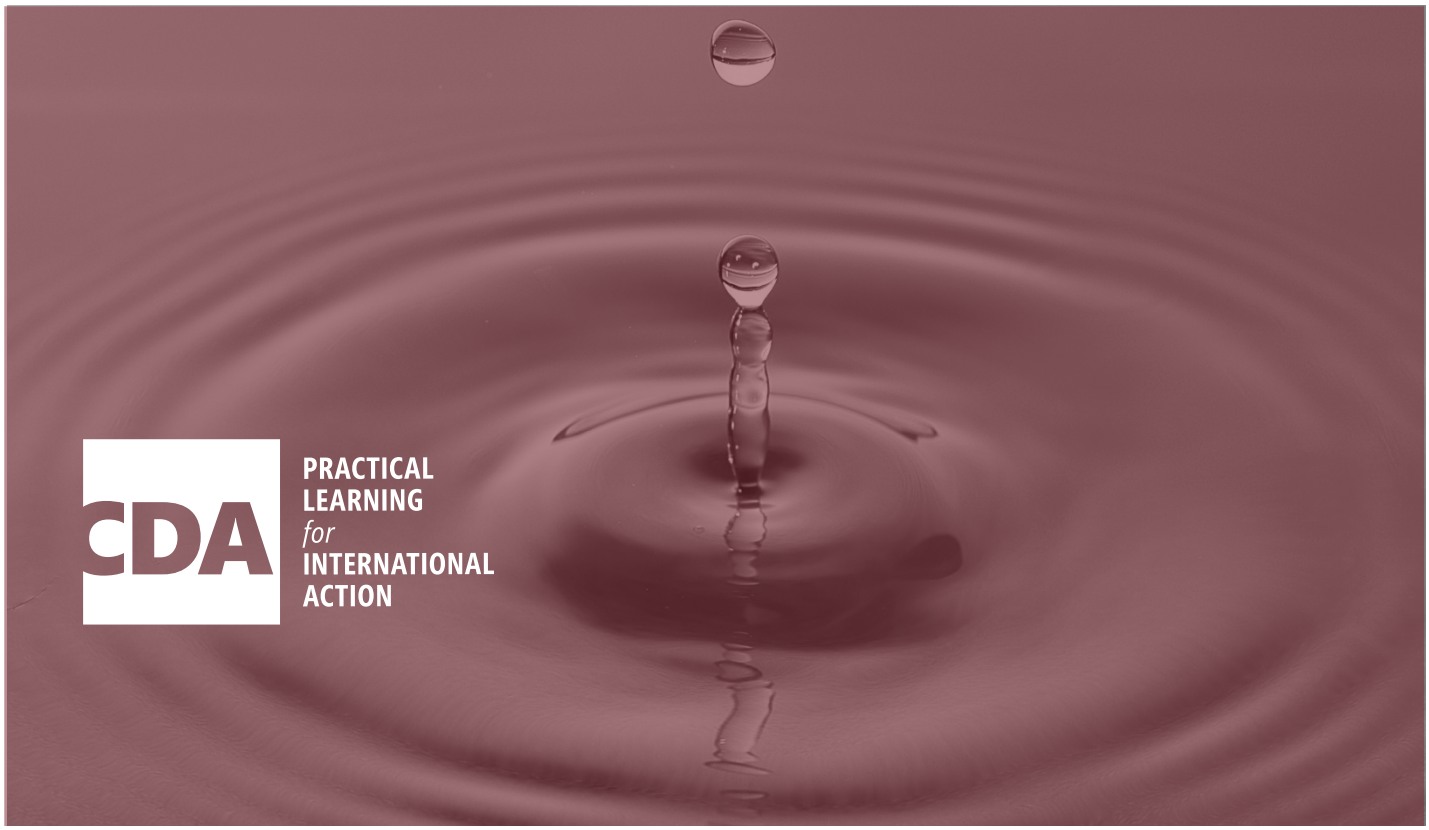
DO NO HARM WORKSHOP

Trainer's Manual

2016



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About CDA

CDA Collaborative Learning Projects (CDA) is a non-profit organization committed to improving the effectiveness of those who work internationally to provide humanitarian assistance, engage in peace practice, support sustainable development, and conduct corporate operations in a socially responsible manner.

CDA combines rigorous analysis with pragmatic field-level work to deliver practical lessons and tools to field staff and policymakers alike.

An electronic copy of this resource is available on the CDA website: cdacollaborative.org/publications

CDA is keen to hear how you are using our materials. Your feedback informs our ongoing learning and impact assessment processes. E-mail your feedback to feedback@cdacollaborative.org

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INTRODUCTORY NOTES

CDA
PRACTICAL
LEARNING
for
INTERNATIONAL
ACTION

How this Manual is Organized

This manual is intended for DNH Trainers of all levels. It is meant to help trainers begin the process of working with workshop hosts and participants to tailor the content, type and style of the workshop.

INTRODUCTORY NOTES

This section highlights some of the lessons learned by CDA and our network of colleague trainers about planning, preparing and facilitating DNH workshops. It includes guidance for expectation setting, managing group dynamics, and report writing.

WORKSHOP MODULES

1. *Background, History and Lessons of the Do No Harm Program*
2. *Context Analysis: Dividers and Connectors*
3. *Impact Analysis: Patterns of Impact*
4. *Program Analysis: Analyzing Program Details*
5. *Options Generation and Program Redesign*

The five key modules on the right form the backbone of any Do No Harm workshop or training.

Each module is structured similarly:

- Purpose and Framing
- Timing/Key Messages/Skills transferred
- Module Content
- Activities
- Monitoring, Evaluation, & Learning Considerations
- Frequently Asked Questions (FAQs)

SUPPLEMENTAL MODULES

1. *Developing a Do No Harm Checklist*
2. *Facilitating a Do No Harm Application Exercise*
3. *Facilitating a Do No Harm Field Assessment*

These supplementary modules are meant to be tailored to the processes of a specific organization, and so the trainer will need to work closely with the workshop organizers to develop a suitable process to generate the desired outcomes.

GUIDANCE

The Workshop Report	This section offers some advice and guidance, as well as a standard outline for a Do No Harm workshop report, including a brief overview of Do No Harm to serve as an introductory section to the report.
Adapting the Do No Harm Workshop for Different Audiences	This section offers general guidance on adapting Do No Harm workshops for audiences other than aid providers.

APPENDICES

Case Studies	Each case study included in the manual has an accompanying teaching note explaining how it fits into the training modules, how it can be facilitated, and what analysis can come out of it. Trainers should use their judgment and experience to select appropriate case studies for their training audience.
Activities and Exercises	This section of the manual contains examples of exercises, icebreakers, energizers and other activities for a Do No Harm workshop.
Handouts	Copies of recommended handouts to accompany the workshop modules
Stories and Examples	This section is a set of vignettes, examples, and stories to help illustrate the concepts included in this manual. The trainer can, and should, supplement these with examples from his/her own experiences.
PowerPoint Presentation	Finally, the accompanying PowerPoint can assist in planning the workshop and sharing the materials. It can be adapted as needed for the audience, length of workshop, and learning level of the participants. It is available for download on the CDA website.

Notes on the Manual and Workshop Planning

This section of the manual will walk you through the process of facilitating a Do No Harm (DNH) workshop, and the questions we are sure you have.

What Does This Manual Cover?

This manual provides all the content for a DNH workshop of any duration. DNH Workshops range in length from a brief introduction (30 minutes to 3 hours), to multi-day field trainings that give participants experience applying the tools to their own programs. The length and agenda of the workshop should be determined in collaboration with the hosting agency, and the module content provided here can be truncated or expanded depending on available time, skill level of the training audience, and the ultimate goals of the workshop itself.

How Long Will It Take?

DNH workshops can vary in duration from 30 minutes to ten days, depending on your audience, their skill level, the time allotted for the workshop, and the outcomes expected by the hosting organization.

