

CONFLICT SENSITIVITY IN PRACTICE: FROM CORE ANALYSIS TO EFFECTIVE ACTION

**A CAPACITY MODULE FOR FRONTLINE IMPLEMENTERS AND
OPERATIONAL STAFF IN GOVERNMENT AND CIVIL SOCIETY.**



**MODULE DEVELOPER:
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www.transformingfragilities.org





Conflict Sensitivity in Practice: From Core Analysis to Effective Action

A Capacity Module for Frontline Implementers and Operational Staff in Government and Civil Society

This training course introduces the fundamental concepts, principles, and analytical frameworks of Conflict Sensitivity (CS), rooted in the "Do No Harm" (DNH) principle. The curriculum is structured to build a strong, holistic understanding of the essential analytical tools needed to recognize conflict dynamics (Dividers and Connectors) and anticipate the two-way relationship between an intervention and the operating context.

Conflict Sensitivity in Practice: From Core Analysis to Effective Action

**A Capacity Module for Frontline Implementers and Operational Staff
in Government and Civil Society**

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Ahmed Harris R. Pangcoga

Transforming Fragilities, Inc.
Cotabato City
Philippines

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FOREWORD

In the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) and across the greater Mindanao area, our work is defined by complexity. Every decision made—from hiring a local coordinator to selecting a project site—is not merely a logistical choice; it is a political act that impacts fragile relationships and power dynamics. While the intent of every government agency and non-governmental organization (NGO) is to alleviate poverty and foster peace, good intentions alone are insufficient.

The stark truth, driven home by decades of global experience, is that aid and development resources are never neutral. They either unintentionally exacerbate existing tensions (doing harm) or strategically strengthen local capacities for peace (doing good).

This module, Conflict Sensitivity in Practice: From Core Analysis to Effective Action, is our institutional commitment to closing that gap between intention and impact. It is designed specifically for you: the operational leaders and resource managers who are on the front lines every day. Your professional role is high-stakes because you manage the flow of resources and the crucial behavioral interactions that define our presence.

Transforming Fragilities, Inc. (TFI) views Conflict Sensitivity not as an add-on, but as the essential quality assurance standard for all effective intervention in fragile contexts. By mastering these core analytical tools—diagnosing causes, mapping stakeholders, and understanding the Pathways of Interaction—you are empowered to transform daily project risks into genuine opportunities for peace.

We trust that the discipline gained from this training will ensure every resource, every partnership, and every message you deploy is a strategic contribution to building a more resilient, equitable, and peaceful future in the communities we serve.



Judith Joy G. Libarnes
Managing Director
Transforming Fragilities, Inc.



PREFACE

To my fellow practitioners, both in and out of government,

The journey of peacebuilding in Mindanao begins with a clear vision, but it must be guided by a precise, unflinching analysis of reality. You are the experts in your communities, but navigating deep-seated grievances—whether they stem from historical land claims or political exclusion—requires more than intuition; it requires a systematic framework to organize the complexity you face.

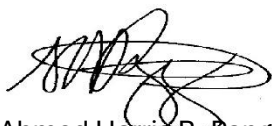
This module, Conflict Sensitivity in Practice, is the tool you need to translate confusion into clarity. Over the next three days, we will move beyond simply reacting to the visible symptoms of conflict (the Behavior) and dive into the hidden, structural roots (the Context and Attitudes).

We will provide you with the core analytical engine of conflict sensitivity: the three-step cycle of Analyze → Assess → Adapt. Specifically, you will learn:

- How to use the Dividers & Connectors framework to instantly diagnose a context.
- How to systematically examine your project through the three Pathways of Interaction (Resources, Behavior, and Messages).
- How to prescribe the necessary strategic responses: Mitigation (to eliminate harm) and Amplification (to maximize your peace contribution).

As the Module Developer and a fellow practitioner, I am confident that these skills are indispensable. By equipping yourself with this core analysis, you transform every decision you make—from managing a budget line to running a consultation—into an intentional, responsible act of peacebuilding.

I welcome you to this intensive, experiential training and look forward to seeing how you apply this knowledge to create lasting, positive change on the ground.



Ahmed Harris R. Pangcoga
Module Developer

COURSE OUTLINE

Course Title: Conflict Sensitivity in Practice: From Core Analysis To Effective Action

Course Description: This three-day course is the first stage in a progressive training series designed for all staff members, regardless of their sector or technical role. It introduces the fundamental concepts, principles, and analytical frameworks of Conflict Sensitivity (CS), rooted in the "Do No Harm" (DNH) principle. The curriculum is structured to build a strong, holistic understanding of the essential analytical tools needed to recognize conflict dynamics (Dividers and Connectors) and anticipate the two-way relationship between an intervention and the operating context. It lays the conceptual groundwork necessary for applying conflict sensitivity in project planning, implementation, and organizational decision-making.

TIME	SESSION		ACTIVITY
Day 1			
Morning Session			
8:30 AM - 12:00 PM	1 - Preliminaries	Activity 1: Opening Program	
		Activity 2: Getting to Know You – My Conflict Sensitivity Compass	
		Activity 3: Building a Learning Community – My Conflict Lens: A Shared Perspective	
		Activity 4: Expectation Check	
	Chapter 1: Defining the Conflict Sensitivity Framework		
	2 – The Non-Neutrality of Aid	Activity 5: The Non-Neutrality of Aid	
		Lecturette 1: Conflict Sensitivity & The Do No Harm Principle	
	3 – Consequences of Conflict Insensitivity	Activity 6: Lessons From History Case Study	
Lecturette 2: Why Conflict Sensitivity Matters			
12:00 PM - 1:30 PM		Lunch Break	
Afternoon Session			
1:30 PM - 5:30 PM	Chapter 2: Context Analysis and Analytical Lynchpin		
	4 – Introduction to Context Analysis	Activity 7: What is Conflict, What is Context	
		Lecturette 3: The Context Lens	
	5 – Conflict Factors: Dividers	Activity 8: Identifying the Fault Lines	
Lecturette 4: Anatomy of Dividers			
End of Day 1 Session			
Day 2			
Morning Session			
8:30 AM - 12:00 PM	6 – Conflict Factors: Connectors	Activity 9: Finding Local Capacities for Peace	
		Lecturette 5: Amplifying Connectors	
	7 – The Elements of Conflict Analysis	Activity 10: The Core Conflict Model (ABC Triangle)	
		Lecturette: 6: The ABC Triangle – Dissecting the Conflict	
		Lecturette 7: The Systemic View – The Continuous Feedback Loop	
12:00 PM - 1:30 PM		Lunch Break	
Afternoon Session			

1:30 PM - 5:30 PM	Chapter 3: Bridging the Gap from Plan to Practice	
	8 – Practice – Applying the D&C Framework	Activity 11: Full Context and D&C Analysis
		Lecturette 15: The Nine Stages of Descent
		Activity 12: Presentation and Feedback
End of Day 2 Session		
Day 3		
Morning Session		
8:30 AM - 12:00 PM	9 – The Two-Way Interaction of Conflict and Program	Activity 13: Conflict on Program vs. Program on Conflict
		Lecturette 8: Pathways of Interaction
	10 – Identifying Negative Impacts (Risks)	Activity 14: Risk Mapping & Harm Prediction
		Lecturette 9: Analyzing Resources and Behavior
12:00 PM - 1:30 PM	Lunch Break	
Afternoon Session		
	11 – Initial Adaptation and Mitigation	Activity 15: The Mitigation Dilemma
		Lecturette10: Foundational Mitigation Strategies
1:30 PM - 5:30 PM	12 – Commitment, Synthesis, and Closing	My Peace Commitment
		Course Synthesis
		Next Steps
		Closing Program
End of Day 3 Session and Training		

SETTING THE STAGE AND INTRODUCTION ACTIVITY

SESSION 1: PRELIMINARIES

ACTIVITY 1: OPENING PROGRAM¹:

This session sets the tone and provides a foundational framework for the entire training. It is crucial for fostering an inclusive atmosphere and ensuring all participants feel acknowledged and prepared.

- **Opening Prayer:**
 - Request a representative from each identified faith group present to lead the opening prayer, one at a time.
 - Note to the facilitator: It is important to be culturally sensitive. Do not ask a female Muslim to lead the prayer if there are Muslim males present, as the former can only lead in the absence of the latter.
 - Thank the representatives for their prayers.
- **Playing the National Anthem:**
 - Ask the participants to remain standing after the prayer for the National Anthem.
 - You have the option to play a video clip of the National Anthem or ask for a volunteer to lead the group in singing.
 - If applicable to the context of the training, play other institutional hymns after the National Anthem.
- **Welcome Message from a Ranking Official:**
 - Allow the participants to sit comfortably.
 - Request a ranking official from your organization or a local elder to give a brief welcome address.
 - Introduce your guest properly to the participants.
 - Thank the guest immediately after their remarks.
- **Course Overview:**
 - Present the general description and objectives of the module to the participants.
 - Post the training schedule and lead the participants in a walkthrough of the planned activities.
 - Use this opportunity to compare the program with the participants' consolidated expectations to see if all expectations can be met by the lineup of activities.
 - For any expectations that fall outside the training design, explain why it is not included or how it might be indirectly related but is a separate topic on its own.
 - Ask the participants if they have questions or suggestions for amendments to the schedule.

¹ Adapted from the Preliminaries Section of the Panagtagbo sa Kalinaw Manual

ACTIVITY 2: GETTING TO KNOW YOU - MY CONFLICT SENSITIVITY COMPASS

Objective: To encourage self-reflection on individual motivations, challenges, and goals through the lens of Conflict Sensitivity concepts, thereby building community through self-awareness and sharing.

Materials

- Slide with the "My CS Compass" template.
- One piece of clean paper or metacard per participant.
- Markers/Pens.

Procedure

1. Provide each participant with a piece of clean paper or a metacard and instruct them to clearly write their name in the center.
2. Instruct participants to draw four directional quadrants (North, South, East, West) and write a single word, short phrase, or symbol in each section that represents their personal response to the following prompts, linking directly to conflict contexts:
 - **North (Vision):** My ultimate goal for peace and stability in my work area (Impact).
 - **South (Challenge):** My biggest challenge in applying the Do No Harm (DNH) principle.
 - **East (Resource):** One crucial local connector/capacity for peace I rely on.
 - **West (Risk):** One conflict-related risk or divider I face regularly.
3. Divide the participants into pairs or small groups of three. Instruct them to share their "CS Compass" with their partners, explaining their choices and the underlying context.
4. Reconvene the groups and briefly ask for a few volunteers to share their biggest takeaway or surprise learned about a colleague during the activity.



Figure 1. My Conflict Sensitivity Compass.

ACTIVITY 3: MY CONFLICT LENS: A SHARED PERSPECTIVE

Objectives: To encourage participants to share a personal or professional connection to conflict (their "lens") in a safe, low-stakes manner and co-create a set of agreed-upon **conflict-sensitive working agreements (norms)** that support respectful dialogue and protect participant information.

Materials:

- Index cards or small pieces of paper (5 per participant)
- One large manila paper labeled "**Our Learning Norms**"
- Markers / pens

Procedure:

1. Explain that conflict sensitivity begins with understanding our own perspectives and how they shape our work. Ask participants to think of **one word** that summarizes their professional or personal experience dealing with conflict in a project context (e.g., "Frustration," "Hope," "Caution," "Vulnerability," "Exhaustion"). This word is their "Conflict Lens."
2. Ask participants to write their "Conflict Lens" word clearly on one index card. On a separate card, ask them to write down **one specific rule or agreement** that would make them feel safe and respected when discussing sensitive conflict issues with a group. (e.g., "No interrupting," "Respect silence," "Assume good intent," "Confidentiality is a must.")
3. Participants stand up and walk around. When they meet another person, they share their **Conflict Lens word** and briefly (30 seconds maximum) explain why they chose it. After the brief share, they swap index cards. They repeat this with 3-4 other people.
4. After collecting 3-4 "safe space" rules from others, participants return to their seats. The facilitator calls out a few volunteers to read the "safe space" rules they collected. The facilitator records and synthesizes these suggestions onto the "**Our Learning Norms**" manila paper.
5. Conduct a brief lecturette linking the co-created norms to core conflict sensitivity principles.
 - **Confidentiality/Trust** → Essential for DNH, protecting partners and sources.
 - **Respect/Active Listening** → Necessary for **Actor Analysis** and understanding multiple perspectives.
 - **Challenging Ideas, Not People** → Required for rigorous **Interaction Analysis** and adaptive learning.
6. Ask the group to stand and verbally or symbolically agree (e.g., a hand-up gesture) to uphold the final set of norms for the duration of the course.

LECTURETTE 1: CONNECTING GROUP NORMS TO CONFLICT SENSITIVITY

This is not just a list of rules; it is a foundational act of **Conflict Sensitivity** itself.

We created this agreement because we understand that our learning journey is high stakes. The principles we commit to right now are the exact principles that underpin our professional methodology. Let's look at how your group norms translate directly into essential analytical requirements:

1. **Confidentiality and Trust Essential for Do No Harm (DNH)** - When you insisted on **Confidentiality**, you acknowledged the vulnerability of dealing with sensitive conflict information.
 - **The Link to CS:** In the field, DNH requires us to protect our partners, our staff, and the communities who provide us with honest information. If we violate trust through carelessness or gossip, we expose people to risk. Your commitment to trust here directly translates to our professional commitment to **protecting sources and avoiding harm** in the context.
2. **Respect and Active Listening Necessary for Actor Analysis** - When you prioritized **Respect** and **Active Listening**, you committed to acknowledging that every person's perspective is valid, even if it conflicts with our own.
 - **The Link to CS:** Conflict Analysis is about understanding multiple truths. When we engage in **Actor Analysis** (the 'Who'), we must actively listen to the political leader, the angry protester, the excluded community member, and the quiet elder. Your willingness to suspend judgment here is the same mindset required to gather accurate data and fully understand all **Dividers and Connectors**.
3. **Challenging Ideas, Not People Required for Interaction Analysis** - When you committed to **Challenging Ideas, Not People**, you built a mechanism for adaptive management.
 - **The Link to CS:** We need this rigor for **Interaction Analysis** (Step 2 of the CS Cycle). We must ruthlessly challenge our project's design and test our assumptions: *Is this partner biased? Is this resource transfer causing harm?* If we shy away from challenging a flawed idea because we fear personal conflict, we risk implementing a program that causes massive harm. Your agreement ensures that honest, critical reflection is possible, which is the engine of **adaptive learning**."

