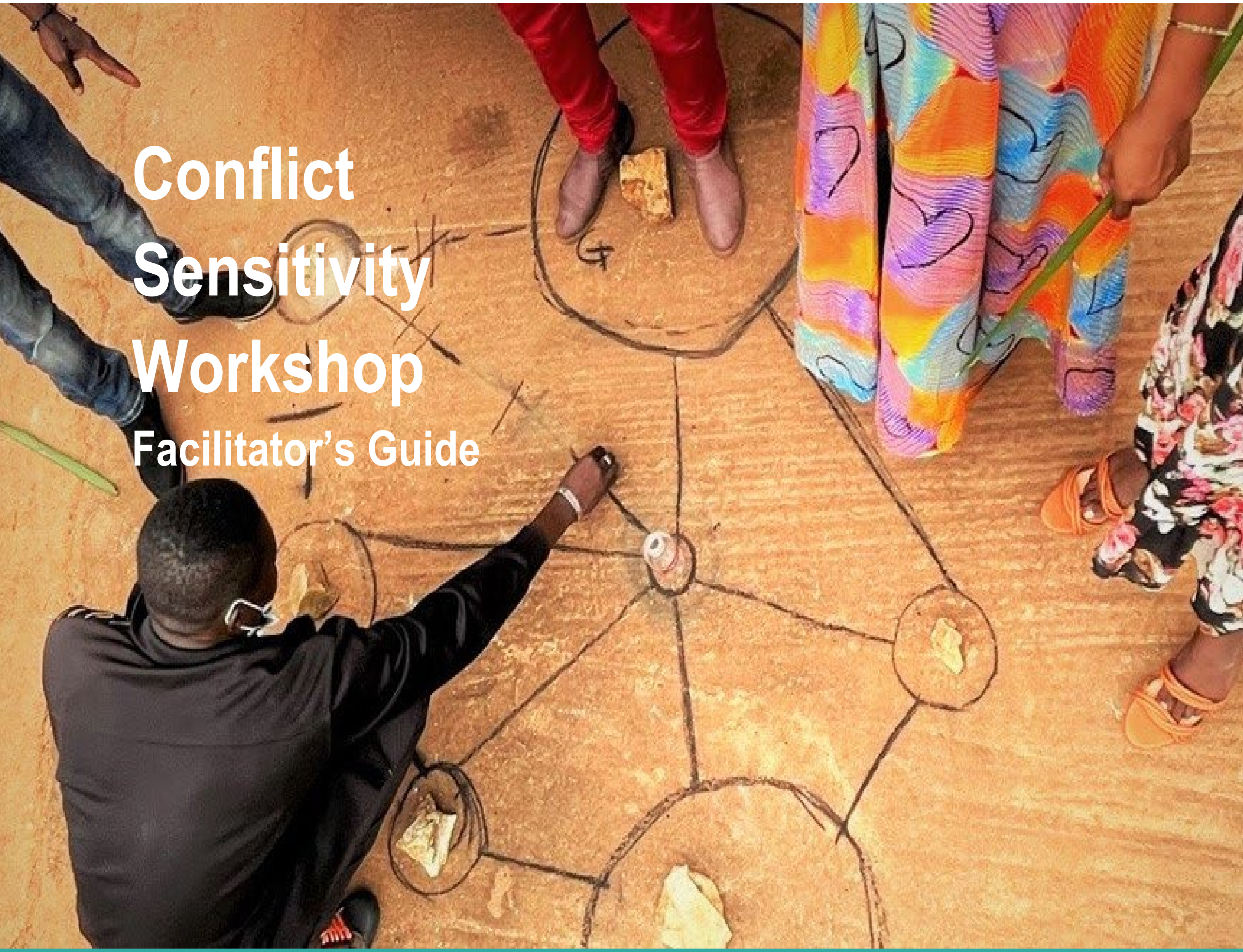


Conflict Sensitivity Workshop

Facilitator's Guide

DECEMBER 2022

DCA

Contents

About this Guide 4
Objectives of the Workshop 4
Learning Approaches 4
Materials 4
Planning the Workshop 5
How to Use the Guide 6
Indicative Programme 7
Session plans 8
Day 1: Understanding Conflict Sensitivity 8
Session 1: Scenario Role Play (4 hours) 8
Session 2: Conflict Sensitivity in Theory & Practice (2,5 hours) 10
Day 2: Understanding the Context 13
Session 3: Practicing Rapid Analysis Tools (7,5 hours) 13
Day 3: Introduction to Rapid Analysis Reports 20
Session 4: Rapid Analysis Reports (3 hours) 20
Session 5: Two-way Interaction between Context and Project (3.5 hours) 23
Day 4: Completing a Rapid Analysis Report 25
Session 6: Act to Adjust (7.5 hours) 25

About this Guide

This guide is intended to provide support to facilitators conducting **DCA's 4-day Conflict Sensitivity Workshop**. Sessions are designed for **20 – 35 people** attending the full 4-day workshop. The workshop has been developed for **DCA staff and partners**. This means that the content is tailored to a target audience that has general knowledge of managing interventions as well as practical experience from the field. Below is outlined an overview of the goal and learning objectives of the entire workshop, the learning approaches incorporated in the workshop, materials needed, as well as considerations for planning and conducting the workshop in a conflict sensitive manner.