In each module, we provide a chart, like the one below, to help trainers break down the module content for the audience and workshop type. These charts detail the time that can be set aside for the module content (though this is ultimately at the discretion of the trainer), the resources required to go through the module, the key messages of the module for each workshop type, and the skills transferred.

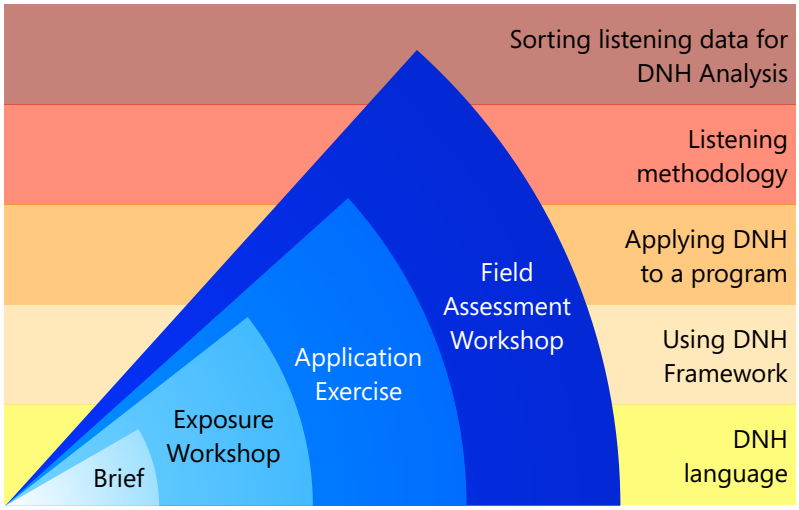
Expectations by Workshop Type

Workshop Type	Time	Resources	Key Messages	Skills Transferred
DNH Brief *Information/Exposure for management, decision-makers, or donors.*	20 min - 3 hours	• PowerPoint? • Flipchart/markers?	▪ DNH as a tool ▪ Language: Dividers/ Connectors ▪ Programs should be adaptable to context	Information only
Exposure Workshop *Intro to DNH concept and application of tools to a case study scenario typically for practitioners.*	1-2 days	▪ Flipcharts/markers ▪ PowerPoint? ▪ Case studies ▪ *Handouts*	▪ What are Dividers and Connectors? ▪ How aid interacts with conflict contexts. ▪ Analysis of program ▪ How to generate Options for program adaptations.	▪ Understanding of Dividers and Connectors ▪ Understanding of program analysis ▪ Understanding of Patterns of impact.
DNH Application Exercise *Includes introductory and case study modules as in Exposure workshop, but also includes a facilitated application of DNH tools to a project or program within the classroom context.*	4-5 days	▪ Flipcharts/markers ▪ PowerPoint? ▪ Case studies ▪ *Handouts* ▪ Prepared program materials: proposals, reports, program descriptions, community feedback reports, etc.	▪ What are Dividers and Connectors? ▪ How aid interacts with conflict contexts. ▪ Why analysis of program details is important ▪ How to generate Options for program adaptations? ▪ How to use DNH throughout the program cycle	▪ D/C analysis ▪ Program Analysis ▪ Identifying Patterns of Impact ▪ Generating Programming Options
DNH Field Assessment Training *Includes introductory and case study modules as in Exposure workshop, but also adds a day of Listening skills and preparation for a field-based component of analysis and program review.*	7-10 days	▪ Flipcharts/markers ▪ PowerPoint? ▪ Case studies ▪ *Handouts* ▪ Site(s) for field visit and preparation, including groups for discussion, transportation, logistics, etc.	▪ How to identify Dividers and Connectors in a programming context. ▪ How a specific aid program interacts with the context? ▪ How to generate Options for program adaptations.	▪ Listening skills ▪ D/C analysis ▪ Program Analysis ▪ Identifying Patterns of Impact ▪ Generating Programming Options

Expectations

The chart above, which is replicated for each module throughout this manual lays out the expectations for timing and resources for each workshop type. The messages and skills convey are additive—all of the messages and skills for the Briefing will also be transferred in the Exposure workshop, plus any additional messages and skills listed.

A DNH Brief will convey the basic messages of DNH, but very few skills for using it. The DNH Exposure workshop will convey all of the content of a brief, plus additional examples, stories, and messages, in addition to opportunities to apply those skills to a case study scenario. DNH Application workshops and DNH Field Assessment Trainings begin with a full DNH Exposure workshop and then move onto applying DNH tools to their own operational contexts.



What Do I Need to Have Ready?

People have run DNH workshops in all environments: from the most high-tech conference rooms complete with satellite links to a shady spot under a large tree. The materials and supplies you have available to you can meet all of your needs. But, we recommend:

- ☐ A space large enough to hold all your participants and areas for small group work.
- ☐ A writing space that is visible to all participants and appropriate writing implements (Flipcharts, whiteboard, chalkboard, markers, chalk, etc.)
- ☐ Notebooks and pens for participants.
- ☐ Nametags and name cards.
- ☐ Copies of the handouts you chose to use.
- ☐ A list of participants with their names and contact information.
- ☐ An agreed upon facilitation plan for the trainers
- ☐ Follow-up to the workshop (action plans, reports, etc.)

Do No Harm Workshop as an Intervention

A workshop is itself an intervention, and so must be done in a conflict sensitive manner. If possible based on the participant list, trainers should try to anticipate any sources of tension or division that might exist in the room, as well as identify potential points of connection. These can derive from power dynamics (within or between organizations), cultural differences, gender differences, or language differences. Review planned activities so that they do not inadvertently exacerbate tensions by leaving people out. Further to this point, consider how gender might affect attendance and participation rates. Were there particular male or female individuals that weren't able to attend? Why not? Is there some way you might still incorporate them (e.g., send them materials, record the session and send it to them)? Identify how many men, women, or other gender groups are in the room and use this information to anticipate possible dividers/connectors, or participation levels. How can you help keep the learning environment inclusive and positive for these groups? If some individuals are speaking a lot and others not at all, try to figure out why this is happening (e.g., do they just have soaring confidence levels? Do they feel their role in society demands respect? Are they an 'entry level' professional who feels they have little to contribute?) Also, consider if there are other ways to engage these individuals or groups, or if a certain workshop or session format might work better (e.g. less plenary work, more small groups).

You may find yourself training groups made up of people from multiple agencies or comprising a single project team. In some cases, people in the room will know each other; in other cases, they will all be strangers. Sometimes, a mixed group will nonetheless include a large contingent from a single agency. This workshop might find itself steered toward the agenda of the single agency team, rather than focusing on the learning goals of the broader group. Avoid dynamics like these by splitting agencies across small groups or asking participants to change their seating arrangements on the breaks or after the first day.

In DNH workshops, participants will learn as much from one another as from the trainer. Make sure that everyone works closely with as many different people as possible.

What you should know before you begin the workshop:

- What are participants' language capacities? Is translation necessary?
- Which organizations (multi-agency workshop) or which departments in the agency (single agency workshop) are people from?
- What are their roles in their organization?
- What are the cultural and gender dynamics may arise in the room?
- What are the potential Dividers and Connectors in the group?
- Participants' field experience or professional background
- What will participants do after the workshop, how will they put their new knowledge and skills into practice?
- What is participants' prior exposure to DNH?
- What are the existing inter-agency relationships (in a multi-agency workshop)?

Much of this information can be gathered ahead of time via email, phone, or online questionnaire. Other information can be presented during the participant introductions in the first session of the workshop.

Fine tuning

As an intervention, the workshop should have goals. Work with the workshop organizer(s) to establish *clear and articulated goals* for the workshop. If the majority of the participants in the workshop are field-based, they probably want more practice time using the tools, whereas headquarters-based staff may want more time for discussion and debate. Workshop goals can be articulated as part of the introduction and recorded. The trainer should work to reach some agreement or consensus about expectations (for instance a participant expecting to learn to drive a tractor, this is probably an unreasonable expectation. They may be in the wrong room). Returning to the record of goals and expectations is a good way to evaluate the workshop at the end.

