



# Building Conflict Sensitive Interventions Toolkit



# Toolkit

*The following toolkit provides additional resources and worksheets for the course "Building Conflict Sensitive Interventions."*

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# Toolkit at a Glance

This toolkit contains the primary resources you can use to help your program meet the minimum standards of conflict sensitivity. Please note, the **Do No Harm Worksheet** at the start of the toolkit is the one essential tool that all programs should aim to complete. A number of other tools are also included that can be used if feasible and relevant for your program.

## Analyzing Conflict

- **Do No Harm Worksheet** - Essential tool that should be used for all programs. It covers the core questions you should ask to understand local conflict dynamics and how your program will interact with them.
- **Sample Terms of Reference and Guidelines for a Conflict Analysis** - If you conduct a detailed conflict analysis you can use these sample terms of reference and guidelines as a starting point to prepare for either an in-house conflict analysis conducted by your program team or to recruit an external analyst or researcher.
- **Conflict Analysis Template** - Overview of the key questions to ask when conducting conflict analysis.
- **Rapid Conflict Analysis** - Simple tool for rapid conflict analysis when more extensive analysis is not possible.
- **Conflict Analysis Tool: Conflict Tree** - Simple tool for analyzing the root causes of a conflict.
- **Conflict Analysis Tool: Conflict Onion** - Simple tool for analyzing the positions, interests and needs of parties to a conflict (this is useful for finding ways to resolve conflict).

- **Conflict Analysis Tool: Actor Map** - Simple tool for analyzing the relationships between actors in a conflict.
- **Root Causes of Conflict** - More in-depth tool for analyzing the root causes of conflict.
- **Applying a Gender Lens to Dividers and Connectors** - Key questions to ask to apply a gender lens to the core Do No Harm concepts of Dividers and Connectors.
- **Mitigating Bias** - Guide to how to understand our own biases and how to address them. It is important to consider how our biases may shape the way we see a conflict.
- **Rapid Connectors and Dividers Analysis** - Simple tool for rapid analysis of Dividers and Connectors when more extensive analysis is not possible.

### Listening to the Community

- **Developing Questions** - Asking the right questions is crucial to conflict analysis and conflict sensitivity. This guide helps you to develop those questions.
- **Gender Sensitivity for Trainers and Facilitators** - Issues around gender are often at the heart of conflict sensitivity. This guide can help you deliver training on the issue.
- **Possible Interviewee Groups** - Overview of some of the key groups to consult to be conflict sensitive in your program.
- **Field Notes Template for Data Collection** - Note-taking template for conducting community interviews.
- **Active Listening Techniques** - Overview of active listening techniques, a critical element of conducting interviews with community members.

## Assessing the Impact

- **Conflict Sensitivity in the Program Cycle** - Detailed form that can be used to chart adaptations your program can make in relation to the context and in order to be more conflict sensitive.
- **Impact Assessment Template** - Questionnaire that can be used to reflect and act on the positive and negative impacts that your program is having on local conflict dynamics and vice versa.
- **Program Impact Gender Analysis** - Guide for analyzing the impact of the program on gender and vice versa.
- **Gender Dimensions to Impacts** - Questionnaire for specifically looking at the relationship between gender dynamics and any resource transfers in your program.
- **Risk Matrix** - Simple matrix for assessing the risks in your context and related to your program.

## Applying Principles of Conflict Sensitivity

- **Detailed Conflict Sensitivity Checklist** - Form containing a series of questions that Program Managers and Technical Support staff can go through to assess the conflict sensitivity of their program.
- **Program Participant Identification and Selection Questions** - Program participant selection is often one of the key areas where conflict sensitivity issues can arise. These questions can help you to reflect on your selection and the potential impact it can have on local conflict dynamics and your program.
- **Dealing with Trauma and Its Aftermath** - Pamphlet for program staff on dealing with trauma.
- **Vicarious Trauma** - Overview and guidance for staff who have witnessed traumatic events.

- **When to Work in Partnerships** - Key questions to ask when starting a partnership with another organization.
- **10 Principles of Partnership** - Guidance on how to ensure a successful and conflict sensitive partnership.
- **Conflict Sensitivity Capacity Assessment Tool** - Detailed form for assessing the overall conflict sensitivity of an entire organization or country program.



# Analyzing the Conflict

## Do No Harm Worksheet

*Source: Mercy Corps/CDA*

All programs should aim to complete this worksheet.

### 1. Main Conflicts

*What are the main conflicts in the area where you are working? What are their causes?*

<p><b>2. Dividers and Sources of Tension</b>  <i>What specific issues divide groups and can lead to tension and violence?</i></p>	<p><b>3. Connectors and Local Capacities for Peace</b>  <i>What connects these groups across dividing lines? Which actors or structures promote peace?</i></p>

<p><b>4. Analyze the intervention</b>  <i>How is our intervention affecting the factors identified above?</i></p>		<p><b>5. Options &amp; opportunities</b>  <i>How can our program adapt to minimize the negative and maximize the positive effects?</i></p>
<p><b>Divider or Source of Tension</b></p>	<p><b>How is this divider or source of tension impacted by our intervention?</b></p>	<p><b>Strategies for mitigating these negative impacts?</b></p>
<p><i>E.g access to land</i></p>		

<b>Connector or Local Capacity for Peace</b>	<b>How is this connector or local capacity for peace impacted by our intervention?</b>	<b>Strategies for strengthening these positive impacts?</b>
<i>E.g local conflict mediators</i>		

# Sample Terms of Reference and Guidelines for a Conflict

## Analysis

*Source: Mercy Corps*

This section provides a sample terms of reference or guideline for a general conflict analysis. It can be used by your program team to conduct the analysis directly themselves, or you can adapt it to bring in an external analyst or researcher to conduct the analysis for your program.

### Objectives

1. The initial step in conducting conflict analysis is to define the specific objectives of the analysis. At its most basic, the objectives may include the following:
  - a. Describe the key conflict dynamics in the intervention area
  - b. Identify the key actors and groups involved in the conflict in the intervention area
  - c. Assess existing mechanisms that are preventing or resolving conflict in the intervention area
  - d. Explore potential opportunities for your program to contribute to peacebuilding in the intervention area

### Methodology

The methodology should include the following information:

- Target Locations
- A list of key respondents (which should be as broad as possible to include different groups involved in the conflict who may hold

differing perspectives that are crucial to understanding the conflict)

- Timeframe for the analysis
- Data collection methods (notably key informant interviews, focus group discussions, surveys etc.)
- A list of members of the analysis team (for example, analysts/researchers, data collectors, interviewers, focus group facilitators, note takers etc.)

## Report Template

The conflict analysis report can include the following main sections:

- Overview of the major conflicts
- Causes of the major conflicts
- Key actors involved
- Existing conflict prevention and resolution mechanisms and actors
- Opportunities to contribute to building peace
- Recommendations from local stakeholders to address the conflict
- Recommendations from the analysis team to address the conflict

The report can be written as a full narrative document or simply as a table of information. What is most important is to present and share the information in a way that is accessible for program teams to act on it.

## Budget

Include an estimated budget. The budget (and timeframe) will of course determine the depth of analysis that you are able to achieve. It is important to note that a larger budget and longer timeframe will not always be preferable for the objectives you are trying to achieve. While conflicts are complex and there is no substitute for deep analysis to fully understand their dynamics; from an operational perspective it is sometimes more useful to conduct light and rapid analysis to gather information more quickly so that it can be used to inform programming straight away.

## Questions for data collection

### Questions we want to answer

A thorough conflict analysis will cover most of the questions below:

- What are the key conflicts?
  - What is the nature of the conflicts? Are they primarily political, social, economic, cultural, or ideological?
  - What is the history of the conflicts and how did they develop to this point in time?
  - What are the key dividing lines in society? Which ones have the most potential to lead to violent conflict?
- What is causing the conflict?
  - What are the root causes of the conflict?
  - What are the key driving factors that contribute to conflict? Which of these factors are most enduring and likely to exist in the long term?

- How do gender dynamics feed the conflict? What role does gender play in shaping conflicting ideologies?
  - What role does a generation gap play in fueling the conflict?
- Who is involved in the conflict?
  - Who are the primary and secondary stakeholders in a conflict? What are their core positions and interests? (this can include groups, institutions, or individuals)
  - What is the role of women within these groups?
  - What is the role of youth?
  - How are the relationships between authorities/power brokers and citizens?
- What are the existing conflict prevention and resolution mechanisms and actors?
  - Who are the facilitators of peace? What level of influence do they have over the system?
  - Who, within each conflicting group, seeks peace and that we can work with?
  - What common ground exists among those who are adversaries in a conflict?
  - What role do women play in building peace and how can we engage them?
  - What role do youth play in building peace and how can we engage them?
- Opportunities for your program to contribute to peacebuilding
  - How can our program bring divided groups together around a common purpose or benefit?
  - How can our program strengthen those actors and structures working to bring people together and peacefully resolve and prevent violent conflict?

- How can our program address any root causes of conflict we have identified (such as marginalization, mistrust and fear, historical grievances, or issues of governance)?

Ask the respondents what recommendations they have to address the conflict

As indicated above, it might not always be feasible to go into this level of depth in every conflict analysis activity. Furthermore, in individual interviews and focus group discussions you may not have enough time with respondents to go into every one of the questions above. It is therefore important in each interview or focus group discussion to prioritize certain questions, and if you are conducting multiple interviews and focus group discussions to ask different questions in different sessions so that you can cover as many areas as possible overall.

### **Questions we will ask**

Furthermore, asking the above questions too directly may not be effective or safe as conflict is a sensitive topic to discuss. Therefore, it is better to ask more open-ended questions at the start of an interview or focus group discussion to get the conversation started. Some of these questions may include:

- How do you see the future in this area?
- What has changed the most in the past year in this area?
- How did your community handle conflict in the past?
- How do you feel about efforts to promote dialogue among groups in tension?
- How could conflict issues be handled more effectively?



- Could you describe a situation when you felt involved in a process to help resolve conflict?
- If you were to advise a local leader or government official about how to minimize this conflict, what would you tell them?

By opening with questions of this nature, you can attempt to build a modicum of trust and somewhat of a rapport with your respondents. You will also allow respondents to answer questions in the manner and time of their choosing. As you progress in the discussion, you can see which of the specific conflict questions from the previous section that you wanted to answer are already being addressed, and then if needed steer the conversation in the direction of the questions that have still not been answered by asking them more directly.

## Conflict Analysis Template

*Source: Mercy Corps*

Conducting a conflict analysis can yield valuable information about our interventions.

**Why** is the conflict happening?

<p><b>What are some root causes of the conflict?</b> (Ex. Inequitable access to resources, government exclusion, past violence, etc.)</p>
<p><b>Are there any exacerbating factors in the area?</b> (Ex. arms proliferation, spillover conflict)</p>

Was there a one-time triggering event to the conflict?  
(Ex. an assassination, a natural disaster, etc.)

What kind of event *might* trigger future conflict?

What have I heard about the cause of the conflict from other people? Is there anything unclear to me about the cause(s)? Have I observed any of these causes at work?