Objectives of the Workshop

Workshop Goal: Strengthen participants' operational understanding and application of conflict sensitivity.

Expected learning outcomes: After completing this workshop, 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.

Learning Approaches

Conflict Sensitivity affects all areas of programming and therefore the workshop has been designed to appeal to a wide range of learner types, to be inclusive of all staff and partners regardless of educational background. The content incorporates blended learning and task-based activities. The methodology borrows heavily from both Participatory Learning and Action (PLA), and Participatory Rural Appraisal (PRA).

Materials

- Materials needed for all sessions: Flip chart paper, masking tape, marker pens, projector, laptop, and back-up generator (if necessary and available). **Presentations** (see appendix 1). Ideally the presentations are printed in hard copy (1 set) as a reference for the facilitator in case there is a power cut.
- Session 1: **Role cards** (see appendix 2) – The role cards should be printed in hard copy (2 sets: One to be handed out and one as a reference for facilitator and in case someone lose their role card).

- Session 3: If possible, obtain access to a **safe outdoor area** with trees, twigs, sticks, leaves, pebbles/stones, gravel or dust/mud on the ground.
- Session 4, 5 and 6: Prepare to distribute **GoodAid's Rapid Analysis Report** either in softcopy via email/USB (if participants have access to laptops) or hardcopy format (see appendix 3). Prepare to distribute the **Rapid Analysis Form** (see appendix 4) either in softcopy via email/USB (if participants have access to laptops) or hardcopy format. Access to a printer and A4 paper is not essential but could prove to be useful.

Planning the Workshop

Before conducting the workshop, facilitators should go through the following steps to ensure that the session itself takes a Conflict Sensitive approach:

- **Familiarise yourself with the materials**: Before conducting the workshop, make sure to go through all the materials: Session plans, presentations, role cards, Rapid Analysis Form etc.
- **Communication with local focal point:** Get input from contact person(s) tasked with supporting the event on selection of participants for the workshop. This workshop has been designed for all, from drivers and cleaners, to country directors, field officers and heads of finance. While there is a maximum limit of 35 participants, selection of candidates should cover as many Country Office staff and partners as possible. If needed, additional workshops should be considered to ensure adequate coverage. Plan ahead of time the workshop venue and the outdoor component of the workshop (if possible). Make sure the materials needed are available. If appropriate, 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. If laptop access is a challenge, consider providing hardcopies of GoodAid's Rapid Analysis Report, the Rapid Analysis Form and other relevant material.
- **Understand the participants:** Familiarise yourself with the participants by enquiring beforehand to country office staff. Do the participants know and trust each other? What are their levels of seniority? Which roles do they have? What are their experiences? Enquire beforehand with senior country office staff about gender, age, cultural, ethnic, religious, or other divisions that may be present. Ask about possible sensitive issues (e.g. recent events, historical disagreements) or social taboos that may be present. Ask country office staff about how you may be perceived given your own perceived identify as a facilitator (e.g. perceptions, bias, connotations, or stereotypes based on country of origin, gender, age and diversity).
- **Understand the context the participants operate in**: Familiarise yourself with the context(s) the participants operate in at national, regional, and local levels. Which type of project do they work on? What

are some of the key challenges and opportunities? Are they operating in conflict-affected areas? If so, what type, scale, and character of conflicts?

- **Adapt the material according to the context**: Facilitators are encouraged to go through this guide and the materials with someone who is familiar with the participants and who can give guidance as to what may or may not be acceptable. Based on the participants and their operational context, facilitators are encouraged to further review and adapt this guide as necessary.

How to Use the Guide

The next section provides an *indicative* programme for the workshop. It can be used as a guidance for structuring the workshop. The programme can be adjusted freely to fit the needs of the specific target audience, the context they operate in, as well as the experiences of the facilitator. The last section of the guide provides a session plan for each session of the workshop. Each session plan offers an overview of the goal and learning objectives of each session as well as a detailed plan for how to conduct the session. The session plans are designed to encourage active participation through group work and discussions. They include examples of ice-breakers, concept checks, feedback mechanisms etc., which facilitators can use as inspiration for activities to avoid a lecturing format and to ensure active participation.

