

# Conflict Sensitivity Workshop

Facilitator's Guide  
Draft



**AUGUST 2019**

**DRAFT**

**INTERNAL DOCUMENT NOT FOR CIRCULATION**



**DCA Facilitators Guide to  
Conflict Sensitivity (Draft)  
August 2019**

## **Introduction**

This guide is intended to provide support to facilitators conducting DCA's 3-day Conflict Sensitivity workshop. The course itself is primarily for staff and partners. Content incorporates blended learning, task-based learning, Participatory Learning and Action (PLA), and Participatory Rural Appraisal (PRA) approaches. Conflict sensitivity affects all areas of programming and therefore the training has been designed to appeal to a wide range of learner types, to be inclusive of all staff and partners regardless of educational background. Sessions are designed for approximately 20 – 35 people attending the full 3-day course.

Facilitators are advised to familiarise themselves with the materials and adapt as necessary according to the context. A further suggestion would be for facilitators to go through material with someone who is familiar with the target audience and who can give guidance as to what may or may not be acceptable to the participants. And then to adapt the material as necessary.

On Day 1 the session will familiarise participants with an unfamiliar conflict using an interactive roleplay scenario. Participants should be aware that the role-play is not suitable for children, people who are easily stressed, or anyone who suffers from PTSD/other similar conditions. Should participants exhibit signs of severe distress, consider either calmly removing the person to a more peaceful location (ensure persons are supported, not left alone). Or, stop the role-play immediately. Following the role-play is a brief presentation and discussion on what Conflict Sensitivity is, why we need conflict sensitivity, and how we can become more conflict sensitive. On Day 2, participants embark on exploring how to be more conflict sensitive by putting into practice the theory on conflict sensitivity presented the previous day. This entails participants familiarising themselves with analytical tools which they will practice applying to the context of Tiko, the fictitious role-play experienced in Day 1.

The final session, on Day 3, participants repeat the analytical skills tasks, but this time applied to actual field locations where the participants are based. By the end of the 3-day training, participants will have completed a Conflict Sensitivity Rapid Analysis Report, based on their field office locations, which they are then expected to keep regularly updated.

## Conflict Sensitivity Course Overview

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### Course Goal / Purpose

- ✓ Strengthen participant's operational understanding and application of conflict sensitivity.

### Course Learning Objectives

After completing this course, participants will be able to:

- ✓ List the three steps associated with conflict sensitivity and describe how conflict sensitivity applies to their work.
- ✓ Use practical tools to analyse their operational environment,
- ✓ independently complete a conflict sensitivity rapid analysis report based on their field office location. Documenting programming challenges / solutions and providing recommendations to DCA / partner organisations so that action can be taken.

### Course Duration

- ✓ 3 Days.

### Course Materials

Presentation (see appendix), flip chart paper, masking tape, marker pens, projector, laptop, back-up generator (if necessary and available). If possible, access to a safe outdoor area with trees, twigs, sticks, leaves, pebbles/stones, gravel or dust/mud on the ground. Staff and partners (or other participants) should be encouraged to bring camera phones and laptops. Email access for participants would be useful. If internet connectivity is unstable, it may be an idea for facilitator(s) to preload USB sticks with relevant material.

### Notes

Facilitators are advised to familiarise themselves with the materials and adapt as necessary according to the context. A further suggestion would be for facilitators to go through material with a person who is familiar with the context and who can provide guidance as to what would be the best suite the target audience. Adapt material as necessary.

## Day 1 Scenario Roleplay

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### Goal

- ✓ Create a scenario role play in which participants are introduced to the challenges of a humanitarian intervention in an unfamiliar conflict-affected environment.

### Measurable Learning Objectives

After completing this course, participants will be able to:

- ✓ Articulate the threats and vulnerabilities present when operating in a conflict-affected context.
- ✓ Engage in a debrief session to identify what went well and what went wrong.

### Session Duration

- ✓ Approximately 4 hours.

### Materials

Presentation (see appendix), role cards (see appendix), flip chart paper, masking tape, marker pens, projector, laptop, back-up generator (if necessary and available).