**Who** is involved?

What groups are present in the implementation area?  
(Ex. Ethnic, religious, political, geographic, or social groups)

What are the dynamics between these groups?  
(Ex. Existing tensions or cooperation, violence, level of power)

What other actors might have an impact on the conflict?  
(Ex. our own organization, local businesses, security/armed forces)

What are the major **dividers and connectors**?

Are there systems/institutions that promote coexistence or keep people apart?  
(Ex. schools, government, religious institutions, infrastructure like electrical grids)

What attitudes or actions can be observed in the implementation area?  
(Ex. Is there acceptance/tolerance or stereotypes, threats, and violence?)

**Are there common values and interests between groups in the area?  
(Ex. political/economic interests, ethnic/cultural values)**

**How does each group interpret shared experiences, if any?  
(Ex. past natural disasters, political regimes, conflicts)**

Are there symbols or occasions that are celebrated by different groups?  
(Ex. Holidays, statues, flags)

Are there any shared/contested natural resources?  
(Ex. forests, minerals, water sources)

Which are the strongest dividers and connectors in the implementation area?

What is **your relation** to the conflict?

Do I personally have a stake in the conflict?



Do I belong to one of the groups identified in the conflict?

Do I have an opinion about the conflict?

Do I find myself empathizing with one group over the other? Why?

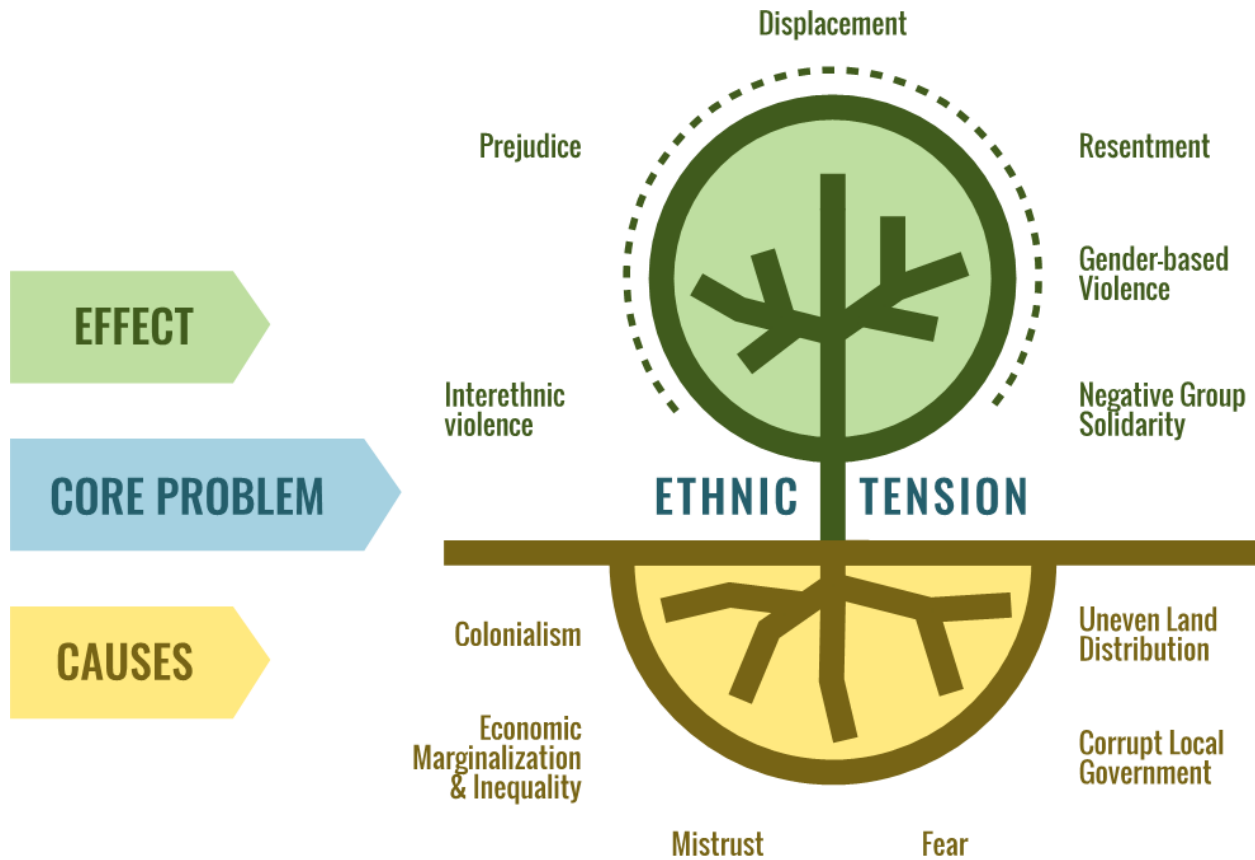
A large, empty white rectangular box with a thin blue border, intended for the user to write their response to the question above.

Does my gender affect how I relate to the conflict?

A large, empty white rectangular box with a thin blue border, intended for the user to write their response to the question above.

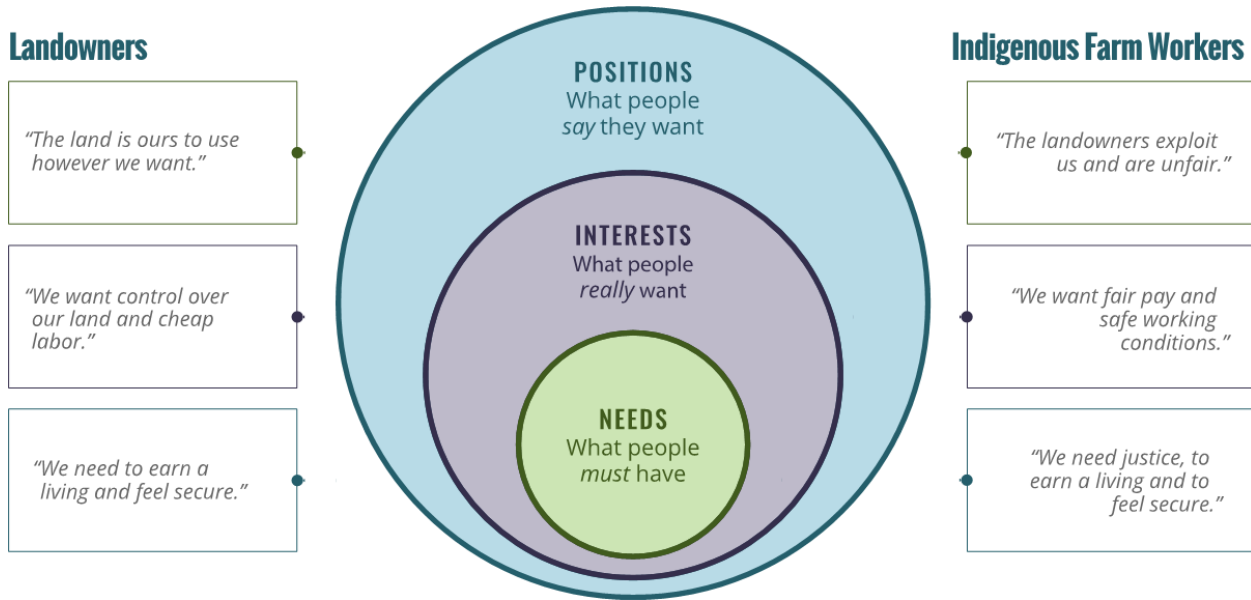
## Conflict Analysis Tools: Conflict Tree

A conflict tree asks us to look at a core problem, the cause of that problem, and the effects of the problem.



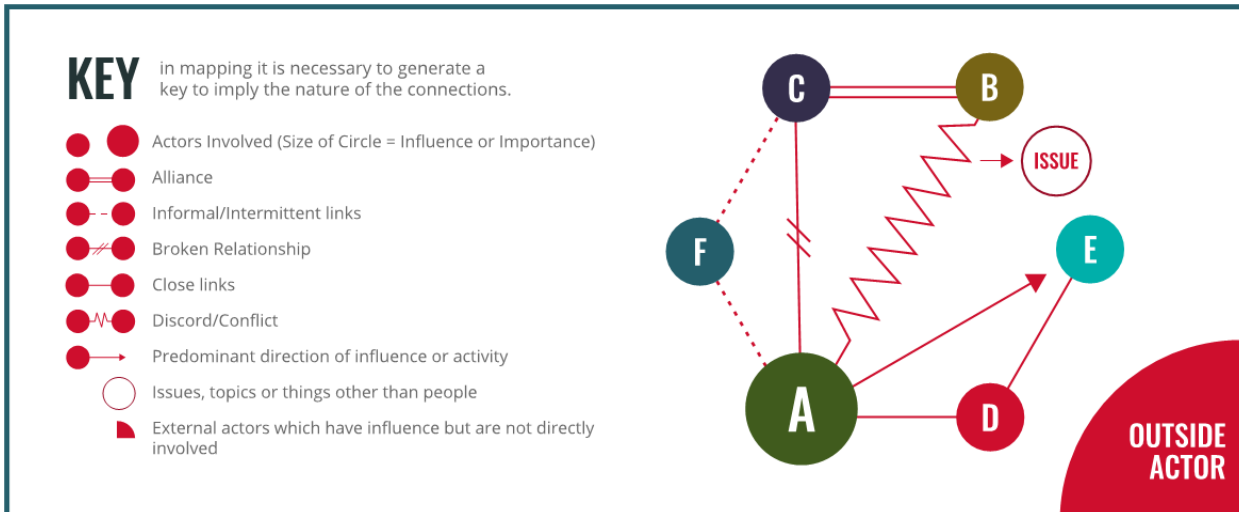
## Conflict Analysis Tools: Conflict Onion

The conflict onion is used to illustrate the positions, interests, and needs of different people. It helps us understand the perspective of different groups and how to reconcile them.



# Conflict Analysis Tools: Actor Map

Actor maps are useful for showing the dynamics between different groups in the conflict.



Source: Adapted from Fisher, et al. (2000: 23)

## Root Causes of Conflict

*Source: European Commission*

Use the following checklist questions to help determine the root cause(s) of conflict in your implementation area.

### 1. Legitimacy of the State

- Are there proper checks and balances in the political system?  
*Respect of the Constitution, ability of the Parliament and the Judiciary to check on the executive, devolution of powers and ability of regional authorities, if any, to counterbalance central power ...*
- How inclusive is the political or administrative power?  
*Ethnic and religious representativeness of the government, equality of access to political activity, participative decision-making, fair recruitment in the administration and other public institutions ...*
- What is the overall level of respect for national authorities?  
*Historical resentments against State authority, existence of independentist movements, parties advocating for extreme solutions (revolutionary or reactionary) to perceived shortcomings, perceived ability of the State to answer people's needs ...*
- Is corruption widespread?  
*Overall level of corruption, existence of anti-corruption programs, widespread bribery in bureaucracies, collusion between private sector and civil servants*

## 2. Rule of Law

- How strong is the judicial system?