It often becomes necessary to adapt some part of the workshop as it progresses. A session may need to be added, adapted, or eliminated. A goal of the workshop may change. A question or comment may open a discussion, which the group is interested in exploring further. It is important for trainers to be prepared to adjust the workshop content or process as needed. Some tricks for ensuring goals are met, and any tangential or additional topics can still be covered are:

- Overestimate the amount of time for each session to allow for questions, discussion, and commentary.
- During the introduction, establish a "parking lot" of topics for further exploration. Encourage participants to add to this list (on a whiteboard or flipchart) during the workshop. If you create a parking lot, in order to manage expectations also set aside time for parking lot discussions toward the end of the workshop. Participants can select which topics interest them for further discussion during the parking lot session.
- Encourage participants to talk to you, and one another on breaks.
- Generate a Resource List over the course of the workshop—this can be a running list on a flipchart—that you and participants can add to. If possible, send around links or attachments via email following the workshop.
- If you notice reduced participation from any one group during plenary sessions or small groups consider adapting the sessions to try new group work formats.
- Use your co-trainers wisely. Co-trainers can change the pace and style of the workshop, and they may be able engage some groups better than you. Work out a plan to maximize engagement for everyone by utilizing the whole training team's skill set.

The roles of the trainer

The workshop trainer has three roles:

1. To present information
2. To assist participants in understanding and applying that information
3. To manage the functions of the workshop
    a. Time management

b. Session management
c. Management of group dynamics

These roles are fulfilled in several ways, through lecture, by asking questions, by drawing out the experiences of the participants and by engaging participants in one-on-one discussions of difficult topics. Trainers should work hard to guide each session to achieve its goal, keep time, and ensure that everyone in the workshop has a positive learning experience.

Every trainer has his or her own style. In this manual, we emphasize the case study teaching methodology, which relies heavily on asking questions and drawing out answers. Trainers in DNH workshops generally ask more questions than they answer and most often present information in the form of examples and stories rather than only through lectures.

Establishing a learning environment

The trainer takes the lead in setting the tone for the workshop. This means establishing expectations for the group and creating a "safe space" to share their experiences—both positive and negative. In the opening session the trainer should state explicitly that the workshop room is an open, honest, respectful, and critical environment in which participants will learn new skills, reflect on their past experiences, and build their knowledge. This should be reinforced by the tone the trainer uses in each session, and by inviting people to share their experiences without judgment. An environment of critical reflection is not intended to make participants feel guilty about past mistakes, but rather to learn from them based on new information. Sharing past mistakes can also help others in the room learn. Participants will be each other's teachers in many ways if they are able to share without guilt or embarrassment.

How many trainers?

DNH workshops generally work best when there is more than one trainer. Preparing for a workshop session takes a lot of time and energy, and sharing that work among multiple trainers can help maintain a consistently high level of energy in the training room. Having multiple trainers also helps in managing sensitive topics and issues, and exposes participants to different perspectives, experiences, examples, and training styles. It is important that trainers communicate clearly with one another about their expectations of one another, which sessions they will each lead, how other trainers may need to be involved in each session (e.g. passing a microphone, offering additional examples, giving time notifications to the lead trainer, etc.) Nonetheless good trainings can, and have, been run by only one trainer. This works best when that trainer has a great deal of experience with the material and substantial time to prepare.

Content of the Workshop

Every Do No Harm (DNH) Workshop should include:

A brief background of the Do No Harm Program.

- To ground the workshop content in the real-world experience of thousands of aid workers involved in the collaborative learning
- To show where the material comes from
- To show the breadth of experience included, that all types of contexts and aid programs have been involved in the development of the materials and so the tools also have broad applicability.

An introduction to the key concepts of Do No Harm.

- Dividers and Connectors
- Actions and Behaviors
- Understanding the Aid Program
- Options

Examples, stories, case studies, or practical experiences from the participants.

- How have they seen these concepts in action?
- How will they apply the tool to their work?
- What have other people seen or done with DNH?
- Where have mistakes, or missteps, been made and how can we learn from them?

Sample Agendas For Do No Harm Workshops

The agendas in this section are meant to serve as aids to planning for the trainer. They can be modified and shared with workshop organizers and participants, and serve as the basis for discussion about workshop content and modifications to the workshop.

Do No Harm Briefing: 30 Minutes to 3 Hours

Potential Audiences: Decision-makers, non-implementers, donors, grantwriters, monitoring and evaluation (M&E) Officers

Expected Outcome: Participants can recognize the language of DNH and understand the basic premise of the tool.

Note: *How much time you spend explaining each concept, and how many concepts you address in a DNH Briefing largely depend on the purpose of the briefing, the attendees and the anticipated outcomes of the briefing.*

0:00-0:15	Intro to DNH Program and Program History
0:15-0:30	Collaborative Learning Methodology
0:30-1:00	The 6 Lessons of the DNH Program (DNH Framework)
1:00-2:00	Brief intros to D/C, ABCs, Critical Details
2:00-2:30	Options
2:30-3:00	How to integrate DNH in the program cycle

Basic Do No Harm Exposure Workshop: 1-2 Days

Potential Audiences: Field workers, desk officers, donor staff, decision makers, etc.

Expected Outcomes: Participants understand what DNH is, and how the various concepts work together. They can identify Dividers and Connectors in their context.

Note: *The material in the DNH Exposure Workshop can be presented in almost any order and linkages can be made to nearly any module from nearly any other. Below is simply a sample agenda, from which to deviate. A one-day version of the DNH Exposure workshop would allot roughly one session per module (often **Modules Three** and **Four** can be presented in a single session).*

Session	Day 1	Day 2
Morning 1	***Module One: Introduction to the workshop*** ▪ Participant and Trainer Introductions ▪ CDA and its Collaborative Learning Methodology ▪ Background and History of the DNH Program ▪ Six Lessons of the DNH Program ▪ Workshop logistics	***Module Four: Program Analysis*** ▪ Program Details ▪ *Exercise*: Analysis of case study program using ***Critical Detail Sheet (CDM)***
Morning 2	***Module Two: Context Analysis*** ▪ Introduction to the case study ▪ Dividers ▪ Connectors ▪ Discussion: D/C in participant's contexts ▪ *Exercise*: D/C Analysis of case study	***Module Five: Options Generation*** ▪ *Exercise*: Options Game ▪ Discussion: Generating Program Options ▪ *Exercise*: Generating Options for the case study program
Afternoon 1		*Exercise*: Brief case study
Afternoon 2	***Module Three: Patterns of Impact*** ▪ Patterns of Impact: Resource Transfers and Implicit Ethical Messages (Actions and Behaviors) ▪ *Exercise*: Identifying Patterns of Impact in the case study ▪ Homework: Reflect on Patterns of Impact in participants' work	***Discussion: DNH in the Program Cycle*** How to integrate DNH into Planning, Implementation, M&E and Program redesign processes. ***Workshop Close***

Do No Harm Application Exercise: 4-5 Days

Potential Audiences: Field workers, desk officers, donor staff, decision makers. Participants can be drawn from a single organization (multiple projects) or from multiple organizations. A multi-organization workshop works best when there are multiple participants working on the same project in each organization.

Expected Outcomes: Participants understand what DNH is, and how the various concepts work together. They can identify Dividers and Connectors in their context and generate programming options to improve their impacts on Dividers and Connectors.

Note: *This workshop offers participants the opportunity to apply the skills they have learned to their own programs. Participants should prepare for this workshop by bringing with them a program synopsis, or proposal. If this is a multi-organization workshop, each organization should prepare a single proposal. In a single organization workshop, multiple projects can be prepared and participants can be divided into project teams.*

The DNH Application Exercise works best in single-agency settings, offering participants an opportunity to analyze a number of projects or programs in various contexts. In multi-agency workshops, extra care should be taken by trainers that sensitive organizational information is not made public. In an Application Exercise, each small group should be carefully facilitated. These workshops should not exceed the number of participants that the training team can reasonably lead through the exercise.