### Notes

On Day 1 the session will familiarise participants with an unfamiliar conflict using an interactive roleplay scenario. Participants should be aware that the role-play is not suitable for children, people who are easily stressed, or anyone who suffers from PTSD/other similar conditions. Should participants exhibit signs of severe distress, consider either calmly removing the person to a more peaceful location (ensure persons are supported, not left alone). Or, stop the role-play immediately.

## Day 1 Scenario Roleplay

### Session Plan (approximately 4 hours)

#### Introduction (approximately 30 mins)

- Provide an overview of the main goal and overall learning objectives (see Introduction). Include information as to what will be carried out throughout the 2-3 days. Encourage questions on format, timing, breaks. Ask questions regarding participant expectations. Consider an ice-breaker to warm up participants, particularly if they do not know each other. If necessary, set ground rules (e.g. Chatham house rules). Once participants are prepared, present Day 1's learning objectives and structure

#### Roleplay/Scenario (approximately 2 hours)

- Explain to participants that they will be participating in a scenario role-play. That it will take place in a fictitious country and that everyone will need to engage. Participants will need to pay particular attention to their role cards, which will be handed out later. If they have any questions or require clarification encourage them to ask facilitators at any stage. Welcome participants to the fabulous country of Tiko. Present the different roles in the role-play. And then assign the role cards to participants. Explain that they will receive role cards shortly. Ask participants to sit together in groups according to assigned roles. Ensure that participants remember their role before continuing. After the presentation launch the role play.
- Allow the role play to go on for approximately 30-40 minutes
- Call an end to the meeting and encourage the Good Aid team to prepare their Action Plan presentation
- Give 5 minutes for the Good Aid team to deliver their Action Plan Presentation.
- When they have finished, ask the representatives to individually state whether they personally think that Good Aid should or should not operate in their area. Encourage representatives to provide a justification for their decision.
- As the roleplay ends go into a break.

#### Concept Check!

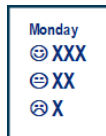
How many ethnicities are there in Tiko? What are they called? Is Tiko a real country?

#### Debrief (approximately 1 hour)

- After the break, place participants into groups. Ask them to discuss together what went wrong and what went right. Ask them to place on a card one word that describes what went wrong and one word that describes what went well. Ask them to write down one more word to describe what should be done next time.
- Participants then place their cards on the wall.
- Open to general discussion. Use the cards on the wall to focus on the positives & negatives, ensure to thank the team. Point out what could have been done to avoid some of the problems. Ensure that the cards are left on the wall to be used later for reflection.

#### Wrap-up (approximately 15-30 minutes)

- Consider a warm-down 'fun' activity to close the session.
- Consider feedback activity or evaluation.



**Feedback example.** Post up a three flip chart sheets on the wall. Each sheet represents a day depicting three – five lines indicating levels of satisfaction (e.g. emoticons) or how much they have learned (e.g. brightness of lightbulbs). When each training day concludes, participants are encouraged to mark with a pen their level of satisfaction/learning (inspired by: Robert Chambers, *Participatory Workshops*, 2002)

## Day 1.2. Understanding Conflict Sensitivity

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### Goal Purpose

- ✓ Strengthen participants operational understanding conflict sensitivity

### Measurable Learning Objectives

After completing this session, participants will be able to:

- ✓ Define conflict sensitivity.
- ✓ List the three steps associated with conflict sensitivity.

### Session Duration

- ✓ Approximately 2 hours.

### Materials

Presentation (see appendix), flip chart paper, masking tape, marker pens, projector, laptop, back-up generator (if necessary and available). If possible, access to a safe outdoor area with trees, twigs, sticks, leaves, pebbles/stones, gravel or dust/mud on the ground. Staff and partners (or other participants) should be encouraged to bring camera phones and laptops. Email access for participants would be useful. It may be an idea to preload USB sticks with relevant material, if internet connectivity is unstable.

### Notes

This module is less active than the other sessions and more theoretical. It focuses more on understanding the concept of conflict sensitivity before applying it. For this reason, it is important to consider maintaining interest by taking an approach that encourages questions, promotes discussion and gives time for feedback/debate. Avoid a lecturing format if at all possible.

**Day 1.2. Understanding Conflict Sensitivity****Session Plan** (approximately 2 hours)**Recap & Introduction** (approximately 15 mins)

Consider an ice-breaker to warm up participants. Encourage participants to quickly recap Day 1 e.g. lessons learned, what individuals liked most and least about the sessions. Present the purpose and learning objectives for Day 2.