Indicative Programme

Day 1: Understanding Conflict Sensitivity

09h00 – 09h45	Introduction to the Workshop and to **Session 1: Scenario Role Play**
09h45 – 10h00	*Break*
10h00 – 12h00	Scenario Role Play
12h00 – 12h15	*Break*
12h15 – 13h00	Debrief
13h00 – 14h00	*Lunch*
14h00 – 14h30	Recap and Introduction to **Session 2: Conflict Sensitivity in Theory and Practice**
14h30 – 15h00	Defining Conflict Sensitivity
15h00 – 15h30	*Break*
15h30 – 16h00	3 Steps of Conflict Sensitivity
16h00 – 16h30	Wrap up

Day 2: Understanding the Context

09h00 – 09h15	Recap and Introduction to **Session 3: Practicing Rapid Analysis Tools**
09h15 – 09h45	How do we 'Understand the Context'?
09h45 – 10h00	*Break*
10h00 – 11h00	Community Map
11h00 – 12h00	Timeline River
12h00 – 13h00	Stakeholder Mapping
13h00 – 14h00	*Lunch*
14h00 – 15h00	Conflict and Peace Trees
15h00 – 16h00	Gender Analysis
16h00 – 16h30	Wrap up

Day 3: Introduction to Rapid Analysis Reports

09h00 – 09h15	Recap and introduction to **Session 4: Rapid Analysis Reports**
09h15 – 09h30	GoodAid's Rapid Analysis Report
09h30 – 12h00	Completing part 1 of the Rapid Analysis Reports – including short *breaks*.
12h00 – 13h00	*Lunch*
13h00 – 13h15	Introduction to **Session 5: Two-way interaction between context and project**
13h15 – 16h15	Completing part 2 of the Rapid Analysis Reports – including short *breaks*.
16h15 – 16h30	Wrap up

Day 4: Completing a Rapid Analysis Report

09h00 – 09h30	Recap and introduction to **Session 6: Act to Adjust**
09h30 – 11h30	Completing part 3 of the Rapid Analysis Reports – including short *breaks*.
11h30 – 12h00	Discussion of key recommendations in plenum
12h00 – 13h00	*Lunch*
13h00 – 14h00	Feedback on reports
14h00 – 15h00	Finalising reports
15h00 – 15h30	*Break*
15h30 – 16h30	Closing the Workshop

Session plans

Day 1: Understanding Conflict Sensitivity

Session 1: Scenario Role Play (4 hours)

Goal	Learning Objectives	Materials	Notes
Create a scenario role play in which participants are introduced to the challenges of a humanitarian intervention in an unfamiliar conflict-affected environment	After completing this session, 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.	• Presentation (see appendix 1) • Role cards (see appendix 2) • Flip chart paper, masking tape, and marker pens • Projector • Laptop • Back-up generator (if necessary and available)	The role play can be *very* realistic: Often participants engage in heated (and even violent) discussions. It is the responsibility of the facilitator to manage this. Should participants exhibit signs of 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.

Introduction (45 mins)

- Provide an **overview of the main goal** and overall learning objectives of the workshop (see Introduction). Consider an ice-breaker to warm up participants, particularly if they do not know each other.

- Go through the **programme** for the 4 days of the workshop. Encourage questions on format, timing, breaks. Ask questions regarding participant expectations. If necessary, set ground rules (e.g. Chatham house rules).

> Ice-breaker!
> **Have the participants walk around the room and share with others what they hope to learn during the workshop**

- Present learning objectives and structure of the **role play**. Explain to participants that the role-play is not suitable for children, people who are easily stressed, or anyone who suffers from PTSD/other similar conditions. Let them know that it is possible to not take part in the role play and then join the rest of the sessions. If anyone wants to do that – or have any questions in general – they should come see you in the break.

- Go into a **break**.

Roleplay (2 hours)

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

- 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 facilitator at any stage. **Welcome participants to the fabulous country of Tiko** – follow the slides. Present the different roles in the role-play. And then assign the roles 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.

- **Launch the role play**. Use the presentation in appendix 1 to guide the process (ensure you are well acquainted with the slides and have made any necessary changes according to the context).Introduce the participants to Tiko using the slides as a cue. Go through the slides to introduce roles. When prompted give out role cards. Once the participants have familiarised themselves with the context and their roles allow them to engage in the role-play for approximately 20 - 30 minutes. Direct the role play while it is ongoing to make sure the key conflict dynamics unfold e.g. let the Tiko authorities know if GoodAid talks with the West District armed group without having been given permission by the Tiko authorities to do so.

- Call an end to the interactions 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. Call an end to the role play – applaud the participants for taking active part in the role play. Go into a **break**.

Debrief (45 mins)

- 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** the session. Thank them for their active participation. Go into **lunch break**.

Session 2: Conflict Sensitivity in Theory & Practice (2,5 hours)

Goal	Learning Objectives	Materials	Notes
Strengthen participants operational understanding of conflict sensitivity	After completing this session, participants will be able to: ✓ Define conflict sensitivity. ✓ List the three steps associated with conflict sensitivity.	• Presentation (see appendix 1) • Flip chart paper, masking tape, and marker pens • Projector • Laptop • Back-up generator (if necessary and available).	This session 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.

Recap & Introduction (30 mins)

- Consider an ice-breaker to warm up participants. Encourage participants to quickly recap session 1: Lessons learned, what individuals liked most and least about session 1. Present the purpose and learning objectives for session 2.

Defining Conflict Sensitivity (30 min)

- 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.

