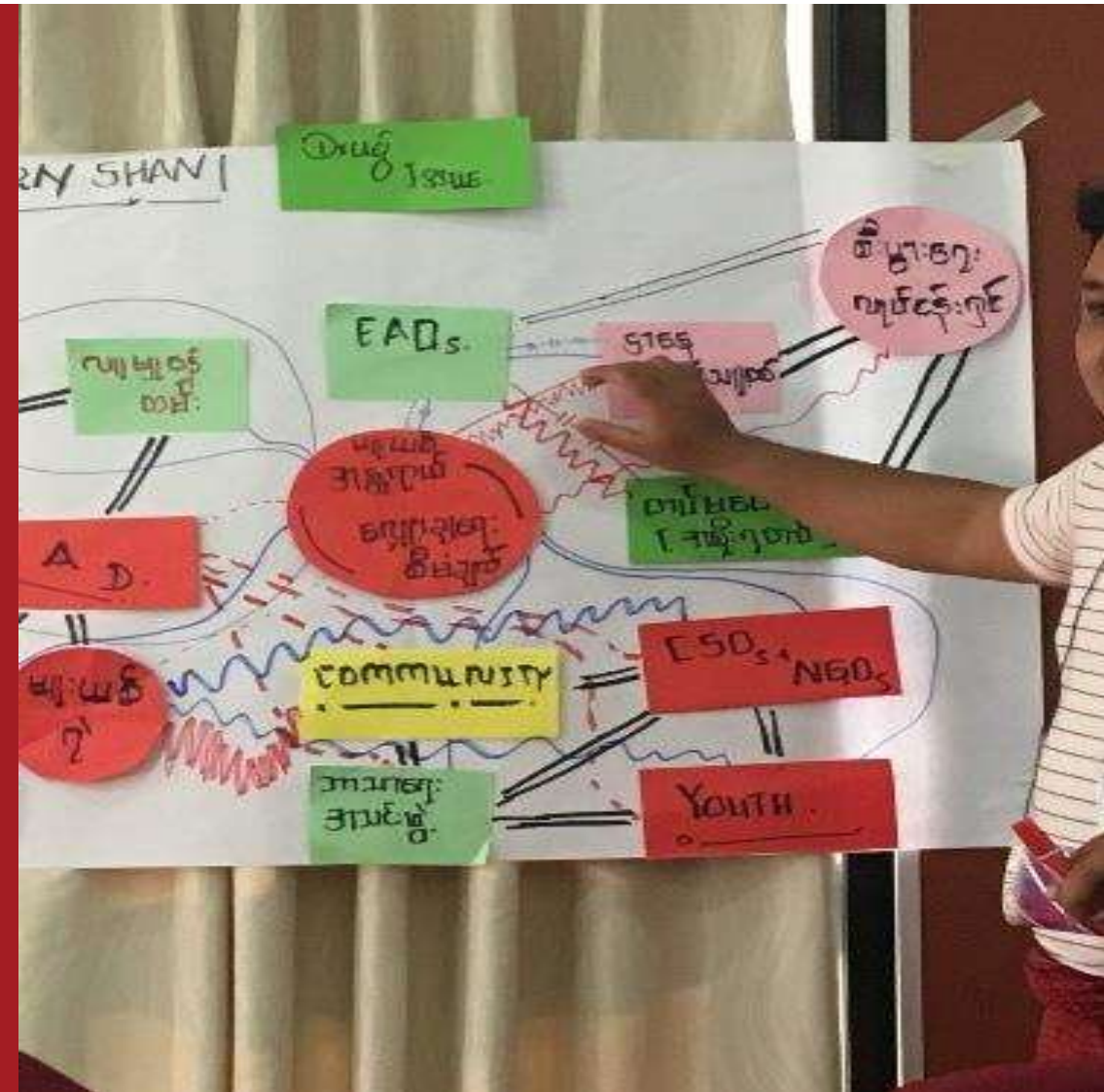
- Only include conflicts caused by the project



# ACTOR MAPPING

The tool helps to understand:

- who are the actors in the context
- what are the relationships between them
- our positioning within the context



# Defining actors

Who are the main actors of conflict?

- All those engaged in or affected by the conflict
- Institutions, groups or individuals who perpetuate or mitigate the conflict
- Have interests, goals, positions, capacities and relationships
- Who can make a difference



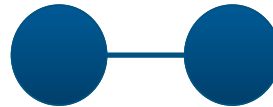
Photo by [Kyle Head](#) on [Unsplash](#)

# Actor mapping instructions

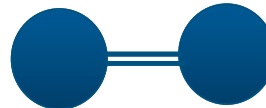
1. Write the conflict as a title on a flipchart page
2. Write each actor on a card and stick them on a flipchart page
3. Use large size and small size cards: to represent an actor's influence
4. Include your organization as an actor
5. Draw lines (see symbols) between the circles representing the relationship between the actors.
6. Nominate a presenter / reviewer



Circle = actor. Size of the circle indicates the relative influence of the party.



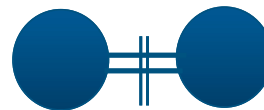
Straight line = positive relationship between actors



Double line = alliance or strong connection



zigzag = dispute or conflict



Double line crossed out = broken connection or relationship



Rectangle = issue in dispute between two actors

# Key points to remember: actor mapping

## DOs:

- It is sometimes necessary to do more than one mapping, e.g. once focused on local level, once focused on national level
- Be creative. Adapt the tool to your needs. Feel free to invent additional symbols.

## DON'Ts:

- Forgetting to include your organization or your partners on the map
- Including too few or too many actors. Find the right level of complexity for your purposes.



# SOURCES OF TENSION AND CONNECTING ELEMENTS

The tool helps us to identify:

- Sources of tension (SoTs)
- Connecting Elements (CEs)





Alata suspension bridge close to Tis Abay, Dasera, Bahir Dar, Ethiopia. Photo: Simon B. Opladen / HELVETAS, 27.03.2019.

# Sources of tension and connecting elements



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

- 
- Values and interests
  - Systems and institutions
  - Experiences
  - Traditions & symbols
  - Attitudes
- 



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

# Examples from a context in Central Asia

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

Connecting Element	Explanation
<b>Local institutions whose legitimacy is rather well accepted</b>	About $\frac{3}{4}$ of the district development and communal development committees function well. They manage and alleviate problems at the local level. (Systems & institutions)
<b>Common religion</b>	Everyone is Muslim in this province, which creates trust and a common identity. (Values, traditions)
<b>Tribal institutions and customary law</b>	Through these institutions, men and (some women) can come together and interact at the district level. They also resolve conflicts. (systems & institutions, traditions)
<b>Local sports event</b>	Joint experiences of cricket create trust and lighten the atmosphere. (Experiences)
<b>Market day</b>	Men (women are supposed to stay at home) meet and trade with each other. (Institutions, traditions, interests)

# Exercise: SoT and CE

What are the dividing and connecting factors in the context?

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?

## Step 1: brainstorm

- All ideas should be noted. Focus on generating quantity
- Do not judge or discuss ideas yet
- If something is not clear, ask the person to rephrase.
- Remember, people are not SoTs. Focus on their actions and behaviour.
- If buzzwords, shortcuts or stereotypes are used (e.g. water scarcity, mistrust, illegal immigrants), ask how this is a SoT or CE.

## Step 2: prioritize

- Work on a new flipchart sheet
- Choose the most important SoT and ECs
- Give each one a title
- Write down in one sentence why it is important
- Choose a spokesperson to give the presentation

# Important things to remember: SOTs and CEs

## DOs:

- Some elements can be both a source of tension and a connecting element. Just explain why it is so, and it's fine.
- Be precise and avoid generalizations

## DON'Ts:

- People and groups cannot be labeled as sources of tension or connecting elements.
- Our project interventions are not considered connecting elements at this stage of the analysis.