**Understanding Conflict Sensitivity - Part 1** (approximately 30 minutes)

Ask participants to discuss in pairs the meaning of conflict sensitivity. Give them 3 – 5 minutes, afterwards obtain feedback from 2-3 pairs. Option: write up responses on a flip chart. Explain that there are many definitions of conflict sensitivity, the one you are going to present is a well-rounded one which is well accepted in the conflict prevention sector. *“Conflict sensitive actions and programming seek to consciously avoid or minimize negative impacts (‘do no harm’) and equally consciously tries to create positive impacts on the conflict dynamics” (Interpeace).* Ask participants to discuss the definition in their pairs and obtain feedback. Do they agree with this definition? Why? Why not? Ask pairs to discuss the difference between Do No Harm and Conflict Sensitivity? Obtain feedback. Present your understanding of the difference. Basically, Do No Harm is often referred to as a principle, acknowledge Do No Harm analytical approach while mentioning that it is not often implemented. Conflict Sensitivity is suggested by some to be more actionable or operational. Conflict Sensitivity seeks to shape activities by understanding the context and acting to minimise negative impact (do no harm) and maximise positive impact.

Participants should not get too caught up, splitting hairs, about the differences. Do No Harm & Conflict Sensitivity are often used interchangeably in current literature. Ask Pairs to discuss the difference between conflict sensitivity and peacebuilding. Feedback answers on post-its® and place them on the wall. Acknowledge cross-over, emphasise important distinctions. Conflict Sensitivity seeks to shape activities by understanding the context and acting to minimise negative impact (Do No Harm) and maximise positive impact. Peacebuilding is aimed at addressing root causes of violence by reducing or transforming drivers of conflict. Refer to Peter Woodrow and Diana Chigas *Distinction with a difference* should participants want more information on the topic (see [here](#)).

**Understanding Conflict Sensitivity - Part 2** (approximately 30 minutes)

Explain that with a basic definition of Conflict Sensitivity in place, we are going to explore how to operationalise it. There are three steps to conflict sensitivity. Ask participants in pairs to discuss what they think the three steps are. Feedback from participants either verbally or on post-its® on the wall. Present the first step as Understanding the context. Ask how do we understand the context, elicit ANALYSIS as the response. Briefly present different conflict analysis tools such as Mapping analysis, Timeline River, conflict & [peace trees](#). Elicit the answer to Step 2, referring to the feedback post-its® or notes on the flip chart. Step 2 is Understanding the two-way interaction between project activities and the context. It is based on impact analysis which considers how the context might impact on activities and vice-versa. Ask participants why this might be useful. Elicit the answer to Step 3 which is based on strategic planning and project management to Act to minimise negative impact and Act to maximise positive impact. Ask participants to contemplate the three steps. Are they already doing this? If so can they provide examples? Explain that many offices may actually be doing this already but not documenting it as a conscious exercise. How do they think that the three steps could help participants in their contexts? Elicit the three steps again. Take time to concept check and clarify any questions. Highlight that conflict sensitivity does not mean Conflict Proof!!!

**Wrap-up** (approximately 15-30 minutes). Consider a warm-down 'fun' activity to close the session or a feedback activity.

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**Feedback example.** Post up a three flip chart sheets on the wall. Each sheet represents a day depicting three – five lines indicating levels of satisfaction (e.g. emoticons) or how much they have learned (e.g. brightness of lightbulbs). When each training day concludes, participants are encouraged to mark with a pen their level of satisfaction/learning (inspired by: Robert Chambers, *Participatory Workshops*, 2002)

## Day 2 Conflict Sensitivity Rapid Analysis

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### Purpose

- ✓ To train and practice rapid analysis with participants.

### Measurable Learning Objectives

After completing this session, participants will be able to:

- ✓ use analytical tools.
- ✓ successfully complete a basic rapid analysis report.

### Session Duration

- ✓ Approximately 7 hours.

### Materials

Presentation (see appendix), flip chart paper, masking tape, marker pens, projector, laptop, back-up generator (if necessary and available). If possible, access to a safe outdoor area with trees, twigs, sticks, leaves, pebbles/stones, gravel or dust/mud on the ground. Participants are encouraged to use camera phones and bring their laptop computers (if available).