- Present **DCA's definition of Conflict Sensitivity**: Conflict Sensitivity is based on the premise that the provision of assistance (or resources) is not considered neutral especially when applied to areas affected by violence. With an improved understanding of the context, Conflict Sensitivity seeks to identify opportunities to improve assistance, as well as highlight unintended consequences that may contribute to violence. Conflict Sensitivity is therefore understood by DCA "as a process which strives to improve how to operate in conflict-affected contexts so that we can 'Do No Harm', 'Do Some Good', and where possible support durable peace." (Source: FABO site - A DCA Introduction to Conflict Sensitivity & Do No Harm). Ask participants to discuss the definition in their pairs and obtain feedback. Do they agree with this definition? Why? Why not?

> **Concept Check!**
> **How does DCA define Conflict Sensitivity? Do you 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 – a minimum standard of practice to avoid causing inadvertent harm. Conflict Sensitivity therefore goes beyond Do No Harm. 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 (Do Some Good and Support Sustainable Peace). 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). Go into a **break**.

3 Steps of Conflict Sensitivity (30 mins)

- 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

> **Concept Check!**
> **What are the 3 steps of Conflict Sensitivity? How are the 3 steps related?**

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 adjust** activities to avert harmful outcomes (Do No Harm) and reinforce opportunities to maximise positive impact (Do Some Good) and where possible support durable peace.

Wrap up (30 mins)

- 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** the session. Introduce a feedback activity to close the day.

Feedback!
Post up 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 day of the workshop concludes, participants are encouraged to mark with a pen their level of satisfaction/learning.

Day 2: Understanding the Context

<table>
<tr><th colspan="4">Session 3: Practicing Rapid Analysis Tools (7,5 hours)</th></tr>
<tr><th>Goal</th><th>Learning Objectives</th><th>Materials</th><th>Notes</th></tr>
<tr>
<td>Improve participants' analytical capacity on conflict dynamics in operational contexts</td>
<td>After completing this session, participants will be able to:
✓ Use analytical tools on operational contexts.
✓</td>
<td>• Presentation (see appendix 1)
• Flip chart paper, masking tape, and 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)</td>
<td>It can be a useful exercise to conduct the analysis tools outside using natural elements. Senior officials may be less likely to want to 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. It also requires no projectors or heavy equipment, other than a camera/pen & paper to record findings. Certain contexts may not allow for outdoor engagement in analysis tools. The same session can be conducted in a similar manner indoors with marker pens and flipchart paper.

Carefully consider the impact of conducting the analytical tools in an active conflict zone as participants may not feel safe revealing e.g. stakeholders which could include belligerent parties, influential persons, or others that could potentially threaten/harm participants.

Participants will be split into teams according to where they work geographically.</td>
</tr>
</table>

Recap & Introduction (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. Explain to participants that day 2 is a very practical day involving practical analytical tools that will be conducted outside.

Ice-breaker!
Ask participants to stand up. Ask participants to say one word/sound that comes to their mind when thinking about day 1 – they don't have to go in line, they should just say something when/if they feel like it.

How do we 'Understand the Context'? (30 mins)

- Ask participants to describe only the first step of conflict sensitivity. 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.
- Go through the following factors and considerations, and introduce Rapid Analysis as one strategy to conflict sensitivity:

Concept check!
How do we 'understand the context'?

Factors to consider when conducting analysis:
- ✓ 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).
- ✓ Gather insights from diverse perspectives (e.g. religious leaders, women, chiefs, government, youth, CSOs)

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).

- Explain that participants are now going to apply **Conflict Sensitive Rapid Analysis Tools** on conflict dynamics in their current field office location. Describe that there are many different analytical tools that can be used to understanding the context. DCA has chosen 5 analytical tools that enables us to better understand key dynamics in conflict affected areas: 'Community Map', 'Timeline River', 'Stakeholder Mapping', 'Conflict/Peace Trees' and 'Gender Analysis'.

- The tools are designed so that they can be conducted with communities. Inclusion of rights holders in the analysis is a key part of Conflict Sensitivity. The tools will be conducted outside using natural elements –this makes it possible to conduct the analysis together with illiterate communities as well. Go into a short break and ask participants to meet you in the outdoor area after the break.

Community Map (1 hour)

- Place participants into groups based on their field location. These groups will be used throughout the remainder of the workshop. Ask each group to appoint or elect a chair, notetaker/photographer, timekeeper.

- Explain to participants that the first analytical tool to be used is the **Community Map**. Ask groups to draw a map of their field locations – they decide on how to set the perimeters of their 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) or pebbles. Give participants 35 minutes to do the analysis. Remind timekeepers at regular intervals how much time they have left.

- Ask teams to document their findings (capture it by camera phone and make notes etc.) based on the information generated from the Community Map. Give them 15 minutes to do so.

Timeline River (1 hour)

- Sit on a chair and pretend to paddle until the participants guess you are in a boat. Ask why you're in a boat. Explain that we are in a river. A river that links our past with now. A river that changes and moves according to the level of conflict experienced in our communities. The widening of the river represents increased tensions, and a narrowing of the river demonstrates more peaceful times. Waterfalls symbolise major violent conflict. Explain to participants that they are now going to use the **Timeline River** analytical tool.