# GOVERNANCE FACTORS

Inhibiting and enabling factors of conflict



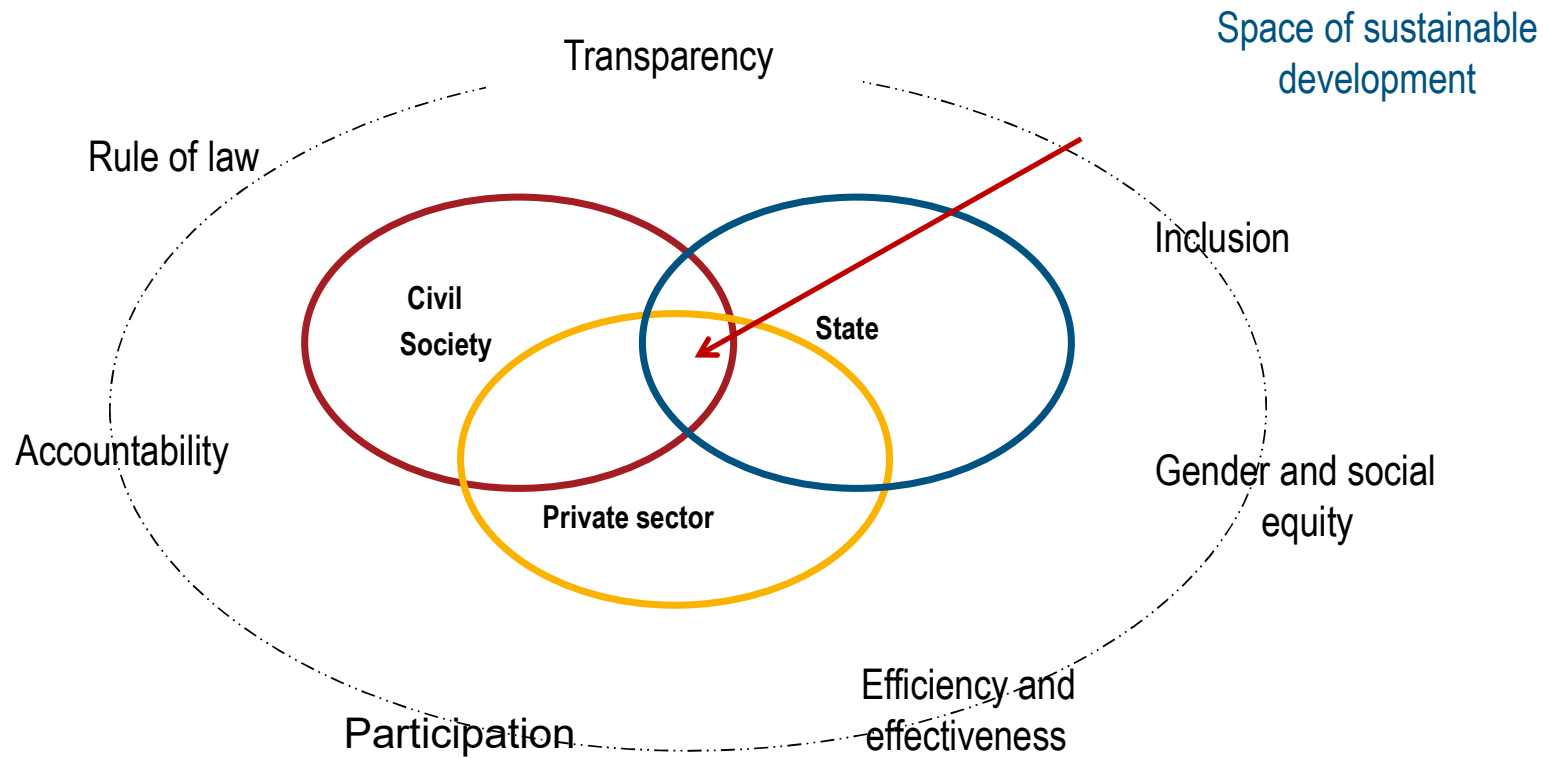
Capacity Building of Councils project, speaker of council Amsalu Worku (40, right) leading the assembly in Wotet Abay. Photo: Christian Bobst/HELVETAS, 2014

# Governance definition

**Governance** is concerned with the effectiveness and capacity of 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 and the guarantee of political rights and civil liberties.
- **Authority** is the ability to enforce the monopoly of the legitimate use of force.

# Principles of good governance (1)



## Principles of good governance (2)

Factor	Description
<b>Inclusion</b>	<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>
<b>Gender and social equity</b>	<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>
<b>Effectiveness and efficiency</b>	<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>

# Principles of good governance (3)

Factor	Description
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>

# Governance exercise (plenary option)

Position yourself on the spectrum according to the following scores:

4= true; 3 = fairly true; 2 = rarely true: 1 = false.

	Governance factor	Average
A	Institutions in the project area provide adequate services.	
B	Institutions treat all members of the community equally.	
C	Institutions provide security for all.	
D	Institutions resolve conflict, avoiding 'it's always the same people who win' situations.	
E	Institutions are trustworthy and share information appropriately,	
F	People organise themselves into interest groups, clubs or associations that influence local decision-making.	
G	The institutions responsible for an issue take local complaints into account and act on them.	
H	Institutions with a mandate to manage conflicts have adequate management capacity to resolve conflicts and/or tensions	

# Governance exercise (extended plenary option)

Position yourself on the spectrum according to the following scores:

4= true; 3 = fairly true; 2 = rarely true: 1 = false.

	Governance factor	State	Civil society	Private sector
A	Institutions in the project area provide adequate services.			
B	Institutions treat all members of the community equally.			
C	Institutions provide security for all.			
D	Institutions resolve conflict, avoiding 'it's always the same people who win' situations.			
E	Institutions are trustworthy and share information appropriately,			
F	People organise themselves into interest groups, clubs or associations that influence local decision-making.			
G	The institutions responsible for an issue take local complaints into account and act on them.			
H	Institutions with a mandate to manage conflicts have adequate management capacity to resolve conflicts and/or tensions			

# Governance exercise (group work option)

For the most important governance actors you identified, assign a score for each governance factor on a scale from 1 to 4, where 1 is very low and 4 is very high.

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

# Important things to remember: Governance Factors

## DO's:

- Think very well, with whom you perform the analysis. In some contexts and settings, it can be inappropriate or even risky to do this analysis with external actors (or even partners!).
- Add your organization too, and self-analyse.

## DON'Ts:

- Feel obliged to rate all actors for all categories. Sometimes, it does not make sense!
- Take it as an exercise that represents „the truth“. It is a subjective view of those who participate in the analysis!