### Notes

Encouraging the analysis tools to be conducted outside and using natural elements is a useful exercise, depending on target audience. Senior officials may be less likely to want rummage around with sticks and leaves. It's important to highlight the reason why there is an outdoor component is that it enables analysis to be conducted by illiterate communities which could prove useful. It also requires no projectors or heavy equipment, other than a camera/pen & paper to record findings. Having said that, recognizing that certain contexts may not allow for outdoor engagement in analysis tools, then the same session can be conducted in a similar manner indoors with marker pens and flipchart paper.



**Day 2 Practicing Rapid Analysis Tools****Session Plan** (approximately 7.5 hours)**Recap & Introduction** (approximately 15 mins)

Consider an ice-breaker to warm up participants. Encourage participants to quickly recap Day 1 e.g. lessons learned, what individuals liked most and least about the sessions. Present the purpose and learning objectives for Day 2.

**Introduction** (approximately 30 minutes)

Ask participants to describe only the first step of conflict sensitivity covered in Day 1. Ask how we can 'understand the context'? Then elicit from pairs how to do analysis? Feedback answers either verbally, on a flipchart, or post-its®. Point out that there are many guides, manuals, frameworks, documents available on how to be conflict sensitive and how to do analysis. "Although there may be many paths up a mountain, the view from the top is the same" Ancient Chinese Proverb. Many are technical or academic which require significant resources to implement, this often discourages people.

Factors to consider when conducting analysis are as follows:

- ✓ Cross-cutting (Institution-wide application)
- ✓ Flexible (context driven)
- ✓ Adequately resourced (time and cost)
- ✓ Practical (not academic)

Where possible, analysis should:

- ✓ Incorporate methodology which is participatory, collaborative, public (e.g. Participatory Rural Appraisal).
- ✓ Gathers insights from diverse perspectives (e.g. religious leaders, women, chiefs, government, youth, CSOs)
- ✓ The Common purpose of conflict sensitive analysis is to help inform activities to minimise risk and maximise positive impact

One strategy would be to conduct Rapid Analysis:

- ✓ In-house (to start with)
- ✓ Methodology: Participatory (based on participatory rural appraisal)
- ✓ Equipment: Practical tried-and-tested analytical tools based on common best practice. Nothing fancy. Basic and good-enough.
- ✓ Timing: check there is no storm approaching (e.g. audits, HQ deadlines, major violent conflict).

**Activity 1 – Practicing analytical tools** (approximately 2.5 hours)

Explain that participants are now going to practice how to do a rapid analysis on Tiko (see Day 1). Place participants into four groups (6-8 people in each). Ask each group to appoint or elect a chair, notetaker/photographer, timekeeper. Give them a set time limit to complete the activity (e.g. 30 mins). Ask groups to draw a map Tiko. Place important landmarks such as roads, borders, conflict areas. Suggest the use of a key / legend. The map can be drawn on dusty, gravel, or muddy ground using sticks. Landmarks can be marked with leaves (e.g. conflict areas), pebbles. Refer to Community Safety Rapid Analysis Toolkit Community Map for notes and session plan. Once completed go through the following sessions from the Community Safety Rapid Analysis Toolkit, Timeline River; Stakeholder Mapping; Challenge & Opportunity Tree.

**Activity 2 – Documenting analysis** (approximately 3.5 hours)

Present Part I of the Rapid Analysis Report template (either via magpie or MS Word formats). Ask teams to input photos and complete data points based on the information generated from the analytical tools in Activity 1. This is a time-consuming section, be sure to give sufficient time (e.g. 2 hours) for groups to complete it. Set a clear time limit and remind timekeepers at regular intervals how much time they have left. Once completed a break would be advisable.

**Activity 3 – Providing Recommendations** (approximately 1.5 hours)

Ask groups if they remember conflict sensitivity steps 2 and 3. Elicit response. Describe how *Step 2 and Step 3* of the Conflict Sensitivity Rapid Analysis Report are based on Conflict Sensitivity steps 2 and 3, ask them in their groups to complete the steps (*approximately 45mins*). Upon completion, each group should swap reports (digital or hardcopy), read them and provide comments (about 30 mins).