<table>
<tr><th>Session</th><th>Day 1</th><th>Day 2</th><th>Day 3</th><th>Day 4</th></tr>
<tr><td>Morning 1</td><td rowspan="2">Module One: Introduction to the workshop</td><td>Module Four: Program Analysis</td><td rowspan="3">Context Analysis: Dividers and Connectors
Analysis of participants' operating context(s)</td><td>Impact Analysis: Identifying Resource Transfer and Implicit Ethical Message Patterns</td></tr>
<tr><td>Morning 2</td><td>Module Two: Context Analysis</td><td rowspan="2">Options Generation for participant programs</td></tr>
<tr><td>Afternoon 1</td><td>Exercise: Brief case study</td></tr>
<tr><td>Afternoon 2</td><td>Module Three: Patterns of Impact</td><td>Discussion of Application Exercise, homework, and preparation</td><td>Program Analysis of participant programs</td><td>▪ Small group presentations, Q&A
▪ How to implement these Options
▪ Integrating DNH into the program cycle
▪ Workshop close</td></tr>
</table>

Do No Harm Field Assessment: 7-10 Days

Potential Audiences: Field workers, generally from a single organization or hosted by an organization

Expected Outcomes: Participants understand what DNH is, and how the various concepts work together. They can identify Dividers and Connectors in their context using the Listening Methodology, they can disaggregate the elements of a program and identify patterns of impact, they can develop options to change those patterns and improve their impacts on Dividers and Connectors. The host organization receives a report of the DNH analysis and programming Options.

Note: *The DNH Field Assessment Training requires a host agency to organize logistics for the field-based pieces of the workshop. The agenda below includes travel time to and from the field assessment site. This workshop requires a great deal of advance planning and communication with the host agency.*

<table>
<tr><th>Session</th><th>Day 1</th><th>Day 2</th><th>Day 3</th><th>Day 4</th><th>Day 5</th><th>Day 6</th><th>Day 7</th></tr>
<tr><td>Morning 1</td><td rowspan="2">Module One: Introduction to the workshop</td><td>Module Four: Program Analysis</td><td rowspan="3">Introduction to the Listening methodology.

Exercise: Practicing listening skills

Codes of conduct for field assessment</td><td rowspan="3">Context Analysis

Listening in small groups, focus group discussions, individual conversations</td><td rowspan="3">Context Analysis

Listening in small groups, focus group discussions, individual conversations</td><td rowspan="3">Program Analysis:

Meet with program/project teams

Critical Detail Mapping</td><td rowspan="3">Generate List of D/C

Discuss Program details and Patterns of Impact

Generate Options for program redesign

Presentations of group work to communities and program teams</td></tr>
<tr><td>Morning 2</td><td>Module Five: Options Generation</td></tr>
<tr><td>Afternoon 1</td><td rowspan="2">Exercise: Brief case study</td></tr>
<tr><td>Afternoon 2</td><td>Module Three: Patterns of Impact</td><td>Integrating DNH into the Program Cycle</td><td>Developing lines of inquiry for field assessment</td></tr>
</table>

Notes

WORKSHOP MODULES

Module One: Background, History and Lessons of the Do No Harm Program

Purpose and Framing

The introduction to the Do No Harm (DNH) workshop should ground the material in evidence from a broad range of contexts, give background on the DNH Program and its methodology for gathering that evidence.

The module opens with trainer and participant introductions, administrative/housekeeping details, a review of the workshop agenda (for Exposure Workshops, Application Exercises and Field Assessment Trainings), then moves into a lecture on the History and Methodology of the DNH Program, and closes with a presentation of the Six Lessons of the DNH Program and the DNH Framework.

Workshop Type	Time	Resources	Key Messages	Skills Transferred
DNH Brief	10-15 minutes	▪ Flipcharts/markers ▪ PowerPoint ▪ ***DNH Framework handout***	There are six key lessons of the DNH program, and the DNH Framework is based on those lessons.	N/A
Exposure Workshop DNH Application Exercise DNH Field Assessment Training	30 minutes - 1.5 hours	▪ Flipcharts/markers ▪ PowerPoint ▪ ***DNH Framework handout***	▪ The materials presented in the workshop were developed based on the Collaborative Learning methodology and are derived from the experiences of practitioners. ▪ The workshop will focus on teaching practical tools for examining Context, Program, Impact, and Options and Program Redesign ▪ There are six key lessons of the DNH program, and the DNH Framework is based on those lessons.	N/A

Module Content: CDA Methodology

CDA is a small nonprofit organization based in Cambridge Massachusetts, USA. CDA is a learning organization focused on helping international actors (humanitarian, development, peacebuilding and corporate) increase their effectiveness and their accountability to local people, who are the recipients of their goods and services. CDA's methodology is called collaborative learning.

Collaborative Learning begins with case studies. The cases capture a snapshot of a place at a certain time. They explore what the situation was, what challenges people faced, and how they tried to overcome them, how they succeeded or how they failed, and what else they tried. These snapshots are then placed side-by-side in consultations that include the case writers, the subjects of the cases, and other interested practitioners. In the course of the consultations, general patterns emerge from the case studies.

The second phase is the feedback phase. The general patterns and lessons from the case studies are then presented to people from as many organizations as possible back in the field. Practitioners weigh the patterns against their experiences to determine if the patterns and lessons from the cases hold up. We expect the feedback sessions to challenge the case studies and if something is wrong, we will discard it. In the Do No Harm Program, about one third of what emerged from the cases was discarded during the feedback phase. This is why the feedback phase is so critical. We learn what parts of the cases are accidents of the moment in time, the general sense of the zeitgeist, or the unconscious biases of the case writers. But what remains has been confirmed and is powerful.

The feedback phase brings in hundreds of additional voices, perspectives and experiences. Participants in the feedback sessions can challenge the findings or support them. During the feedback phase, patterns and lessons which are not considered to be universal are discarded. What remains has been tested against the combined experience of thousands of international and local practitioners.

The third phase is implementation. CDA takes what are now solid lessons and put them into a practical form. Learning is not useful unless it's useable. CDA's learning is ongoing. CDA continues to draw lessons about how people use the tools in order to refine and adapt them.

CDA's collaborative learning methodology is occasionally challenged for not being rigorous or academic enough. Our response to this is:

- One story is not evidence, but the same or very similar stories heard across contexts and circumstances can indicate that general patterns exist and can be predicted
- CDA includes perspectives from a diverse range of people in every context
- By the time we derive lessons from evidence, it is tested against the experiences of many hundreds of actors (practitioners, academics, local people) from a broad range of contexts and perspectives.

Most of CDA's case studies and field visit reports are posted on CDA's website: **cdacollaborative.org**.

CDA Practice Areas

CDA's work on *Peacebuilding Effectiveness (formerly the Reflecting on Peace Practice Program)* aims to improve the effectiveness of peacebuilding practice. The program's overall goal is to improve understanding of what is effective in peacebuilding practice, and to strengthen strategy development, program design, and monitoring and evaluation to achieve greater impact.

The Listening Program existed to support local people in driving their own development. By listening to nearly 6,000 people in over 20 countries who have received, participated in or observed international assistance, the Listening Project gathered evidence on the cumulative effects of aid efforts and ideas how to make international aid more effective. Since *Time to Listen: Hearing People on the Receiving End of International Aid*, which summarizes this evidence, was published in 2012, the Listening Program has shared the experiences and feedback from local people on how to more meaningfully engage them in aid efforts with a wide range of policy-makers and practitioners. This work continues in CDA's *Aid Effectiveness Practice Area*.

CDA's *Responsible Business Practice Area* promotes the development of positive, constructive relationships between companies and the local communities where corporate operations take place. *Getting it Right: Making Corporate-Community Relations Work* (2009) encapsulates lessons learned during the first 9 years of the program and draws on the experience of companies and local stakeholders at over 40 operating sites of international companies working under difficult circumstances. It presents a framework for company managers to analyze the consequences of their decisions for communities, as well as practical management options for improving corporate impacts. The evidence gathering that led to *Getting It Right* is the foundation of CDA's ongoing work to help companies sustain and improve social performance.