# ANALYSIS SUMMARY

Putting it all together

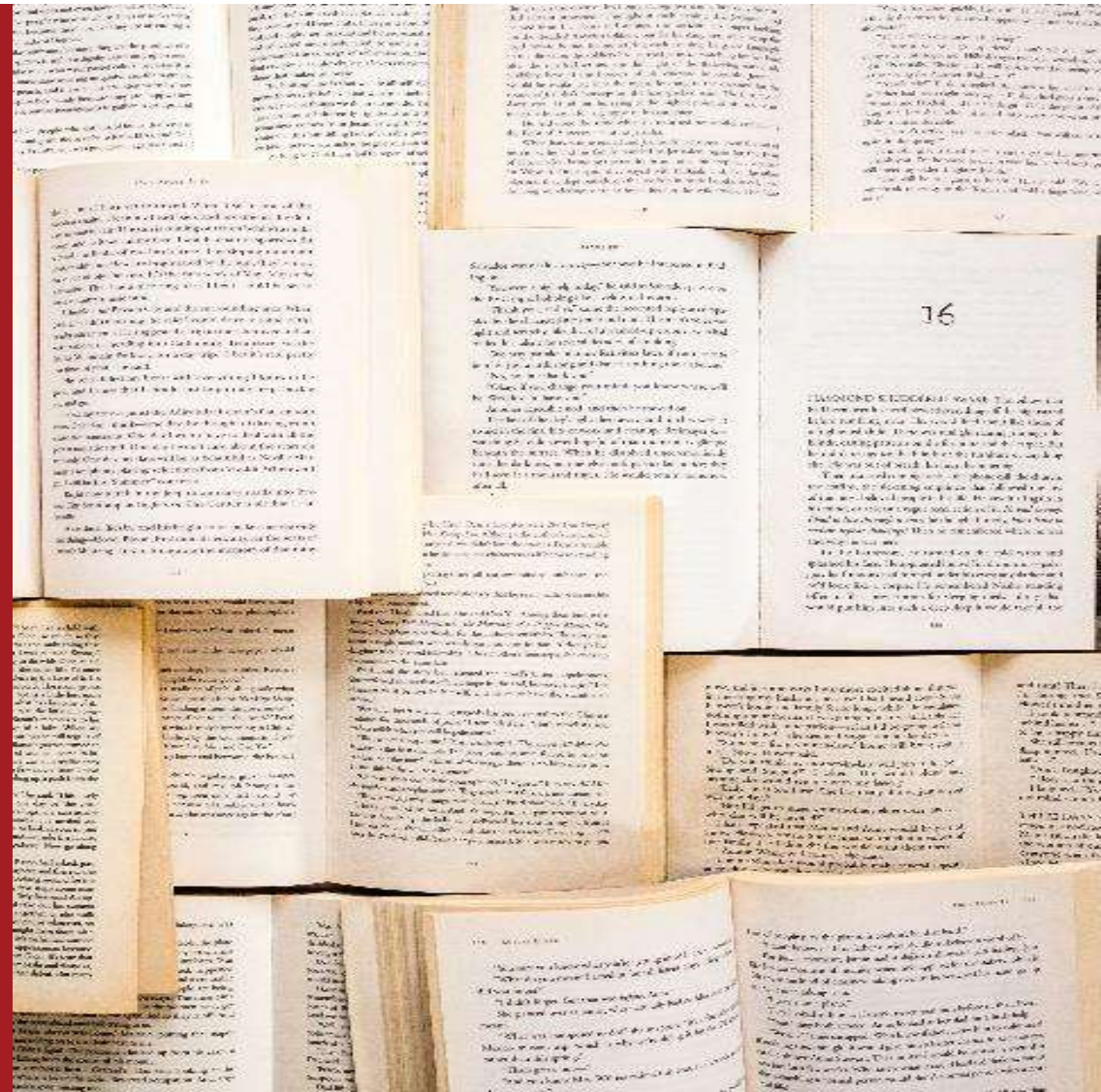


Photo: Sincerely Media, <https://unsplash.com/photos/lKzmg7JLk>

# 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



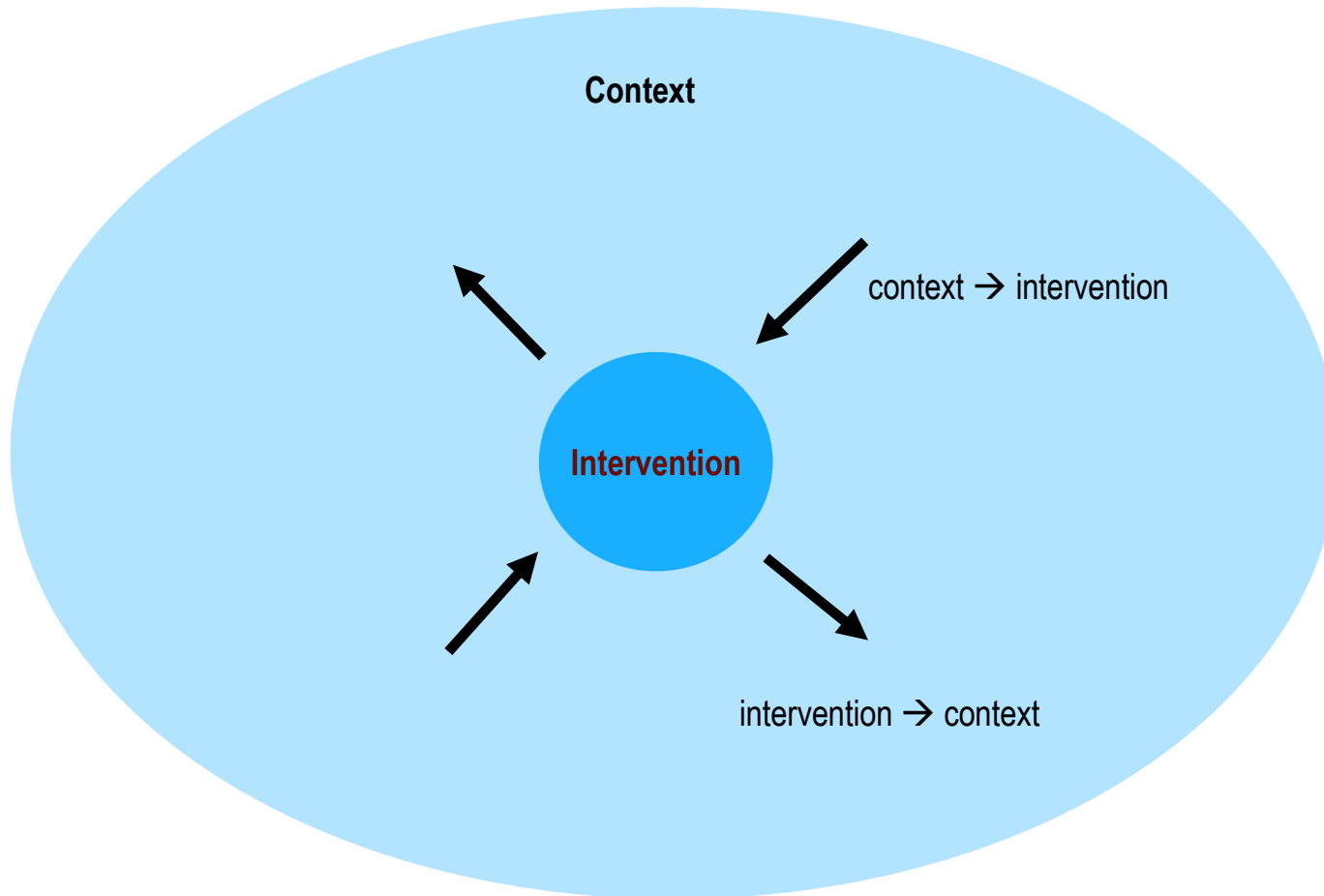
# INTERACTION ANALYSIS

Understanding the effects of our interventions  
on the conflict context

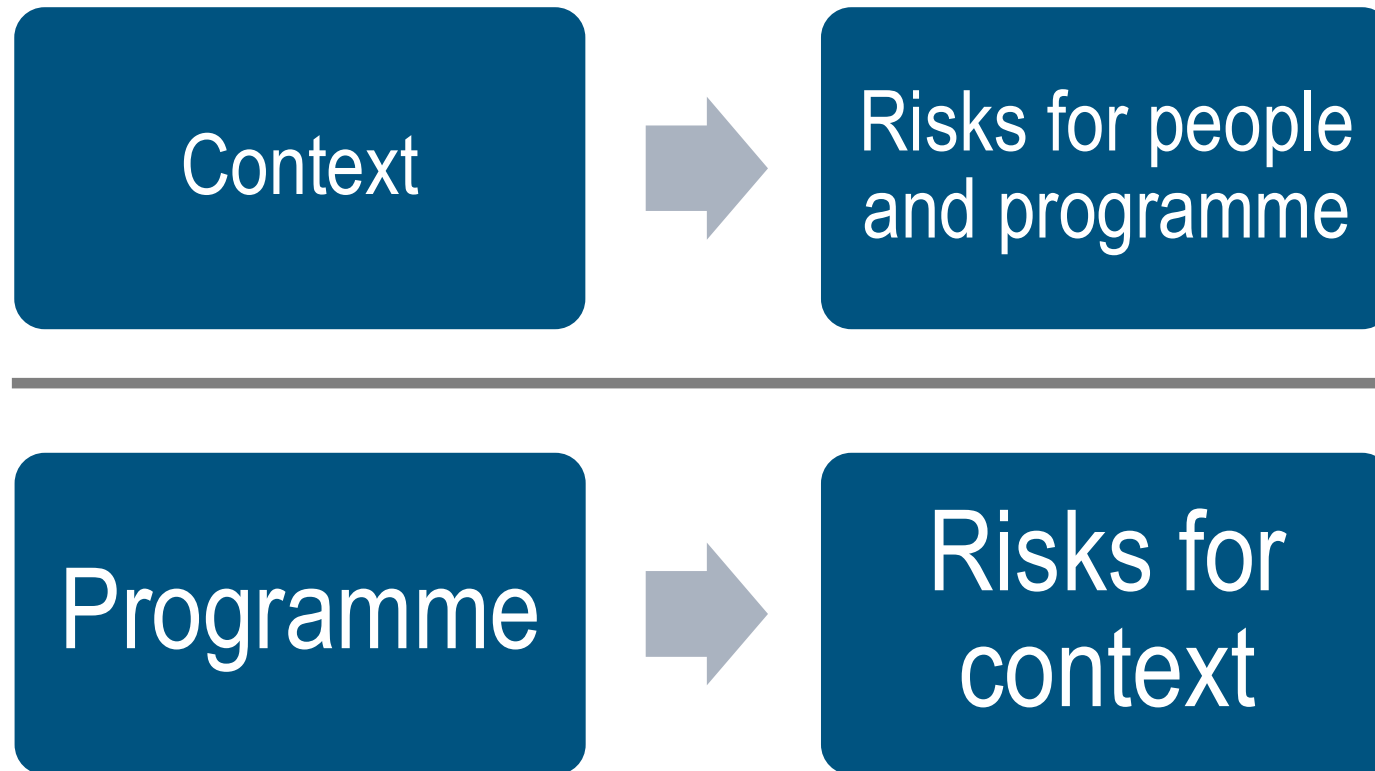


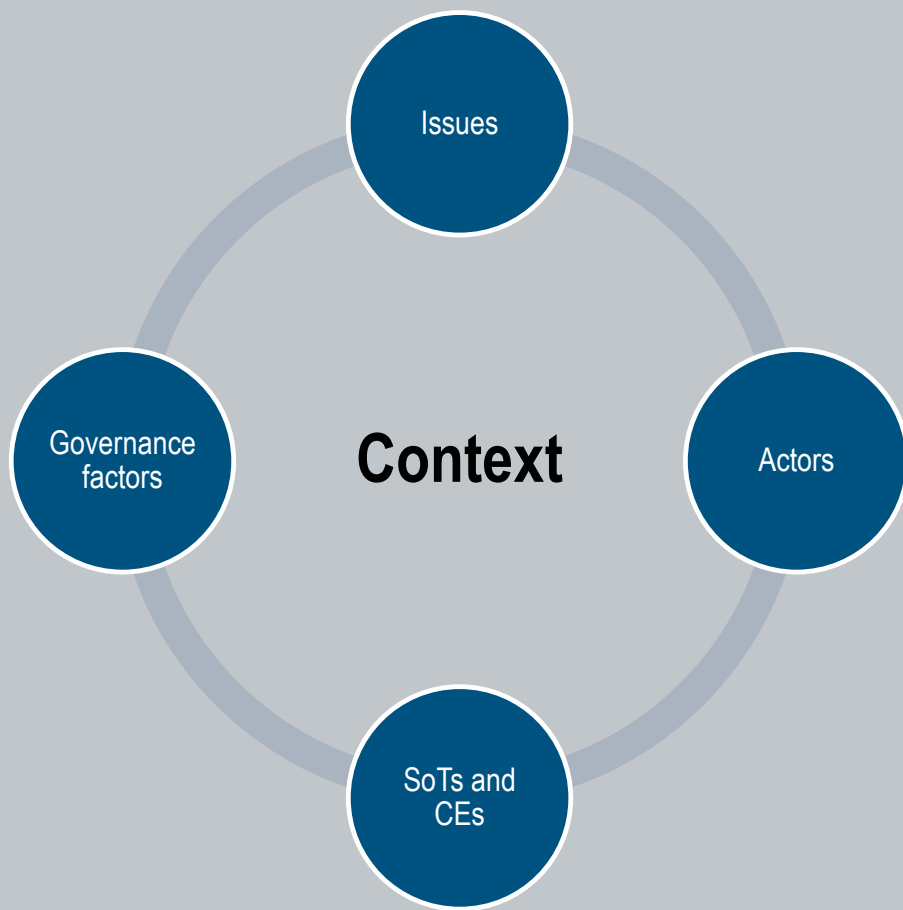
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# A two-way interaction



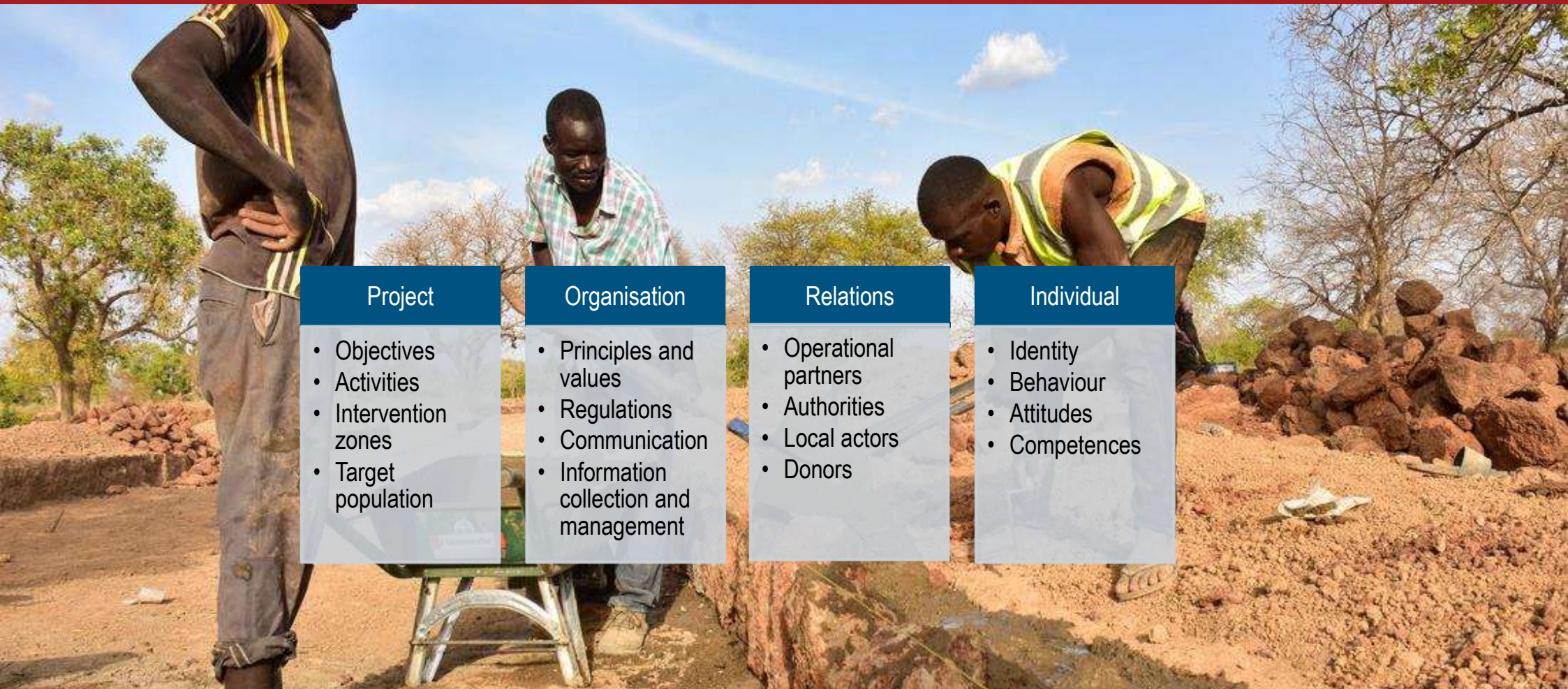