**Wrap Up** (approximately 30 minutes)

- Consider a warm-down 'fun' activity to close the session.
- Consider feedback session (see end of Day 1 session plan).

## Day 3 Completing a Conflict Sensitivity Rapid Analysis Report

### Goal/Purpose

- ✓ Improve participants ability to analyze and document conflict trends present in their operational areas.

### Measurable Learning Objectives

After completing this session, participants will be able to:

- ✓ Independently use analytical tools.
- ✓ independently complete a conflict sensitivity rapid analysis report based on their field office location.

### Duration

- ✓ Approximately 7.5 hours.

### Materials

Presentation (see appendix), flip chart paper, masking tape, marker pens, projector, laptop, back-up generator (if necessary and available). If possible, access to a safe outdoor area with trees, twigs, sticks, leaves, pebbles/stones, gravel or dust/mud on the ground. Participants are encouraged to use camera phones and bring their laptop computers (if available).

### Notes

Encouraging the analysis tools to be conducted outside and using natural elements is a useful exercise, depending on target audience. Senior officials may be less likely to want rummage around with sticks and leaves. It's important to highlight the reason why there is an outdoor component is that it enables analysis to be conducted by illiterate communities which could prove useful. It also requires no projectors or heavy equipment, other than a camera/pen & paper to record findings. Having said that, recognizing that certain contexts may not allow for outdoor engagement in analysis tools, then the same session can be conducted in a similar manner indoors with marker pens and flipchart paper.

**Day 3 Completing a Rapid Analysis Report****Session Plan** (approximately 7.5 hours)**Recap & Introduction time** (approximately 30 minutes)

Consider an ice-breaker to warm up participants. Encourage participants to recap Day 2 e.g. lessons learned, what individuals liked most and least about the sessions. Present the purpose and learning objectives for Day 3.

**Activity 1 – Applying analytical tools to current contexts** (approximately 2.5 hours)

Explain that participants are now going to do an actual conflict sensitive rapid analysis based on their current field office location. Place participants into groups (6-8 people in each) according to their field teams. Like day 2, ask each group to appoint or elect a chair, notetaker/photographer, timekeeper. Give them a set time limit to complete the activity (e.g. 30 mins). Ask groups to draw a map of the area covered by their field location. Place important landmarks such as roads, borders, conflict areas. Suggest the use of a key / legend. The map can be drawn on dusty, gravel, or muddy ground using sticks. Landmarks can be marked with leaves (e.g. conflict areas), pebbles. Refer to Community Safety Rapid Analysis Toolkit Community Map for notes and session plan. Once completed go through the following sessions from the Community Safety Rapid Analysis Toolkit (e.g. Timeline River; Stakeholder Mapping; Challenge & Opportunity Tree). Allow approximately 30 minutes for the completion of each session/tool.

**Activity 2 – Documenting analysis findings** (approximately 2.5 hours)

Present the Conflict Sensitivity Rapid Analysis Report template (see appendices) ideally on an overhead projector. Take time to go through the template and describe what is requested. Encourage questions and provide clarity where required. Provide participants either with Magpie/Kobo/Word versions or hardcopies. Ask teams to complete step 1 of the report by inputting photos and completing data points based on the information generated from the analytical tools in Activity 1 (above). This is a time-consuming section, be sure to give sufficient time (e.g. 2 hours) for groups to complete it. Set a clear time limit and remind timekeepers at regular intervals how much time they have left. Once completed a break would be advisable.

**Activity 3 – Completing the Rapid Analysis Report** (approximately 1.5 hours)

Ask groups if they remember conflict sensitivity steps 2 and 3. Elicit response. Describe how *Step 2 and Step 3* of the Conflict Sensitivity Rapid Analysis Report are based on Conflict Sensitivity steps 2 and 3, ask them in their groups to complete the steps (*approximately 45mins*). Upon completion, each group should swap reports (digital or hardcopy), read them and provide comments (about 30 mins).

**End** (approximately 30 minutes)

- Consider a warm-down 'fun' activity to close the session.
- Consider feedback activity or evaluation.