- Ask the group if the river is wide or narrow at the present moment. Then, ask if the river has always been like this. Sketch responses on the flipchart/ on the ground. Ask the group for questions as to what happened to make the river become narrow or wide. Use an indicator (draw an arrow, or place a stone) to mark historic events and, if feasible, write a line that describes what happened (e.g. coup). Groups may use different symbols (e.g. a leaf to symbolise internal community arrangement). Stones for example may be used to mark unsuccessful initiatives and white feathers/flour as a sign of a successful peaceful settlement.

- Ask participants to draw their own detailed rivers. The groups are given 25-30 minutes to complete their rivers. Remind timekeepers at regular intervals how much time they have left.
- Each group then describes their river to the plenary with a 10-minute presentation/explanation. The timeline should be captured by camera phone.

Stakeholder Mapping (1 hour)

- Explain to participants that they are now going to use the **Stakeholder Mapping** analytical tool to identify and assess stakeholder influence/power over a given conflict or project intervention. Ask participants how they would define a "stakeholder". Explain that the term "stakeholder" refers to all those people or organizations that have a stake in or on a specific topic (e.g. a given conflict, a policy, or project intervention). These are the people, groups, and organisations that are directly involved in the topic, are affected by it, or influence (or may influence) the dynamics.

Concept check!
What is a stakeholder?
Is DCA a stakeholder?

- Give each group 10 minutes to identify the 10 most important /stakeholders that have influence in the project area. Ask participants to consider stakeholders that have influence on the conflict, the general population, persons of influence and/or other organisations. Groups should contemplate how stakeholders relate to DCA and DCA partners. Highlight that DCA and DCA partners are also stakeholders in the context – What are the positions/interests of DCA and DCA partners?
- Once each group identifies their 10 key stakeholders, they can move on to map out the relations between them. Groups either write or draw images of the main stakeholders on the ground or on paper. They then link the stakeholders using different lines to denote relations. Before groups commence the exercise, go through the key seen below and provide an example such as the one below taken from the Tiko Scenario roleplay. Give the groups 20 minutes to complete their mapping. Remind timekeepers at regular intervals how much time they have left.

Stakeholder; size symbolises amount of influence

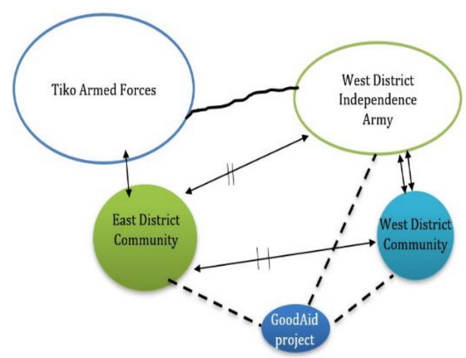
Indicates good relations

Indicates conflict, aggression or attacks

Indicates a broken relationship

Indicate a strong alliance

Indicates undefined relationship



- Ask each group to present their stakeholder mapping to the other participants. If all participants are from the same location, you may want to consider bringing all participants together and direct them to finalise one stakeholder mapping for the entire group. Ask teams to document their findings (take photos and make notes etc.). Give them 15 minutes to do so. Go into the **lunch break**.

Conflict and Peace Trees (1 hour)

- Walk the group to a large tree – if not possible/appropriate, draw a tree on a flit chart. Explain that this tree for this activity is called the Conflict Tree. We can use it to analyse the causes and effects of a conflict. Ask participants to give one word, which is connected to what they feel (emotions or motivations) with violent conflict. Present to them those feelings or motivations are under the surface and cannot be easily seen. Ask them where on the tree are the motivations/causes of conflict. Elicit that it comes from the roots. The fuel of conflict feeds the conflict tree through the roots (ROOT CAUSES).

- Ask participants for one word relating reasons for violent conflict (e.g. Money, cattle, guns etc). Verbal feedback. Present to the group that these are visually tactile elements (things they can touch) elicit that these are the CORE PROBLEMS found in the trunk of the conflict tree. Asks for words that represent the EFFECTS of violent conflict. Feedback. Elicit that the consequences on the conflict tree are the fruits and leaves of the violent conflict tree.

- Go over that different sections of the violent conflict tree and what they represent:
  - The branches and leaves are the effects of conflict (death, destruction etc)
  - The trunk represents the physical reasons
  - The roots symbolise the causes. The emotions and motivations that fuel violence.

- Ask groups to draw Conflict Trees based on their field locations (give them 20 minutes).

- Now do the same exercise replacing Conflict with Peace. Ask groups to draw Peace Trees based on their field locations (give them 20 minutes).

- Ask groups to document their findings (take photos and make notes etc.).

Gender Analysis (1 hour)

	Conflict		Peace	
	Roles	Impact	Roles	Impact

Young Women				
Older Women				
Young Men				
Older Men				

- Ask about the everyday roles of men and women in the community. Do they do the same tasks/jobs? Place participants in pairs and ask them to discuss similarities and differences. Give pairs 5 minutes to discuss together. Describe how we are now going to look at gender roles in conflict-affected settings.