## 1 context, 2 perspectives





IDP resettlement site, Chiure district, Cabo Delgado province. Photo: Owen Frazer

# The components of an intervention



## Project

- Objectives
- Activities
- Intervention zones
- Target population

## Organisation

- Principles and values
- Regulations
- Communication
- Information collection and management

## Relations

- Operational partners
- Authorities
- Local actors
- Donors

## Individual

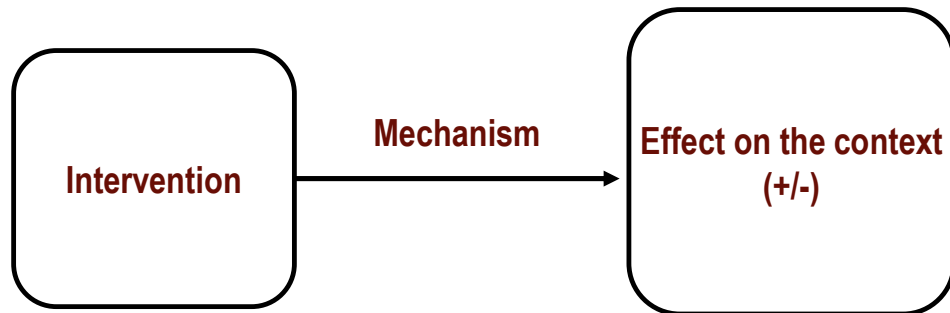
- Identity
- Behaviour
- Attitudes
- Competences