**Feedback example.** Post up three flip chart sheets on the wall. Each sheet represents a day depicting three to five lines indicating levels of satisfaction (e.g. emoticons) or how much they have learned (e.g. brightness of lightbulbs). When each training day concludes, participants are encouraged to mark with a pen their level of satisfaction/learning. Inspired by: Robert Chambers, *Participatory Workshops*, 2002)

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# Role Cards

### GoodAid – Country Director

Tiko is facing a major crisis and the Country Director is responsible for setting up an office.

The pressure is on to deliver results as fast as possible.

Tiko is a donor darling and HQ immediately wants the new country office to submit proposals to **ZOFDA**, **GEKO**, **MAMIDA**, **UNMAB**.

The whole world is watching Tiko, **GoodAid** must start operations as soon as possible!

### GoodAid - Human Resources Officer

You must recruit **2 people** to be **GoodAid** log assistants/drivers to help with delivery and distribution of services. You cannot employ more than 2 people.

HQ prefers all **GoodAid** staff to speak fluent **French or English** and for insurance purposes all **GoodAid** staff should be in possession of a valid driving licence.

### GoodAid – Procurement & Logistics Officer

You must obtain a minimum 1,700 tonnes of food every 10 days for distribution

Food will be distributed via branded Humanitarian Daily Ration packs (2,200 calories per pack/850g) which meets the average minimum energy requirement per person per day of 1,800 kcal (according to the UN).

**GEKO** donation to Good Aid 700 tons per week

**MAMIDA** donation to Good Aid 700 tons per week

**UNMAB** donation to Good Aid 350 tons per week

**ZOFDA** donation to Good Aid 150 tons per week

All food must be transported to Tiko by sea. And the first shipment will arrive in 3 days.

HQ has provided you with 100,000 Japanese Yen on an emergency budget line from self funds (requires Country Director approval) to spend on whatever you need to make this mission a success.

## Ministry of Foreign Affairs, Humanitarian Coordination & Transition (MOFAHCT) - The Minister

You are a Tiko Government Minister for the Ministry of Foreign Affairs, Humanitarian Coordination & Transition (MOFAHCT).

You have a strategic interest to regain control of West District because that is where most of the oil comes from. Control of the highway and port is also essential for all imports and exports. Currently, WDIA controls most of the road by night and the Tiko government controls it during the day.

You suspect **ZOFDA** of financing the **WDIA** and other armed groups in the country in exchange for natural resources, but you have no evidence.

You don't like the people from South District. The ethnicities of Tiko are represented in the flag with the two circles (West District, East District). There is no space in the flag for the South District people and so there is no space in Tiko for them either. If they are too lazy to work why should the government of Tiko help them. International organisations are welcome to provide humanitarian assistance. Tiko taxpayer's money would be better spent defending the nation from traitors, and preventing foreign enemies meddling in Tiko's internal affairs.

## Police Captain



You are a **police captain** who reports to the Minister of MOFAHCT. You do not want foreigners intervening in Tiko's internal affairs or involving themselves in issues of national security. Organisations should seek permission from the government before commencing activities. No one, especially foreigners, should have contact with the armed groups without prior authorisation from the Minister of MOFAHCT. Anyone ignoring the law may face immediate arrest and could be declared 'persona non grata'.

You currently have zero budget. You and your staff have not been paid in two months!!! You would be grateful if Organisations could make a personal donation to help you pay your child's school fees in Zungland.

## West District Independence Army (WDIA) Commander



You want money or an incentive to let **GoodAid** or anyone else to pass through your territory.

If **GoodAid** convinces you that they have humanitarian principles, then you can decide to allow them to pass through your territory at no cost. You also would be very pleased if **GoodAid** would hire people from West District Community.

You sympathise with the South District community, because they have suffered like you have at the hands of the Tiko Government. You would like to help South District start an armed group called the South District Liberation Front (SDLF).

**Interesting fact:** **ZOFDA** secretly currently provides WDIA with technical support and equipment in return for cheap oil.