- Ask groups to discuss the following questions, focused on younger women (girls) and older women:
  - What roles do/did girls/women play during the conflict?
  - What impact does/did the conflict have on girls/women?
  - What roles are girls/women playing in peacebuilding?
  - What impact do existing peacebuilding efforts have on girls/women?

  Ask groups to write (or draw) their responses to the questions on paper or post-its differentiating between older men and young men (youth), using different colours for each. Place/stick responses in a version of the chart below, which could either be on the wall or the floor.

- Ask the groups to repeat the same exercise but to instead focus on young men (youth) and older men. Ask them to discuss the questions below and then to write (draw) their responses as above.
  - What roles do/did boys/men play during the conflict?
  - What roles are boys/men playing in peacebuilding?
  - What impact does/did the conflict have on boys/men?
  - What impact do existing peacebuilding efforts have on boys/men?

- Encourage participants to look at both tables. Ask them to confirm, add, or comment on the information presented. Ask them to discuss how the different roles contribute to conflict and how the different roles contribute to peace. Sometimes gender stereotypes dominate the discussions (e.g. only women look after the children and housework, only men defend the community). Probe with further questions to obtain a better understanding and to confirm if this is a perception held by all (women & girls; boys & men). Tease out nuances and exceptions, obtain as much clarity as possible. Ask them, after looking at the information in the tables, what factors would they consider to be important when developing new projects in the community? Ask groups to document their findings (take photos and make notes etc.).

Wrap Up (30 mins)

- Ask participants to discuss the pros and cons of each of the analytical tools. Do they feel these tools enable them to understand the key conflict dynamics in their project locations? Why/Why not?

- Wrap up the day through the **feedback activity** from the previous day. Consider a cool-down 'fun' activity to close the session.

Cool-down activity!

Charades: Write down key elements from the session (e.g. Timeline River, Community Map, Stakeholder Mapping, Challenge and Opportunity Tree, Rapid Analysis Report, Three Steps of Conflict Sensitivity, GoodAid etc.) on pieces of paper. A volunteer draws a piece of paper, tries to act out the key element, and the rest of the participants try to guess it. Then another person draws a piece of paper…

Day 3: Introduction to Rapid Analysis Reports

Session 4: Rapid Analysis Reports (3 hours)

Goal	Learning Objectives	Materials	Notes
Improve participants' ability to analyze and document conflict trends present in their operational areas	After completing this session, participants will be able to: ✓ Critically discuss Rapid Analysis Reports ✓ Successfully complete the first part of the Rapid Analysis Report: Understanding the Context	• Presentation slides (see appendix 1) • Rapid Analysis Form (see appendix 4) • Flip chart paper, masking tape, and marker pens, • Projector • Laptop • Back-up generator (if necessary and available). • Printer & A4 paper (if available).	Please ensure all teams have at least one computer they can use. Access to a printer for all participants would be helpful but not essential.

Recap & Introduction (15 mins)

- 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 session 4.

Energizer!
Ask participants to move (e.g. stand up, jump, turn on the spot etc.) if they can say YES to different statements you are going to say out loud. Examples: I slept well, I'm wearing something blue, I know the first step of Conflict Sensitivity, I got up before 6am this morning etc.

GoodAid's Rapid Analysis Report (15 mins)

- Explain to them that the GoodAid HQ had completed a Rapid Analysis Report on Tiko prior to the intervention and that you will share the report with them for their critique. Ask groups to read and critique GoodAid's report.

- Then ask groups to present their findings and recommendations on how to improve GoodAid's report to another group.

- End with a joint discussion on the Dos and Don'ts of Rapid Analysis Reports – document these on a flipchart or post-its. Rapid Analysis serves as a snapshot, providing information on perceived changes at field level. It is not considered a replacement for a comprehensive conflict analysis assessment. Instead it functions as a supplement, providing regular internal updates that inform Country Office management of operational risks and opportunities so that action can be considered. Rapid analysis captures perceptions, conducted swiftly and informally. Consequently, information may be incomplete or unverified. All data in Rapid Analysis Reports should therefore be considered as indicators of change that may require further exploration.

- Some of the information in the Rapid Analysis Reports might be sensitive. Rapid Analysis documents should always be stored securely according to General Data Protection Regulations. Highlight that people that conduct the analysis should also be mindful when they document it – sometimes it might be more sensitive to document the information in broader terms so that specific people cannot be identified.

Completing Part 1 of the Rapid Analysis Report (2,5 hours)

- Explain to participants that they are now going to document their findings from the analytical tools in DCA's Rapid Analysis Form.

- Present the Rapid Analysis Form on the projector. Focus on Part 1: Understanding the Context. Go through the different parts briefly. Underline that the three different parts of the form correspond to the three steps of Conflict Sensitivity. Explain that the Rapid Analysis Form is a pdf file, which allows us to upload photos, choose from drop down menus, insert text etc. – give an example of how to choose time period and insert text in section 1.1 and 1.2.
- Start off by asking the groups to analyse which forms of violence are present at the geographical areas of their projects. Ask them to check the relevant boxes in section **1.1 Forms of Violence**. Give groups **10 minutes** to complete the section.