From 2002-2011 CDA's The Steps Toward Conflict Prevention Program undertook a systematic review of fourteen conflict prevention experiences. STEPS visited communities in thirteen countries in order to examine how communities avoid participating in conflict in the face of extreme pressure to join the violence. The case studies have allowed CDA to explore the elements that are common to the prevention experiences and to learn from them. The STEPS Program was concluded when it published its book, *Opting Out of War: Strategies to Prevent Violent Conflict*.

CDA continues its work on conflict sensitivity through its *Conflict Sensitivity Practice Area*. This work aims to help aid workers understand and deal with the complexities of providing assistance with better outcomes for the societies where assistance is provided. CDA provides well-tested and rigorous analysis frameworks for reducing complexity and managing uncertainty.

In 2015, CDA's structure changed. It went from having four programs to organizing itself in two Wings: Collaborative Learning and Advisory Services. CDA continues to explore new questions and develop new collaborative learning projects through the Collaborative Learning wing, and it shares those lessons and supports the work of other organizations through its Advisory services wing. This new structure allows CDA to bring the considerable experiences of all of its practice areas to bear on the questions and challenges facing humanitarian, development, peacebuilding, and corporate actors today.

History of the Do No Harm Program and CDA's Conflict Sensitivity Practice Area

CDA has been working on conflict sensitivity with humanitarian, development, and peacebuilding practitioners since 1994. Along with other thinkers, CDA has been a pioneer in the development of conceptual frameworks for conflict sensitivity, as well as work with organizations to integrate the concept into their programs.

Case Study Phase (1994-1996)

Do No Harm started as a collaborative learning project in 1994 to answer the question: "How can assistance of any kind be provided in ways that, rather than feeding into and exacerbating a conflict, help local people to disengage and establish alternative systems for dealing with the problems that underlie the conflict?" It was started based on the observation that aid had indeed contributed to conflict dynamics in the contexts in which it was implemented. This dynamic was observed in many contexts around the world, but was brought particularly to light because of the events in Rwanda in 1994. Several academics began to examine how and why aid programs had affected the conflict dynamics in the lead up to the Rwandan genocide.

CDA initiated what was then called the Local Capacities for Peace Project to better understand how aid interacts with conflict dynamics. Fifteen cases studies were written between 1994 and 1996, examining aid's impacts in 14 conflict zones. These cases represented large, international NGOs and small, local organizations; they were written in contexts of active and ongoing conflict, and in post-conflict contexts and situations of low-scale, but endemic structural violence. As CDA convened consultations, patterns began to emerge from these diverse contexts.

Publications from the Case Study Phase:

1. Anderson, Mary B. *Food for Work for Rebuilding Homes in Khatlon Province, Tajikistan: A Project of Save the Children Federation*. January 1995.
2. Anderson, Mary B. *Norwegian Church Aid and Norwegian Refugee Council Afghanistan/Pakistan Project: A Case Study*. January 1995.
3. Anderson, Mary B. *The Jerusalem Link: Women Joined Across Conflict*. August 1995.
4. Bock, Joseph. The Harmony Project of the St. Xavier's Social Service Society, Ahmedabad, Gujarat, India. January 1995.
5. Gluck, Kenny. *International Assistance to Civilians: The Abkhaz-Georgian Civil War*. March 1995.
6. Halvorsen, Kate. *Reintegration Efforts in a Post-War Context: The Activities of the Danish Refugee Council and the Norwegian Refugee Council in Mozambique*. September 1995.
7. Halvorsen, Kate. *Repatriation in Safety and Dignity? Reintegration and Rehabilitation Activities of the International Catholic Migration Committee in Cambodia*. October 1995.
8. Hansen, Greg. *SAWA/Education for Peace: Uniting Lebanon's Children and Youth During War*. June 1995.
9. Holm-Pedersen, Helene. *Reconciliation Within the Local Red Cross Through Functional Cooperation: International Federation of Red Cross and Red Crescent Societies in Bosnia Herzegovina*. October 1995.

10. Jackson, Stephen. *Trocaire Integrated Rehabilitation Program, Gedo, South-Western Somalia*. January 1995.
11. Lyke, Susan, and Joseph Bock. *Orangi Pilot Project: Research and Training Institute, Karachi*. September 1995.
12. Lent, Tom. *Blessed are the Spacemakers: Constructing Peace and Peace Processes in Conflictual Situations. A Case Study of Guatemala 1976-1996*. March 1996.
13. Minear, Larry. *Reconciliation Across Borders: An Experiment in Croatia*. January 1995.
14. Sallin, Lena. *ICRC in Burundi: A Case Study*. June 1995.
15. Weeks, Willet. *Save the Children Federation (USA) in Lower Shabelle (Somalia)*. September 1995.

Feedback Phase (1996-1997)

As patterns emerged from the case studies, CDA captured these in a series of issue papers. These issue papers informed 23 feedback workshops, which convened over 750 practitioners from field offices, headquarters, and donor organizations. The purpose of the feedback phase is to test the patterns identified in the case studies against the experiences of a different set of practitioners.

Issue Papers from the Feedback Phase:

1. International Assistance and Conflict: An Exploration of Negative Impacts. July 1997
2. The Experience of NGOs in Conflict Prevention: Problems and Prospects. April 1995.
3. Humanitarian NGOs in Conflict Intervention. September 1995
4. Relationships Between Humanitarian Assistance and Conflict and Remedial Steps that Might Be Taken. October 1995

Issue papers are considered "intermediate documents" of a collaborative learning project. They capture the initial patterns identified in the process, and are adapted and updated based on feedback workshops. When the Feedback Phase concluded, the DNH Issue Papers were used to develop a final publication.

Final Publication:

Anderson, Mary B. *Do No Harm: How Aid Can Support Peace—Or War*. Boulder, CO: Lynne Rienner Publishers, 1999.

The full list of feedback workshops and their locations is included on the next page. It may be useful to note if a workshop-hosting organization has previously been involved with the DNH Program.

Workshop Location	Date	Sponsoring Organization(s)	Workshop Trainer(s)
Monrovia, Liberia	25-27 October 1996	CARE International, LCPP	Willet Weeks, Kenny Gluck
Nairobi, Kenya (Southern Sudan)	6-9 January 1997	USAID	Mary B. Anderson
Nairobi, Kenya (Horn of Africa)	10-12 January 1997	CRS Sudan	Mary B. Anderson, Wolfgang Heinrich
Ottawa, Canada	21-22 January 1997	CARE Canada, LCPP	Mary B. Anderson, Greg Hansen
Denmark	28-29 January 1997	DanChurch Aid	Mary B. Anderson
Sarajevo, Bosnia	10-12 February 1997	CRS	Mary B. Anderson, Sam Engelstad, Janis Lindsteadt
Zagreb, Croatia	13-15 February 1997	CRS	Janis Lindsteadt, Sam Engelstad
Godouri, Georgia (Trans Caucasus)	18-20 February 1997	Oxfam GB	Kenny Gluck, Greg Hansen
Nazran, Ingushetia (North Caucasus)	25-27 February 1997	Merlin, UNHCR	Greg Hansen, Kenny Gluck
Ahmedabad, India	12-14 March 1997	St. Xavier's Social Service Society	Greg Hansen, Pia Jertfelt, Joe Bock
Oslo, Norway	18-19 March 1997		Mary B. Anderson
Cambodia	19-21 March 1997	UNDP, CARE	Sam Engelstad, Joergen Kristensen
Denmark	20 March 1997	DanChurch Aid	Mary B. Anderson
USA	2 April 1997	Oxfam America (in-house)	Mary B. Anderson
Kigali, Rwanda	English: 28-30 April 1997	World Vision	Mary B. Anderson, Willet Weeks
Kigali, Rwanda	French: 5-7 May 1997	World Vision	Mary B. Anderson, Willet Weeks
Guatemala	12 June 1997	CRS (in-house)	Kenny Gluck
Bonn, Germany	12-14 June 1997	EZE	Mary B. Anderson, Greg Hansen
Sri Lanka	17-19 June 1997	CARE, NGO Consortium, RRAN	Greg Hansen, Sam Engelstad
Haiti	16-18 June 1997	Canada-Haiti Humanitarian Alliance	Stephen Jackson, Laura Frost, Janis Lindsteadt
Guatemala	24-26 June 1997	Radda Barna	Kenny Gluck, Inger Bjork
Colombia	1-3 July 1997	Swedish Red Cross	Inger Bjork, Kenny Gluck
Angola	June 1997	CRS	Per Midteide, Wolfgang Heinrich

Implementation Phase (1997-2001)

In DNH's Implementation Phase, CDA sent liaisons into the field to support 12 organizations in applying the lessons from the case studies and feedback phase. The purpose of this effort was to demonstrate the utility of the DNH framework and improve the day-to-day programming choices of project staff in different contexts around the world. The role of the liaison was, first, to provide training and support for DNH implementation. Second, liaisons acted as advisors on how to use the framework. Finally, the liaisons gathered the results of organizations applying DNH.