Your agreement is our first, collective act of applying Conflict Sensitivity. By successfully navigating these internal tensions, you have equipped yourselves with the mindset and commitment required to analyze the external conflicts we face in our communities.

ACTIVITY 4: EXPECTATIONS CHECK

Objective: To align the training's content and process with the participants' needs and ensure transparency about what the course will and will not cover.

Procedure:

1. Ask participants to form into groups.
2. Provide each group with a set of colored cards. Each color represents a category for your expectations.
 - **First Color:** Content (e.g., specific topics they want to learn).
 - **Second Color:** Process (e.g., a participatory approach, open forums).
 - **Third Color:** Facilitators (e.g., knowledgeable, patient, flexible).
 - **Fourth Color:** Co-participants (e.g., respectful, cooperative, open-minded).
3. Ask groups to discuss amongst themselves and write down their expectations on the corresponding-colored cards.
4. Write **one idea per card** using keywords or a short phrase.
5. Once all groups are finished, ask them to post their cards on the wall under the correct category.

The Expectation Check Template

(This template is designed to be drawn on a large sheet of paper, like a manila paper, for a group activity.)

CONTENT	PROCESS	FACILITATORS	CO-PARTICIPANTS
<i>(What topics, skills, or knowledge do you hope to gain?)</i>	<i>(What kind of activities or methods do you expect?)</i>	<i>(What do you hope for from the facilitators?)</i>	<i>(What do you hope for from your peers in this training?)</i>
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-

Figure 2. Expectation Check Template.

The facilitator clusters similar ideas and then leads a discussion to "level off" the expectations. The facilitator clearly explains which expectations are realistic for this foundational course and which will be addressed in future training stages, ensuring no topics are prematurely covered or permanently dismissed.

CHAPTER 1: DEFINING THE CONFLICT SENSITIVITY FRAMEWORK

This chapter establishes the non-negotiable **foundational framework** for integrating Conflict Sensitivity (CS) into all program planning and operations. We move past the assumption that aid is neutral by defining core concepts like **Do No Harm (DNH)** and understanding the destructive role of **Structural Violence**. By introducing critical diagnostic tools—including the **ABC Triangle** (Attitudes, Behavior, Context) and the essential **Dividers & Connectors** framework—we equip ourselves to systematically dissect a conflict's hidden causes and social vulnerabilities. Finally, we establish the three key **Pathways of Interaction (Resources, Behavior, and Messages)** through which every project creates its impact, preparing us to shift from mere awareness of conflict risks to structured, effective, and responsible action.

SESSION 2: THE NON-NEUTRALITY OF AID

This session moves past the myth of neutral aid by confronting the historical and ethical imperative of Conflict Sensitivity. We will analyze how development and humanitarian interventions, regardless of intent, become active political and economic forces within a conflict context, leading to either **unintended harm** or **strategic peace contribution**. By examining the painful lessons from history—where aid resources, staff behavior, and implicit messages unintentionally fueled conflicts and reinforced grievances—we establish the operational necessity for systematic analysis and adaptation that underpins the entire **Do No Harm (DNH)** methodology. This understanding sets the stage for the rest of the course by defining the high stakes risks we must manage and the professional responsibilities we must uphold.

ACTIVITY 5: THE NON-NEUTRALITY OF AID

Objective: To challenge the perception of aid neutrality and introduce the core concept that development/humanitarian work inevitably interacts with and impacts conflict dynamics.

Materials:

- Manila paper.
- Markers.
- Short, provocative quotes on the non-neutrality of aid (e.g., from the Rwanda crisis context).

Procedure:

1. Ask participants, "How many of you believe your work or organization is politically neutral?" Ask for a quick show of hands. Record a few responses on the board.
2. Distribute the quotes or present the historical context (e.g., how the use of traditional authority structures for aid distribution in crises inadvertently reinforced conflict actors). Lead a structured discussion: "Where did the best intentions go wrong?"
3. Present the Lecturette 1: Conflict Sensitivity and the Do No Harm Principle
4. Conclude that **interventions are never neutral** because they always involve the distribution of resources and changes in power dynamics. This necessitates a systematic approach to anticipating impact.

40 Provocative Quotes on the Non-Neutrality of Aid (Handout Cut-outs)

I. The Illusion of Neutrality and Innocence (Challenging the Premise)

1. In a war zone, **neutrality is a dangerous fantasy.**
2. The absence of action is itself a political act.
3. Aid is not a technical fix; it's a **political intervention.**
4. There is no such thing as conflict-neutral programming.
5. Doing nothing is also doing *harm*.
6. The truck of food has a destination, and **that choice is political.**
7. Good intentions do not guarantee good outcomes.
8. Humanitarianism is never innocent.

II. Resource Transfers and Fueling Dividers

1. Resource flows follow conflict lines, rarely peace lines.
2. Diverted food is simply **fuel for the war machine.**
3. The price of local goods changes the balance of power.
4. The water pump can be a **divider** if only one group gets the tap.
5. Jobs created for one group may fund the militia of the next.
6. **Transferring resources is transferring power.**
7. Aid unintentionally subsidizes the local war economy.
8. Funding one side's education can deepen the other's resentment.
9. Even a blanket distribution is a moment of potential violence.

III. The Behavior and Presence of Agencies

1. **Silence in the face of atrocity is complicity.**
2. Where we locate our office is a geographic decision with political fallout.
3. Our hiring practices are, by definition, political statements.
4. The mere presence of aid legitimizes certain actors, and delegitimizes others.
5. Our local staff are not neutral; they are deeply contextualized.
6. Security protocols often prioritize staff safety over community equity and access.
7. Coordination isn't just efficiency; it's a form of **conflict management.**
8. Our communication choices can amplify hate speech or promote trust.

IV. Rwanda and the Historical Imperative

1. **Rwanda proved that aid can sustain genocidaires.**
2. The refugee camps were simultaneously sanctuaries and military bases.
3. Aid agencies fed the killers, unknowingly or not.
4. The "Do No Harm" movement was born from the **ashes of Kigali.**
5. The food aid kept the perpetrators intact until the next massacre.
6. The genocide forced us to ask: **Is my money funding the conflict?**
7. The camps were simply a redistribution of the war economy.
8. In 1994, the scale of unintended harm demanded a new doctrine.

V. The Call to Conflict Sensitivity

1. To ignore the context is the **ultimate professional failure.**
2. The only responsible path is to be **conflict-sensitive.**
3. Conflict Sensitivity: It's not optional, it's **quality assurance.**
4. We must move from good intentions to *informed* impact.
5. Our job is not just to deliver aid, but to deliver **peace potential.**
6. If you don't know your context, **you don't know your impact.**

LECTURETTE 2: CONFLICT SENSITIVITY AND THE DO NO HARM PRINCIPLE

Defining Conflict Sensitivity (CS)

In the last session, we confronted a tough truth: **aid is not neutral**. Our well-intentioned projects—whether a water pipe, a school feeding program, or a grant distribution—have side effects. They either exacerbate existing tensions (harm) or strengthen the local capacities for peace (good).

Conflict Sensitivity is our professional answer to this reality. It's not a program sector; it's a **quality assurance standard** for how we operate in a fragile or conflict-affected context."

What is Conflict Sensitivity²?

The formal definition of **Conflict Sensitivity** has three core parts. If you miss any one of these steps, you are not being truly conflict sensitive. It means the ability of your organization to:"

1. Understand the Context (The Diagnostic Stage):

- This is the starting point. It means moving beyond visible symptoms (the violence) to analyze the **root causes, actors, and dynamics** of the conflict itself.
- *Analogy*: You must first understand the political terrain, the history of grievances, and who the key players are before you even draw a map of your project.

2. Understand the Interaction (The Assessment Stage):

- This is where we turn the analysis inward. We ask: **How does our intervention—our resources, our staff, our messages—interact with the context we just analyzed?**
- Does our hiring policy accidentally favor one ethnic group, thereby validating a divider? Does the location of our clinic bring two rival groups together, creating a connector? This is the most crucial step of self-reflection.

3. Act Upon this Understanding (The Adaptation Stage):

- Knowledge without action is useless. This final step means **adjusting the program** to minimize potential negative impacts (harm) and maximize potential positive impacts (peace contributions).
- If you find your resources are being diverted to a militia (a negative interaction), you *must* change the delivery mechanism. This requires flexibility and adaptive management.

In short: **Know your context, know your intervention's footprint, and change your footprint based on what you learn.**

² Conflict Sensitivity Consortium. (2012).

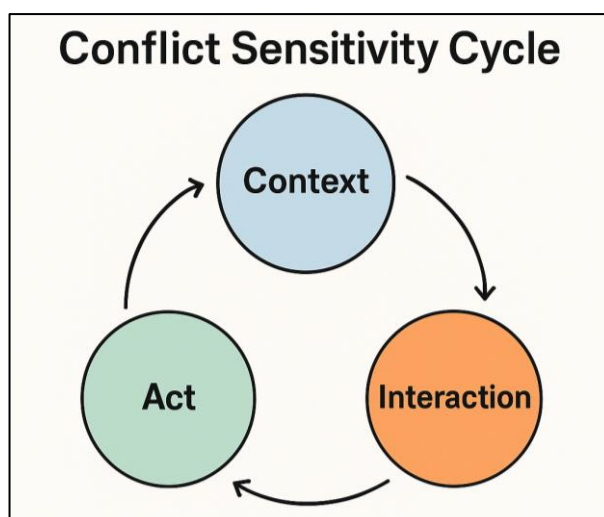


Figure 3. The Conflict Sensitivity Cycle

Do No Harm vs. Conflict Sensitivity: The Floor and the Ceiling

Before Conflict Sensitivity became the mainstream term, the field was dominated by the principle of **Do No Harm (DNH)**³, primarily developed by CDA Collaborative Learning Projects after the crisis in Rwanda.

We view **DNH as the foundational ethical standard** for all organizations in fragile settings.

- **Definition of Do No Harm:** DNH is a framework for ensuring that international assistance and development interventions **do not exacerbate existing conflicts or create new ones.**
- **The Focus:** DNH is primarily about **risk mitigation** and setting a **minimum standard of practice.** It asks: 'How do we avoid making things worse?'

Think of DNH as the **floor** of the room. It is the minimum, non-negotiable standard required to operate ethically. **Conflict Sensitivity** is the whole room—it includes the floor (DNH) but also includes aiming for the ceiling: contributing positively to stability and peace.

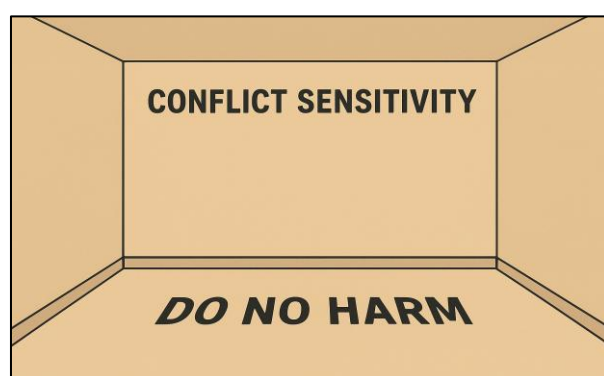


Figure 3. Do No Harm (DNH) is the floor, while Conflict Sensitivity (CS) is the whole room.

³ CDA Collaborative Learning Projects. (2016). *Do No Harm Workshop Trainer's Manual*.

Principle	Primary Focus	Goal
Do No Harm (DNH)	Negative Impact / Risk	Mitigate and minimize potential harm.
Conflict Sensitivity (CS)	All Impacts / Opportunities	Mitigate harm AND Maximize peace contribution.

The Three-Step Conflict Sensitivity Cycle - The three-part definition of CS translates directly into a practical, operational cycle that we use throughout the program cycle—from design to monitoring.

Step 1: Conflict Analysis (Where are we?)

- **Action:** Systematically map the political, economic, and social landscape. Identify the **Dividers** (sources of tension and conflict) and the **Connectors** (shared interests and capacities for peace).
- *Key Question:* What are the existing dynamics that our project will enter?

Step 2: Interaction Analysis (What are we doing?)

- **Action:** Take every program component (e.g., funding, staff training, communications) and test it against the Dividers and Connectors identified in Step 1.
- *Key Question:* Is our money strengthening a Divider? Is our hiring policy ignoring a Connector? This step requires brutal honesty.

Step 3: Adaptation and Learning (How do we change?)

- **Action:** Modify or redesign the program based on the interaction analysis. This leads to concrete, alternative project activities, staffing decisions, or communication strategies.
 - **Mitigation:** Actions taken to reduce negative impacts (DNH).
 - **Maximization:** Actions taken to leverage Connectors to increase peace contributions (Peace Responsiveness).
- *Crucial Point:* Once you implement the change, you go back to Step 1. You must constantly monitor the context because your adaptation has now become a new part of the context. **It is an ongoing cycle of analysis, action, and reflection.**

SESSION 3: CONSEQUENCES OF CONFLICT INSENSITIVITY

This session formalizes the essential **consequences** of applying Conflict Sensitivity, establishing that this framework is the core strategic driver of **accountability** and **effectiveness**. We will introduce the systematic **Analyze Assess Adapt** cycle, defining the analytical rigor required to translate theory into responsible action. Participants will review the organizational outcomes of implementing CS, including the necessary trade-offs in time and resources, while solidifying the imperative to consistently minimize **unintended harm** and strategically maximize **opportunities for peace** across all programming.

ACTIVITY 6: LESSONS FROM HISTORY CASE STUDY

Objective: To analyze documented examples where lack of conflict sensitivity led to unintended negative consequences (e.g., through distribution effects, elite capture, or economic market distortion).

Materials:

- Case Study Snippets (e.g., agricultural support leading to increased profits for conflict actors, or a WASH project creating resource competition). One per small group.
- Manila paper
- Metacards
- Markers/Pens

Procedure:

1. Divide participants into groups and distribute a case study. Instruct them to read the scenario and identify:
 - The project's original, positive objective,
 - The **unintended negative consequence(s)**.
2. Ask each group to report their findings.
3. Record the negative consequences on a central manila paper, categorizing them under emerging themes like: **Distribution Effects** (inequity in who benefits), **Capacity Effects** (undermining local governance), or **Economic Market Effects** (distorting local prices/markets).
4. Lead a brief debrief emphasizing that these harms occurred despite good intentions.
5. Present Lecturette 2: Why Conflict Sensitivity Matters.