# Presentation of the project

[Insert details of the components of the intervention:]

- Project: objectives, activities, intervention area, target population
- Organisation: Principles and values, regulations, communication, information collection and management, security management
- Relations: operational partners, authorities, donors, stakeholders
- Individual: identity behaviour attitudes and skills of project staff]

# Mechanisms (modes of influence)



## Resource transfers

- Theft
- Market effects
- Distribution effects
- Substitution effects
- Legitimizing effects

## Behaviour

- Absence / presence of:
  - Respect
  - Accountability
  - Fairness
  - Transparency

# What we do: unintended consequences of our actions

## Resource transfer effects



Theft/diversion



Market effects



Substitution effects



Legitimization effects



Distribution effects

# Theft / diversion

## Definition

Material or money from projects is misappropriated, not regularly accounted for, or stolen and may be invested in the conflict.

## Example

A project supports agricultural businesses in a conflict zone. The businesses supported are forced to pay protection money to an armed group.

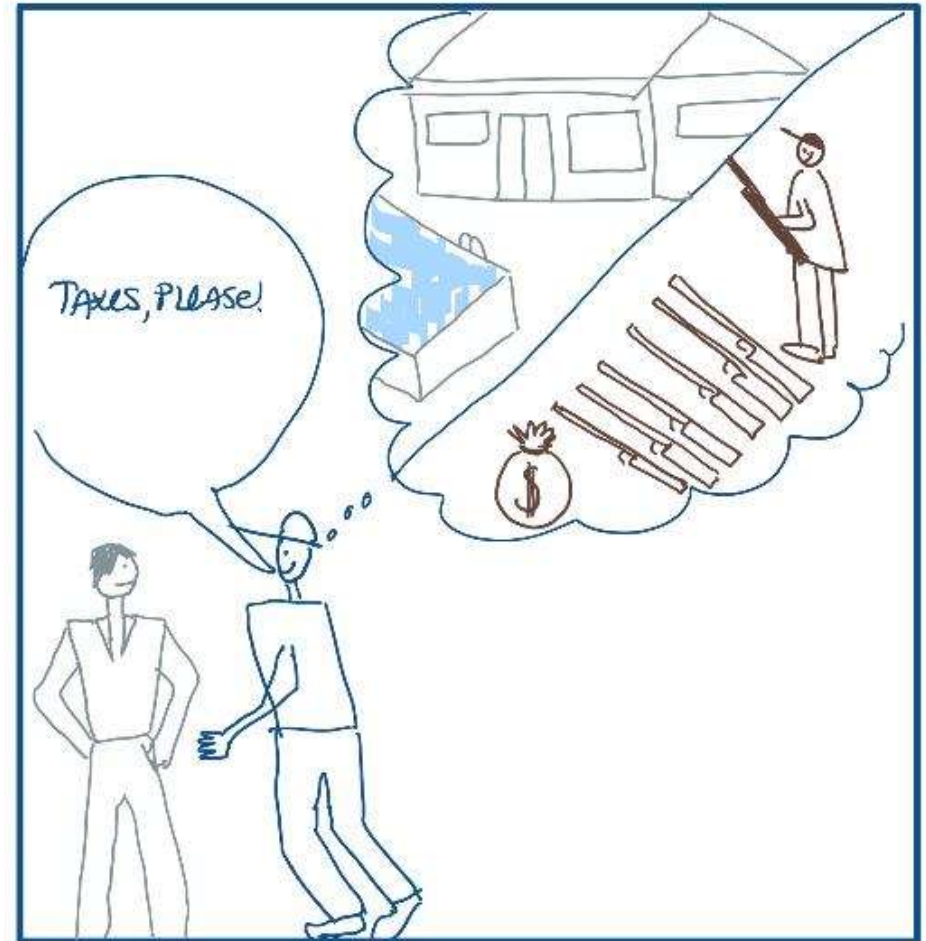


Illustration: Regula Gattiker

# Market effects

## Definition

The intervention affects the relationship between supply and demand for something.

## Example

With the adoption of new production techniques introduced by the project, participants are able to produce a higher quality product. This creates tensions with producers not participating in the project who now find it harder to sell their products.

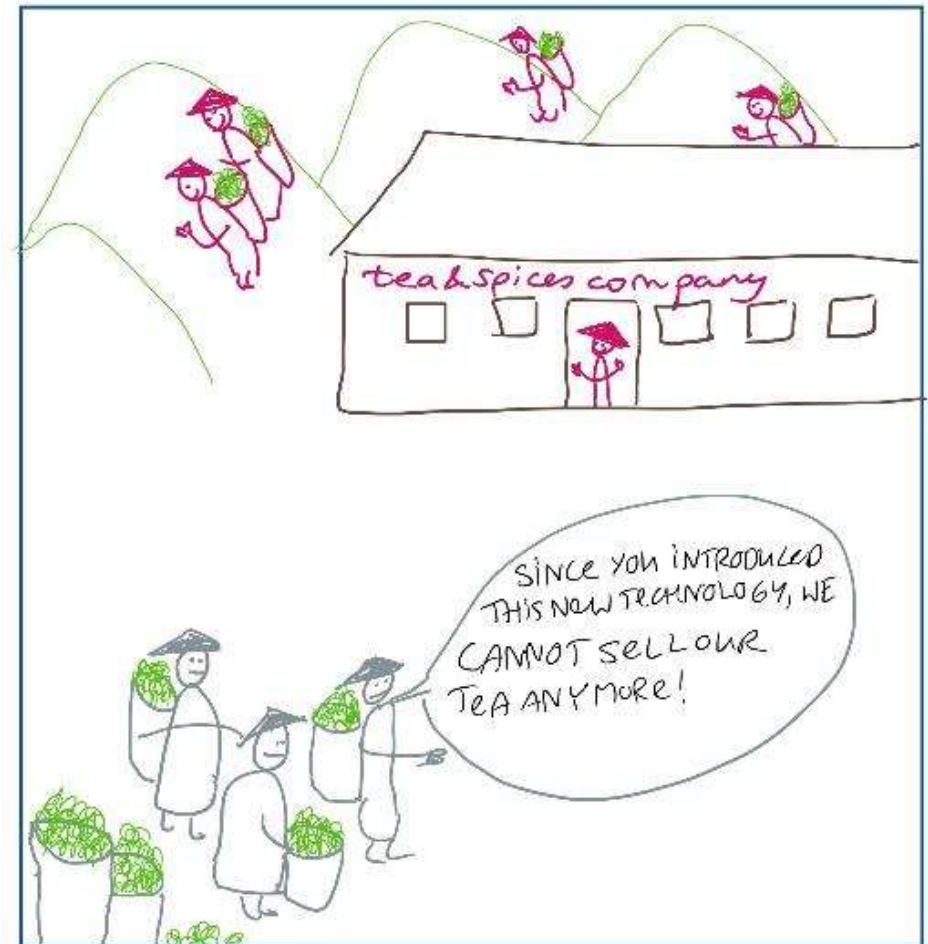


Illustration: Regula Gattiker

# Substitution effects

## Definition

An intervention replaces efforts that should be made by local actors, thereby weakening local institutions.

## Example

By taking responsibility for training businesses, the project undermines the state technical support services that are supposed to provide this kind of support.