*Independence and effectiveness of the judiciary, equality of all citizens before the law, effective possibility to undertake legal action against state decisions, enforcement of legal decisions*

- Does unlawful state violence exist?

*Participation of security forces in illegal activities (road blocks, extortion, others), effective prosecution of human rights abuses by security forces, existence of a minimal human rights framework for their operation, prison conditions*

- Does civilian power control security forces?

*Influence of security forces over political decision-making, role of the Parliament debating/checking their use, existence of open debate and media/academic scrutiny on the security sector*

- Does organized crime undermine the country's stability?

*Control of a significant part of the country/economy by criminal networks (drugs, natural resources, human trafficking), existence of private armies or armed paramilitary groups acting with impunity, proper re-integration of former combatants into social life*

### 3. Respect for Fundamental Rights

- Are civil and political freedoms respected?

*Respect for the right to vote eligibility, protection of civil liberties including freedom of speech & assembly, free and fair elections respecting the rights of the opposition*

- Are religious and cultural rights respected?

*Punishment by law of religious, ethnic, or cultural discrimination, recognition of minority language e.g. in education, definition of the state with no reference to a dominant religious/cultural identity*

- Are other basic human rights respected?

*Prosecution of human rights violations (torture, illegal detention), gender equality, freedom of private practices (dress codes, private life, etc.), adherence to and implementation of commitments under international human rights treaties and conventions, effective operation of human rights monitoring by NGOs and/or international organizations*

### 4. Civil Society and the Media

- Can civil society operate freely and efficiently?

*Protection of NGOs and rights of association by the state, liveliness of civil society, access to staff, training, resources and others, ability to influence policy processes and resolve tensions between communities*



- How independent and professional are the media?  
*Censorship by government, independence of the media from partisan agendas and political or private interests, ability to reflect the views of all social groups*

## 5. Relations Between Communities and Dispute-Solving Mechanisms

- How good are relations between identity groups?  
*Ability of major identity groups to mix together, frequency of outbursts or racial/religious violence, perpetuation of negative stereotypes or mutual suspicions by collective memory and culture, existence and effectiveness of reconciliation mechanisms (e.g. justice commissions)*
- Does the state arbitrate over tensions and disputes between communities?  
*Existence and effectiveness of mechanisms arbitrating between conflicting parties ('wisemen', elders, ombudsmen), political manipulation of ethnic/identity differences, existence of regional organization for a for conflict prevention/resolution*
- Are there uncontrolled flows of migrants/refugees?  
*Social friction between migrant and host communities (e.g. adverse pressure on food, water, etc.), respect for basic rights of migrants/refugees, impact of migration flows on ethnic/identity balance of host regions ...*

## 6. Sound Economic Management

- How robust is the economy?  
*Income dependence on a limited number of sectors (e.g. one single agricultural product or industry or remittance), capacity to react to natural disasters or international conditions (e.g. massive swings in commodity prices)*
  
- Is the policy framework conducive to macro-economic stability?  
*Stability of main macroeconomic fundamentals (inflation, public deficit, current accounts), ability to attract investment (both domestic and FDI), implementation of policies negotiated with IFIs*
  
- How sustainable is the state's environmental policy?  
*Fairness of management of natural resources (e.g. water), anticipation of possible internal or external conflicts over natural resources, risk of serious environmental degradation (e.g. desertification) forcing people into exile or threatening traditional ways of life*

## 7. Social and Regional Inequalities

- How are social welfare policies addressed?  
*Overall level of literacy, health, sanitation, development of safety nets & income policies (or, by default, existence of alternative social mechanisms ensuring local or family solidarity), correct anticipation of massive demographic changes by public policies (especially urbanization and youth unemployment)*

- How are social inequalities tackled?  
*Trend for poverty and marginalization (especially in absolute terms), vulnerability of least-favoured segments of society, fairness of access to education, healthcare, jobs, economic opportunities (including for women and minorities), existence of public policies addressing inequalities, among communities through land reform, quota systems, social program or others*
- How are regional disparities tackled?  
*Urban/rural gaps, existence of regions lagging behind in terms of economic development or particularly affected by lack of vital resources, redistributive policies between regions*

## 8. Geopolitical Situation

- How stable is the region's geopolitical situation?  
*Relations with the country's neighbours, pending border issues, dependency of the country on unstable neighbours for vital assets (e.g. access to sea or water), effectiveness of regional conflict-resolution mechanisms*
- Is the state affected by external threats?  
*Destabilising policies of outside forces, existence of proactive communities/diaspora abroad, ability to control arms trafficking*
- Is the state affecting regional stability?  
*Support to militias or rebel groups operation on neighbouring territories, protection of war criminals or rebel groups from neighbouring states, exploitation of the country's natural resources for foreign purposes, presence of illicit international activities on the country's territory*

## Applying a Gender Lens to Dividers and Connectors

*Source: CDA/ Some questions adapted from: Watson, Charlotte, Hannah Wright and Hesta Groenwald. Gender Analysis of Conflict Toolkit. London, UK: Saferworld, 2016, p.9.*

Gender roles for men, women, and sexual gender minorities (SGMs) must be considered when conducting a conflict analysis. Use the following questions to discover more about a particular group's Dividers and Connectors.

After identifying Dividers or Connectors in a context, ask:

### **1. Are gender norms related to the existence of particular Dividers or Connectors? If yes, how?**

- What roles are men, women and SGMs playing in the conflict? Or in bringing about a peaceful resolution to the conflict?
- How do norms relating to masculinity and femininity fuel the conflict and/or help contribute toward peace?
- How do gender norms and behavior shape how different types of violence are used, by whom against whom?

### **2. How do the Dividers and Connectors affect gender groups differently?**

- How are men, women and SGMs affected by a particular Divider (or Connector)?
- How might a change in a particular Divider (or Connector) affect women, men and SGMs in different ways?
- In what ways does the effect of a particular Divider (or Connector) depend not only on gender, but also on other variables such as ethnicity, social class, and/or age? (Note:

this important, complex relationship of variables is called 'intersectionality'.)

### **3. Do Identity groups have different norms and perspectives when it comes to the roles and equality of women, men and SGMs? If yes, how and in what ways?**

- Do norms around public or economic behavior of men, women and SGMs differ across groups?
- Do some groups view the conflict and peacemaking roles of SGMs, women and men differently than others?

#### **Application Exercise – Iraq: Gendered Dividers**

*Two of the gendered questions (above) have been inserted below. This application exercise is meant to illustrate how a gender lens may be applied to an analysis of Dividers or Connectors in a context.*

- **How are men, women and SGMs affected by a particular Divider?**

In areas around Baghdad, dividers occur in relation to internal displacement (estimated 3.4 million people), and the process of return in the context of aggravated sectarian divisions where militias control previously mixed areas. There have been cases reported where women without a husband were refused return, being alleged (or defamed) for being married to fighters from contesting militias.

- **How do gender norms and behaviors shape how different types of violence are used by whom against whom?**

In other areas around Baghdad, current Dividers include the violent actions of militias affiliated with religious sects. Men are likely to be affected by militia threats and property crimes, while women and SGMs have reason to fear gender based violence.

Sexual assault brings social stigma, which aggravates existing mobility and social barriers for girls, as some families ask girls to limit their movement, forego school and/or marry young to protect them.

## Mitigating Bias

*Source: Mercy Corps*

Every person, no matter what their intentions are, has opinions, biases, and blindspots. Use this guide to help address your own biases.

There are 5 categories of bias we need to be aware of:

- Similarity bias
- Expedience bias
- Experience bias
- Distance bias
- Safety bias

### **SIMILARITY BIAS**

Similarity bias is our brain's preference for what is like us over what is different. It occurs because humans are highly motivated to see themselves and those who are similar in a favorable light. We generally have a favorable view of our in-group but a skeptical (or negative) view of the outgroup.

### **HOW TO MITIGATE SAFETY BIAS**

- Outline clear objective criteria for decision-making so that you are not relying on what feels familiar to guide your response.
- Be intentional about reaching out and finding ways to stay connected to a diverse group of team members, especially those who might be experiencing stigma, greater isolation, or other risks.

## EXPEDIENCE BIAS

Expedience bias is our brain's preference for acting quickly rather than taking time. Humans have a built-in need for certainty — to know what is going on. A downside of that need is the tendency to rush to judgment without fully considering all the facts.

### HOW TO MITIGATE EXPEDIENCE BIAS

- Take a moment to pause, breathe, and reflect on why you are making a particular decision and how your decision might affect those most impacted even when you feel that a quick decision is needed to address a potentially critical situation. Have you considered all the facts?
- Observe and be mindful of your emotions. Are emotions of fear, anxiety, or uncertainty guiding your decision-making? If so, give space to process your emotions and take care of your well-being before making a decision so that you make a decision that's in the best interest of the team.
- Take time to plan for different scenarios. Even though things are fast-moving and constantly evolving, we can take the time to lay out 3-4 scenarios of what might happen over the next weeks or months. For each scenario, layout contingencies on how you and your team would respond. Set up a work plan of tasks that can help you be prepared.

## EXPERIENCE BIAS

Experience bias is our brain's tendency to overvalue our own perception of a given situation as the objective truth. Experience bias



occurs when we assume our view of a given problem or situation constitutes the whole truth and we fail to remember that other people see the world slightly differently than we do.

## HOW TO MITIGATE EXPERIENCE BIAS

- Diversify the group of individuals whom you surround yourself with when making decisions. Reflect on whom you surround yourself with currently. Is this group made up of individuals who are very similar to you? If so, consider diversifying this group to ensure that you're hearing different perspectives and how the pandemic might be playing out in other contexts. Hearing varied perspectives will ensure that you are mitigating any potential blind spots, and will help you check your thinking.
- Use participatory facilitation methods to understand the diversity of experiences. Consider using a variety of tools, large group discussions, small group break-out sessions, individual brainstorming, and grouping ideas in plenary, among many other ideas. There are a variety of online tools to engage diverse team members.

## DISTANCE BIAS

Distance bias is our brain's preference for what's closer over what's farther away. Distance bias reflects our instinct to prioritize that which is nearby, whether in physical space, time, or other domains.

## HOW TO MITIGATE DISTANCE BIAS

- Reach out to team members to understand how they can be reached. Some may not have good internet connection and prefer phone calls. Others may have trouble connecting with teammates during the middle of the day when they have childcare responsibilities.
- Be creative in finding ways to maintain frequent connection with your team, such as sending SMS updates periodically with relevant information, requests for inputs to guide decision-making, or more informal check-ins. With team members that have good internet connectivity, practice communication beyond texts and emails. Turn the phone calls into video calls to increase social connectedness.
- Build in time for informal interaction with your teammates to allow for team members at all levels to share challenges, innovative ideas, and share learning. Informal interactions help team members feel connected and stay engaged.

## SAFETY BIAS

Safety bias is our brain's tendency to protect ourselves against loss more than we seek out gain. Safety bias is also known as sunk cost bias. Our brains are hardwired to be more concerned over bad things that might happen to us over good things that might happen as we're a lot more afraid of possible losses than we are excited about possible gains. Safety bias might inhibit healthy forms of risk-taking.