During this phase, CDA convened twice yearly consultations to gather liaisons and practitioners to share their experiences using the framework. The Implementation Phase served as a test for the tool produced from the case studies and feedback workshops. The Implementation Phase also generated a new set of experiences that added to and tested the learning. Further, it provided a way to check on the knowledge gained and the lessons learned in the previous two phases of the project.

Several hundred more practitioners were involved in the Implementation Phase. The learning process, in a sense, came full circle, but it did not end. These practitioners challenge, tested, and added to the learning. This phase further refined the tool, added to it and generated an understanding of what it meant for an organization to be conflict sensitive. At the end of this process, Do No Harm was clearly a robust tool and set of concepts that could change the way people did their work for the better.

Major Publication from the Implementation Phase:

Anderson, Mary B. *Options for Aid in Conflict: Lessons from Field Experience*. Cambridge, MA: CDA Collaborative Learning Projects, 2000.

Mainstreaming Phase (2001-Present)

The fourth phase of the DNH Program was dubbed the "Mainstreaming" phase, because it attempted to bring the practice of Do No Harm into the mainstream of aid work. This phase, which continues today, seeks to spread the DNH Framework, and the application of conflict sensitivity among aid practitioners, and to continue learning from their challenges of application, integration and process.

New Learning: Reflective Case Studies (2006-2012)

In 2006, CDA was still very involved in spreading DNH, engaging donors on their policies, working closely with organizations, and helping practitioners meet their challenges. However, several of our colleagues felt there was more to be learned. CDA began to explore how conflict sensitivity—or any new approach or methodology—is learned, used, thought about, spread, and integrated into practice, by organizations and by individuals. During this phase, 19 case studies were written documenting the challenges in a variety of organizations in 17 countries. Based on this refreshed understanding of current practice and the organizational, policy, and individual challenges of learning and adapting, CDA developed new guidance products, and a revised training approach.

Select Major Publications from the Reflective Case Studies Phase:

1. Goddard, Nicole, General Principles for Adapting Do No Harm Training for Different Audiences., 2013
2. Goddard, Nicole, and Maureen Lempke. *Do No Harm in Land Tenure and Property Rights Programming*. Cambridge, MA: CDA Collaborative Learning Projects, 2012.
3. Goddard, Nicole. *Conflict Sensitivity Mainstreaming Efforts*. Cambridge, MA: CDA Collaborative Learning Projects, 2014.
4. Wallace, Marshall. *From Principle to Practice: A User's Guide to Do No Harm*. Cambridge, MA: CDA Collaborative Learning Projects, 2014.

Guidance Notes:

1. Human Rights and Do No Harm
2. Developing Options
3. Evaluation and Do No Harm
4. Gender and Do No Harm
5. Using Dividers and Connectors
6. Peacebuilding and Do No Harm
7. Do No Harm and Risk

What is Do No Harm?

Do No Harm is one of several tools for the application of conflict sensitivity to aid policies and programs. Conflict sensitivity (CS) is the ability of an organization to: [1]

1. Understand the context in which it is working, especially the dynamics of relationships between and among groups in that context.
2. Understand how the details of its interventions interact with that context. This includes not only the outcomes of the interventions, but also:
    a. Details of its programs (selection of beneficiaries/participants, sites and timings of programs, etc.)
    b. Details of its operations (hiring, procurement, security, etc.)
    c. Specifics of its policies (criteria-setting for both programs and operations).
3. Act upon this understanding to minimize the negative impacts of its interventions on the context and maximize positive impacts.

The language "do no harm" is widely used—and abused—in the aid field. Many people talk about applying a "principle of do no harm" or using a "do no harm lens." Some people and organizations distinguish between capital Do No Harm (the framework) and lowercase do no harm (the principle or lens).

[1] Definition adapted from International Alert et al. "Conflict-Sensitive Approaches to Development, Humanitarian Assistance and Peacebuilding: A Resource Pack." 2004.

Principles, in and of themselves, are useful and positive things. They are the basis of important organizational polices and visions. However, in the case of Do No Harm, principles are not enough. In order to implement conflict sensitivity, an analytical tool and practical approach are needed. This is the Do No Harm Framework. The framework, built upon the six key lessons which were derived from the original DNH case studies: helps organizations to understand the complex relationships among groups in their contexts of operations, using Dividers and Connectors as an analytical method; helps organizations understand how its programs and policies will interact with the specificities of its operational context; and gives practitioners a starting place for adapting their programs to minimize negative impacts of programming and build upon their positive impacts.

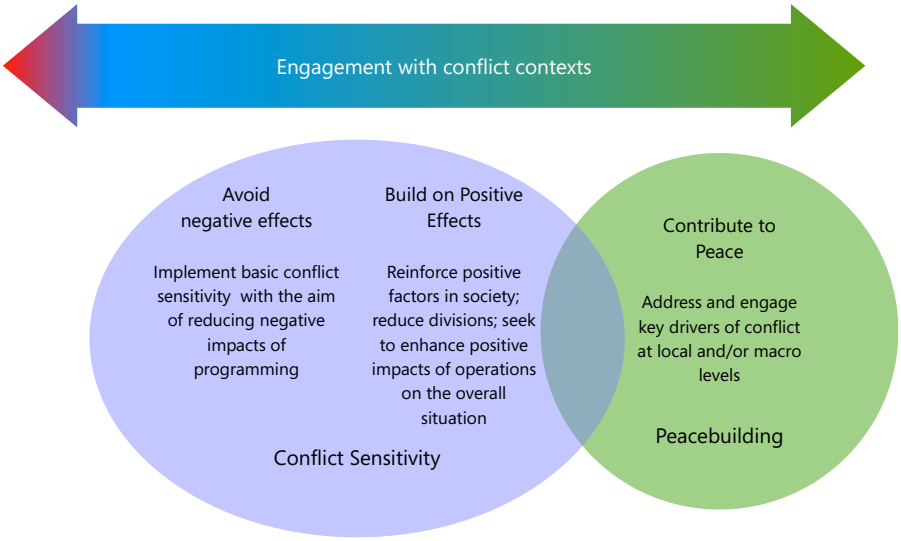
Rather than speak generically about "harm," we prefer to use specific language, such as "a negative impact on a Connector between Group and Group B" or "a positive impact on a Divider between Group X and Group Y." Specifics will help us understand what type of harm we mean and whom that harm affects. This information, in turn, will help us address the causes of negative impacts with programmatic options. This will help link our programming to analysis, and generate a clearer, and better articulated, understanding of the context.

Conflict Sensitivity and Peacebuilding

Both conflict sensitivity and peacebuilding have a specific focus on intergroup relationships and conflict. However, conflict sensitivity is not peacebuilding and peacebuilding programs are not necessarily conflict sensitive because of their conflict focus. Conflict sensitivity is a tool for program quality and effectiveness—applicable to all types of programs. Peacebuilding is a program goal. Very robust and thorough application of conflict sensitivity, with a focus on building the connections and reducing polarization among groups of people can have some outcomes that can help to build peace. There are no clear lines around these topics. Rather, they shade into one another, and thus create confusion about what exactly is necessary for interventions in conflict contexts, and what the impacts of those interventions will be. This section attempts to provide some clarity about different types of programming, their intended impacts, and how to determine if the goals for conflict intervention are being met.