**Top Secret:** If you hear that **GoodAid** is giving money to the RoT government or that **GoodAid** intends to use your highway without permission, then you will urge an immediate 'meeting' with their HR officer or their Procurement & Logistics Officer. You may just happen to bring along your rifle to ensure the safety of **GoodAid**. You may wish to suggest that it would be a good idea if **GoodAid** provide a 'contribution' to WDIA road maintenance and security efforts. Without such a contribution it would not be possible for WDIA to guarantee **GoodAid** staff safety and therefore **GoodAid** staff would have to remain under WDIA protection until such a time that payment be made. All contributions would only be used to provide extra security on the road to protect **GoodAid** vehicles and staff. You hope that **GoodAid** understands that this would be in their own best interests.

## Zungland Office for International Development Assistance (**ZOFDA**)

### Head of Mission

**ZOFDA** is the official aid donor agency for the Republic of Zungland . **ZOFDA** also secretly provides 'technical assistance' and 'equipment' to West District Independence Army (WDIA). WDIA in return provides Zungland with access to oil at a reduced price. Zungland is concerned about the number of people from South District who have been expelled by the Tiko military and are forced to seek asylum in Zungland. At the same time Zungland would like to access to Uranium deposits in South District. You have an idea to help support the South District people defend themselves in exchange for access to the uranium deposits. Discreetly speak to South District civil society and South District unemployed workers to see if they are interested in receiving 'technical assistance' and 'equipment' to set up their own 'organisation'.

You are critical of **GoodAid's** intervention, they are basically helping Tiko to forcibly expel the people from South District to Zungland. Offer **GoodAid** two million Japanese Yen in **ZOFDA** funding if they deliver programming aimed at preventing people from South District from leaving Tiko. It would be the perfect cover for equipment and technical assistance, but do not tell **GoodAid** about your secret support to armed groups.

**Top Secret:** Secretly talk to South District civil society (and **WDIA**) to offer **ZOFDA** aid in the form of 'equipment' and 'technical assistance' so that people from South District can defend themselves, stay in Tiko and grant Zungland access to the Uranium deposits.

### West District Civil Society Representative

You sympathise with the West District Independence Army (**WDIA**) as protectors of your people, but you don't openly support them. You hear rumours that Zungland is providing weapons and training to WDIA in return for oil.

You do not like the Government of Tiko, although you try to appear neutral because you are fearful of being detained by the Tiko authorities. You think it is not good that only people from South District are getting assistance. There are many IDPs in West District who do not receive anything.

You want people from West District Community to have jobs with **GoodAid**.

### East District Civil Society Representative

You believe that East district, as the bread basket for the country, can produce more than enough to feed the entire country. Almost all food farming and production is in East District. There is no need for **GoodAid** to import food. In fact, such assistance could destroy the local market by drastically dropping the price of local produce due to oversupply. Farmers would not be able to sell their crops and they would become destitute. People from East Community would become dependent on foreign food for generations.

You are extremely concerned that **GoodAid** will do more damage than good. Maybe they should rename themselves **BADAID**. They don't seem to be doing anything to help people in East District Community, they only assist south district. This is discriminatory and unacceptable. If **GoodAid** dumps its food on the local market, then you will become very angry!!!! You will not support their efforts.

**Top Secret:** Only tell **GoodAid** your concerns if they ask you. Feel free to speak to the media and anyone else especially if **GoodAid** does not speak to you.

### South District Civil Society Representative

You are angry that people from South District have been abused by the Tiko Government. The people of South District have been left to die. Many are leaving South district to seek asylum in Zungland. Food prices in South District have also shot up to unaffordable levels.

Recent scientific exploration has found Uranium in the ground. And the Tiko government has seized land where uranium has been found, and forcibly removed or killed anyone living in the area. There are rumours that the Tiko government provides emergency food from East District which is poisoned. So, nobody eats it. Your people have no rights, no land, no services. Your people have been left to die and the world is doing nothing!

Feeding us is not enough. Full stomachs will only create the "well fed dead". Victims, of a systematic campaign of violence against the people of South District committed by the Republic of Tiko. There are some people in South District who want to fight back. You have managed to persuade them not to arm themselves, but you don't know how long you can continue to convince them to remain passive. The argument for the defence of our people is becoming louder and louder.

You are pleased to speak to the media, international organisations, **GoodAid** and people in Tiko who are sympathetic to your cause, but you do not trust the Tiko government. You would be very pleased if the **GoodAid** hired people from the South District Community.