## HOW TO MITIGATE SAFETY BIAS

- Focus on present and future needs to help guide decision-making. When confronted with making decisions about significant shifts in strategies, programs, or other efforts, try to focus less on the resources you've already invested and focus more on what is needed in the present and future to guide your decision-making. Our team members' and participants' safety is paramount.
- Consider how you might advise a friend or peer who might be in a similar situation. Taking yourself out of the equation adds psychological distance to the equation and can mitigate safety bias.

## Rapid Conflict Analysis

*Source: Adapted from UK Aid/Conflict Sensitivity Consortium*

The more time you can spend examining the conflict, the richer your analysis will be. However, sometimes you may need to conduct a rapid conflict analysis.

**What is the conflict about?**

**What are the root causes of the conflict**

**How intense/open is the conflict? Is there active violence or a high risk of violence?**

**What groups of people are involved?**

**What kinds of things divide these groups (for example caste, tribe, neighbourhood affiliation, access to resources) and what connects them (for example shared cultural practices, local peace initiatives)?**

**Where are the conflict-affected areas geographically located?**

**What local actors, structures, or processes exist that are attempting to peacefully resolve the conflict(s)?**

**What are the best, worst and most likely scenarios for the future of the conflict in the context? What does each scenario depend on?**

## Rapid Connectors and Dividers Analysis

*Source: Mercy Corps*

Sometimes it can be helpful to make a visual map of your implementation area.

### Directions:

1. Use this sheet to identify major groups, connectors, and dividers.
2. On the next page, map groups and their dividers and connectors.
3. Use a different shape to represent each group.
4. The bigger the shape, the larger the group.
5. Use a straight line to represent dividers between groups.
6. Use a squiggly line to represent connectors between groups.

List the major groups in your area

Identify major connectors

Identify major dividers

**Use this sheet to map the major groups, dividers, and connectors in your implementation area.**

Notes



# Listening to the Community

## Developing Questions

*Source: CDA*

See the following guidance to learn more about developing questions.

The ability to ask well-crafted and intelligent questions is a valuable skill. Asking the right questions elicits useful responses, helps gather critical feedback and information, and often prompts people to think profoundly. When our colleagues, partners and community stakeholders think more deeply than before, new ideas, new answers and new possibilities emerge. We all use many different types of questions in our day-to-day life and in our work. To begin with, conflict analysis team members should be able to distinguish between categories of questions, some of which should be used during a data gathering conversation and others should be avoided.

Avoid:

- **Closed questions** are limited by default because they invite yes/no answers and do not encourage the speaker to provide more details. Example: “Do you think the colonial administration deliberately promoted conflict?” Avoid defining answers. Example: “Do you think that was democratic or authoritarian?”
- **Leading questions** attempt to guide the respondent’s answer. These should be avoided altogether in a listening conversation. Example: “Would you agree that the economic development projects carried out by our partners have been helpful in strengthening your community?”

- **Multiple-choice questions** are often used in written surveys and are not usually appropriate in an interview for conflict analysis.

Use:

- **Open questions** start with *what, how, when, where, who* and invite the speaker to describe things. Examples: “What did your community do to handle conflicts in the period before the war?” (descriptive); “How do you feel about efforts to promote dialogue among groups in tension?” (exploring attitudes/feelings); “How could land issues be handled more effectively?” (application/suggestion)
- **Icebreaking questions** can be helpful, depending on the context, in starting the conversation with a small talk to build rapport. Examples: “How has the harvest been this year?” “How long has your family lived in this community?”
- **Probing/follow-up questions** seek to draw out additional information and details. Examples: “That’s really interesting, can you tell me more?” “Could you describe a situation when you felt engaged in the decision-making process?”
- **Theoretical/hypothetical questions** can help the person to offer additional opinions, conclusions and recommendations by offering a new scenario in which to apply their experience. Usually these questions start with the words: Imagine... Suppose... Predict... If..., then... How might... What are some possible consequences...? Example: “If there were a more inclusive decision making process, what might the effect be on the main conflict issues?”; “If you were to advise a local government administrator about how to minimize this conflict, what would you tell them?”;

“What are some possible consequences if land and resources issues are not dealt with more effectively?”

The question types listed below provide some ideas on how to move a conversation beyond simple descriptions to higher and cumulative levels of analysis.

**EVALUATIVE/JUDGEMENTAL****You might begin a conversation by noting:**

- “You have seen various efforts to resolve these conflict issues...”

**Questions to follow this opening may be:**

- What do you think have been the impacts of those efforts?
- How do you judge the impacts/outcomes of these efforts?
- What do you see as the pluses and minuses of these many efforts for your society/community?
- How do you feel about these many efforts?
- In your opinion, what is appropriate and useful for outsiders to do in this country? What is the right role for foreigners?
- How would you interpret the recent changes in the community consultation process?

The next two types of Questions—**Evidence** and **Clarification**—are useful for following up an opening such as this. There is some similarity between these two types of questions.

However, there is an essential difference that matters as you try to hear—really hear—and understand and assess the implications of the ideas that are offered: evidence questions are used to find out why someone thinks the impacts are as they have said, asking them to tie their judgments and opinions to some facts/experiences, that is the evidence that underlies their opinion, whereas clarification questions are used to be sure the listener really understands what the person means.

### EVIDENCE

- What do you see happening here?
- Would you say more about that?
- What is your experience that makes you see this way?
- Why do you think that is positive? Negative? How? For whom? For how long?
- What factors do you think led to that?
- How did that make you feel?

### CLARIFICATION

- Could you explain what you mean?
- Am I right that what you are saying is...?
- Let me be sure I understand you right—do you mean....?

<b>ANALYTICAL</b>	<ul style="list-style-type: none"><li>● Why did x result when y happened?</li><li>● Why did that person think that x was good/bad when another person thought it was bad?</li><li>● Why do you think y happened? Why did it happen then?</li></ul>
<b>APPLICATION</b>	<ul style="list-style-type: none"><li>● When y happens in your situation, what impact does it have on you, your family and your community?</li><li>● What can be done to improve the situation?</li><li>● What can be done to make the positive impacts from these actions have lasting effect?</li></ul>
<b>ABSTRACT/ HYPOTHETICAL</b>	<p><b>Abstract questions are getting at how people understand connections among things; how they understand causation.</b></p> <ul style="list-style-type: none"><li>● What advice would you give to someone like you in another country (or in another community) who was going to deal with similar issues?</li><li>● If you were to start over again, how might you act differently in relation to assistance in order to get better outcomes?</li></ul>

- In general, if x happened, would y also happen? (if followed this with “Why” – this would be an analytical question)

## Ideas for Practicing Good Questioning Skills

- Brainstorm with your colleagues how you would phrase questions to get beyond the specific issues to broader problems, larger impacts, effectiveness of peace efforts and the expectations people have. You may decide to record suggested questions on a board or flipchart. Remember these should not be seen as a questionnaire or interview protocol, but simply to serve as a reminder of the type of questions the team wants to focus on.
- Use role plays! Practice forming and asking questions appropriate to the local context. Practice listening skills through these role plays. You may want to use “fish bowls” with some participants: doing role plays in front of the group to use as an example for feedback and discussion.

## Gender Sensitivity for Trainers and Facilitators

*Source: CDA*

We need to consider the role that gender plays in our interviews and focus groups. The following tips will help you ensure your interactions are both conflict sensitive and gender sensitive.

### When planning the event

- Develop an awareness of the gender dynamics of the cultural and organizational context, and how they might affect your process. What are the gender and cultural dynamics that may arise during the process? What are the norms regarding contact between the sexes?
- Ensure that the timing, location and logistics of events allows women, men and sexual gender minorities (SGMs) to participate as appropriate. Are childcare arrangements needed? Does the local culture imply any security requirements for female participants? What are the lodging needs of SGM and female participants?
- Consider team identity. Ensure that you have a mixed gender training or facilitation team. Having at least one team member who comes from the local context can help provide insider knowledge and smooth relationships.
- Think in advance about how your training/facilitation team will respond to strong emotions if they arise, or how you will handle sensitive information (e.g. stories of trauma or abuse).

**When preparing to train or facilitate:**

- Develop and use learning materials that avoid reinforcing gender stereotypes through content, images and examples. Ensure that women, men and SGM are reflected equally. Use examples that demonstrate how gender is interrelated with other aspects of identity, including ethnicity, social class, etc. ('intersectionality').
- Design a process that includes diverse techniques and formats, to that all participants can find a comfortable way to express themselves. If people feel inhibited about speaking in mixed gender groups, then make selective use of single gender breakout groups or focus groups.
- Integrate the perspectives of women, men, and SGMs into the analysis, by seeking out the relevant people, and by asking gender specific questions where appropriate. Seek balance in representation and voice. Keep in mind that hard to reach people often have unique and important perspectives.
- Discuss with participants the intended use of any data that is recorded (in notebooks, audio, video, photos, etc.). Are there any gender specific concerns that affect people's dignity and security? Be sure to seek fully informed agreement and consent.
- Think about how to use inclusive language. This will differ depending on what language(s) you are using. For example, in English, you might take care with pronouns, avoiding the exclusive use of "he," and instead say "he," "she" and "they."
- Do not assume that all women are gender aware, or that all men are gender insensitive. All people are individuals, and their perspectives may vary widely. The mere inclusion of diverse gender groups in its own right does not ensure gender awareness.



**When following up the event:**

- Involve local women, men and SGMs in data analysis wherever possible. Ensure that conclusions are fully validated by gender diverse stakeholders.
- Close the loop by sharing the training or assessment outputs with local stakeholders and be sure that you communicate in a way that is equally accessible to women, men and SGMs.

## Possible Interviewee Groups

*Source: Mercy Corps, CDA*

The more people from different groups we can talk to, the better informed we will be. Below is a list of groups to consider for your interviews and focus groups.

When we conduct our conflict analysis, it's imperative to consult a wide variety of people and sources.

Specifically, we should consult:

- People directly and indirectly affected by the conflict
- Local authorities
- Business owners
- Religious leaders
- Political leaders
- Members of different groups / gender / background
- Project staff / colleagues
- Partners
- Peer Organizations
- Local communities
- Civil society personnel
- Civil service personnel, such as religious or community leaders
- Peace building practitioners
- Media
- International community and
- Academia / educators
- Outside Experts

## Notes:

- As you gather information, you are bound to find that people may have vastly different perspectives on the conflict. Moreover, their views are likely to change with time.
- To that end, look for patterns and outliers in what people say.
- Additionally, you may find it difficult to speak with members of every key group you've identified.
- Remember that it is still valuable to learn about a specific group through research, or through reaching out to trusted colleagues, community members, and program managers.

## Field Notes Template for Data Collection

*Source: Search For Common Ground Listening and Learning Toolkit*

Recording notes during community interviews and focus groups is essential, but make sure you obtain permission before doing so.