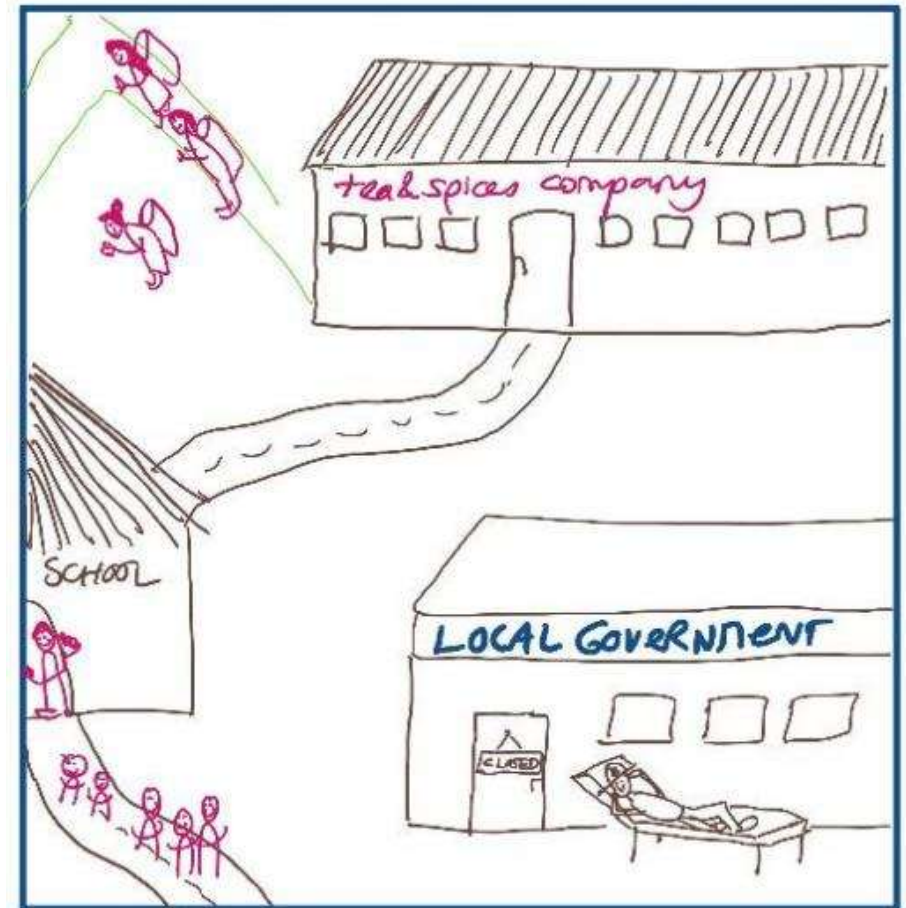


Illustration: Regula Gattiker

# Legitimization effects

## Definition

Project activities unintentionally strengthen the legitimacy of certain actors (giving them respectability and reinforcing), thus contributing to tensions or reinforcing inequalities.

## Example

The project team invites the mayor to the opening ceremony. The mayor uses his presence and his association with the results of the project for electoral purposes. This contributes to tensions with his political opponents.

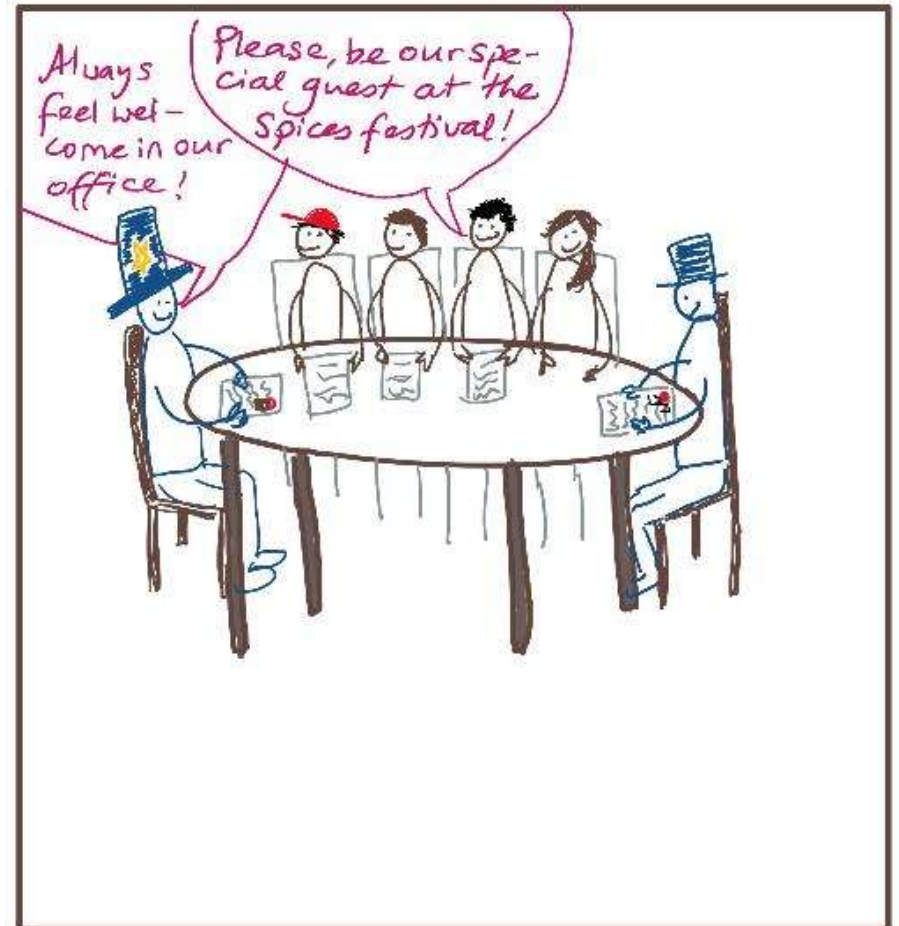


Illustration: Regula Gattiker

# Distribution effects

## Definition

The project is perceived to favour a particular group, which generates tensions with other groups.

## Example

The project also rehabilitates water systems in the area of implementation. However the selection of companies to participate in the project is perceived as biased as most of the villages where water systems are rehabilitated are inhabited by people from the majority ethnic group.