Lessons from History Case Study Snippets

Group 1: The Arming Effect (Pathway: Resources / Diversion)

An international aid agency delivered a massive volume of specialized, high-calorie food packets for refugees in a protracted civil war. The agency negotiated access through the territory controlled by a major non-state armed group. Within weeks, the armed group began confiscating 20% of all food aid deliveries. They resold the high-value packets on the black market in the capital city, using the generated funds to purchase weapons and pay their fighters.

Unintended Consequence: The aid agency's resource transfer provided a stable and significant funding source for the conflict actor, **prolonging the war and sustaining violence** rather than mitigating hunger.

Group 2: The Distribution Effect (Pathway: Resources / Targeting)

A reconstruction program was launched to rebuild homes damaged during an inter-ethnic conflict. To ensure efficiency, the project delivered all materials through the established, formal local government structure. However, the local government was known to be politically aligned with only **Clan B**.

Unintended Consequence: The rival **Clan A**, seeing the construction materials delivered only to their opponents via a biased channel, immediately perceived the program as **partisan aid**. This **reinforced the Divider** of political exclusion and led to protests and threats against the construction workers.

Group 3: The Labor Distortion Effect (Pathway: Resources / Economic Market)

A stabilization project initiated a large-scale cash-for-work program in an agrarian province just before the rice harvest season. The program paid participants a standardized daily wage that was **triple the normal local farming wage**. Due to the high pay, nearly all farmhands left their seasonal agricultural jobs to enroll in the stabilization work.

Unintended Consequence: The local farming economy collapsed due to a severe labor shortage, forcing the price of staple food crops to **spike dramatically**. This created widespread economic hardship and **resentment** among the urban poor who could no longer afford basic necessities.

Group 4: The Implied Complicity (Pathway: Messages / Association)

An international NGO opened a field office in a politically contested provincial capital. To secure their premises, the NGO rented a building owned by a known family of a high-ranking military official responsible for past human rights abuses. Furthermore, the NGO hired the official's relative as their unarmed, local security liaison.

Unintended Consequence: Community members and local civil society immediately viewed the NGO's presence as **legitimizing** the abusive military official. This **destroyed the NGO's perceived impartiality** and resulted in key local civil society leaders refusing to partner with the organization.

Group 5: The Representation Effect (Pathway: Behavior / Staffing)

A donor-funded women's health program required hiring 15 local female community health workers (CHWs). The project management team, seeking the best candidates, used high educational standards and recruitment channels that favored women from the educated, dominant clan in the provincial capital. Only one CHW was hired from the large, marginalized rural community.

Unintended Consequence: The women from the marginalized community perceived the new health program as another form of **systemic exclusion**. This **reinforced the existing Divider** based on clan and geography, leading to resistance, boycotts of the health awareness sessions, and rumors designed to discredit the program.

Group 6: The Infrastructure Trigger (Pathway: Resources / Competition)

A government agency invested in a new communal solar-powered water borehole for Village A, which suffered from chronic water scarcity. Village B, a rival community nearby, had been experiencing severe drought for six months. The LGU failed to establish a joint water management agreement before opening the resource.

Unintended Consequence: Village B, desperate for water, began sending large water tankers to the new borehole daily. Village A mobilized to physically block the tankers. The failure to coordinate led the essential resource (**water**) to become the **immediate trigger** for **physical clashes** between the two villages.

LECTURETTE 3: WHY CONFLICT SENSITIVITY MATTERS

The Economic Cost of Conflict: The Price Tag of War

We work in development, humanitarian aid, or stabilization, and our goal is to increase prosperity and well-being. But our biggest, most relentless competitor isn't poverty or poor infrastructure—it's **conflict**.

We cannot discuss sustainable development without first discussing sustainable peace. Why? Because conflict erases development gains faster than we can create them.

The Global Drain: Global economic models consistently show that the cost of conflict far outweighs the cost of development aid. Consider these figures (based on historical data, which are often conservative):

- **Africa Example:** Between 1990 and 2007, armed conflict cost the continent of Africa an estimated **\$300 billion**. That figure is roughly equivalent to the total amount of Official Development Assistance (ODA) the continent received during the same period. **In essence, the war machine consumed every dollar donated for development⁴.**
- **Displaced Investment:** Conflict drives away private investment, destroys key infrastructure (roads, bridges, power grids), and fractures supply chains. Rebuilding after a major conflict often costs 5 to 10 times the original project budget.

The Instability Trap: Conflict creates a vicious cycle. Instability drives poverty, which in turn fuels competition for scarce resources (land, water, power), driving more instability. Unless our projects tackle the *causes* of instability (i.e., by being conflict-sensitive), they are just temporary fixes, ready to be swept away by the next outbreak of violence.

The Economic Case for CS: Therefore, investing in conflict sensitivity is not an ethical luxury; it is the most robust form of **risk management** and **fiduciary responsibility** we can undertake. It protects the financial investments of our donors and, more importantly, the investments of time and hope made by the communities we serve.

The Operational Cost of Conflict Insensitivity: Operational Failure Points

Even if a project has the perfect design on paper, operational failure in a conflict context is frequently caused by a failure in conflict sensitivity.

Project Ineffectiveness and Delays:

- **The Bias Trap:** If your aid delivery mechanism is perceived as biased (e.g., only hiring from one faction), the non-beneficiary group may sabotage the project—by blocking roads, stealing materials, or intimidating staff. This leads directly to implementation delays, increased security costs, and ultimately, mission failure.
- **Compromised Impartiality:** Organizations that are not careful about their resource transfers or behaviors are quickly categorized as being "on one side." Once impartiality is compromised, access to certain areas is lost, reducing the reach and effectiveness of the program.

⁴ IANSA, Oxfam, & Saferworld. (2007, October). *Africa's missing billions: International arms flows and the cost of conflict*.



Security Risks to Personnel: A key component of operational CS is staff security. Conflict insensitivity directly escalates risk:

- If staff communicate carelessly, they can become targets.
- If our vehicles or uniforms become associated with one warring faction, staff lose their protective status as neutral humanitarian workers.
- *The CS Link:* By conducting rigorous analysis (Step 1), we pre-emptively identify these risks and adapt security protocols (Step 3), making staff safer.

Reputational Damage and Loss of Trust:

- In the age of instant communication, a single act of conflict insensitivity—a poorly worded tweet, an exclusive hiring practice, or a diverted shipment—can destroy years of organizational credibility.
- Loss of trust is the worst operational cost because trust is the currency of access. If local partners and communities don't trust us, our work simply stops.

Ultimately, conflict insensitivity turns our programs into **Dividers**. It accelerates conflict, compromises our staff, and squanders resources. Conflict sensitivity, therefore, is the engine of **operational effectiveness**.

The Practical Rationale: Reframe the Mandate

We must collectively reframe Conflict Sensitivity. It is not an abstract concept; it is a **practical requirement** for achieving our core mission.

- **Relevance:** CS ensures our activities are relevant. Why build a school if it will be burned down because it's located on historically disputed land? CS forces us to ask: *Is this the right thing, in the right place, at the right time?*
- **Effectiveness:** CS is the pathway to effectiveness. By minimizing harm, we remove roadblocks to implementation. By maximizing positive peace contributions (Connectors), we build local resilience, making our results stick long after we leave.
- **Sustainability:** Tackling the underlying peace and security issues is essential if development is to truly take root and flourish. If we build a development project on an unstable foundation of unresolved conflict, it will eventually collapse. CS provides the tools to reinforce that foundation.

Final Takeaway: If you want your project to be successful, if you want your funding to be effective, and if you want your staff to be safe, you **must** be conflict-sensitive. It is the critical bridge between good intentions and sustainable impact.

CHAPTER 2: CONTEXT ANALYSIS AND ANALYTICAL LYNCHPIN

This chapter provides the necessary transition from abstract concepts to structured, operational practice, focusing on **Context Analysis (Step 1 of the CS Cycle)**. We move from defining *what* conflict is to systematically identifying *who* is involved, *what* drives them, and *where* they interact within the social and political landscape. By focusing on the core analytical model—the **Dividers & Connectors** framework—this chapter equips practitioners with the single most critical diagnostic lens required for Conflict Sensitivity, turning the complexity of the local environment into a clear, actionable mandate for the program.

SESSION 4: INTRODUCTION TO CONTEXT ANALYSIS

This chapter makes the critical shift from foundational theory to structured application, dedicating itself entirely to Context Analysis—the essential first step of the Conflict Sensitivity Cycle. We equip participants with the skills to systematically map the entire operational environment, moving beyond identifying a single problem to understanding the six crucial dimensions (political, economic, social, security, etc.) that shape all local dynamics.

ACTIVITY 7: WHAT IS CONFLICT, WHAT IS CONTEXT?

Objective: To differentiate between broad operating context and specific conflict dynamics, ensuring participants focus on the factors (causes, actors, dynamics) that drive violence.

Materials:

- Index cards with various factors written on them (e.g., *High unemployment, Historical land grievance, Lack of sanitation, Militia group, Election date, Structural discrimination*).
- Masking tape.

Procedure:

1. Define **Context** (the broad operating environment—political, economic, social) and **Conflict** (the specific dynamics of disagreement and potential violence—actors, causes, profile).
2. Divide participants into groups and give them the index cards. Instruct them to sort the cards into two columns: **Broad Context Factor** vs. **Direct Conflict Dynamic**.
3. As a plenary, review the sorting, highlighting that while all contextual factors are relevant, conflict sensitivity requires explicitly focusing on those factors that are driving tension or violence.
4. Present Lecturette 3: The Context Lens.

BROAD CONTEXT FACTOR	DIRECT CONFLICT DYNAMIC

Figure 4. Broad Context Factor vs. Direct Conflict Dynamic Template.

150 INDEX CARDS FOR CONTEXT AND CONFLICT MAPPING

Economic & Livelihood Factors (25 Cards)

#	Factor Description
1	High Youth Unemployment Rate (30%+)
2	Unequal Land Ownership Distribution
3	Existence of a lucrative Black Market Trade (e.g., illegal mining)
4	Dependence on Seasonal Agricultural Labor
5	Low/Fixed Wages for Public Sector Workers
6	Presence of a major International Donor Project
7	Rapid Inflation in Food Prices
8	Lack of Microfinance or Credit Access for women
9	Community relies on remittances from the diaspora
10	Infrastructure projects consistently stalled due to corruption
11	Local taxes are perceived as unfair and inconsistent
12	One ethnic group dominates the business sector
13	Lack of viable transport routes to key markets
14	High levels of undocumented or informal employment
15	A large, well-funded NGO operates the only job-training center
16	Discrepancies in access to job training based on geographic location
17	Private security companies heavily influence resource extraction
18	Government debt is dangerously high
19	Subsidies for essential goods only benefit urban populations
20	Competition for grazing land between nomadic and settled communities
21	Traditional bartering system still widely used
22	Severe shortage of clean drinking water
23	Illegal logging is a primary source of income for local armed groups
24	Widespread damage to irrigation systems from recent fighting
25	External investment favors extractive industries over local manufacturing

Political & Governance Factors (25 Cards)

#	Factor Description
1	History of rigged local elections
2	Government services are heavily centralized in the capital
3	The police force is perceived as being loyal to only one political party
4	Local traditional leaders have lost legitimacy among youth
5	A formal, signed Peace Agreement is currently being monitored
6	High levels of impunity for low-level violent crimes
7	Clear evidence of political patronage (jobs for loyalty)
8	Frequent and severe public protests against government policy
9	Lack of a functioning, impartial civil documentation system
10	A history of arbitrary arrests and detentions
11	Media outlets are strictly state-controlled or self-censored
12	Presence of multiple armed groups competing for territory
13	Foreign military forces maintain a visible presence
14	Weak border control leading to illicit trafficking
15	The national constitution is highly contested by several groups
16	Political parties align strictly along ethnic/religious lines
17	Low voter turnout in recent national elections
18	Widespread use of inflammatory and hate speech by political elites
19	Regional governors are appointed, not democratically elected
20	Local peace committees report directly to the Ministry of Peace
21	High institutional trust in the national religious leader
22	Donor conditionalities dictate national budget allocation
23	Active engagement of community radio stations in civic education
24	History of political assassinations
25	Strong, decentralized local administration in some provinces

Social, Cultural, and Identity Factors (25 Cards)

#	Factor Description
1	Deeply held historical narratives of victimhood and revenge
2	High prevalence of Gender-Based Violence (GBV)
3	Existence of a shared, beloved national sports team/league
4	Strict social segregation between two ethnic groups (e.g., separate markets)
5	Traditional methods of justice/reconciliation are widely respected
6	High levels of inter-religious marriage
7	Significant mistrust between displaced and host communities
8	Exclusion of specific linguistic groups from public education
9	The education curriculum promotes a singular national history
10	Strong youth engagement in digital activism and social media
11	Existence of a shared, multi-ethnic cultural festival
12	High levels of functional literacy across all demographics
13	Public health campaigns successfully target all groups equally
14	Religious leaders frequently meet for interfaith dialogue
15	Historical sites are claimed and contested by multiple groups
16	Widely divergent funeral rites that cause tension
17	The role of women in public decision-making is severely limited
18	Media reports consistently stereotype minority groups
19	Widespread trauma and mental health issues from past violence
20	Strong community tradition of mutual labor support (e.g., farming)
21	Shared local language used in daily market interactions
22	The legal minimum age for marriage is contested
23	High number of internal refugees (IDPs) settled near the capital
24	Prominent, charismatic local peace champions (Connectors)
25	The use of specific clothing/symbols identifies factional loyalty

Environment & Resources Factors (25 Cards)