FIELD NOTES	
<p>Conversation Date: _____            Researcher Name: _____</p>	<p>Recorder Code: _____            Location: _____</p>
<p><b>Who am I talking with?</b></p> <ul style="list-style-type: none"> <li>Age:</li> <li>Livelihood/Profession: Gender:</li> <li>Ethnicity/Religion:</li> </ul> <p><b>Key point(s) made:</b></p>	<p style="text-align: center;"><b>Conversation Notes:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

**Important issues raised:**

**Issues that triggered strong feelings and emotion (indicate whether it was positive or negative):**

**Most powerful quote:**

**What did you learn from this person?**

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## Active Listening Techniques

*Source: United States Institute of Peace*

When we speak with community members, we need to demonstrate that we are truly listening to what they have to say. Use this handout to guide what you ask, how you ask, and how you respond.

### Encouraging

Purpose	Method	Examples
To convey interest	Don't agree to disagree	"I see. . ."
To keep the person talking	Use noncommittal words with a positive tone of voice	"That's interesting" "Uh-huh" "Mmm"

### Eliciting

Purpose	Method	Examples
To gather relevant information	Ask open-ended, not leading, questions	"What concerns does that situation cause for you?"
To encourage others to reveal their needs and concerns	Don't agree / disagree Noncommittal words, positive tone of voice	"Why is that an important issue for you?" "How would that affect your interests?"
To establish a climate of open communication	Encouraging body language (e.g., nodding)	

## Restating

Purpose	Method	Examples
To let others know that you are listening carefully, and that you are trying to understand	Paraphrase the other's points	"In other words, you've concluded that. . ."
To verify your comprehension of what they've said	Avoid value judgements or inserting your own opinions	"So the way you see it is. . ."
	Ask for confirmation	"Would it be correct to say. . ."

## Clarifying

Purpose	Method	Examples
To uncover underlying or unstated concerns	Avoid frequent interruptions	"I'm not sure what you mean by. . ."
To understand ambiguous or unclear Statements	Ask focused but open-ended questions	"Could you please explain more about the significance of. . .?"
To test interpretations	Probe for fuller explanations	"What leads you to believe that. . .?"

## Empathizing

Purpose	Method	Examples
<p>To understand events from others' perspectives</p> <p>To show that you respect their point of view and comprehend their feelings</p>	<p>Recognize others' experiences as valid, without necessarily accepting their conclusions</p> <p>Give acknowledgement rather than agreement</p>	<p>"I can see why you feel that. . ."</p> <p>"That must have been very disturbing for you. . ."</p> <p>"I can understand how you would perceive that as a threat. . ."</p>

### Summarizing

Purpose	Method	Examples
<p>To pull important ideas and information together</p> <p>To establish a basis for further discussion</p>	<p>Review issues which have been raised</p> <p>Highlight the most important matters</p> <p>Set aside extraneous information</p>	<p>"These seem to be the key ideas you have expressed. . ."</p> <p>"So your view of this whole situation is. . .?"</p> <p>"I'm sensing that the critical concerns you have are..."</p>



## Reframing

Purpose	Method	Examples
<p>To transition into problem solving, refocusing discussion from past events to future goals</p>	<p>Build on others' ideas in developing your proposals</p>	<p>"That's an intriguing thought. To carry it further, let me suggest that. . ."</p>
<p>To encourage others to rethink positions and focus on interests</p>	<p>Emphasize points of agreement and compatible and/or shared interests</p>	<p>"Since we both value. . . , would it make sense to. . . ?"</p>
<p>To redirect negative or adversarial statements into more productive channels</p>	<p>Use neutral or positive rather than accusatory language</p> <p>Explain how your proposals satisfy their interests</p>	<p>"I'm sorry you feel that way, but I'm glad you raised the issue. Let's see how we can work together to address your concerns..."</p>

## Notes

# Assessing the Impact

## Impact Assessment Template

*Source: Mercy Corps*

Use this template to get started on assessing the impact of your work on an area's conflict.

**Assess** the relationship between the intervention and the context

What negative impacts have you witnessed from the program? Who is benefitting or suffering from these impacts?

What positive impacts on local conflict dynamics have you witnessed from the program?

What has been done to mitigate any negative impact?

How can you strengthen the positive impact on conflict dynamics?

## Determine Risks

What are the risks to the community in the implementation area?

What are the risks to the implementation staff?

What are the risks to the goals of the intervention?

**Adapt** the intervention as needed

What actions can be taken to mitigate the risks?

How can we improve community engagement and communication?  
(Ex. interviews, focus groups)

How can we monitor & evaluate the conflict? What data is available?  
(Ex. # of violent interactions)

How can we increase our support to local capacities for peace?

## Program Impact Gender Analysis

*Source: CDA*

We need to consider gender when we assess the impact of our interventions.

Actions that organizations take when working in a context, and the behaviors that they demonstrate, can have both positive and negative impacts on Dividers and Connectors. Changes resulting from an intervention may be experienced very differently by women, men and sexual gender minorities (SGMs). Not only that, but program interventions can also have a direct (and sometimes unanticipated) effect on gender dynamics.

To start this analyzing your intervention's impact on gender process, consider the following questions:

- In what ways do we ensure that our services are relevant to needs and priorities of women, men, SGMs, including from an intersectional perspective?
- When our intervention affects Dividers and Connectors in the context, how are those changes perceived and experienced differently by women, men and SGM?
- Could our intervention be exacerbating gender inequalities? For example, when programs are designed, who is consulted and 'at the table' during decision making conversations, and who is not? Do we make gender blind assumptions about the opportunities and constraints of participants, which may in fact make it harder for women and girls to access the services we provide? Once our

services are accessed, who has control over decisions and resources afterwards?

- Who are we as staff? How do our gender identities, presence and approach impact on gender dynamics?
- If our program activities include work on gender, how are we operationalizing these activities? For example, if we work with one gender identity group only – either intentionally or unintentionally – how may this affect other gender identity groups, and the dynamics between them?



## Gender Dimensions to Impacts

Source: CDA

We must consider how gender roles affect the impact of resource transfers. See the table below for questions to ask about conflict and gender dimensions to patterns of impact.

Conflict Dimensions	Pattern of Impact	Gender Dimensions
<ul style="list-style-type: none"> <li>• How are the resources of the agency vulnerable to theft or diversion?</li> <li>• How and why are local communities made vulnerable to theft because of their involvement with the intervention?</li> </ul>	<p><b>Theft (or Diversion)</b></p>	<ul style="list-style-type: none"> <li>• Is the intervention vulnerable to corruption or diversion of resources? If so, how do gender groups influence or experience these dynamics differently?</li> <li>• How and why are gender groups made more vulnerable to theft because of their involvement with the intervention?</li> </ul>
<ul style="list-style-type: none"> <li>• Is the intervention operating (distributing resources, hiring, partnering) along the lines of an existing conflict?</li> <li>• Who is left out? Why? How will you know?</li> </ul>	<p><b>Distribution</b></p>	<ul style="list-style-type: none"> <li>• What are differences in needs and priorities across women, men and SGM?</li> <li>• Is the method of distribution benefiting/affecting women, men, SGMs differently? (security, control of resources,</li> </ul>

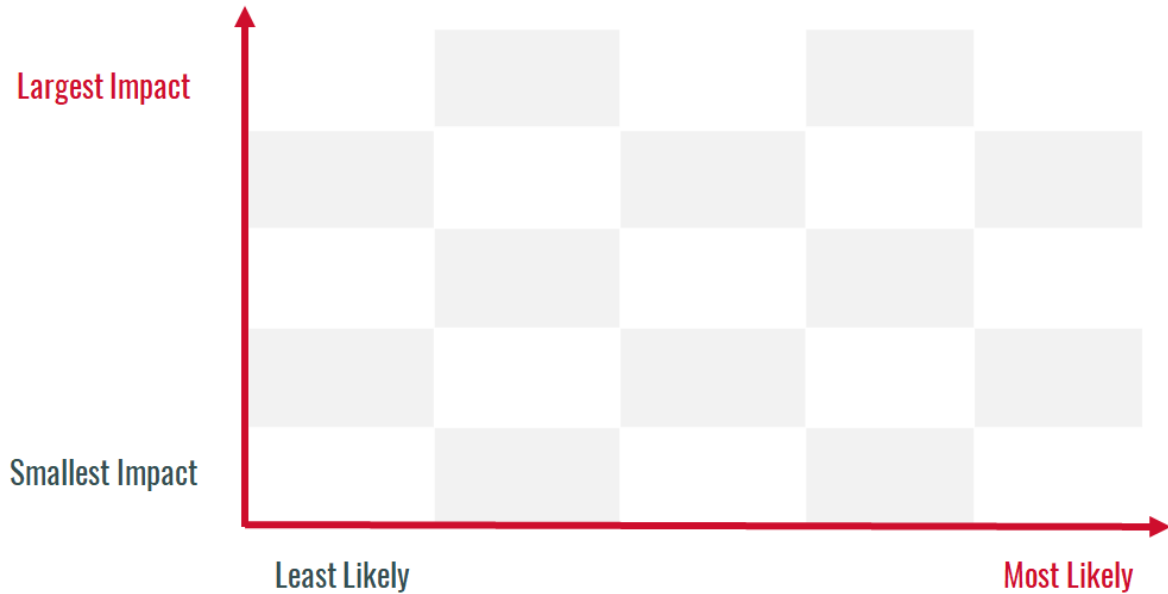
<ul style="list-style-type: none"> <li>• What are the needs of the other communities in the context?</li> </ul>		<p>perceived preferential treatment, etc.)</p> <ul style="list-style-type: none"> <li>• Who participates in decision making processes about the details of the intervention? Who is excluded and why?</li> <li>• Is the intervention reinforcing existing gender inequalities? (This may involve distributing resources, hiring, partnering, etc.)</li> <li>• Who is left out? Why? How will you know?</li> </ul>
<ul style="list-style-type: none"> <li>• What authorities, groups, institutions, or other individuals are given a higher status through their involvement with our intervention?</li> <li>• Are these the appropriate authorities (truly representative), groups, institutions, or individuals with which to work?</li> </ul>	<p><b>Legitimization</b></p>	<ul style="list-style-type: none"> <li>• Does the way the intervention is carried out de/legitimize existing gender power imbalances/gender inequalities?</li> <li>• How is the intervention affecting the status or perception of status of women, men and SGM? (This may be based on access to resources and decision makers, control of resources, responsibilities, roles, mobility, etc.)</li> </ul>

<ul style="list-style-type: none"> <li>• Does the intervention overwhelm, undermine, or replace functioning systems and structures in the context (formal and informal)?</li> <li>• Does the intervention allow the government to divest from development/relief and therefore invest (energy/funds/time) in continuing conflict?</li> </ul>	<p><b>Substitution</b></p>	<ul style="list-style-type: none"> <li>• Has the intervention substituted for the responsibilities of government and other duty bearers, freeing them up to pursue conflict? If so, how does this substitution affect gender groups differently?</li> <li>• How has the intervention substituted or undermined the role of governmental actors or other duty bearers in protecting women and SGM?</li> </ul>
<ul style="list-style-type: none"> <li>• How does/will the intervention affect the prices of goods and services—immediately or longer term—in the context? (raising/lowering prices)</li> <li>• Do these impacts affect certain groups more than others?</li> </ul>	<p><b>Market Effects</b></p>	<ul style="list-style-type: none"> <li>• How does the intervention affect the roles of specific gender groups in relation to economic activities and opportunities, immediately or longer term, in the context?</li> <li>• If economic opportunities are being created by the program for one gender group, how does this affect economic opportunities for others—immediately and longer term?</li> </ul>

## Risk Matrix

Source: Mercy Corps

Use this matrix to chart all the risks you've identified for your intervention.