- Based on the analytical activities yesterday – as well as participants' knowledge and insights from project areas – ask groups to complete section **1.2. Snapshot of Trends** in the Rapid Analysis Report. Ask them which time period they find relevant to analyse – it is up to them to decide. Give groups **25 minutes** to complete the section.

- Move on to section **1.3. Community Map**. Demonstrate how to upload a photo as an example. Ask groups if they have any questions. Give groups **15 minutes** to complete 1.1 Community Map.

- Move on to **1.4 Timeline River**. Ask groups to upload photo of their Timeline Rivers and provide information on each of the events (date, title, and description of events) in the table. Briefly demonstrate how to fill in information for one event. Give groups **15 minutes** to complete the section.

- Go into a short "stretch legs" break. Consider doing a short energizer with participants when they return.

- Move on to **1.5 Stakeholder Mapping.** Ask groups to upload photos of their Stakeholder Mappings and provide information on each stakeholder (name, type, description, and considerations) in the table. Give groups **15 minutes** to complete the section.

- Move on to **1.6 Conflict and Peace Trees.** Ask groups to upload photos of their Conflict and Peace Trees and provide additional information (e.g. legend and description of key elements) for each tree in the text boxes. Give groups **15 minutes** to complete the section.

- Move on to **1.7 Connectors and Dividers.** Explain to participants that this analytical section builds on the Conflict and Peace Trees and provides a more detailed overview of influential factors (e.g. groups, individuals, places, triggers, events) that could affect the context negatively (factors relating to the Conflict Tree - *Dividers*) and positively (factors relating to the Peace Tree - *Connectors*). Ask groups to brainstorm and document Connectors and Dividers as well as provide descriptions of how they could affect the context. Give groups **25 minutes** to complete the section.

- Move on to **1.8 Gender Analysis.** Ask groups to document their findings from the Gender Analysis exercise in the Rapid Analysis Form. Give groups **15 minutes** to complete the section.

- Go into **lunch break**.

Session 5: Two-way Interaction between Context and Project (3.5 hours)

Goal	Learning Objectives	Materials	Notes
Improve participants' ability to analyze and document how their organisation/project activities interact with the context	After completing this session, participants will be able to: ✓ Independently analyse the two-way interaction between context and project ✓ Successfully complete the second part of the Rapid Analysis Report	• Presentation slides (see appendix 1) • Rapid Analysis Form (see appendix 4) • Flip chart paper, masking tape, and marker pens, • Projector • Laptop • Back-up generator (if necessary and available). • Printer & A4 paper (if available).	Please ensure all teams have at least one computer they can use. Access to a printer for all participants would be helpful but not essential.

Recap & Introduction (15 mins)

- Present the goal and learning objectives of session 5.
- Ask groups if they remember conflict sensitivity step 2. Elicit response. Describe how Step 2 of the Rapid Analysis Report is based on Conflict Sensitivity step 2. Ask groups to give examples of the two-way interaction between context and project in the case of Tiko – document these on a flipchart.
- Present the Rapid Analysis Form on the projector focusing on the second part: Understanding the two-way interaction between context and project. Go through it quickly. Pause to complete one or two of the questions together as an example. Encourage questions. Highlight that step 2 builds on the findings from step 1.

Completing part 2 of the Rapid Analysis Reports (3 hours)

- Once participants understand what is expected, ask groups to complete section **2.1 Snapshot: How does the Project Interact with the Context** of the Rapid Analysis Report based on their field location. Encourage the groups to recap on the most important findings from *Understanding the Context* while completing section 2.1. Give groups **15 minutes** to complete section 2.1.

Concept check!
How do we 'analyse the two-way interaction between context and conflict'?

- Move on to section **2.2. Interactions with Stakeholders.** Highlight that this section particularly builds on Stakeholder Analysis to analyse how the project interacts with relevant stakeholders in the area of the project. Give groups **30 minutes** to complete section 2.2. Check with timekeepers and remind them periodically how much time they have left.

- Move on to the last section of part 2: **2.3. Interactions with Connectors and Dividers.** Highlight that this section particularly builds on the Conflict and Peace Trees as well as the Snapshot of Trends from part 1. Go through the definitions of Connectors and Dividers and how these relate to the analytical exercises. Ask groups to give examples of Connectors and Dividers and how the project interacts with them – highlight that Connectors/Dividers are not just people, they can be places, practices, symbols, institutions etc. Simply put a project can affect Connectors/Dividers in two ways: Strengthening or weakening them. A red flag should be raised if a project strengthens a Divider or weakens a Connector. Give groups **45 minutes** to complete section 2.3. Check with timekeepers and remind them periodically how much time they have left.

Concept check!
Can a project be neutral?

- Go into a short "stretch legs" **break**. Consider doing a short energizer with participants when they return.