Illustration: Regula Gattiker

# Resource transfer risks (1)

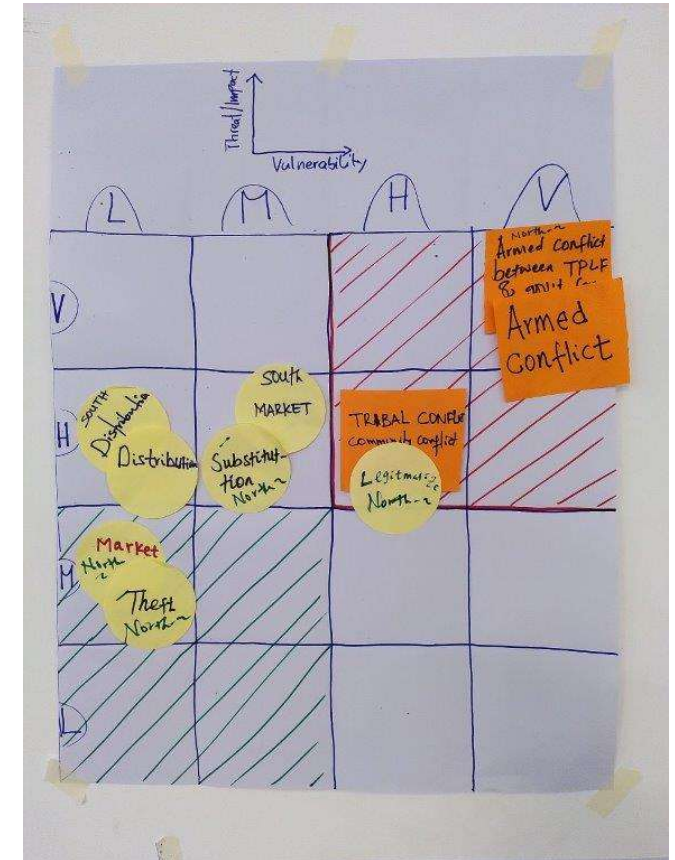
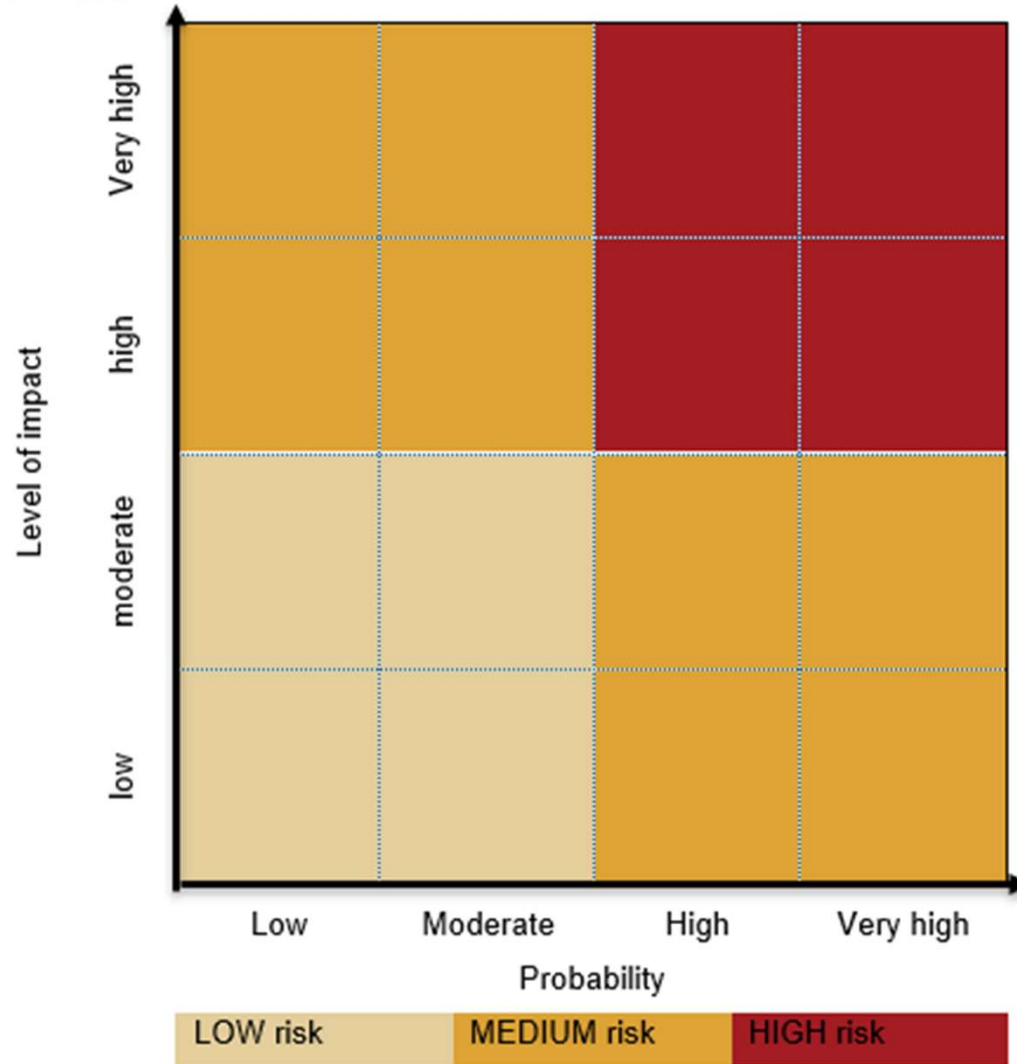
Mechanism	Specific component of the intervention	Title and description of the effect  What kind of tensions might the intervention contribute to?	Mitigation measures in place  What measures have already been taken? Are they effective?	Probability  Considering the mitigation measures in place, how likely 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

# Resource transfer risks (2)

Mechanism	Intervention component	Title and description of the 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)

# Risk Mapping

Risk matrix

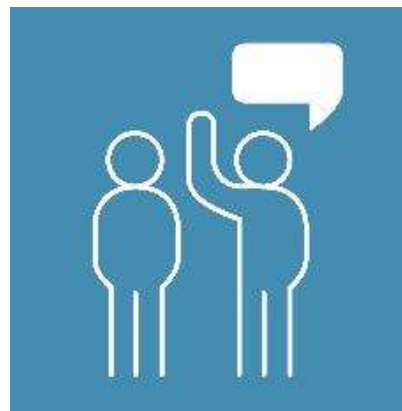


Joint mapping of risks of doing harm and security risks, workshop Addis Ababa, October 2022

# Behaviour: RAFT Principles



Respect



Accountability



Fairness



Transparency

# Respect

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



Viengkeo Vannachak, Director General of the National Assembly Member's Affairs Department, Vientiane, Celestine Kroeschell, Country Director Laos, Helvetas, Swiss Intercooperation, 14 September 2015. Credit: Patrick Rohr

# Accountability

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.



Irrigation users committee and Sarina LAMA, Irrigation Caretaker and agricultural training participant, Nepal, March 2018. Credit: Flurina Rothenberger

# Fairness

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



ZARASOA GILDA, 23, and her husband ANINJARA Arsène, 33, doing the daily housework, Village Antrema, Commune Antranokarany, Ville Ambanja, Région Diana, Madagascar, May 2022. Photo: Felana RAJAONARIVELO.

# Transparency

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.







Facilitator Mohammad Abu Boker Shiddik (27) present the budget analysis during the PDMO- Cost benefit analysis session organized by Protyashi under the SIMS project at village: North Mardasha, Union: 10 North Mardasha, Upazila: Hathajari, District: Chattogram in Bangladesh on 20 April 2022. Credit: K M Asad

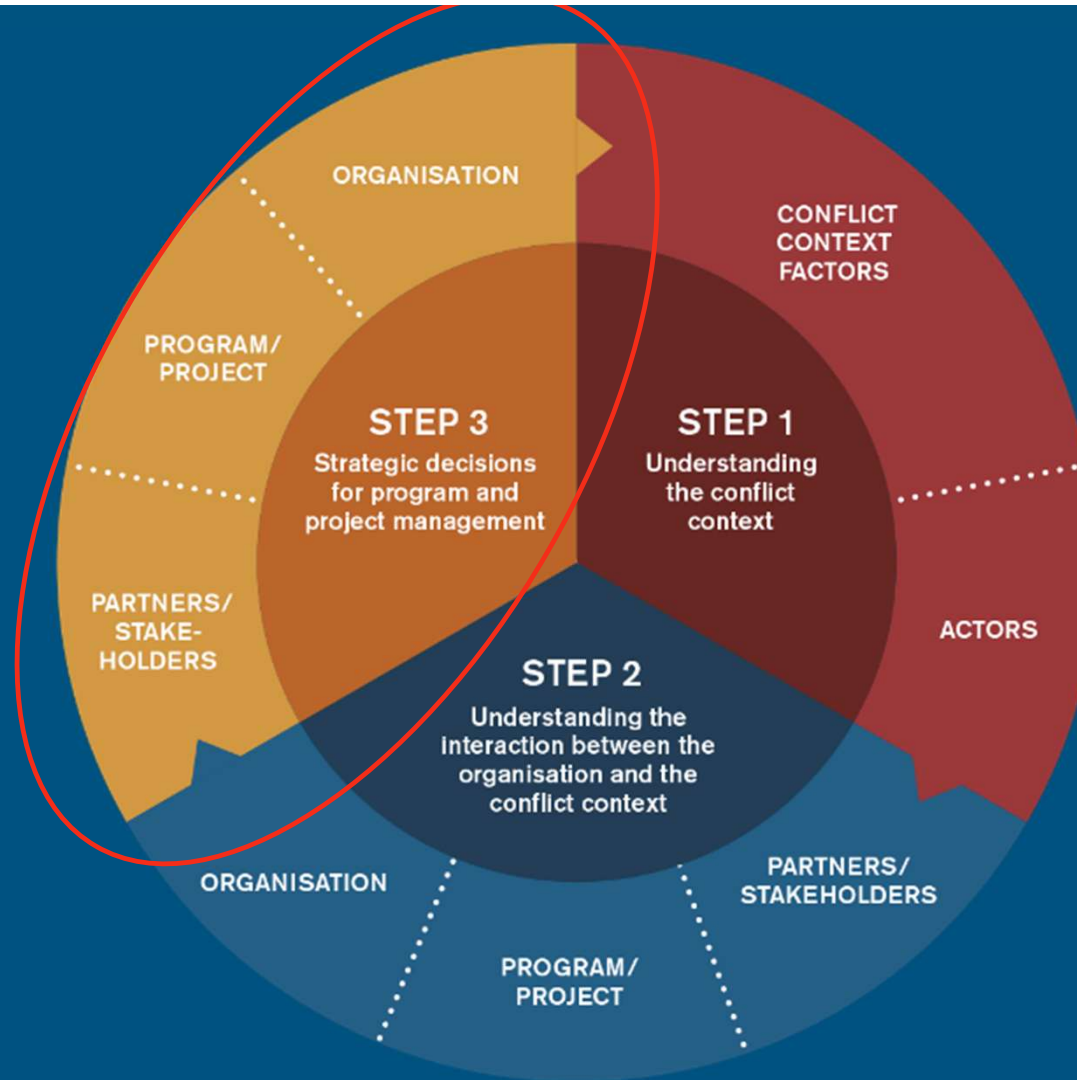
# Exercise: Behaviour

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

# Examples of the RAFT principles in action

Intervention component	Principle	Proposed measure and explanation
Staff diversity		Ensure that there are 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	 Respect	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 in particular 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.