These different approaches can be bundled into two helpful categories: approaches for working 'in' conflict, and approaches for working 'on' conflict. Working in and on conflict requires different sets of analyses, and different approaches. Organizations need to examine their goals and theories of change to clarify what they are attempting to achieve, and therefore identify the appropriate approaches to assist them. However, it is important to remember that when a program is working on conflict, it is also necessarily working in conflict.

Conflict sensitivity is outward looking. They are chiefly concerned with what the program is doing and how it is affecting other dynamics in the context. Peacebuilding programs are designed to actively address conflict dynamics, either by reducing the severity of the conflict, or by helping to address the causes and driving factors of the conflict. These programs explicitly work on conflict dynamics. Conflict Mitigation, Conflict Prevention and Peacebuilding programs should also aim to be conflict sensitive. Indeed, addressing conflict dynamics requires attention to and relationship building with multiple groups in a single context.



The Six Lessons of the Do No Harm Program

The Do No Harm Program learned six lessons about the interaction of assistance and conflict, which are captured in the DNH Relationship Framework. We call this framework the Relationship Framework because it shows the relationship between the elements in a context and the way they interact to create either negative impacts, or positive impacts on the context of conflict.

1. When any intervention enters a context, it becomes part of the context.

This is not always obvious to outsiders who feel that they or their activities are not related to the overarching issues in the context. Becoming part of the context is unavoidable. As an intervention enters the context, it will begin to have effects, even beyond what they intend. DNH addresses these unintended effects.

2. Every context is characterized by two sets of factors: Dividers and Connectors.

Dividers are those factors that create division or tension among people or groups. They push people apart Connectors are those factors that bring people and groups together. These are found in every context. Even in the most peaceful contexts, we find Dividers; even in the most violent conflicts, we find Connectors.

3. Any intervention will interact with both Dividers and Connectors.

An intervention can have a negative impact, increasing tension among people or decreasing and weakening connectors, or it can have a positive impact by minimizing divisions and increasing the connections among people. All organizations intervening in complex contexts hope to have positive impacts. DNH helps us to be aware of unintended impacts on Dividers and Connectors, which can undermine the positive goals we set for ourselves.

4. There are predictable patterns by which aid interacts with Conflict.

There are common Patterns of Impact through which organizations and individuals that generate impacts on Dividers and Connectors: Actions (Resource Transfers) and staff Behavior (Implicit Ethical Messages). Organizations bring resources of some sort into a context. What resources are being brought into the context? And how? What we do says more about us than what we say. What messages do we send through our behavior? The evidence from the DNH Program has shown that there are specific patterns through which impacts on Dividers and Connectors occur.

5. The Details of an intervention matter.

An intervention as a whole is a series of choices. The entire intervention is rarely the source of negative impacts on Dividers and Connectors. Rather, the seemingly small or seemingly unimportant details are where the Patterns of Impact are generated. We have observed that if an intervention has an unintended negative impact, it does not have to change its goals or even most of its activities. Rather, it can adjust some of these minor, yet critical details of those activities. The same goals can be achieved in a number of different ways.

6. There are always Options.

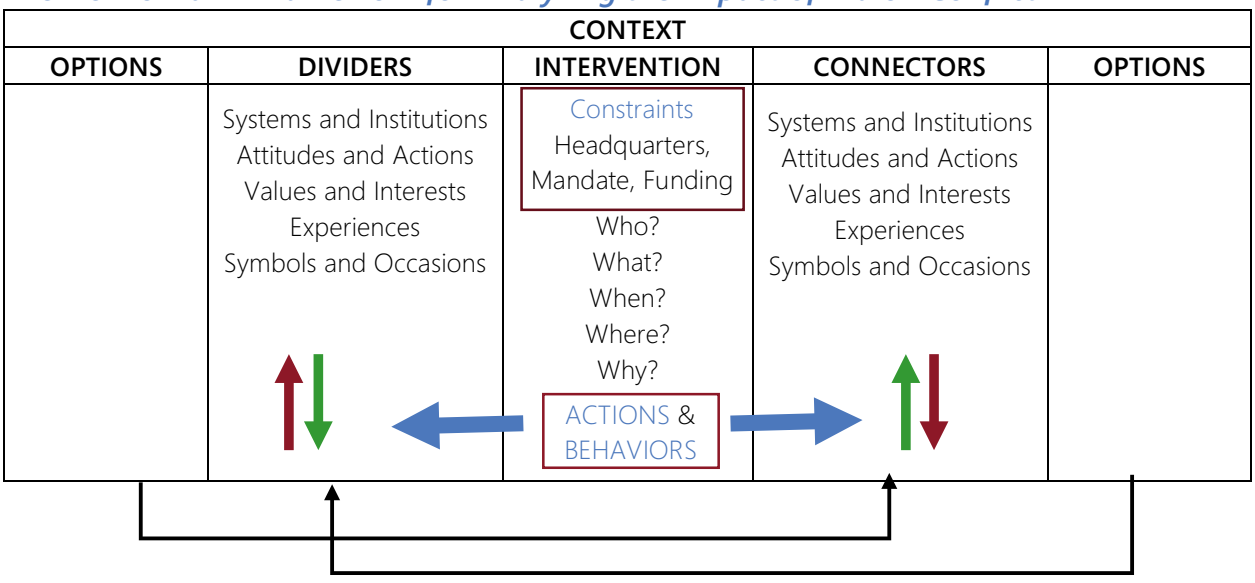
You can always do things differently than you are doing them. You can always learn and improve. If you see you are having a negative impact, you can make adjustments. If you see you are having a positive impact, you can sustain it, or capitalize on what you are doing right to build upon it.

These are the basic lessons of the DNH Program, and the framework that they create. This framework can help you analyze your own work and understand the relationship between what you are doing, and the context in which you are operating.

The DNH Framework can be drawn on a flipchart (or built using PowerPoint slides) as you present the six lessons. The final framework will look similar to the diagram below. This can be left on the wall throughout the workshop as a reference, or distributed to participants as a handout.

Building the framework as part of the workshop is useful, as it shows clearly how the lessons are linked to one another, as well as the process of using the DNH Framework.

The Do No Harm Framework for Analyzing the Impact of Aid on Conflict



NOTES

Module Two:
Context Analysis - Dividers and Connectors

Purpose and Framing

This module introduces participants to Dividers and Connectors, a tool for understanding a key feature of their context: relationships between groups. Dividers and Connectors are the primary context analysis tools for a Do No Harm application.