### West District Unemployed Worker

You are from West District. You want a job with **GoodAid**. You have a West District Independence Army (WDIA) driving permit. You have no experience working for NGOs, but you used to drive taxis. You are fluent in the Tiko language, but **YOU DO NOT SPEAK ENGLISH.**

You think West District should become an independent country. You think it is not good that only people from South District are getting assistance. There are many IDPs in West District who do not receive anything.

Find the West District Community Civil Society Representative and ask them to help you get a job with **GoodAid**.

Feel free to show to anyone your driving permit issued, with pride, by the WDIA.



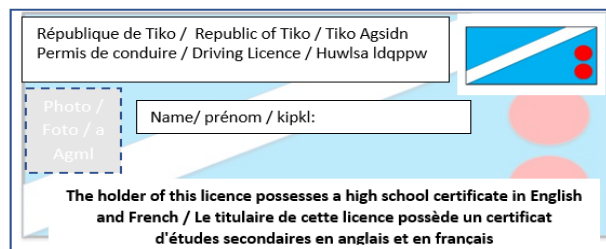
### East District Unemployed Worker

You are from East District. You want a job with **GoodAid**. You are an excellent office assistant and you have lots of experience with food distribution (e.g. Save the Birds, Fish Without Borders, Trinidad & Tobago Purple Cross). You are fluent in the Tiko language and you speak PERFECT English and French (with a Republic of Tiko High School certificate in both languages).

You think it is not good that only people from South District are getting assistance from **GoodAid**.

Why are East District people not receiving assistance from **GoodAid**?

Find the East District Community Civil Society Representative and ask them to help you get a job with **GoodAid**. Below is a copy of your OFFICIAL Tiko Driving Licence which also states that you have an English and French language high school qualification.



### **South District Unemployed Worker**

You are an unemployed worker from South District.

You desperately need a job with **GoodAid** so you can buy food for your family. You **DO NOT KNOW HOW TO DRIVE A CAR** or have any experience working in an office. You never had the opportunity to go to school.

**YOU HAVE EXCELLENT COMMUNITY CONTACTS IN SOUTH DISTRICT.**

You are fluent in the Tiko language, but YOU DO NOT speak English

You will think that people from East District and West District are getting preferential recruitment from **GoodAid**. You think that this is not fair! This is discrimination. You would be pleased to talk to the media about this.

Find the South District Community Civil Society Representative and ask them to help you get a job with **GoodAid**.

## **International Broadcasting Corporation**

### **IBC - Journalist**

You are a journalist from the **International Broadcasting Corporation (IBC)**. You want to launch a report evaluating whether the international response is adequate, efficient, and having a positive impact. You are particularly concerned about the plight of the South District community in Tiko. Interview the following:

- South District unemployed workers and civil society reps
- Civil Society Representatives
- Unemployed people. Try to investigate rumours about discrimination in the job market. Explore the causes of discrimination.
- **GoodAid** representatives.
- International representatives.
- Republic of Tiko (RoT) representatives.
- West District Independence Army (WDIA)

You will be expected to report on the situation shortly, so please prepare carefully.

### **Tiko University Professor**

As University Professor for Tiko University you believe that East district, as the bread basket for the country, can produce more than enough to feed the entire country. Almost all food farming and production is in East District. There is no need for foreign food aid. In fact, such aid could destroy the local market by drastically dropping the price of local produce due to oversupply.

Uranium deposits were recently found in in South district. It's a perfect source for the construction of nuclear powers stations. The South is also well situated for renewable energy in the form of large scale solar and wind farms. Tiko has the potential to become a major energy exporter to the region and beyond.

### **Top Secret**

You would be more than pleased to talk to the media and GoodAid but will only do so if they ask you directly.

## **The Do-gooder Foundation**

### **Country Director**

You are the Country Director for an international NGO called Do-gooder Foundation. One of your workers was kidnapped by the West District Independence Army, because an article in the Tiko Times incorrectly stated that Do-gooder Foundation was giving money to the government in exchange for permission to talk to the West District Independence Army (WDIA). You managed to release your staff after 3 days of intense negotiations. You want to tell GoodAid to be careful how they communicate with the press, government and non-state actors in Tiko. You would like to recruit a driver and you are willing to pay \$10,000 Tiko Dollars (approximately 100 USD) a month more than GoodAid.