# STEP 3



# ADAPTATION MEASURES

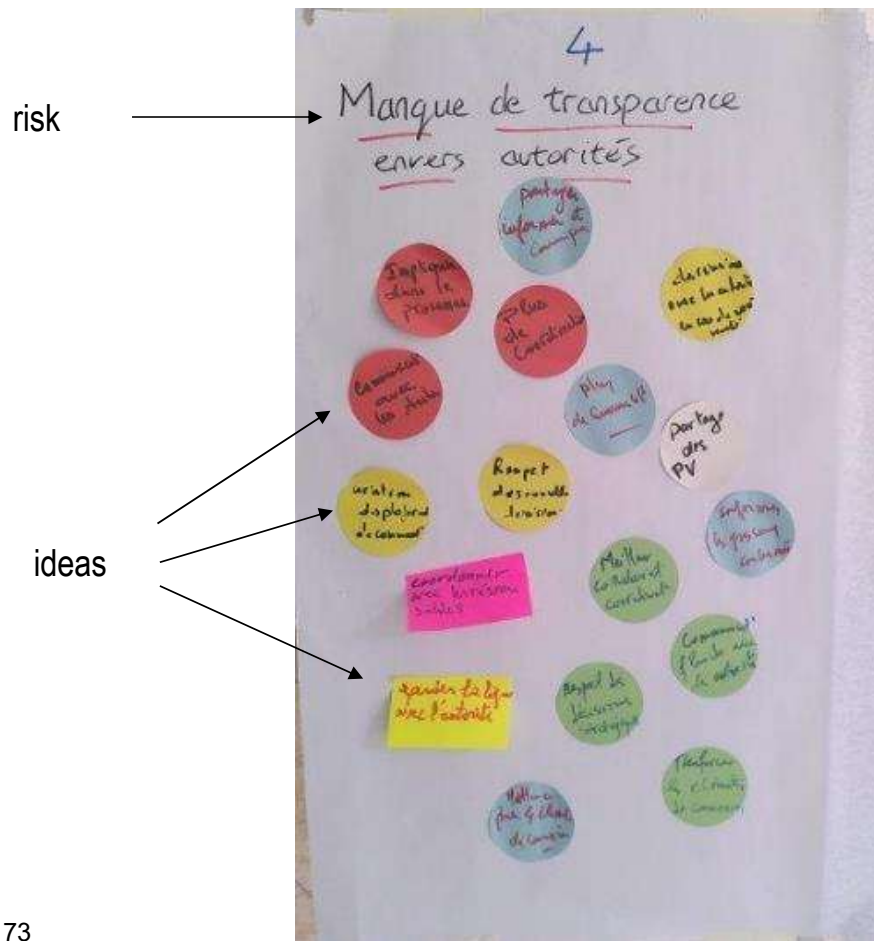
Mitigating risks



Malovich the chameleon. Photo: Anastasia Mezenina, <https://unsplash.com/photos/7DGdHT5LTt0>

## Exercise: Risk mitigation

### Example of a brainstorming for a project in North Africa



# Exercise: Strengthening impact

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.

Analysis tool	Question
<b>Actor mapping</b>	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?
<b>Sources of tension and connecting elements</b>	What could the project do to strengthen the connecting elements identified?
<b>Governance factors</b>	How could the project contribute to good governance?

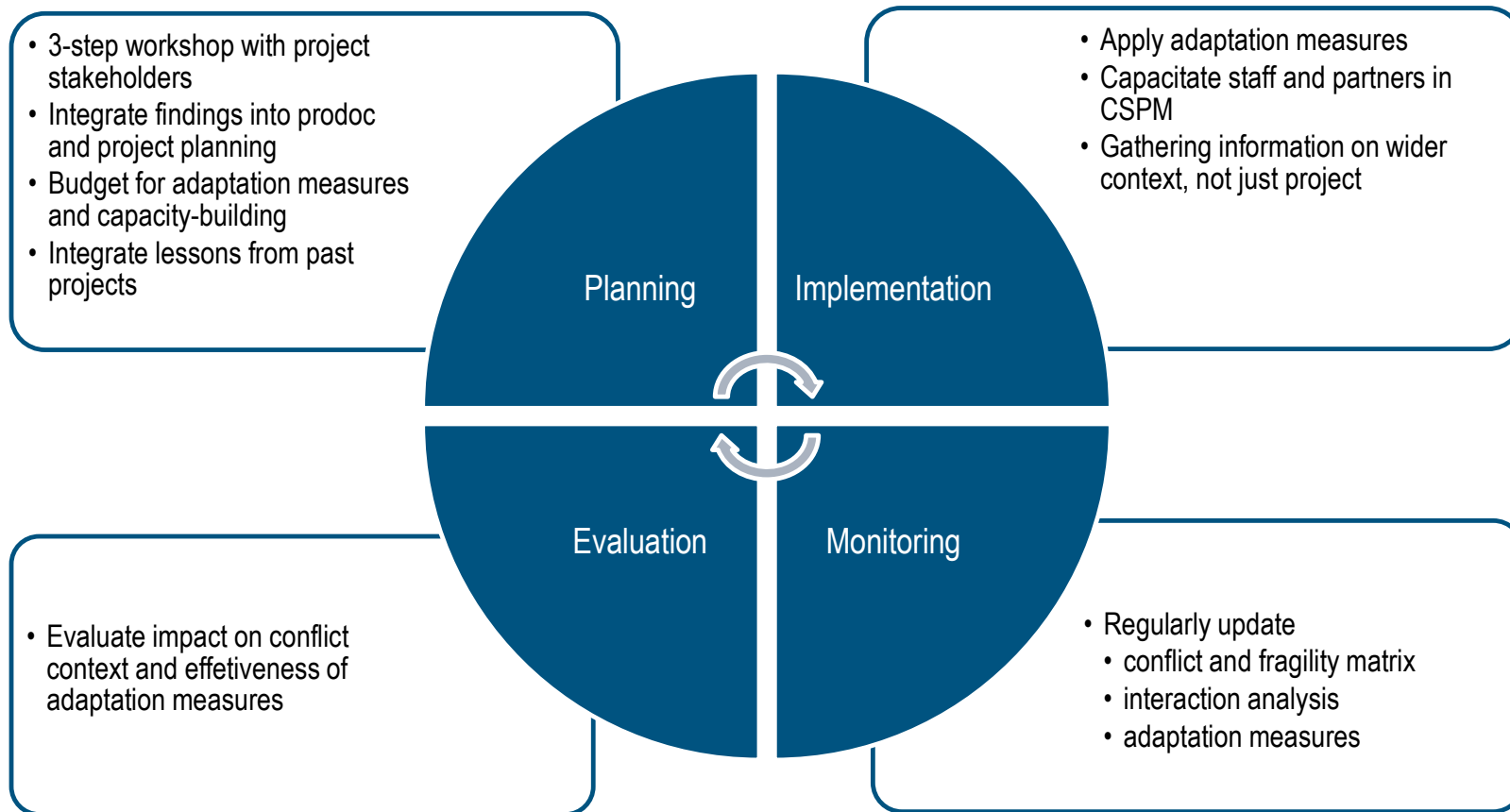
# ACTION PLAN



# Action plan

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

# CSPM in the project cycle



# EVALUATION



YOU training, discussion and **evaluation**, from left to right: Dilbora Irisova (16) - 11th grade student in Aravan (backhead), Bibigul Bolotbek (17) - college student economy in Jalal-Abad, Aibek Nurbek (17) - college student IT in Jalal-Abad, Diana Eralieva (19) - University student English in Osh (backhead), Kyrgyzstan, October 2020. Credit: Patrick Rohr

# Finger feedback