Once you have identified the primary risks in terms of their likelihood and potential impact, develop a mitigation plan for how you will prevent and/or respond to the primary risks that may occur.

# Conflict Sensitivity in the Program Cycle

Source: Conflict Sensitivity Consortium

It's important that we use what we learn to make adaptations to our interventions. Below is one example of how an intervention was adapted to be more conflict sensitive.

Initial Project Design	Possible Impact of Project on Context and Context on Project	Conflict Sensitivity Adjustment/Redesign	Indicators
<b>What?</b>			
Livelihood and income-generating activities.	<b>Opportunity:</b> using livelihood and income-generating activities to bring Samburu and Pokot communities closer together, thereby increasing scope and effectiveness of activities for the targeted areas.	Inclusion of some specific activities with both livelihood and peacebuilding objectives, for example creating a market to be accessed, used and overseen by both Pokot and Samburu communities (involving the Turkana progressively where possible) and a road building initiative between Samburu and Pokot.	<p>Proportion of youth undertaking alternative livelihood options to cattle raiding</p> <p>Decreased incidents of inter-community raids leading to violence</p> <p>Proportion of project participants in Pokot and Samburu communities perceiving the project as benefiting both communities equitably.</p>

Who?			
<p>Mainly Samburu project participants.</p> <p>Implementing team: Diocese of Maralal.</p>	<p><b>Risk:</b> project seen as benefiting one group over another and reinforcing existing divisions that contribute to violence.</p>	<p>Broadening of participation in project to Pokot communities (in key activities). Training on conflict sensitivity for staff, partners and some representatives from both communities.</p>	
Where?			
<p>Key project areas predominantly Samburu or more easily accessible by Samburu.</p>	<p><b>Risk:</b> project seen as benefiting one group over another and reinforcing existing divisions that contribute to violence.</p> <p>Security concerns for project staff travelling to non-Samburu areas.</p>	<p>Relocate the implementation of some of the key activities to areas more accessible for the Pokot, prepare in advance and monitor security level for staff travelling to new areas.</p>	
How?			
<p>Standard procurement policy not taking into account conflict context.</p>	<p><b>Risk:</b> procuring goods mostly from one community and from the same segments of that community, reinforcing divisions.</p>	<p>Reviewing procurement policy to include consideration of balance of procurement, and ensuring transparent communication of criteria and selection process to both Samburu and Pokot.</p>	

## Notes

# Applying Principles of Conflict Sensitivity

## Detailed Conflict Sensitivity Checklist

Source: Mercy Corps

Use this checklist to help ensure all aspects of your intervention are conflict sensitive.

QUESTION	YES/NO	HOW did we do this, <u>or</u> WHY did we not do this?
<b>Program Identification and Design</b>		
<p>1. Have we carried out a conflict analysis that provides us with:</p> <ul style="list-style-type: none"> <li>• The main people or groups in the context and their motivations, agendas</li> <li>• The current and potential sources of tension between groups</li> <li>• The things that connect groups even amidst tensions</li> </ul>		
<p>2. Have we carried out a conflict sensitivity assessment to understand how our proposed action/activity will affect these sources of tension, connectors, actors, agendas etc.?</p>		



<p>3. Did a broad enough group of people take part in these discussions? Were there people of different ages, genders, ethnic, religious and economic backgrounds involved?</p>		
<p>4. Does the way that our program is designed take account of what the analysis and assessment found? Have the findings impacted the way the program is planned and will be (or is being) carried out?</p>		
<p>5. Do we have a system for updating &amp; incorporating analysis into our program over time?</p>		
<p>6. Are certain people or groups selected to benefit from our program over others? Have we taken steps to ensure that our targeting will not strengthen or benefit one conflict group over another? Is the way in which we select these people understood?</p>		

<p>7. Does our program take into account any threats or opportunities that might arise from any social, cultural, political, economic or religious events (e.g. festivals, seasonal changes, elections)?</p>		
<p>8. Does our logframe include indicators and a strategy to measure changes (means of verification) related to peace or social cohesion (available on the DIG)?</p>		
<p><b>Program set-up, planning and implementation</b></p>		
<p>9. Have we communicated our program goals, our approach and our reasons for doing the program to all groups involved in or affected by the program?</p>		
<p>10. Is our analysis of conflict/conflict sensitivity dynamics being regularly updated?</p>		
<p>11. Are we taking steps to prevent or minimize tensions or competition over access to resources (such as land or water) or services (such as education or healthcare) arising from our program?</p>		

<p>12. Are we putting measures in place to prevent any of the factions or key conflict actors taking control of our program to further their own political or security agendas?</p>		
<p>13. How are our staff perceived? How are we perceived as an agency? Do we know? Have we asked different types of people in different parts of the community and nearby communities?</p>		
<p>14. When the program ends have we anticipated and worked to mitigate negative impacts of closure (e.g. gaps in the provision of a service or increased tensions)?</p>		
<p><b>Human resources &amp; procurement</b></p>		
<p>15. If we are procuring goods or services for the program, does the way in which we decide who to buy from have a positive or negative impact on local markets? Have we made sure that we are not undercutting local suppliers or depending too heavily on people who are aligned with one of the conflict groups?</p>		

<p>16. If we are hiring national staff, have we taken steps to ensure that we are not perceived as biased in our selection, or that the identity of our staff does not unduly influence programming decisions or local tensions?</p>		
<p><b>Monitoring, evaluation and CARM</b></p>		
<p>17. Do we have a process for reporting, recording and following up on requests and complaints connected to the program? Is this process being used, and are those raising issues being told about the outcome of their question?</p>		
<p>18. Have we encouraged communities to use complaints mechanisms to report ways in which the program is causing tensions between groups? Can vulnerable groups access the complaints mechanism as easily and safely as power holders?</p>		
<p>19. Do our monitoring and evaluation questions include those related to the program’s impact on local relationships and tensions?</p>		

<p>20. Does the way in which we are collecting data to help monitor or demonstrate our progress reopen painful experiences, create tensions or disproportionately raise expectations?</p>		
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## Program Participant Identification and Selection Questions

*Source: Mercy Corps*

These questions can help you to reflect on your program participant selection and the potential impact the intervention may have on local conflict dynamics and your program.

### Program design

- What is the program goal, based on what information, and building on which past experiences?
  - What area are we targeting and why?
- Who are the target group(s) and why? How does that relate to the program's goal?
  - For example, if the goal is to increase household income, is it better to have equal numbers of women-men, or more of one?
- What groups are left out and why?
  - How does the implementing organization communicate that rationale to them?
- What barriers to engaging in activities do the target group(s) face, and has the NGO programmed around those barriers?
  - For example vulnerable male youth and men needing to prioritize income generation; or girls/women having household responsibilities and curfews?
- What partners and stakeholders need to be engaged to reach the program goal and target group(s)?

## **Community outreach and awareness**

- How do people find out about the activity? How and by who are they informed? Using what communication channels?
  - Disaggregated by demographic (sex, age), and lines of conflict (host/IDP, family/tribal, or political affiliation)
- Do people perceive the NGO as sufficiently impartial for the activity?
- How can people apply to join the activity? Does that process consider any access concerns the target group(s) may have?
  - For example, physical disability, going to neighbourhoods they feel unwelcome

## **Program selection and participation**

- What objective eligibility/vulnerability criteria does the NGO use to select participants?
  - Does implementing organization use established language and standardized criteria to help participant comprehension?
- What inclusive and/or transparent process does the NGO use to select participants?
- How does the NGO prioritize between multiple people who meet the eligibility/vulnerability criteria?
- What aspect(s) of the selection criteria and process do participants know? How and by whom are they informed?

- How does the NGO ensure that all applicants and participants have the same understanding of the criteria and process?
- How does the NGO notify unsuccessful applicants, and justify their choice?



## Dealing with Trauma and its Aftermath

*Source: Konterra Group*

As aid workers, we might experience trauma at some point during our work. It's important that we are prepared to respond.

Traumatic events and unexpected crises happen to most of us at some point(s) in our lives.

The first days and weeks after a traumatic event are often consumed by “hanging in there”—catching your breath, piecing together what happened, putting one foot in front of the other, and addressing immediate practical and logistical needs.

During this time, most people also experience some reactions that contain elements of posttraumatic stress, depression, anxiety, grief, and anger. These sorts of reactions are the result of normal, adaptive, survival mechanisms unfolding in our bodies. They usually subside of their own accord within three months of the event.

This tips sheet will give you information on:

- Common physical and emotional reactions following traumatic events,
- Helpful self-care strategies in the days and weeks following trauma,
- When to seek professional help, and
- Helpful questions to ask yourself a month after the event.

## Common reactions after a traumatic event

After experiencing a traumatic event it is very common (in fact quite normal) for people to experience a wide range of emotional or physical reactions.

These responses may appear immediately after the event, or some time later. They may last for a few days, a few weeks, or even longer.

Don't worry – these are normal reactions to an abnormal situation. Your reactions will likely run their course and subside of their own accord.

The following are some of the most common symptoms:

Body	Brain	Behavior	Beliefs
Nausea/Diarrhea and other stomach upsets	Feeling sensitive or very emotional	Withdrawing from friends and family	Guilt and /or survivor guilt
Shallow breathing	Feeling anxious or depressed	Changes from typical behavior	Feeling hopeless
Muscle twitches and sore muscles	Excessive worry about others	Emotional outbursts, loss of control	Feeling helpless
Dizziness/faintness	Feeling numb	Avoiding thoughts, feelings or situations related to the event	Feeling suspicious
Chills/sweating	Feeling irritable and angry		Questions about the meaning of life
Easily startled/jittery	Confusion & memory problems	Changes in communication	Questions about the existence or
Fatigue			

Changes in appetite	Difficulty concentrating, making decisions, and paying attention	Change in sexual function	nature of God
Sleep disturbances and nightmares		Increased consumptions of alcohol or other chemicals	Questions about why people suffer
Headaches	Preoccupation with the event		Questions about why bad things happen to good people
Grinding teeth	Flashbacks	Loss or increase of appetite	
Feeling uncoordinated		Inability to rest	

### 10 ways you can take care of yourself following trauma

When you’ve experienced a traumatic event, it can be a shock to your whole system. The following are some ideas to help you cope with any physical or emotional symptoms you may be experiencing

1. Don’t label yourself as “crazy.” Remind yourself you’re having normal reactions.
2. Eat well-balanced and regular meals, even if you don’t feel like it. Good nutrition is very important when you are feeling stressed.
3. Get plenty of rest.
4. Regularly engage in physical activity. It can help work off some physical stress symptoms, leaving you feeling calmer and better able to relax. If you’re feeling lethargic it can help energize you and clear your mind.
5. Avoid caffeine, especially if you are having trouble sleeping. And avoid the use of drugs or alcohol, including prescription and

over the counter drugs to numb the pain. It will only complicate or delay your recovery.