#	Factor Description
1	Scarcity of water due to climate change (long-term trend)
2	Proximity to a lucrative natural resource deposit (e.g., diamonds)
3	Contamination of a shared river source due to industrial pollution
4	Land grabbing by large corporations or external actors
5	Rapid desertification or deforestation rates
6	Disagreement over cross-border water sharing treaties
7	A shared, managed national park or ecological zone
8	High risk of natural disasters (e.g., floods, earthquakes)
9	Traditional methods for managing shared common land
10	State ownership of all mineral rights is contested by local leaders
11	Forced displacement due to environmental degradation
12	High reliance on subsistence farming methods
13	Infrastructure built in areas prone to natural hazards
14	International NGOs advocating for environmental protection
15	Significant loss of biodiversity affecting traditional livelihoods
16	The government permits open-pit mining in sensitive areas
17	Local communities actively participate in reforestation efforts
18	Availability of affordable solar power technology
19	Lack of waste management in rapidly growing urban centers
20	Dispute overfishing rights in a large lake
21	Infrastructure designed to withstand frequent extreme weather events
22	Traditional land boundaries are poorly documented
23	High dependence on a single, shared natural water source
24	Community relies on a shared, managed forest for non-timber products
25	A critical road is frequently washed out by seasonal floods

Operational & Aid-Specific Factors (25 Cards)

#	Factor Description
1	Aid delivery trucks are often subject to illegal taxation
2	Donor funding is earmarked for one specific region only
3	The local partner organization is solely staffed by one ethnic group
4	High staff turnover in the country office
5	Lack of a formal grievance and feedback mechanism in projects
6	Project reporting is mandatory only in the national language
7	Local staff salaries are significantly higher than local government salaries
8	Project activities are entirely visible, accessible, and transparent to all
9	Security rules prohibit staff from traveling to high-risk areas
10	Projects rely heavily on a single, politically connected contractor
11	Donor requires quick spending targets, forcing rushed implementation
12	All partners share a standardized conflict analysis template
13	Field staff are routinely threatened by local armed groups
14	Program logframes are too rigid to allow for adaptation
15	Frequent changes in national government counterpart staff
16	The organization's security guard force is perceived as partisan
17	Lack of institutional memory due to frequent office restructuring
18	High level of local partner capacity for financial management
19	Mandatory cross-cultural training for all international staff
20	Programs use local peace champions as community liaison officers
21	Multiple organizations duplicate the same activity in the same village
22	A community feedback mechanism is linked directly to senior management
23	Program communications are always translated into key local languages
24	Financial reports are difficult for community leaders to understand
25	The organization has a formal policy on ethical engagement with armed groups

Justice, Human Rights, and Rule of Law (25 Cards)

#	Factor Description
1	Lack of prosecution for documented cases of human rights abuses
2	Customary law is frequently used and widely respected
3	The formal justice system is geographically inaccessible to rural areas
4	Truth and Reconciliation Commission records are public and accessible
5	Disarmament, Demobilization, and Reintegration (DDR) program is underfunded
6	High number of civilian casualties reported in the last year
7	Public legal aid services exist but are heavily under-resourced
8	The prison system is severely overcrowded and inhumane
9	Civil society groups actively monitor and report human rights violations
10	Legal pluralism (coexistence of multiple legal systems) creates confusion
11	Lack of effective witness protection programs
12	International criminal justice mechanisms are not recognized locally
13	Local courts are perceived as favoring wealthy litigants
14	High trust in local religious courts for family matters
15	The police often extort small bribes from citizens
16	Widespread availability of illegal firearms
17	Security forces conduct arbitrary checkpoints
18	Existence of a recognized transitional justice mechanism
19	Veterans from opposing sides participate in joint livelihood programs
20	Local non-violent activism groups are highly organized
21	The government consistently fails to meet its human rights treaty obligations
22	UN peacekeepers are concentrated only in safe zones
23	Citizens must pay for access to official documents
24	Judicial appointments are based on political affiliation
25	Clear legal framework for protecting whistleblowers

Instructions for Use in Activity 2.5

1. Print these 150 factors onto individual index cards.
2. Randomly distribute 4-5 cards to each of the 33 participants.
3. Ask participants to analyze the factors on their cards and prepare to argue where they fit in their context: **Conflict Symptom, Contextual Factor, Divider, or Connector.**
4. In their small groups, participants categorize their collective set of cards and discuss which three are the most critical **Dividers** and which three are the most vital **Connectors** for their work.
5. Each group presents their top 3 Dividers and top 3 Connectors, using the index cards to drive the discussion.

LECTURETTE 4: THE CONTEXT LENS

The Core Components of Conflict Analysis

The first step in the Conflict Sensitivity cycle is to **Understand the Context**. But 'context' is a huge word. We can't analyze everything. We need a structured lens—a systematic framework to break down the complexity into manageable components. This is the **Conflict Analysis Framework**⁵. There are three major areas we must cover in any robust conflict analysis:

Factors/Causes of Conflict: Structural vs. Proximate⁶ - When we look at conflict, we must understand that what we see—the violence, the riots, the visible tensions—are often just the symptoms. We need to dig deeper to find the causes.

- **Structural (Root) Causes:**
 - These are deep, long-term conditions that create the environment for conflict. They are often historical, political, or institutional, and they are difficult for a single program to change quickly.
 - *Examples:* Historical grievances, unequal distribution of land (e.g., Card #2 from our earlier exercise), systemic political exclusion (e.g., Card #44). These are the **roots** of the Conflict Tree.
- **Proximate Causes (Triggers):**
 - These are factors that aggravate the conflict in the short term, leading to escalation or violence. They are the immediate drivers.
 - *Examples:* An upcoming, contested election (e.g., Card #26), a specific hate speech incident (e.g., Card #43), or a sudden price hike in a staple commodity (e.g., Card #7). These are the **trunk/branches** of the **Conflict Tree**.

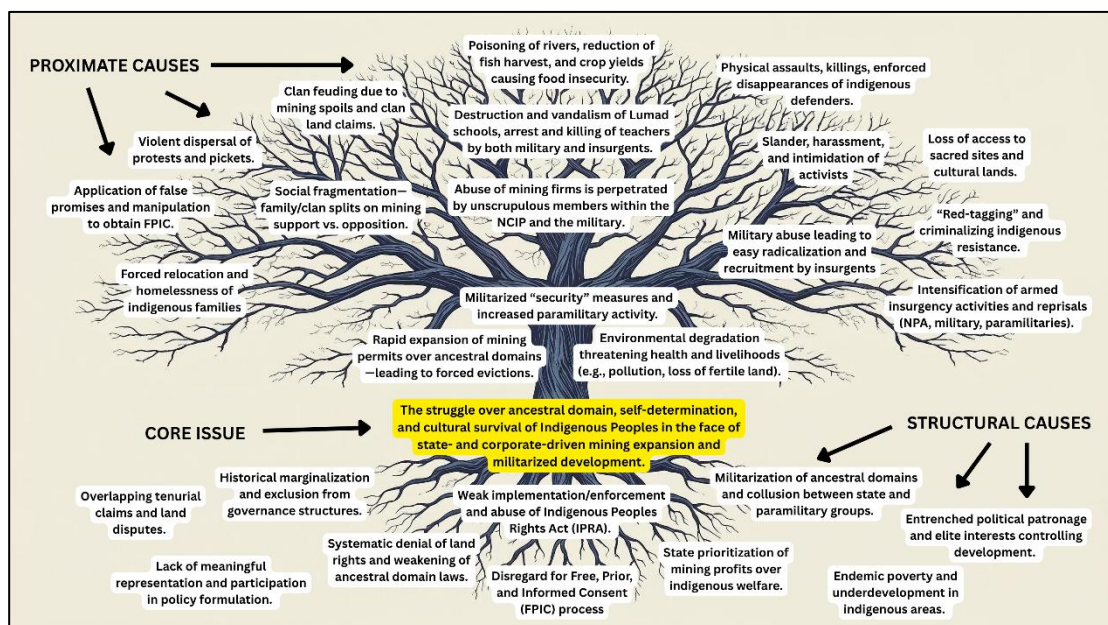


Figure 5. A Conflict Tree showing structural and proximate causes.

⁵ Global Partnership for the Prevention of Armed Conflict. (2017). *Conflict Analysis Framework: Field Guidelines and Procedures (Interactive version, February 2018)*.

⁶ Network for Conflict Prevention and Peacebuilding. (2020). *Conflict analysis guidelines: Public version*.

A good analysis requires identifying both. If we only address the Proximate Causes, the Structural Causes remain, and the conflict will inevitably resurface. Our development projects must aim to mitigate the proximate risk while slowly, systematically, tackling the root causes.

Conflict Actors: Who is Involved? - Conflict is driven by people, groups, and institutions. We must identify **who** matters in the conflict and, more importantly, **why** they matter.

- **Definition:** Conflict Actors include anyone with a stake in the conflict or its continuation. This includes belligerents (primary actors), political elites, civil society, local NGOs, and even our own organization (secondary actors).
- **The Three Key Lenses for Actors⁷:**
 - **Interests:** What do they **really** want? (Often hidden beneath their stated positions.)
 - **Capacities:** What resources (money, weapons, legitimacy, communication) do they have to pursue their interests?
 - **Relationships:** How do they relate to other key actors? Are they allied, highly conflictual, or disconnected? (We saw this on Card #37: Multiple armed groups competing.)

Dynamics: Trends and Trajectories) - This component moves beyond the static 'what' and 'who' to the dynamic 'how.' Conflict Dynamics describe the **patterns, trends, and shifts** in the conflict over time.

- **The Trends:** Is the violence increasing or decreasing? Is it becoming more localized or more regional? Is the conflict shifting from political arguments to economic disputes? (e.g., Card #33: Frequent public protests.)
- **The Scenarios:** Based on the current trends, what are the likely short-term, medium-term, and long-term futures? A good analysis should offer plausible scenarios (e.g., Escalation, Stalemate, or De-escalation) that allow our program to plan adaptively.

Conflict Sensitivity requires us to assume the context is always changing, and our analysis must be updated regularly to capture these dynamics.

Latent Conflict⁸: The Hidden Danger - It is easy to focus on **Manifest Conflict**—the violence, the fires, the barricades. But Conflict Sensitivity demands that we look for **Latent Conflict**.

- **Definition of Latent Conflict:** These are underlying issues of structural inequality, unresolved injustice, or deep-seated grievances that have not yet erupted into visible violence. They exist beneath the surface, waiting for a trigger.
- **The Danger to Programs:** Many programs are implemented during periods of stability (latent conflict) and assume the peace will last. However, if our program unintentionally interacts with that hidden grievance (e.g., building housing only for one historical faction during a lull in fighting), we can easily become the **trigger** for the manifest conflict. (Think of Card #51: Deeply held historical narratives of victimhood.)
- **The CS Imperative:** We must analyze the peaceful context for its **hidden vulnerabilities**. A quiet village is not necessarily a peaceful village; it might just be a village under intense repression or a silent build-up of tension.

⁷ Department for International Development. (2002). *Conducting conflict assessments: Guidance notes*.

⁸ Pondy, L. R. (1967). *Organizational conflict: Concepts and models*. *Administrative Science Quarterly*, 12(2), 296-320.

SESSION 5: CONFLICT FACTORS: DIVIDERS

This session initiates the critical shift from **foundational theory** to **structured application**, dedicating itself entirely to **Context Analysis**—the essential first step of the Conflict Sensitivity Cycle. We equip participants with the skills to systematically **map the entire operational environment**, moving beyond identifying a single problem to understanding the **six crucial dimensions** (political, economic, social, security, etc.) that shape all local dynamics. This comprehensive approach ensures that every intervention is grounded in an accurate, holistic diagnosis of the environment, establishing the non-negotiable foundation for all subsequent risk assessment and program adaptation.

ACTIVITY 8: IDENTIFYING THE FAULT LINES

Objective: To introduce the concept of Dividers and apply it by identifying explicit factors that separate groups and generate conflict risk in specific contexts.

Materials:

- Short list of common Divider categories (e.g., historical grievances, discriminatory systems, unequal resource access, rumors)
- Manila paper labeled "DIVIDERS"
- Metacards (one color)
- Markers

Procedure:

1. Present Lecturette 4: Anatomy of Dividers. Define **Dividers** as factors, issues, or institutions that push people apart, generate tension, or conflict.
2. Form working groups. Ask groups to brainstorm and write down specific examples of dividers they have witnessed or read about in contexts affected by conflict (one divider per sticky note). Encourage them to think beyond physical violence to systemic issues like "unequal access to health services" or "discriminatory hiring practices".
3. Groups post their sticky notes on the "DIVIDERS" manila paper. The facilitator reviews the Handout list and guides the groups to categorize the posted dividers into structural/systemic, attitudinal/behavioral, or resource-based categories.
4. Emphasize that interventions must avoid strengthening these fault lines.

LECTURETTE 5: ANATOMY OF DIVIDERS

The Six Categories of Dividers⁹ - We previously defined the **Conflict Analysis Cycle** and the principle of **Do No Harm (DNH)**. A Divider is anything that separates people, creates tension, or generates hostility. Our goal in DNH is to ensure our programs do not inadvertently fuel, amplify, or create new Dividers.

To analyze the risk of creating a Divider, we must systematically look at our context through six lenses. These categories, developed primarily through the DNH framework, ensure we don't miss hidden sources of tension.

Systems & Institutions:

- **Definition:** These are the formal or informal structures that govern society, and which are perceived to distribute power and justice unfairly.
- **Examples:**
 - **Unequal Justice:** A judicial system that consistently favors one ethnic or political group over another (e.g., Card #126).
 - **Political Exclusion:** Governing bodies (national or local) that systematically exclude certain communities from representation or decision-making (e.g., Card #44).
- **Relevance:** If our project partners with an institution perceived as a divider, our project immediately inherits that institution's bias and risk.

Attitudes & Actions

- **Definition:** The observable prejudices, behaviors, and communication patterns that express or generate hostility between groups.
- **Examples:**
 - **Stereotypes and Prejudice:** Deeply held negative assumptions about another group.
 - **Hate Speech & Rumors:** Deliberate communication designed to inflame tensions or spread misinformation (e.g., Card #43).
 - **Corruption:** Actions by officials or elites that drain public resources and breed widespread mistrust (e.g., Card #32).
- **Relevance:** Our communications strategy (our behavior) must actively avoid reinforcing these negative attitudes.