- Asks groups to present examples of the two-way interaction between context and project in their field locations. Encourage the other groups to give feedback in plenum: What is good? What can be improved?

- Give groups 10-15 minutes to finalise part 2 of their reports.

Wrap Up (15 mins)

- Wrap up the day through the **feedback activity** from the previous day.

Day 4: Completing a Rapid Analysis Report

Session 6: Act to Adjust (7.5 hours)

Goal	Learning Objectives	Materials	Notes
Improve participants' ability to analyze and document how project activities can be adjusted to Do No Harm, Do Some Good and Support Sustainable Peace	After completing this session, participants will be able to: ✓ Provide recommendations on how projects can be adjusted to be more conflict sensitive. ✓ Independently complete a conflict sensitivity rapid analysis report based on their field office location.	• Presentation slides (see appendix 1) • Rapid Analysis Form (see appendix 4) • Flip chart paper, masking tape, and marker pens, • Projector • Laptop • Back-up generator (if necessary and available). • Printer & A4 paper (if available).	Please ensure all teams have at least one computer they can use. Access to a printer for all participants would be helpful but not essential.

Recap & Introduction (30 mins)

- Ask participants what they learned during day 3. Present the purpose and programme of day 4.
- Ask participants to discuss the differences between Do No Harm, Do Some Good and Support Sustainable Peace in pairs. How do these relate to peacebuilding? How does DCA define peacebuilding?
- Describe that conflict sensitivity is "a process which strives to improve how to operate in conflict-affected contexts so that we can 'Do No Harm', 'Do Some Good', and where possible support durable peace." Peacebuilding is aimed at addressing root causes of violence by reducing or transforming drivers of conflict. Ask how do we identify root causes of violence and drivers of conflict?
- Ask groups if they remember conflict sensitivity step 3. Elicit response. Describe how Step 3 of the Rapid Analysis Report is based on Conflict Sensitivity Step 3. Ask groups to give examples of how to Act to Adjust (to Do No Harm, Do Some Good, and where possible Support Sustainable Peace) – document these on a flipchart.

Concept check!
What does it mean to 'Act to Adjust'? Who can do this?

- Present the Rapid Analysis Form on the projector focusing on the third part: Act to Adjust. Go through it quickly. Part 3 is divided into four sections: Do No Harm, Do Some Good, Support Sustainable Peace, and Recommendations. Pause to complete one or two of the questions together as an example. Encourage questions. Highlight that step 3 builds on the findings from step 1 and step 2. Encourage the groups to draw on their findings from *Understanding the Context* and *Two-Way Interaction between Context and Project* when completing part 3.

Completing part 3 of the Rapid Analysis Reports (2 hours)

- Once participants understand what is expected, ask groups to complete step 3 of the Rapid Analysis Report based on their field location. They should use the same groups as from the previous days. Ensure timekeepers are in place. Give groups 2 hours to complete part 3 – They should spend approximately 25 minutes on each section of part 3 (Do No Harm, Do Some Good, Support Sustainable Peace, and Recommendations). Ask them to take short breaks during the session when necessary. Check with timekeepers and remind them periodically how much time they have left.

Discussion of Key Recommendations in Plenum (30 mins)

- Asks groups to each present an example of a recommendation they will make to Act to Adjust in their field locations based on the findings from Do No Harm, Do Some Good, and Support Sustainable Peace. Encourage a discussion in plenum regarding what a good recommendation for how to Act to Adjust looks like. Recommendations should be grounded in the analysis, concrete, and actionable etc.

Concept check!
What is a good recommendation?

- Go into **lunch break**.

Feedback on Reports (1 hour)

- If possible, each group should now print out their report (1 copy is enough). Explain to participants that they are now going to read the other groups' reports and provide written feedback to them – one report at a time. Each group should give their report to another group (e.g. clockwise in the room). They now have 15 minutes to read the report and provide written comments.
- After 15 minutes, ask the groups to pass on the reports to the next groups. Continue like this for approximately an hour (each group will then have read and given feedback to 3-4 other groups).
- If printing is not possible, reports can be sent by email with comments written in the reply email. Timing is key for this to be a success. If time is short, then limit to only one swap of reports.

Finalising Reports (1 hour)

- Each group now receives their report with comments. Based on the feedback, ask groups to make final adjustments to their reports and complete the reports (about 30 mins).
- Go into a **break**.

> **Concept check!**
> **What is captured by a rapid analysis report? What is missing?**

Closing the Workshop (1 hour)

- 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** the workshop with the feedback activity and summarise it. Ask participants to also fill in the feedback form on the FABO site – when they have done that and submitted their Rapid Analysis Report they will get the certificate. Thank them for their participation! Let them know that they can find more information on Conflict Sensitivity (including an Analytical Tool Kit) on the FABO site.

> **Summarizing the feedback!**
> **What did you like the best from the workshop? What can be improved?**
>
> **What have you learned from the workshop? How will you use it? If you could change one thing in the programming/strategies/activities etc. to make them more conflict sensitive – what would that be?**