6. Don't make any major life changes or decisions.
7. Structure your time and set priorities. Maintain your basic normal routine, but give yourself permission to skip the extras for a while. Do make as many small daily decisions as possible to reassert your sense of control.
8. Don't try to avoid or deny reoccurring thoughts or feelings about the incident. They are normal and will decrease over time. Do give yourself permission to feel rotten and to share your feelings with others.
9. Do things that you enjoy and that take care of you. Take mini-breaks: take 10 minutes alone, watch a movie, get a massage, etc
10. Talk or write about your feelings and the event with people you trust—your family, friends, and coworkers. Don't be afraid to reach out. People do care. However, don't be afraid to set limits with others when you don't feel like talking, either. You don't have to discuss the incident or your feelings when you don't want to.

### **When to seek professional help**

While a good counselor can almost always be “value adding” after an unexpected crisis or a traumatic event, not everyone who goes through a crisis needs counseling.

However, if you are experiencing any of the following, then you are experiencing more severe posttraumatic difficulties. These are signs

that you would definitely benefit from professional assistance during this time, and that you should seek counseling and extra support.

- *Severe dissociation*: Feeling as if you or the world is not real, that you are losing your identity or adopting a new identity, pervasive and persistent numbness, or amnesia.
- *Persistent and severe intrusive thoughts*: Vivid flashbacks, recurrent or terrifying nightmares, repetitive re-enactment, or persistent and unwanted thoughts of the event.
- *Extreme withdrawal*: Extreme withdrawal and changes in vocational and social contact, significant changes in important relationships, and compulsive avoidance.
- *Extreme hyper-arousal*: Inability to wind-down, sleep, or concentrate. Panic attacks, or difficulty controlling temper.
- *Debilitating anxiety*: Phobias, obsessions, or paralyzing attacks of anxiety.
- *Severe depression*: Lack of pleasure in life, feelings of worthlessness and self-blame.
- *Problematic substance abuse*: Prolonged and excessive use of alcohol, drugs, or other substances.
- *Impaired self-care*: Diminished capacity for self-care behaviors related to nourishment, hygiene, rest, or a pattern of poor decision-making in relation to risk-taking (physical or relational).

Ask for help if you need it. If you are having trouble coping on your own help is available from many sources:

- Professional assistance from a counselor may sometimes be necessary. This does not imply weakness or craziness. It simply

indicates that the particular event was just too powerful to handle by yourself.

- In the workplace you may be able to get assistance from your coworkers, the human resource department or other resources which are provided.
- Church, friends, family, and other community resources can be valuable sources of support.

## **15 Important questions to answer a month after a trauma or crises**

A couple of weeks or a month after a traumatic event is a strategic time to take stock of what happened, what you have experienced, and how you are doing now.

Thinking through these issues can help you identify who and what has helped you cope, ways you can take care of yourself moving forward, and whether you could benefit from more support. Here are some questions you should answer about a month after a traumatic event:

1. How has this event impacted you during the last month?
2. What have you experienced this month that's out of the norm and unusual for you with regards to...
  - Sleeping and dreaming?
  - Thoughts? (What thoughts have come to you repeatedly about this event?)
  - Eating?
  - Exercise?

- Substance use? (E.g., use of alcohol, nicotine, sleeping medication, caffeine?)
  - General health?
  - Muscle aches and strains, and other types of physical pain?
  - General mood?
  - Feelings or anxiety or depression?
  - Feelings of irritability and anger?
  - Social life and relationships? (E.g., have you seen more of people? Less? Have important relationships been lost or damaged? Has support come from expected and/or unexpected sources?)
3. Who and what have helped you cope during the last month?
  4. Has this event changed you? How?
  5. Have you lost anything because of this event? What?
  6. Have you anything because of this event, or has anything positive come out of it? What?
  7. Has this event raised questions about life, meaning, divinity, hope and the future for you? What questions?
  8. If you were to spend some time with a counselor, what are two questions you would ask them or what would you want to discuss?
  9. How has your organization and/or manager assisted and supported you in dealing with this event?
  10. Are there things you wish that your organization or manager would have done differently to assist you?
  11. Looking over your answers to the first 10 questions, can you spot any areas of concern that you want to address moving forward?

12. Is there anything you need to learn about? Where could you start trying to find quality resources on these issues?
13. What are three things you could do that might help you during the next thirty days?
14. If you wanted to talk more seriously with someone you know about this event (a friend, colleague, or family) who would that be?
15. If you wanted some more support and counseling, where would you start trying to find a counselor (e.g., who would you call or ask for a referral)?



## Vicarious Trauma

*Source: Konterra Group*

As aid workers, we may be at risk of witnessing traumatic events. Use the following guidance to help you navigate what we call “vicarious trauma”.

Did you know that something doesn’t have to happen directly to you to feel stressful or traumatic?

*Witnessing other people suffering (especially when you feel responsible to help or support them) will often trigger a stress response in you.* If you encounter these sorts of situations repeatedly, this can lead to significant changes in your physical, psychological, and spiritual well-being.

Vicarious trauma was first observed and described among mental health professionals who worked with survivors of child sexual abuse and sexual violence. We now understand that many professions and people are vulnerable to experiencing vicarious stress, from journalists to jurors to crisis responders to certain types of customer service agents.

*Not all of the changes caused by vicarious trauma are negative.* Working to help people who are hurt or struggling can spark more compassion and gratitude in our own lives. It can develop our capacity for empathy. It can point us towards a deeper understanding of what we value in our life, and why.

There is, however, a darker reality here, too. Some of the changes linked to vicarious trauma can be more problematic. We list some of

these signs of vicarious trauma below. First, however, here are three important things to remember.

### Three things to remember about vicarious trauma

1. *Vicarious trauma is usually a process:* It happens gradually and is the result of cumulative, second-hand exposure to suffering.
2. *It happens because you care:* It is not a sign of weakness. It is a sign that you have empathy and compassion for those who are hurting or in need.
3. *Vicarious trauma leads to very real stress reactions:* Over time, these stress reactions will lead to changes in your physical, psychological, and spiritual health.

### Signs of vicarious trauma

Some common signs of vicarious trauma include:

- Difficult managing your emotions
- Difficult making good decisions
- Problems managing the boundaries between yourself and others (e.g., taking on too much responsibility, having difficulty leaving work at the end of the day, trying to step in and control other's lives)
- Problems in relationships
- Physical problems such as aches & pains, illnesses, accidents
- Difficulty feeling connected to what's going on around and within you

- Loss of meaning and hope

*Here's the bottom line on this:* Vicarious trauma is real, and it can negatively affect your work, your relationships, and the quality of assistance being provided to those you are working to help. It will often influence your family and friends, too, because it impacts the way you act and interact with people you love.

## **Coping with vicarious trauma**

Coping well with vicarious trauma means identifying strategies that can:

1. Help prevent vicarious trauma from becoming severe, and
2. Help manage vicarious trauma during times when it is more acute and problematic.

## ***Building Resilience: Helping prevent vicarious trauma from becoming severe***

Some things you can do to help prevent vicarious trauma from becoming problematic include

- Build your resilience: Practice good self-care and build your general resilience
- Identify whether/how you are at risk for vicarious trauma
- Spend some time thinking, talking about, or writing about your responses to past situations when you have seen or heard about people suffering or struggling. Can you identify any “typical” vicarious trauma reactions that you experience?

- Thoroughly review your organizational guidelines for emergencies and threat situations
- Review and practice your psychological first aid skills

### ***Managing vicarious trauma when it's causing pain or problems for you***

Here are strategies that seem to be especially important for helping people cope with vicarious trauma and stress:

1. *Escape*: Take a break from being exposed to situations that are likely to trigger vicarious trauma reactions. This can come through small breaks throughout the day, disconnecting completely from work on your days off, or using role rotation or sabbaticals to give employees a break from intense jobs.
2. *Rest*: Make sure you regularly (at least weekly) take some time to rest. This means time spent with no goals that need accomplishing, doing things you find relaxing and refreshing.
3. *Connect*: Spend time with people you love.
4. *Play*: Do things that make you laugh or lighten your spirits. Do things that are *fun*.
5. *Reflect*: Think, talk, or write about things like:
  - a. What you're experiencing and why
  - b. Why you do this job (why it's important to you and how it's valuable)
  - c. Ways you want to change how you do your work or care for yourself

## Questions for you to answer

1. Write down some words or phrases that come to mind as you think about your own experience with vicarious trauma. When has it shown up? What does it look like?
2. What are three things you could do to build your resilience and help yourself be better prepared to encounter vicarious trauma?
3. Look at the five strategies we listed for coping with vicarious trauma when it shows up.
  - a. Which strategy are you naturally best at?
  - b. Which strategy do you typically do the least?
  - c. What are two things you could do *this week* to practice good self-care for vicarious trauma?

## When to Work in Partnerships

*Source: Mercy Corps*

When weighing partnering as an option, it is important to take an honest look at whether or not the right pieces are in place to make collaborations successful.

Questions to ask about the **value of the partnership**:

- Does the partnership clearly contribute to achieving our mission, strategic interests and country goals?
- Can the benefits expected through partnering be achieved in other ways?
- Do the benefits outweigh the costs of partnering (transactional costs such as staff time)?
- What will we (our organization) do if we do not form a partnership with the potential group?

Questions to ask about **your organization**:

- Do we have clear understanding of a) what we want to get out of the partnership, both outcomes and outputs? and b) what we are prepared to put into it?
- Is there sufficient internal buy-in, commitment and understanding?
- Do we have the right human and financial resources, including: - A named person responsible for the partnership?
- A second named person with sufficient knowledge for back-up if necessary? - Sufficient M&E staffing/expertize to manage information and M&E responsibilities, and/or build capacity? Sufficient resource to manage and capacity build around finance

and compliance? - Handover plan for changing personnel? -

Sufficient partnering skills or can we build them in time?

- Is there a communication plan in place and functioning well to keep everyone involved informed about the partnership?
- How are we maximizing connections with other people and programs?
- Is there relevant management oversight so the partnership is mainstreamed?
- Do we have sufficient financial resources?
- Have we explored assumptions being made and possible risks?
- Do we have a clear understanding of other partners' interests, priorities and experience?

## 10 Principles of Partnership

*Source: Mercy Corps*

Strong partnerships are key to successful, conflict sensitive interventions. Please see the following guidance for building better partnerships between organizations.

There are three **overarching principles** agreed among many organizations as important for partners to be able to work together. Practicing these principles in concert provides a firm foundation upon which to build effective partnerships. All partnerships are developed in service of helping to support the development of secure, productive and/or just communities, not to partner for partnership's sake.