Values & Interests

- **Definition:** Fundamental, often non-negotiable differences in what groups believe is right (values) or what they are competing to attain (interests).
- **Examples:**
 - **Competing Political Narratives:** Different visions for the country's future (e.g., federalism vs. centralized state).
 - **Religious Differences:** When faith is politicized, leading to competing moral or legal frameworks (e.g., Card #41).
- **Relevance:** While we can't change deep values, CS requires us to find non-threatening ways to address shared interests (e.g., jobs, clean water) that transcend these conflicting values.

⁹ CDA Collaborative Learning Projects. (2016).

Experiences (Historical and Collective)

- **Definition:** Past or recent events that have inflicted collective trauma or injustice, which continue to shape present-day relationships and mistrust.
- **Examples:**
 - **Collective Trauma:** Shared memory of massacres, forced displacement, or historical oppression (e.g., Card #51).
 - **Unresolved Injustice:** Lack of accountability for past violence or failure of reconciliation mechanisms.
- **Relevance:** If our project ignores the past—for instance, by delivering aid equally to both victim and perpetrator communities without proper context—it may retraumatize survivors and act as a divider (The Rwanda lesson).

Resources

- **Definition:** Competition or inequality related to essential material goods, services, or economic opportunities. This is often the most visible divider that programs interact with.
- **Examples:**
 - **Scarcity and Distribution:** Unequal access to land, water, education, or healthcare (e.g., Card #2).
 - **Unequal Aid:** The perception that one group receives disproportionately more aid, funding, or access to program benefits than another (e.g., Card #102: Donor funding is earmarked for one specific region only).
- **Relevance:** **Every resource transfer our program makes**—cash, goods, jobs, training slots—must be scrutinized against this category.

Focus on Structural vs. Proximate Dividers¹⁰ - It's critical to remember the connection between this list of Dividers and the causes we discussed in Lecturette 3 (Structural vs. Proximate Causes). Every Divider falls into one of these two timeframes, and this dictates our program response.

Divider Type	Timeframe & Analogy	Program Response	Example
Structural Divider (Root Causes)	Long-term; The Root. These are institutionalized inequalities.	Adaptation: Change your program design to <i>slowly</i> address the root or to avoid perpetuating it. Requires long-term commitment.	Legal Discrimination against a minority group (Systems & Institutions).
Proximate Divider (Triggers)	Short-term; The Spark. These are immediate factors that cause tensions to boil over.	Mitigation: Immediate, rapid response to avoid triggering violence. Requires M&E system sensitivity.	A rumor about project resources being stolen by one group (Attitudes & Actions).

Key Takeaway: Our short-term projects often cannot solve Structural Dividers, but they **must** be designed not to reinforce them. Simultaneously, we must be vigilant against Proximate Dividers, which can instantly derail our work and cause harm.

¹⁰ CDA Collaborative Learning Projects. (2016).

SESSION 6: CONFLICT FACTORS: CONNECTORS

This session completes the foundational **Context Analysis** by shifting focus to **local capacities for peace**—the existing mechanisms, institutions, relationships, and shared values that bridge tensions and foster collaboration across divided groups. We will systematically identify these **Connectors** to ensure our interventions are not only designed to minimize harm (**Mitigation**) but also strategically built to **Amplify** and reinforce these local assets (**Peace Contribution**), establishing the strategic potential for positive impact.

ACTIVITY 10: FINDING LOCAL CAPACITIES FOR PEACE

Objective: To introduce the concept of Connectors and apply it by identifying positive factors that unite groups and represent local capacities for peace.

Materials:

- Short list of common Connector categories (e.g., shared markets, cross-cutting institutions, respected leaders)
- Manila paper labeled "CONNECTORS"
- Metacards (a different color from Activity 8)
- Markers
- Masking tapes

Procedure:

1. Present Lecturette 5: Amplifying Connectors. Define **Connectors** as factors, issues, or institutions that bring people together, foster collaboration, or represent local capacities for peace (LCPs).
2. Ask groups to brainstorm specific examples of connectors they have seen in contexts affected by conflict (one connector per sticky note). Encourage examples like "shared infrastructure" or "cross-community markets".
3. Groups post their sticky notes on the "CONNECTORS" manila paper. Guide the groups to categorize these connectors (e.g., mechanisms for cooperation, symbols of shared identity, shared experiences).
4. Emphasize that the goal of CS is to consciously utilize and reinforce these existing connectors to build resilience and peace.

LECTURETTE 6: AMPLIFYING CONNECTORS

We have spent time dissecting **Dividers**—the risk factors we must mitigate. Now we pivot to the assets: **Connectors**. The DNH principle is not just about avoiding harm; it is equally about identifying and leveraging what binds communities together.

A **Connector** is any person, mechanism, institution, resource, or shared experience that links or brings together people across the lines of tension and conflict. They are the local capacities for peace, the 'glue' that holds society together even in the face of violence¹¹.

Connector Examples: Case Studies in Practice - Connectors are often hidden in plain sight. They may not be called 'peacebuilding initiatives,' but their nature allows them to transcend political and identity fractures. We can categorize them by their function:

1. Shared Services & Systems

- **Definition:** Essential infrastructure or services that, by their very design and use, necessitate cooperation or provide a neutral space for interaction among hostile groups.
- **Case Example: Equitable Water Infrastructure (e.g., Sudan, Somalia).**
 - **The Problem:** In many contexts, water scarcity is a Divider (Card #76).
 - **The Connector:** A development program builds a new, modern water treatment facility that requires *joint maintenance* by communities from two rival ethnic groups. They must attend the same training, share operating costs, and manage the access schedule together.
 - **Impact:** The shared *need* (water) outweighs the shared *tension* (history). The **neutral space** of the well or clinic becomes the starting point for dialogue, shifting the relationship from hostility to transactional cooperation.

2. Joint Economic Activity

- **Definition:** Economic ventures, markets, or livelihoods that create a dependency loop, where no single group can prosper without the active participation of others.
- **Case Example: Cross-Line Market and Producer Co-ops (e.g., Mindanao, Philippines).**
 - **The Problem:** One group dominates the regional economy (Card #12).
 - **The Connector:** Establishing a multi-ethnic cooperative for cash crops (like coffee or cacao) where one group controls the production (land access) and the other controls the processing/export (market access).
 - **Impact:** Their **shared interest** in profit becomes the incentive for peace. If Group "A" attacks Group "B," Group A's crop won't reach the market. Economic cooperation forces a cost-benefit analysis on violence, strengthening relationships on the basis of mutual benefit.

3. Trusted Institutions & Leaders

- **Definition:** Persons or organizations whose authority, neutrality, or moral legitimacy is recognized across conflict divides, allowing them to mediate or deliver impartial services.
- **Case Example: Impartial Religious Councils or Traditional Elders (e.g., West Africa, parts of Asia).**
 - **The Problem:** Government systems are polarized (Card #28).

¹¹ CDA Collaborative Learning Projects. (2016).

- **The Connector:** Instead of using the biased local government to distribute aid or lead dialogue, the program partners with a universally respected, non-partisan Council of Elders (e.g., Card #46: High institutional trust in the national religious leader).
- **Impact:** The aid delivery gains immediate **legitimacy and impartiality**, reducing the risk of diversion or conflict. The program amplifies the peacebuilding capacity of a pre-existing trusted institution.

The CS Mandate: Maximizing Positive Impact - We have now seen both sides of the coin: **Dividers (Risk)** and **Connectors (Opportunity)**.

This brings us to the final, most ambitious part of the Conflict Sensitivity mandate, which goes beyond simply 'Do No Harm' and moves into **Peace Responsiveness**¹².

- **DNH is the floor:** We must always work to avoid fueling Dividers (Mitigation).
- **CS is the ceiling:** We must intentionally find ways to support and amplify Connectors (Maximization).

The **final step of the CS Cycle—Act upon this understanding**—requires us to re-design our programs not just to avoid negative consequences, but specifically to seek out, partner with, and fund these Connectors. This is the link between Conflict Sensitivity and intentional peacebuilding—it's how development practitioners become responsible contributors to stability in fragile contexts.

The quality of our conflict analysis, therefore, determines the quality of our peace contribution.

¹² Peaceful Change initiative & WeWorld. (2022). *Conflict Sensitivity Operational Toolkit: A practical approach*.

SESSION 7: THE ELEMENTS OF CONFLICT ANALYSIS

This session equips participants with the definitive blueprint for a complete, structured conflict analysis, transitioning from abstract theory to actionable diagnosis. We will systematically break down the complex reality into its **essential elements**: establishing the **Context Profile**, defining the hierarchy of **Causes**, mapping the crucial **Actors** and their interests, and identifying the overall **Conflict Dynamics**. Mastering these elements ensures that every subsequent risk assessment, from identifying **Dividers and Connectors** to designing program interventions, is grounded in a holistic and evidence-based diagnosis of the operational environment.

ACTIVITY 11: THE CORE CONFLICT MODEL (ABC TRIANGLE)

Objective: To introduce the ABC Triangle as the core, interconnected model of conflict components and enable participants to distinguish and categorize the visible (Behavior) and invisible (Attitudes/Context) parts of a conflict.

Materials:

- To introduce the ABC Triangle as the core, interconnected model of conflict components.
- To enable participants to distinguish and categorize the visible (Behavior) and invisible (Attitudes/Context) parts of a conflict.

Procedure:

1. State that to effectively conduct conflict sensitivity, we must understand how conflict components are organized. Present Lecturette 6: The ABC Triangle – Dissecting the Conflict.
2. Divide participants into small groups. Give them a short, contextual case study with mixed information (e.g., statements about visible fights, expressions of anger, and facts about resource scarcity).
 - Group Task: Groups must sort this information and label which elements belong to A, B, and C.
 - Ask: Which part is the easiest for our field staff to report? (B). Which part causes the most long-term harm? (A & C).
3. Present Lecturette 7: The Systemic View – The Continuous Feedback Loop. Briefly explain that these three corners are in a continuous feedback loop: attitudes drive behavior, behavior reinforces attitudes, and context sustains both. This sets up the need for systemic analysis.

LECTURETTE 7: THE ABC TRIANGLE – DISSECTING THE CONFLICT

The **ABC Triangle**, developed by Johan Galtung, is the simplest and most foundational tool we have for this. It reminds us that every single conflict, regardless of its size, has three interconnected components that must be analyzed.

“A” for Attitudes (The Invisible) - The **A** stands for **Attitudes**. These are the invisible, psychological parts of the conflict—what people **think** and **feel**. You can't easily observe them, but they are the fuel of the dispute.

- **Perceptions and Stereotypes:** How groups see themselves and, crucially, how they negatively stereotype the opposing party. This creates the 'us versus them' narrative.
- **Emotions and Mistrust:** The deep-seated feelings of fear, anger, resentment, and suspicion. These emotions often become more powerful than the original problem.
- **Impact:** If we do not address attitudes, violence can return even if the original problem is fixed. This is why reconciliation and trauma healing are vital components of any comprehensive intervention.

If you are gathering information on **Attitudes**, you are looking for **qualitative data**—quotes, testimonials, and expert opinions that reveal beliefs and emotions.

“B” for Behavior (The Visible) - The **B** stands for **Behavior**. This is the visible, manifest part of the conflict—what people **do**. This is the easiest part for an outsider to see and is what usually makes the news.

- **Actions:** This includes the full spectrum of visible actions, ranging from **cooperative** (negotiating, holding dialogue) to **coercive** (protesting, threats, sanctions) to **destructive** (physical fighting, property damage).
- **Symptoms:** Behavior is often a symptom, the effect of deeper problems. A punch thrown in a marketplace (Behavior) is the visible symptom of underlying hatred (Attitude) and competition over resources (Context).
- **Impact:** Addressing behavior is necessary—for instance, through a ceasefire or separation of forces—but it is never sufficient to achieve lasting peace.

When monitoring **Behavior**, you are often tracking **quantitative data**—numbers of incidents, arrests, or casualties."

“C” for Context/Contradiction (The Structural Root) - The **C** stands for **Context** or **Contradiction**. This is the structural root of the conflict—the core disagreement or the incompatible goals that started the struggle.

- **The Problem:** This isn't the symptoms (Behavior) or the feelings (Attitudes); this is the underlying issue itself. Is it a dispute over **land and resources**, **unequal access to power/justice**, or a conflict over **identity/sovereignty**?
- **Structural Harm:** As we discussed in our opening, Conflict Sensitivity requires seeing how **Structural Harm** is embedded here. Does the system itself unfairly distribute resources or exclude certain groups?
- **Impact:** If we do not resolve the structural contradictions, new behaviors and negative attitudes will continuously resurface, making lasting peace impossible. Our greatest responsibility is to find and address this root cause.

Analyzing **Context** requires in-depth research into history, policy, law, and economics.

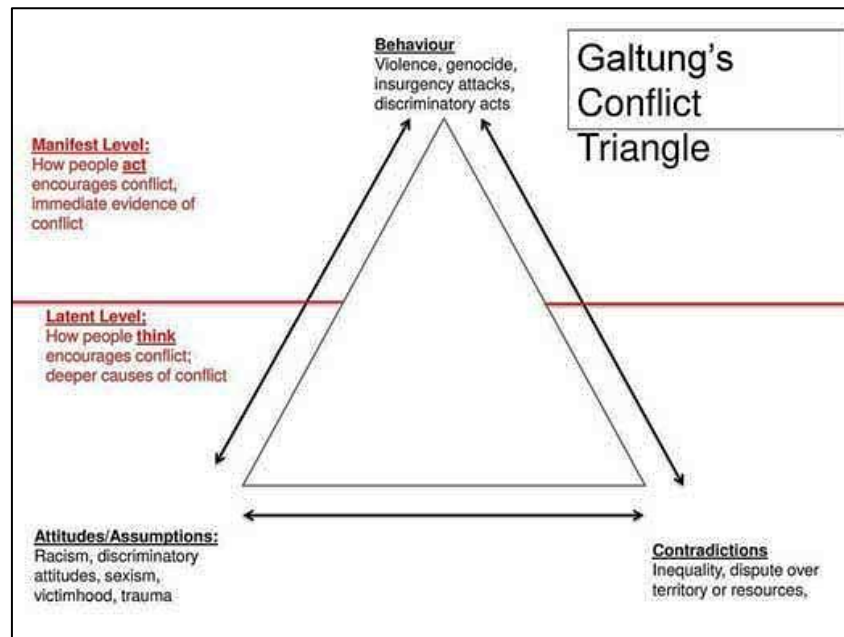


Figure 6. The ABC Triangle (Galtung).

LECTURETTE 8: THE SYSTEMIC VIEW - THE CONTINUOUS FEEDBACK LOOP

The **ABC Triangle**¹³ is not just three static labels; it is a **dynamic system** in constant motion. The components feed into each other, creating self-reinforcing cycles. This is the crucial insight that demands we adopt a **systemic analysis**. Think of the connections as a continuous feedback loop¹⁴:

1. **Attitudes Drive Behavior:** If groups are filled with hatred and mistrust (**A**), they are naturally inclined toward aggressive actions (**B**).
2. **Behavior Reinforces Attitudes:** When one side performs an aggressive act (**B**), it immediately justifies the hatred and fear of the other side (**A**), reinforcing the negative stereotypes.
3. **Context Sustains Both:** If the underlying structural problem (**C**)—say, high youth unemployment and unequal land rights—remains unresolved, it continuously generates frustration and hopelessness (**A**), which ensures the cycle of violence (**B**) is always ready to restart.

This is why traditional 'quick fixes' often fail. If we only address the **Behavior** (a ceasefire), the unresolved **Attitudes** and **Context** will inevitably produce new violence later.

To ensure our Conflict Sensitivity work is effective, we must analyze the entire loop. This forces us to be **proactive** and **adaptive**, because the system is always shifting. Our interventions must target these linkages simultaneously to break the cycle and substitute negative loops with positive ones¹⁵.

¹³ Galtung, J. (1996).

¹⁴ Wils, O., Hopp, U., Ropers, N., Vimalarajah, L., & Zunzer, W. (2006). *The Systemic Approach to Conflict Transformation: Concept and Fields of Application*.

¹⁵ Gallo, G. (2012). Conflict theory, complexity and systems approach. *Systems Research and Behavioral Science*, 29(3), 1–20.

CHAPTER 3: BRIDGING ANALYSIS TO ACTION

This crucial chapter completes the Conflict Sensitivity methodology by moving from **diagnosis to prescription**. Using the comprehensive analysis of **Dividers and Connectors** from the previous chapter, we will master **Interaction Analysis (Step 2)** to predict the project's precise impact. Participants will learn the dual strategic response: **Mitigation** (the non-negotiable **Do No Harm** effort) and **Amplification** (leveraging **Connectors** for peace contribution). The chapter culminates in integrating these strategies into adaptive action plans, ensuring every intervention is a deliberate, informed step toward sustainable peace.

SESSION 8: PRACTICE – APPLYING THE D&C FRAMEWORK

This critical, hands-on session synthesizes the analytical concepts by forcing the application of the Dividers & Connectors (D&C) framework to a complex case study. Participants will practice using the framework as a mandatory diagnostic tool, mapping the root Causes and key Actors identified in the analysis against the six defined categories of Dividers. The primary goal is to master the systematic process of distinguishing between factors that fuel conflict and those that offer local capacity for peace, establishing the non-negotiable data set required for risk prediction and program adaptation.

ACTIVITY 12: FULL CONTEXT AND D&C ANALYSIS

Objective: To synthesize all analytical tools (D&C, Actors, Causes) by performing a comprehensive conflict analysis on a complex case study.

Materials:

- A new, complex, multi-dimensional **Case Study Narrative** (e.g., a recovery project in a post-disaster, conflict-affected region)
- Manila paper for a comprehensive group analysis
- Markers

Procedure:

1. Distribute the case study. Explain that this exercise requires applying *everything* learned in Days 1 and 2 (DNH, CS Cycle, Dividers, Connectors, Actors, Causes). Groups will document their findings systematically.
2. Groups conduct the full analysis, dividing the tasks:
 - **Task 1:** Identify the Root Causes, Proximate Causes, and Potential Triggers of the conflict in the case study.
 - **Task 2:** Identify at least 5 key Dividers and 5 key Connectors.
 - **Task 3:** Map the key Actors and their main Interests.
 - **Task 4 (Pre-Interaction):** Briefly identify one major positive and one major negative **interaction** risk if the proposed project were to proceed *without* adaptation (setting up Day 3's topic).
3. Groups finalize their presentation charts.

CASE STUDY NARRATIVE: THE LAKE TALI LIVELIHOOD CONFLICT (HANDOUT)

Setting the Scene

The conflict takes place in the municipality of Baras, situated along the shores of **Lake Tali**, a large, shared body of water that sustains four major barangays. The area has experienced intermittent tension since the signing of a peace agreement, primarily rooted in historic land disputes and competition for political power.

The Intervention

An International Non-Governmental Organization (INGO) launched the "Sustainable Harvest Initiative," a high-value aquaculture project focused on Tilapia farming. The goal was to provide sustainable livelihoods and reduce poverty.

The INGO partnered with the newly formed **Baras Livelihood Cooperative (BLC)** to manage the project. The BLC is led by former **MILF commanders and their family members** who were successfully decommissioned and are highly influential in two of the four barangays. The project provided the BLC with seed funds, large floating cages, and exclusive rights to the most productive section of the lake for commercial farming.

The Conflict: Rising Resentment

Six months into the project, the fish cages are full, and the BLC is exporting high-quality produce, providing stable employment for about 50 local youth (mostly male members of the cooperative's clans). However, severe resentment has erupted from the neighboring **Datu Sultan Fishing Association (DSFA)**, a group comprised of older, traditional Iranun fisherfolk and local community members who were excluded from the partnership.

Key Issues and Observations:

1. **Exclusion and Bias:** The **Local Government Unit (LGU)**, led by Mayor Ramay, who is aligned with the MILF's political party, publicly endorsed the BLC and fast-tracked their permit. The LGU did not consult the DSFA on the selection process or the location of the cages.
2. **Resource Competition:** The BLC's large fish cages are located in an area traditionally used by the DSFA for communal net-fishing and ceremonial use. The DSFA claims the cages are blocking access to prime fishing grounds and polluting the water, driving away wild fish populations essential to their traditional livelihood.
3. **Historical Grievance:** The DSFA views the current situation as a continuation of historical **land and water grabbing**. They believe the MILF-affiliated cooperative is simply using the peace process and the LGU's political power to gain control over economic resources. They often talk about a time 30 years ago when the BLC leaders' clans pushed their ancestors out of their original farmlands.
4. **Behavioral Flare-ups:** Verbal confrontations are now common on the lake. DSFA members have been caught cutting the ropes of the BLC's cages at night (Behavior), which the BLC leaders claim is an act of "economic sabotage." The BLC members, in turn, have



used their position of power to intimidate DSFA members, sometimes involving armed relatives (Behavior).

5. **Perceptions and Mistrust:** Local market vendors (secondary stakeholders) are spreading rumors that the BLC leaders are skimming profits from the project funds and are only hiring their immediate family members (Attitude/Perception). This has deepened public mistrust of the cooperative.

Potential for Peace

Despite the escalating tension, there are existing ties and capacities for peace:

- **The Ulama Council:** A highly respected **Inter-faith Ulama Council** successfully mediated a small cattle-rustling dispute between the two clans two years ago and holds significant moral authority in the area.
- **Shared Market:** The two communities still share the central town market every Saturday, where women from both sides regularly engage in commerce.
- **Shared Ritual:** Both groups are dedicated to organizing the annual **Raja Mura Festival**, a tradition of joint community-wide feasting and celebration of the lake's bounty that transcends political and clan lines.

This narrative provides all the necessary components for your participants to undertake the full **Conflict Analysis (Step 1)** using the frameworks covered in the module:

1. **ABC Triangle:** Identifying **Behaviors** (sabotage, intimidation), **Attitudes** (mistrust, perception of economic sabotage), and **Context** (unequal resource distribution).
2. **Causes:** Distinguishing the **Structural Cause** (historical land grievance) from the **Proximate Cause** (the INGO project/location decision) and the **Triggers** (verbal confrontations/sabotage).
3. **Dividers & Connectors:** Categorizing all elements into the six Divider types and identifying the local Capacities for Peace (Connectors).

ACTIVITY 13: PRESENTATION AND FEEDBACK

Objective: To share and compare group analysis results, ensuring the robust and systematic application of analytical concepts and practicing triangulation of perspectives.

Materials:

- Masking tape for posting group outputs

Procedure:

1. Each group posts their comprehensive analysis chart. Each group selects a spokesperson to present their findings, explicitly referencing the case study: The presentation must identify the group's single most critical **Structural Cause** (Root Cause) for the conflict and identify the top three key **Dividers** (from the six categories) driving tension between the **DSFA (Datu Sultan Fishing Association)** and the **BLC (Baras Livelihood Cooperative)**.
2. Lead a plenary discussion, comparing how different groups analyzed the conflict. The comparison must focus on **triangulation and systemic perspective**: Specifically discuss whether the **BLC's** hiring policy was identified as a **Resource Divider** (focusing on material gain) or a **Systems Divider** (focusing on political exclusion), ensuring participants justify their diagnostic choices using the history of the **LGU's** permit process.
3. Conclude the session by confirming that mastering this level of analysis is the essential foundation for strategic action. Specifically, discuss how the identified **Ulama Council Connector** can be leveraged to mitigate the **DSFA/BLC Resource Divider**, setting up Day 3's focus on **Step 2 (Interaction)** and **Step 3 (Adaptation)**.

SESSION 9: THE TWO-WAY INTERACTION OF CONFLICT AND PROGRAM

This crucial session formalizes **Interaction Analysis (Step 2 of the CS Cycle)**, shifting the focus to diagnosing the project's precise operational risk. We will dissect the non-negotiable dual relationship: **How Conflict Affects Our Project (Risk to Delivery)** and **How Our Project Affects Conflict (Risk of Harm/Opportunity)**. By mastering this two-column approach, participants learn to see their project not as a neutral delivery mechanism but as an **active intervention**, ensuring every decision made is based on anticipating and managing the conflict's response.

ACTIVITY 13: CONFLICT ON PROGRAM VS. PROGRAM ON CONFLICT

Objective: To practice distinguishing between the reciprocal relationship: how conflict dynamics threaten intervention feasibility, and how the intervention unintentionally impacts the conflict [1].

Materials

- Worksheet with two columns: **Column A:** *How Conflict Affects Our Project (Risk to Delivery)* and **Column B:** *How Our Project Affects Conflict (Risk of Harm/Opportunity)*.
- Manila paper
- Markers

Procedure

1. Present Lecturette 8: Pathways of Interaction. Explain the two-way relationship: Column A is about security, access, logistics, and partner risk; Column B is about DNH—avoiding making things worse and finding opportunities to do good.
2. Using the Day-2 Case Study and Actor Maps, instruct groups to brainstorm and fill out the Handout.
 - For **Column A**, list conflict dynamics that might delay or stop the project (e.g., *Roadblocks by armed group X*).
 - For **Column B**, list at least three specific ways the project could unintentionally reinforce a Divider (Risk of Harm) and one way it could reinforce a Connector (Opportunity).
3. Ask groups to quickly share one high-risk entry from Column A and one high-risk entry from Column B. Record findings to set up the next lecturette.

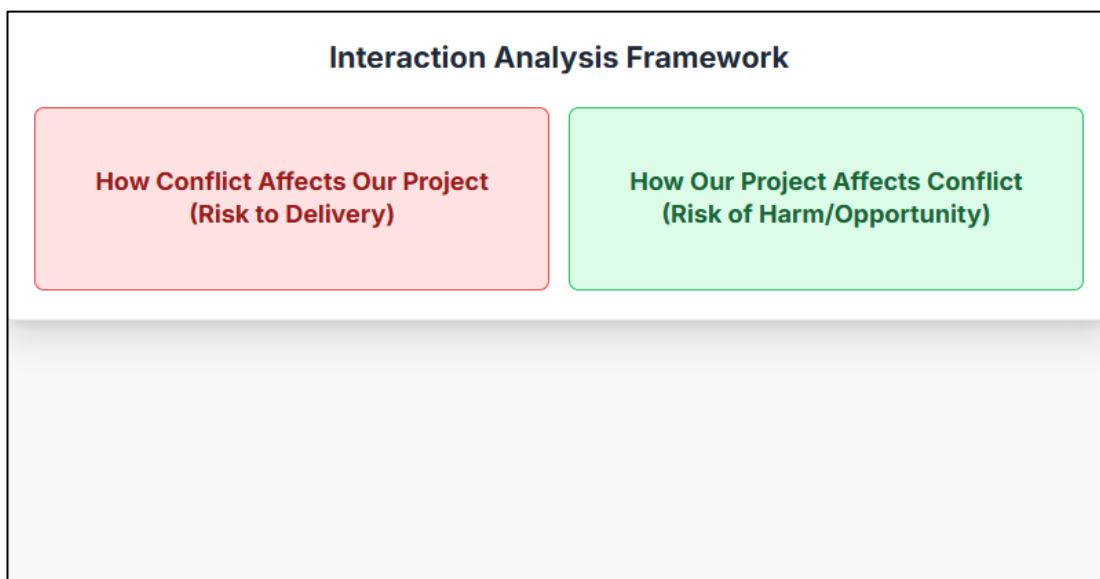


Figure 7. Interaction Analysis Worksheet.

LECTURETTE 9: PATHWAYS OF INTERACTION

In the previous session, we established the core question: **How does our project affect the conflict?** We know that our intervention is never neutral. It creates a **footprint** on the conflict landscape.

This footprint is generated through three core pathways of interaction. When we conduct our **Interaction Analysis**, we must systematically trace our project's effect through each of these pathways. If we miss one, we risk causing unintended harm¹⁶.