1. **Equity** – all partners have valuable resources and expertise, as well as risks and benefits that lead to a complementary purpose and respect.
2. **Transparency** – A crucial factor to developing trust, a positive environment to collaborate and ensuring decisions are made in a socially responsible way.
3. **Mutual benefit** – including commitment to other partners as well as to the shared partnership, leading to deeper engagement.

Additionally, a number of **operational principles** contribute to effective working relationships among partners.

4. **Communities are the primary stakeholders** – Their opinions and contributions matter and must be a part of any interventions we conduct in their communities. We will work to



ensure to every extent possible that all groups in the community participate and that the community takes ownership of the projects.

5. **Non-discrimination** – Development assistance should be targeted for those in need regardless of race, religion, gender, political affiliation, ethnicity or ability. Partners will strive to make sure that our programs do not discriminate against people for these or any other reasons.
6. **Fiscal responsibility** – Funds have been entrusted to partners for helping improve the lives of the most vulnerable. All partners have a shared responsibility to ensure funds are spent wisely and in an accountable manner, both to our donors and to the communities we serve.
7. **Consistent communication** – Partners will work to maintain an open and professional relationship with each other. When problems or differences of opinion arise we will jointly work to solve these harmoniously and come to a mutual agreement of the best solution.
8. **Coordination** – In order to avoid duplication and inefficient use of resources while maximizing opportunities and effectiveness, partners commit to regular sharing of information from relevant programs and the context. This includes with each other and where possible and applicable with others working in the area.
9. **Learning** – Partners acknowledge that each has different experiences and by learning from each other we can enrich our organizations and the people we aim to serve. Additionally, in identifying shared interests and pursuing joint learning we build our relationship and the capacity of the partnership.

- 10. Monitoring and evaluation** – Understanding the impact of joint work is an essential part of program development and design during which both Mercy Corps and its partners learn from the success and challenges organizations have in the field. Mercy Corps also agrees to establish and maintain a transparent monitoring system and its partners agree to cooperate with all monitoring visits conducted during and after implementation of the project.

**Note:**

Principles are guidelines. True partnership comes from making these principles a way of working together, not a checklist. Flexibility is also important as teams learn what the principles mean for them practically and work with partners to integrate them in joint work.

# Conflict Sensitivity Capacity Assessment Tool

*Source: Conflict Sensitivity Consortium*

Implementing conflict sensitivity is a marathon, not a sprint. Use this tool to determine where your organization is at, and then decide what you can reasonably do to move forward.

## 1. Institutional Commitment

- a. Management commitment and leadership
  - i. *Management / leadership in the organization understand conflict sensitivity and are able to explain why conflict sensitivity is relevant for the organization.*
    1. Are management aware of conflict sensitivity?
    2. Can they describe conflict sensitivity accurately?
    3. Is conflict sensitivity given high priority in decision making?
    4. Is commitment translated into enabling decisions, resources etc?
    5. Have management actively promoted conflict sensitivity within the organization and with external partners, donors etc?
- b. Responsibility and accountability mechanisms
  - i. *Organizational accountability systems are in place for enabling conflict sensitivity*
    1. Do existing performance monitoring systems consider conflict sensitive practice of staff?
    2. Is there a system for reporting and monitoring conflict blind programming?

3. Are there incentive systems where avoidance of conflict blind programming is explicitly encouraged?
- ii. *Conflict sensitivity is integrated into decision-making criteria in program approvals*
  1. Are there any mandatory conflict sensitivity checks in the proposal approval process?
  2. Is it explicit where responsibility for various aspects of conflict sensitivity lie (among staff in the UK and in target countries)

## 2. Policies and Strategies

- a. Conflict sensitivity policy
  - i. *There is an organizational conflict sensitivity policy, or conflict sensitivity is integrated into other key organizational policies*
    1. Is there a conflict sensitivity policy?
    2. Do any other key organizational policies or strategies refer to conflict sensitivity (such as a multi-year strategic plan or a code of conduct)?
- b. Internal policies and strategies
  - i. *Current programmatic strategies / policies dovetail with the conflict sensitivity policy*
    1. What are key internal programmatic strategies / policies? (eg: Rights Based Approach strategy, gender strategy, protection strategy)
    2. Do these policies explicitly refer to conflict sensitivity?

- ii. *Current institutional policies dovetail with the conflict sensitivity policy*
  - 1. Are there institutional policies relevant to conflict sensitivity? (procurement policy, recruitment policy, travel policy, audit policy, partnership policy, security policy)
  - 2. Do these policies explicitly refer to conflict sensitivity?
- c. External policies and strategies
  - i. *Current external policies that the organization has signed up to dovetail with the conflict sensitivity policy*
    - 1. What are key external policies? (Humanitarian Accountability Framework, Sphere standards, Charity Commission (UK))
    - 2. Do these policies explicitly refer to conflict sensitivity?
    - 3. Do any of these seem to impede conflict sensitivity and warrant further investigation?

### **3. Human resources – staff competencies, skills and understanding of conflict sensitivity**

- a. Staff conflict sensitivity expectations
  - i. *The organization has clarified what expectations (in terms of specific actions) are required from different functional roles in order for the organization to be conflict sensitive.*
    - 1. Are the expectations of each role in terms of conflict sensitivity clear?

2. Are staff aware of the implications conflict sensitivity has for their role?
  3. Are they receiving support to build skills / awareness where there are deficits?
- b. Staff conflict sensitivity awareness, attitude and behaviours
- i. *Staff are competent to fulfil the conflict sensitivity expectations for their role*
    1. Do staff feel able to fulfil the conflict sensitive expectations of their roles?
  - ii. *Staff are able to articulate appropriate attitudes and behaviours*
    1. Are staff aware of the key attitudes of conflict sensitivity?
  - iii. *Where deficits in current knowledge or skills are identified, the organization ensures that training is provided*
    1. Is there a systematic way in which skill/knowledge deficits are noted and capacity built?
  - iv. *The entire organization has a basic level of awareness and understanding of conflict sensitivity*
    1. How many staff are able to give a good basic description of conflict sensitivity and why it's important to the organization?
    2. Do staff working outside of program teams consider conflict sensitivity as relevant to their work? (eg: marketing, finance, logistics, human resources)

#### 4. Learning and knowledge management

##### a. Learning and reflective practice

*i. The organization has effective conflict sensitivity knowledge management, documenting and learning from its experiences in applying conflict sensitivity*

1. How are lessons learnt collected and shared?
2. What incentives are present for people to share experience of poor conflict sensitivity practice?

*ii. The organization has created a 'safe space' where people can openly discuss areas where they feel programming may have negative impacts on conflict*

1. What do people do when they feel a program may contribute to conflict?
2. Is there formal guidance on what steps they should take?

*iii. The organization has promoted a culture of reflection, where sufficient priority is given to thinking and analysis, such that staff are encouraged and enabled to reflect on the potential unintended consequences of programs*

1. How much priority is given to thinking and analysis? How does the organization ensure that such consideration is prioritized?

##### b. Encouraging conflict sensitivity best practice

*i. Institutional blockages to conflict sensitivity have been assessed and system put in place to overcome such blockages*

1. Has the organization systematically considered blockages to conflict sensitivity (prior to this assessment)?

2. Have any changes been made as a result?

## 5. Integration into the program cycle

- a. Integration into project/program cycle management
  - i. *Conflict sensitivity is integrated into project cycle management systems*
    1. Is conflict sensitivity referred to in project cycle management systems, templates or guidelines?
    2. Is there guidance on whether to use conflict sensitivity in more or less depth in different contexts?
    3. Is consideration of conflict sensitivity and unintended consequences on conflict a mandatory part of all evaluations?
    4. Do log-frames have conflict only as a risk to the project (rather than two-way interaction?)
  - ii. *Decision-making systems are flexible enough to enable changes to projects in light of changing conflict context*
    1. Is there a clear message and practice that when activities risk escalating the risk of violent conflict, the activities will be revised as a priority?
- b. Integration into program design/start up
  - i. *Conflict sensitivity is integrated into project design / proposal sign off*
    1. Is conflict analysis a mandatory part of project design?
    2. Are staff aware who is responsible for checking that a conflict analysis has been completed and



- for considering implications of conflict analysis for the proposed project design?
3. Are staff responsible for proposal approval considering conflict sensitivity?
  4. Are indicators for conflict sensitivity developed?
- ii. Conflict sensitivity is integrated into project start up*
1. Are new staff briefed on conflict sensitivity and on conflict issues relevant to their programming?
- c. Integration into program monitoring and evaluation
- i. Conflict sensitivity is integrated into project implementation*
1. Is there regular reflection and reporting on interaction between conflict and programming?
  2. How do managers / staff in the UK encourage project managers / country office staff to openly share information on unintended negative consequences of programming?
  3. How does the organization incentivize sharing real information of on-the-ground project complexity rather than only sharing success stories?
- ii. Criteria of evaluations include conflict sensitivity*
1. Do evaluations consider conflict sensitivity of an intervention, in particular wider, unintended impacts?
  2. Is understanding of conflict sensitivity a mandatory consideration when interviewing / selecting consultants?
- d. Integration into advocacy, communications, campaigning

- i. Conflict sensitivity is mainstreamed into advocacy, communications and campaigning*
  - 1. Do staff working on advocacy, communications and campaigning see conflict sensitivity as relevant to their work?
- e. Integration into support services
  - i. Conflict sensitivity is mainstreamed into human resources*
    - 1. Does staff induction include conflict sensitivity?
    - 2. Which job descriptions explicitly refer to conflict sensitivity?
    - 3. Are conflict sensitivity competencies included in job descriptions?
  - ii. Audit is effectively supporting conflict sensitivity*
    - 1. Is conflict sensitivity given similar weight to other security and financial risk considerations?
    - 2. Do audit staff consider conflict sensitivity in their work?
  - iii. Finance enables conflict sensitivity*
    - 1. Does the finance department see conflict sensitivity as relevant to their work?
  - iv. Security and Procurement enable conflict sensitivity*
    - 1. Do security and procurement see conflict sensitivity as relevant to their work?

## 6. External relations

- a. Donors / funding
  - i. The organization gives a clear message to all donors that conflict sensitivity is a non-optional part of our work*

1. How is conflict sensitivity currently communicated to donors?
  2. What are key opportunities raising the issue of conflict sensitivity with donors?
  3. Where a donor is unwilling to fund essential conflict sensitivity elements(eg: conflict analysis) does the organization make a commitment to finding these resources elsewhere or decline the funding or take other action?
- ii. The organization ensures that resources for conflict sensitivity (staff time, specialist support where needed, work plan time for conflict analysis, resources for conflict analysis etc.) are an integral part of proposals*
1. Do proposals include: budget for conflict sensitivity,time for conflict analysis in the workplace and indicators for conflict sensitivity?
- b. Partners**
- i. Conflict sensitivity is considered and prioritized in relations with partners*
1. Do partner selection guidelines refer to conflict sensitivity?
  2. When and how do we communicate to partners our expectations with regard to conflict sensitivity?
  3. Do we offer partners any support / training in conflict sensitivity?
  4. What action would be taken if a partner was found to be conflict blind?