1. **The Resources Pathway**¹⁷ - The first pathway involves the tangible **Resources** we inject into the system. This includes money, equipment, materials, jobs, and supplies. How these resources flow into the context determines if they reinforce positive stability or fuel existing divisions.
 - **Risk: Fueling Exclusion and War Economies:** When we hire staff or contract suppliers exclusively from one group (**DSFA** or **BLC** in our case study), we are transferring wealth and power to that group alone. This reinforces the **Resource Divider** and can lead to resentment from the excluded group (the *Distribution Effect*). Furthermore, funds can be diverted to fuel illegal activities or strengthen conflict actors (the *Theft/Diversion Effect*).
 - **Opportunity: Strengthening Interdependence:** The positive side is using resources to promote joint economic activity. For example, if we intentionally source materials from a market used equally by both the **DSFA** and **BLC** communities, we create a **shared interest in cooperation** that transcends their political dispute."
2. **The Behavior Pathway**¹⁸ - The second pathway is rooted in the visible **Behavior** and invisible **Attitudes** of everyone associated with our project—our staff, our local partners, and even our beneficiaries. Our actions send signals that either build or destroy local trust.
 - **Risk: Reinforcing Grievances:** If our international staff show clear favoritism or disrespect local norms, it reinforces the local perception that outsiders do not understand or care about their context. If a partner organization (like the **BLC**) uses its position to intimidate rivals (like the **DSFA**), the INGO's reputation is instantly linked to that harmful behavior. This behavior reinforces **Attitude Dividers** (mistrust and suspicion).
 - **Opportunity: Modeling Peace:** The positive effect comes from modeling the behavior we want to see. This includes ensuring our project teams are multi-ethnic and gender-balanced, training our local partners to conduct transparent meetings, and consistently treating all individuals with respect and impartiality. Our behavior can become a **Connector** by demonstrating new, positive social norms."
3. **The Messages Pathway**¹⁹ - The third pathway involves the **Messages** we send, both overtly and implicitly, about our project's values.
 - **Overt Messages:** These are the planned, explicit communications—our press releases, banners, and public statements (e.g., 'This project is impartial and for the benefit of all').

¹⁶ Anderson, M. B. (1999). *Do no harm: A framework for analyzing the impact of assistance on conflict*.

¹⁷ ForumCiv. (2022, October 3). *ForumCiv workshop: Updated presentation, 3 October 2022, Ingela Andersson, Sida* [PDF].

¹⁸ Ibid.

¹⁹ Ibid.

- **Implicit Messages:** These are the unintentional, yet often more powerful, signals sent by our actions. For example, in our case study, the **LGU's** permit process that ignored the **DSFA** sent an implicit message that **political connection matters more than fairness**, regardless of what the INGO's banner said about impartiality (the *Legitimization Effect*)²⁰.
- **Risk: Undermining Trust:** If our actions (like partnering exclusively with the politically connected **BLC**) contradict our stated messages (impartiality), we destroy local trust. This reinforces the **Systems Divider** (corrupt or unfair institutional process).
- **Opportunity: Strengthening Accountability:** We can intentionally design our project to send a positive message about **accountability and inclusion**. If we use a local, traditional mechanism to handle project-related grievances, the message is that we respect local solutions and value transparency."

Reinforcing the Link: From Analysis to Strategic Intervention

These three pathways—Resources, Behavior, and Messages—are the tools we use to understand our **project's footprint**. Our goal is to move beyond simply identifying the Dividers and Connectors and strategically use these pathways to influence them.

Positive interaction occurs when these three pathways intentionally and systematically reinforce the Connectors identified in our analysis²¹.

- **The Ulama Council Connector:** We know the **Inter-faith Ulama Council** is a respected, cross-community body (a powerful **Connector**).
 - **Strategic Action (Resources):** We should explicitly contract the **Ulama Council** to manage the project's non-technical functions, such as overseeing the public consultation budget or monitoring grievance submissions. This injects **resources** into the connector, strengthening its legitimacy.
- **The Shared Market Connector:** We know the communities still share the central **Saturday market** (a physical **Connector**).
 - **Strategic Action (Behavior):** Our project staff can be explicitly mandated to source project materials and administrative needs *only* from verified vendors in that market, thereby demonstrating the INGO's commitment to supporting the shared community space. This sends a powerful **implicit message** that reinforces the connector.

This fusion of the **Analysis (Dividers/Connectors)** and the **Intervention (Pathways)** is the entire point of Conflict Sensitivity. It ensures our actions are not blind; they are strategic, accountable, and focused on maximizing our contribution to lasting peace.

²⁰ CDA Collaborative Learning Projects. (2016).

²¹ Wallace, M. (2014). *From principle to practice: A user's guide to Do No Harm*.

SESSION 10: IDENTIFYING NEGATIVE IMPACTS (RISKS)

This session initiates the crucial diagnostic phase of **Interaction Analysis (Step 2 of the CS Cycle)**, dedicating itself entirely to uncovering potential harms. We will systematically dissect the three **Pathways of Interaction—Resources, Behavior, and Messages**—to predict precisely how they could strengthen a **Divider**. The focus is on mastering the professional vocabulary of risk (e.g., **Distribution Effect, Economic Market Effect**) to ensure every practitioner can identify and articulate the specific, unintended negative consequences of their project *before* harm is done.

ACTIVITY 14: RISK MAPPING & HARM PREDICTION

Objective To systematically apply the Dividers analysis from Day 2 to identify specific, localized risks of harm (Do No Harm assessment).

Materials

- A simplified risk matrix sheet labeled with categories of harm (e.g., Distribution Effect, Economic Market Effect, Representation Effect)
- Markers

Procedure

1. Present Lecturette 9: Analyzing Resources and Behavior
2. Explain that this activity focuses exclusively on the "Harm" side of the interaction analysis (Column B from Activity 13). We are predicting the consequences of not adapting our program.
3. Instruct groups to revisit their identified Dividers (e.g., unequal land ownership, political exclusion) and the proposed project from the case study. For each Divider, the group must answer: *If we do the project as planned, which two Dividers are most likely to be strengthened?* Record the predicted harm in the categories provided on the Handout (e.g., *Risk: Delivery of aid exacerbates perceived inequalities among different community groups*).
4. Each group quickly presents their most severe predicted harm. The facilitator uses a simple ranking (e.g., 1-3) to identify the highest collective priority risk that must be mitigated in the next session.

Conflict Sensitivity Risk & Opportunity Matrix (Handout)

This worksheet is for conducting Interaction Analysis (Step 2 of the CS Cycle). Use it to document and predict how your project's activities affect the conflict context.

	Column A: Potential Harm (Risk)	Column B: Potential Opportunity (for Peace)
Project Activity	What unintended negative impact could this have?	What positive contribution could this have?
Pathways of Interaction	(Resources, Behavior, Messages)	(Resources, Behavior, Messages)
Predicted Effect	(Choose one or more) • Distribution Effect • Economic Market Effect • Representation Effect • Legitimization Effect • Security Effect	(Choose one or more) • Reconciliation/Dialogue Effect • Economic Bridge Effect • Social Cohesion Effect • Legitimacy of Connectors • Capacity for Peace
Analysis	Why and how is this a risk or opportunity?	How can we leverage this for peace?
Mitigation/Adaptation	What action will we take to reduce harm?	What action will we take to amplify peace?

LECTURETTE 10: ANALYZING RESOURCES AND BEHAVIOR

We previously established that every project interacts with the conflict through three pathways: **Resources, Behavior, and Messages**. We are now going to zoom in on the risks associated with the first two. Our job as Conflict Sensitivity practitioners is to anticipate these risks before they happen.

The Resources Pathway: Fueling Conflict Drivers

The **Resources Pathway** deals with all the tangible benefits and assets we inject into the context: the cash, the equipment, the training opportunities, the selection of beneficiaries, and, critically, the jobs we create through our project.

The risk here is that these resources—which are scarce and valuable—flow along existing lines of conflict, unintentionally strengthening the hands of one group or creating a new grievance in the process. We focus on two major resource-related harms:

1. **Distribution Effect (Perceived Bias)** - This is perhaps the most common conflict risk. It occurs when the distribution of aid or project benefits overlaps with pre-existing identity groups, leading to a perception of bias.
 - **The Risk:** When the need for assistance overlaps with communal groups, political affiliation, or other identity differences, and one group is perceived to benefit disproportionately, it actively reinforces the **Divider of inter-communal tension**. This happens even if the bias is unintentional.
 - **Case Example:** In the Lake Tali scenario, the project gave the most valuable asset (exclusive access to the prime fishing area) to the **BLC (MILF-affiliated cooperative)**, who are politically aligned with the LGU. The perception by the **DSFA (Traditional Fisherfolk)** is that the resource was distributed along political lines, worsening their pre-existing feeling of **political exclusion** and **Distribution Effect** becomes a reality.
2. **Economic Market Effect (Distortion and Funding)** - This occurs when the size or type of aid distorts the fragile local economy, often creating incentives for conflict-related activity.
 - **The Risk:** Our intervention can harm local markets in two ways:
 - **Distortion:** Bringing in large quantities of certain goods (e.g., humanitarian food aid) can destroy local agricultural markets by undercutting prices for local farmers, leading to widespread job loss and new grievances.
 - **Incentivizing Conflict Economies:** If we overpay for local services (e.g., fuel, security) or if our cash-for-work programs pull skilled labor away from essential local services, we incentivize conflict-related economic activity. More critically, if our procurement involves suppliers who are affiliated with armed groups, we are inadvertently **funding a war economy**.

The Behavior Pathway: Reinforcing Grievances

The **Behavior Pathway** encompasses the attitudes and actions of everyone implementing the project. This pathway demonstrates that *how* we deliver is often more important than *what* we deliver.

The risk here is that the implementers' behavior, attitudes, or partnership choices reinforce the grievances, mistrust, and negative attitudes (the **Attitude Divider**) in the community.

- 
1. **Staff and Partnership Behavior** - The simplest acts can have profound consequences:
 - **Failure to Respect Cultural Norms:** Staff behavior (local or international) perceived as disrespectful, arrogant, or culturally insensitive can immediately erode trust, regardless of the quality of the service being delivered. This reinforces the perception that the intervener does not care about the community.
 - **Non-Representative Authorities:** Choosing to work exclusively through local authorities or organizations who are widely perceived as non-inclusive or biased (as the LGU was perceived by the DSFA) sends a powerful implicit message (the **Legitimization Effect**). It suggests that the INGO endorses the exclusion and may reinforce the political power of a non-representative actor, making them a target of community grievances.
 - **Coordination Failure:** Failing to coordinate with other agencies or local actors creates confusion, duplication of effort, and resource competition, reinforcing the community's grievance that outsiders are disorganized and incompetent. This adds a layer of operational failure to pre-existing tensions.
 2. **Consequence of Behavioral Failure** - If our staff's actions reinforce grievances and create a hostile environment, they move from being neutral aid workers to being seen as **partisan** or **naive outsiders**.
 - **Grievances and Targeting:** This failure erodes the community's trust and acceptance, reinforcing the underlying **Attitude Divider** and making our project staff and assets a potential **target for conflict**—whether through verbal abuse, theft, or deliberate non-cooperation.

SESSION 11: INITIAL ADAPTATION AND MITIGATION

This crucial session begins the transition from diagnosing risk to crafting the prescriptive response, dedicating itself to Step 3: Adaptation of the Conflict Sensitivity Cycle. Using the specific harms identified in the prior session's analysis, we will master the dual strategies required: Mitigation—the non-negotiable efforts to reduce harm and uphold the Do No Harm (DNH) standard—and Amplification—the proactive strategies to strengthen existing Connectors for peace contribution. The focus is on translating risk into practical adjustments for the Resources, Behavior, and Messages pathways, ensuring every practitioner can immediately move to informed and ethical program modification.

ACTIVITY 15: THE MITIGATION DILEMMA

Objective To move to the "Act/Adapt" stage by developing practical strategies to mitigate identified conflict risks and maximize positive opportunities [1].

Materials

- Manila paper divided into three columns: **Risk (Harm)**, **Mitigation Action (DNH)**, **Opportunity (Peace)**
- Markers

Procedure

1. Present the highest-priority risk identified in the previous session (Activity 14).
2. Present Lecturette 10: Foundational Mitigation Strategies. Explain that **adaptation** involves adjusting the program to manage this risk (Mitigation) and leverage any identified Connectors (Opportunity).
3. Instruct the groups to collectively fill out the three columns on the manila paper based on the priority risk:
 - **Risk (Harm):** State the agreed-upon worst-case unintended consequence (e.g., *Health clinic staff hiring reinforces Ethnic Group X favoritism*).
 - **Mitigation Action (DNH):** Brainstorm specific program adjustments to minimize this risk (e.g., *Establish and communicate clear, public criteria for staff hiring; include members of all groups in the selection panel*).
 - **Opportunity (Peace):** Identify one relevant Connector from Day 2 and describe one action to deliberately strengthen it using the project's resources (e.g., *Use the health clinic as a neutral venue for joint community water management meetings to promote inter-village collaboration*).
4. Ask groups to report. Facilitate a discussion on the **trade-offs** inherent in the adaptations (e.g., *Mitigation slows down the timeline, Opportunity adds cost*).

Activity/ Element	Column A: Risk (Harm)	Column B: Mitigation Action (DNH)	Column C: Opportunity (Peace)
Project Component	What is the predicted negative effect on a Divider?	What specific adaptation will be made to reduce harm?	What is the predicted positive effect on a Connector?
Pathways of Interaction	<i>(Resources, Behavior, or Messages)</i>	<i>(Specific, measurable change in delivery)</i>	<i>(Reinforcement of an existing Connector)</i>
Predicted Effect	<i>(e.g., Distribution Effect, Economic Market Effect, Legitimization Effect)</i>		<i>(e.g., Economic Bridge Effect, Social Cohesion Effect, Trust Building)</i>
Analysis & Harm Prediction			

LECTURETTE 11: FOUNDATIONAL MITIGATION STRATEGIES

"We have successfully completed our **Interaction Analysis**. We identified potential harms (our **Dividers**) and opportunities (our **Connectors**). Diagnosis is complete; now we move to the essential professional step: **The Prescription**²².

The Conflict Sensitivity mandate requires a **dual strategy**. We cannot simply reduce harm; we must also look for opportunities to intentionally build peace. This requires two distinct but interconnected approaches: **Mitigation** and **Amplification**²³.

Strategy 1: Mitigation (The Defensive Strategy - Do No Harm)

Goal: To eliminate or significantly reduce the potential negative impacts and prevent the strengthening of Dividers.

Mitigation is the adjustment of the project's **Resources, Behavior, and Messages** to ensure they do not fuel conflict. This is our minimum, non-negotiable standard for ethical work.

- A. Mitigating the Resource Risks (Focus: Equity and Transparency)** - If your analysis showed a **Distribution Effect** or **Economic Market Effect** that creates or worsens inequality, mitigation focuses on making the transfer process impartial.

Risk Pathway	Problem/Harm	Mitigation Action (DNH)
Resource Pathway (Jobs/Funds)	Distribution Effect: Hiring exclusively from one faction (e.g., the BLC) reinforces political and resource exclusion.	ACTION: Implement a formal, public hiring process. Ensure the selection committee includes representation from all divided groups, and publicly communicate the objective, skills-based criteria.
Resource Pathway (Procurement)	Economic Market Effect: Buying supplies only from a politically connected supplier (Legitimization Effect) or introducing resources that undercut local producers.	ACTION: Mandate that all non-specialized resources (e.g., supplies) are sourced through neutral economic spaces (like the shared Saturday Market) or through a multi-vendor bidding process that prioritizes local, non-partisan businesses.
Key Principle: The process for transferring resources—who gets the job, who gets the contract, where the money flows—must be viewed by the non-beneficiaries as impartial, legitimate, and accountable.		

²² CDA Collaborative Learning Projects. (2016).

²³ Ibid.

- B. Mitigating the Behavioral Risks (Focus: Impartiality and Coordination)** - If your analysis showed a **Representation Effect** or **Legitimization Effect**, mitigation requires adjusting staff actions and political engagement to reinforce neutrality.

Risk Pathway	Problem/Harm	Mitigation Action (DNH)
Behavior Pathway (Staff/Partners)	Staff failure to coordinate or respect local cultural norms, reinforcing the Attitude Divider of mistrust.	ACTION: Require all staff (local and international) to undergo mandatory conflict-sensitive communication training. Establish clear protocols for coordinating public messaging with other non-controversial local entities.
Behavior Pathway (Partnerships)	Working exclusively through an authority perceived as non-representative (the LGU) or allowing a partner (the BLC) to intimidate rivals.	ACTION: The program must engage explicitly with legitimate, non-aligned community bodies (e.g., the Ulama Council). Maintain clear boundaries: be ready to push back—or withdraw support—if a partner's behavior compromises the project's neutrality.
Key Principle: Transparency is your greatest shield. When rules are public and behaviors are consistent, it is much harder for negative actors to manipulate the narrative of favoritism.		

Strategy 2: Amplification (The Proactive Strategy - Doing More Good)

Goal: To intentionally leverage project elements to support and strengthen the local capacities for peace (Connectors).

Amplification is the strategic use of your program's presence to enhance what is already working well in the community. It moves the program beyond just avoiding harm and commits it to **Peace Contribution**.

- A. Amplifying Connectors via Resources and Behavior** - If your analysis identified strong local **Connectors** (e.g., the Ulama Council, the shared Saturday Market), the program must adapt to flow resources and positive behavior toward them.

Opportunity (The Connector)	Strategic Adaptation (Amplification Action)	Predicted Effect
The Ulama Council (Connector: Trusted Institution/Leader)	ACTION (Resources/Messages): Contract the Ulama Council to serve as the project's independent, multi-clan grievance and feedback mechanism. This channels resources and legitimacy into the local conflict management structure.	Legitimacy of Connectors: Strengthens the capacity and influence of the local peace mechanism, making it the preferred route for dispute resolution over violence.
The Saturday Market (Connector: Shared Space/Economic Tie)	ACTION (Behavior/Resources): Mandate that project staff and contractors source a defined percentage of non-specialized project needs (e.g., fuel, construction labor) from verified vendors operating <i>within</i> the market's boundaries.	Economic Bridge Effect: Creates a shared, economic stake in maintaining stability, incentivizing cooperation between members of the two communities (DSFA/BLC).
Shared Rituals (Connector: Common Experience)	ACTION (Messages/Behavior): Adjust the project timeline to actively support (or at least avoid disrupting) the annual Raja Mura Festival . Partner with youth groups from both factions to co-organize a symbolic activity during the festival.	Social Cohesion Effect: Reinforces the shared identity and non-political ties that transcend the current resource dispute.

Conclusion: The Integration Mandate

The true practice of Conflict Sensitivity demands the continuous operation of this **dual strategy**:

1. We constantly apply **Mitigation** to ensure our project avoids fueling any **Divider** (our **Do No Harm** minimum).
2. We strategically apply **Amplification** by directing resources and positive messages toward every existing **Connector** we can find (our **Peacebuilding** contribution).

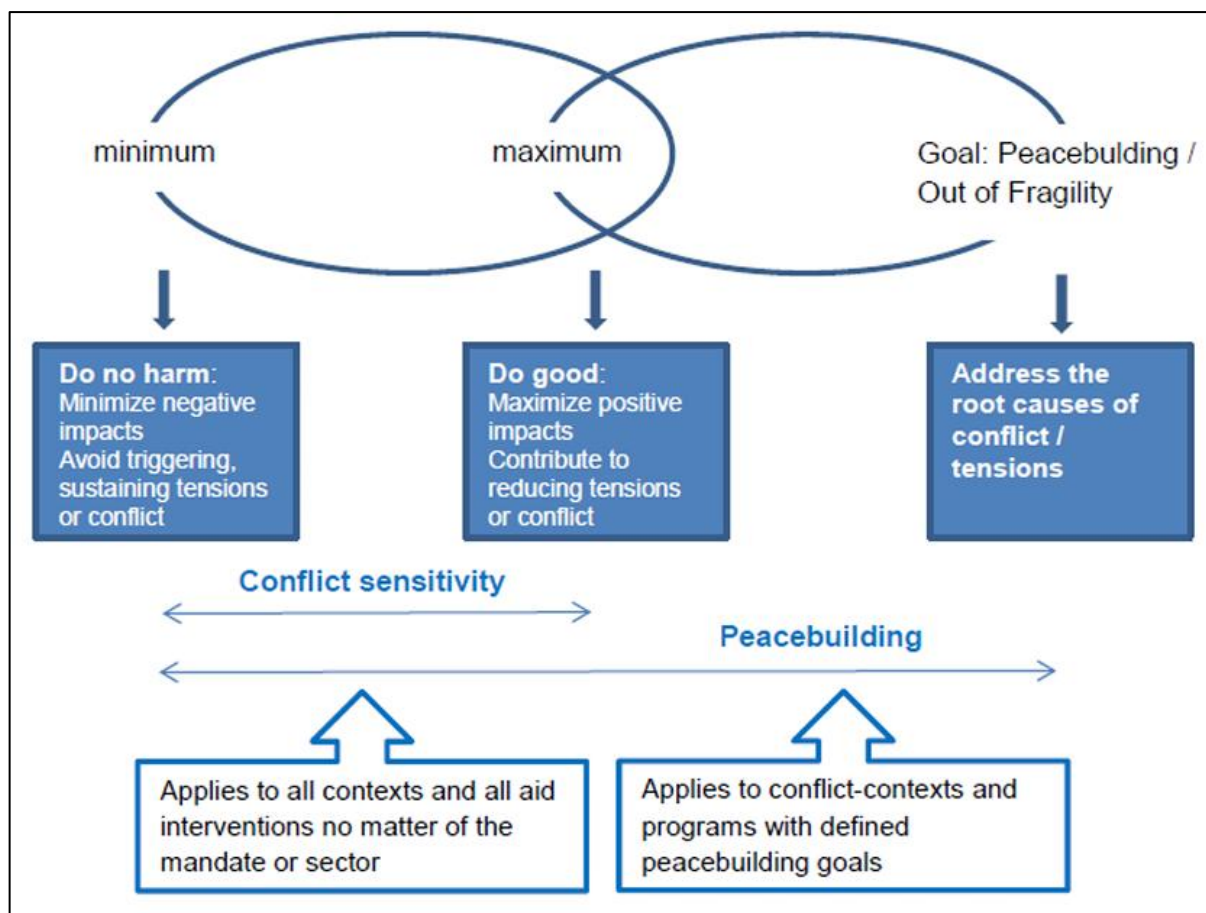


Figure 8. Minimalist and maximalist approaches to conflict sensitivity. Source: *Integrating Conflict Sensitivity* by IOM.

This integrated approach is what makes our work strategically accountable and effective in building lasting peace.

SESSION 12: COMMITMENT, SYNTHESIS, AND CLOSING

This final session transitions from the analytical to the **accountable**, synthesizing all knowledge acquired across the **Conflict Sensitivity Framework**. We review the entire three-day process, confirming participants are fully equipped to move from **Core Analysis** to **Strategic Action**. The primary focus is on formalizing individual **Commitment Plans**, ensuring every practitioner leaves with a clear, actionable mandate to integrate the dual strategies of **Mitigation (DNH)** and **Amplification (Peace Contribution)** into their operational and implementation roles.

ACTIVITY 16: MY PEACE COMMITMENT

Objective: To encourage individual reflection and bridge the gap between the theoretical knowledge gained in the training and its practical application in the participants' workplaces and communities.

Materials:

- Small index cards or sticky notes (two per participant, preferably in different colors)
- Pens or markers
- A large sheet of manila paper labeled "Our Commitment Wall"

Procedure:

1. Begin the final activity. "We have spent our time together learning new tools and frameworks. Now, the most important step is to think about how we will carry this learning forward. This final activity is a moment for personal reflection and commitment."
2. Individual Reflection and Writing:
 - Distribute two cards to each participant.
 - Card 1 (Aha! Moment): "On your first card, please write down one key takeaway or an 'Aha! moment' from our time together. This could be a new insight, a new understanding, or any concept that truly resonated with you."
 - Card 2 (Action Step): "On your second card, please write down one concrete, actionable step you will commit to taking when you return to your work. This should be a realistic step to apply your new conflict analysis skills. For example, 'I will use the Onion Model to prepare for my next difficult conversation,' or 'I will facilitate a Dividers and Connectors analysis with my team for our new project.'"
3. Plenary Sharing and Commitment Wall:
 - Invite participants to voluntarily share their commitments in a brief plenary session. As they share, they can post their two cards on the "Commitment Wall."
 - This sharing reinforces learning, allows participants to hear practical ideas from their peers, and creates a sense of shared purpose.
4. Briefly synthesize the themes emerging from the Commitment Wall, acknowledging the group's collective insights and dedication to applying their new skills.

ACTIVITY 17: COURSE SYNTHESIS AND NEXT STEPS

Objective: To provide a comprehensive review of the entire training, reinforce key learning points, and set a clear, motivating direction for future learning and application of conflict analysis skills.

Materials:

- The "Commitment Wall" from the previous activity
- A copy of the training agenda
- Flip chart or whiteboard
- Certificates of Participation/Completion

Procedure:

1. Begin by referencing the Commitment Wall. "Looking at this wall, we can see the powerful learning that has happened here. Let's hear from a few more of you about the commitments you are taking back to your communities." This links the final session to the collective learning experience.
2. Walk the participants through the training agenda, providing a brief, high-level recap of the journey:
 - Part 1: Foundations: "We started by building our foundation, establishing a shared language with core concepts like the ABC Triangle and the Conflict Wheel. We learned to see the invisible parts of conflict."
 - Part 2: Application: "We then moved from theory to practice, rolling up our sleeves with hands-on tools. We learned to map the *who* with Stakeholder Analysis, understand the *why* with the Conflict Tree, and analyze the *how* with the Escalation Model and Systems Thinking."
 - Part 3: Bridging to Action: "And finally, we built the crucial bridge from analysis to action. We learned how to design smarter, conflict-sensitive strategies by identifying Dividers and Connectors, finding Leverage Points, and preparing for an uncertain future with Contingency Planning."
3. Build anticipation for future capacity strengthening by outlining a clear path forward.
 - Next Steps: "This training is a foundational step. The next phase of our work together will build directly on these analytical skills. We will get into the 'nuts and bolts' of peacebuilding practice, covering topics such as:
 - Advanced facilitation and mediation techniques for high-tension situations.
 - Designing and leading community dialogues.
 - Practical negotiation skills based on the Onion Model.
 - Advanced M&E for peacebuilding outcomes."
4. Conclude their portion by thanking all participants for their active engagement, vulnerability, and commitment to strengthening peace in the Bangsamoro.



CLOSING CEREMONY PROPER

A host from the organizing agency takes over for the formal closing.

1. **Participant Testimonies:** The host calls on 3-4 participants to share a brief testimony about their experience and key learning from the training.
2. **Closing Message:** A ranking official from the organizing agency is invited to give a closing message, congratulating the participants and reinforcing the importance of applying their new conflict analysis knowledge in their vital work.
3. **Distribution of Certificates:** The ranking official, along with the facilitator, distributes the certificates of completion to each participant.
4. **Closing Prayer:** A closing prayer is led by a volunteer from the participants, acknowledging the diversity of faiths and offering a shared hope for peace.

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ABOUT THE MODULE DEVELOPER



Ahmed Harris R. Pangcoga is an international development professional with over 23 years of experience in program management, research, and capacity development. He serves as the founder and Executive Director of Transforming Fragilities, Inc. (TFI), and, from March 2021 to March 2025, he was Country Director for Equal Access International (EAI) in the Philippines.

Pangcoga has contributed to numerous peacebuilding and humanitarian initiatives through roles in leading organizations such as Transforming Fragilities, Inc., Equal Access International, and the United Nations. His expertise lies in designing and managing programs focused on conflict sensitivity, civil society engagement, crisis response, and violence prevention, impacting thousands across conflict-affected areas.

Beyond field-based peacebuilding, Pangcoga is recognized for his prolific work as a module writer and lead trainer in peace and development capability building. He has authored more than 20 comprehensive training modules and facilitated over 300 workshops covering peace education, community resilience, and gender empowerment, working closely with government agencies, civil society, and international partners. His evidence-based, culturally grounded training materials have been instrumental in mainstreaming peacebuilding frameworks within local institutions and grassroots networks. His legacy as a trainer and thought leader is further strengthened by his research contributions and his active mentoring of emerging peacebuilders.

Mr. Pangcoga has authored and co-authored numerous research reports, policy briefs, and articles on topics including child marriage, peacebuilding, and women's empowerment. He frequently applies his expertise by developing and facilitating peace-based trainings and workshops for government and non-government entities in the Mindanao. This training module is a product of that extensive field and research experience, designed to provide practical, foundational conflict analysis skills to grassroots peacebuilders working to advance sustainable peace and development in Mindanao.