Workshop Type	Time	Resources	Key Messages	Skills Transferred
DNH Brief	20-30 minutes	None	▪ Dividers are the sources of tension or division in a society, "local capacities for war" ▪ Connectors are sources of cohesion and trust, and still exist despite the existence of conflict or the strength of dividers	▪ Understanding of the importance of context analysis. ▪ Understanding of what Dividers and Connectors are how D/C analysis fits into DNH.
Exposure Workshop	30-90 minutes	▪ Flipcharts/markers ▪ PowerPoint ▪ See activities list below	D/C analysis should be iterative and include the perspectives of local people if possible.	▪ Ability to identify D/C in a personal and case study context ▪ Understanding of the importance of context analysis.
DNH Application Exercise	30-90 minutes **plus** 2-4 hours	▪ Flipcharts/markers ▪ PowerPoint ▪ See activities list below	D/C analysis should be iterative and include the perspectives of local people if possible.	Ability to identify D/C in their own operational context
DNH Field Assessment Training	30-90 minutes **plus** 1-2 days	▪ Organized travel for participants to field site(s). ▪ Optional: coordinated focus group discussions ▪ Optional: key informant interviews	D/C analysis can be generated through conversations with program participants and non-participants	▪ Active listening ▪ Analysis of conversational data for D/C ▪ Feeding back D/C analysis to communities and program teams

Module Content: Context Analysis

The first step in the DNH process is to understand the context in which your organization is operating. There are many good tools for context analysis, and CDA does not recommend any one over another. Before beginning a Dividers and Connectors analysis, you should understand some basic things about the context in which you work:

There are three primary tasks to generating an understanding of the context:

1. Identify the elements of the implementation area for analysis of the context.
    a. What is the area (geographic or conceptual) relevant to your organization's work?
    b. At what level will the intervention be implemented? (i.e., local, national, etc.)
2. Identify actors in the context.
    a. What groups (ethnic, political, social, etc.) exist within the program implementation area?
    b. Can the implementation area be defined as "belonging to" or "territory of" any particular group or groups?
    c. What other interventions are taking place that will have an impact on the context?
        i. What is the government doing?
        ii. What are NGOs doing?
        iii. What local efforts are taking place?
3. Identify intergroup conflicts that have caused violence or are dangerous and may escalate into violence.
    a. Have any conflicts between identified groups erupted into violence?
    b. Are there non-violent conflicts that are significantly destructive, and/or have the potential to erupt into violence?

Conflicts are not always violent, dangerous, or destructive. Conflict is a vital part of society; disagreements between individuals and groups can generate thoughtful debates. What we are concerned with in this workshop is destructive conflict. This can mean violence and war, or latent conflict that prevents constructive progress in a society. We need to track the elements of conflicts in order to be able to predict potential tips into destruction.

Dividers and Connectors

Evidence from the DNH Program shows that all contexts of conflict are characterized by two factors: Dividers and Connectors. Our interventions will have an impact on both. Dividers and Connectors analysis will supplement your existing context analysis. Dividers and connectors tell us about one set of things in the context: relationships between groups of people.

Dividers are those things that:

- Increase tension, divisions or capacities for war between groups of people.
- Increase suspicion, mistrust or inequality in a society.

In contexts of conflict, Dividers are obvious, you can see them at work and people talk about them a lot. In contexts with no overt conflict, Dividers still exist and still have the potential to lead to violent, but they might not be readily visible to outsiders.

Connectors are those things that:

- Bring people together despite their differences
- Decrease suspicion, mistrust and inequality in a society.

In contexts of conflict, Connectors are sometimes difficult to see. People don't tend to talk about them and outsiders may think they do not exist, and yet we see them in every context. Connectors are clearly not always strong enough to overcome dividers, but this does not mean they are not important.

Categories for Dividers/Connectors Analysis

It is easy to say: "Identify the dividers and connectors in a context." It is not always so straightforward to do it. It is much easier to do this work in teams, and it is much, much, easier to do this work when your team includes local people. The following categories can be useful for brainstorming about Dividers and Connectors. These categories can help you to disaggregate dividers or connectors that seem to be quite big. Ask yourself: HOW is this dividing or connecting people? Or what aspect of this divides people? Does any aspect connect them?

Systems and Institutions

Societies function through systems and organize to govern themselves through institutions. These structures can serve as powerful forces, which either help to connect groups or promote difference and division between them. Systems and Institutions can be either inclusive or exclusive, legitimate for all or only for some. When examining systems and institutions, it is important to look beyond formal mechanisms for governance. There are informal, religious, and traditional systems and institutions as well. Technological systems (communications, electrical grids, etc.) also fall into this category. Some sample questions for analysis include:

- Which formal or informal governing policies, institutions or local, economic, technological, or cultural systems keep people apart or increase tensions between groups?
- Which institutions or systems help people overcome their differences or promote coexistence?

Attitudes and Actions

This category covers the things people say, and the things people do. People can promote connection or division through their actions (e.g. welcoming behaviors or aggressive behaviors) or their attitudes (e.g. sharing messages of peace or promoting stereotypes). These attitudes and actions can be small scale (how groups interact in a community) or large scale (what national-level politicians say).

- What kinds of attitudes, stereotypes, threats or acts of violence exist in the context?
- How do people express tolerance, acceptance or appreciation for other groups?

Values and Interests

Values and interests are the things that are important to people, their concerns, their principles, and their standards. Shared values and common interests connect people and different values or competing interests divide them. Interests can be economic or political, and values are more likely to be ethical or cultural. Values and interests represent deeply held or incredibly strong beliefs and positions, and are very difficult to influence. They are important when considering dividers and connectors because they help shape people's behavior and interactions. They may represent the reasons behind attitudes and actions.

- What are the specific values that may differ between groups and lead to tensions? What are the specific values that are shared among groups?
- Do groups share interests? Do they work together? Do groups have different interests in relation to shared resources?

Experiences

Experiences are a strong factor of either connection or division. Shared or common experiences can unite people across lines of division. Different experiences of a singular event can shape people's perceptions and create positions of division in a society. Group experiences are the source of its narrative and history, so much so that generations after an event or experience, those historical events can still be the source of connection or division. How groups have interacted or been on the same or opposing sides in the past is a key feature of their present-day relationships.

- Have groups experienced a past or historical event differently?
- What experiences have groups shared in the past?

Symbols and Occasions

Symbols are representative of something larger than themselves: a flag represents a country or a movement; a color represents a group; a street named after a war hero represents a piece of history. Occasions bring people together to celebrate, mourn, remember, or compete. These symbols and occasions can unite people across lines of division, or further divide them. A street named after a war hero looks different to people on the winning and losing sides of the war. A celebration of remembrance or independence may bring together all groups. Symbols and occasions should be analyzed not only for what they are, but for what they represent to people and whom they include, or exclude, as the case may be.

- Are there symbols, events, holidays or occasions that celebrate one group over the other? From which certain groups are excluded?
- Are there universal symbols of togetherness or peace recognized and celebrated by all groups?

DNH Practitioners use all kinds of categories to help them brainstorm and identify Dividers and Connectors in their contexts. People find the categories above very helpful, but it by no means the only way to categorize Dividers and Connectors. The idea is not to follow a formula, but to find a process for identifying Dividers and Connectors that works for you and your team.

Considerations in Context Analysis

There are several key considerations to watch for when identifying Dividers and Connectors.

Prioritizing Dividers and Connectors

Usually, when making lists of Dividers and Connectors, we can come up with dozens of factors in the context that are increasing tension or bring people together. It is going to be very difficult to apply dozens of Dividers and Connectors to inform program planning, or track them all over time. DNH practitioners prioritize Dividers and Connectors in order to effectively monitor changes to those factors. People prioritize Dividers and Connectors in various ways, but usually they ask themselves:

- Which Dividers are the most dangerous or cause the most tension between groups?
- Which Connectors can I work with and have positive impacts on?

People as Dividers or Connectors

It is tempting to identify individuals as Dividers or Connectors in a context. However, it is likely their specific **actions and behaviors** that have a divisive or connecting effect, not their whole person. Just as your intervention will have an impact on Dividers and Connectors, individuals, through their actions and behaviors are also having an impact. People can be **symbols** for a larger movement, system or institution. And they can play upon and actively work to strengthen certain dividers to the point where it is difficult to see them as separate from the divisions they are creating or they can be representative of peaceful attitudes and ways of interacting with other groups.

When talking about people, especially about living people, as symbolic Dividers or Connectors, keep revisiting your analysis regularly. People change their behaviors and actions quickly, and someone who is a symbol for a peaceful movement can become an actor in a broader system perpetuating violence over time. This is especially true of actors who are symbolic Connectors outside of a governing structure (e.g. Nelson Mandela, Aung San Su Kyi). While these actors are outside of the system they can be symbols of a broader movement. Once they become part of the government (South Africa, Myanmar) they will make political decisions that with shift their status and their connecting power may wane.

When something seems to be both a Divider and a Connector

When you do your analysis, sometimes a factor will appear to be both dividing and connecting people. In these cases, it is important to **disaggregate** by asking yourself, "how is this factor dividing and how is this connecting?" or "what about this factor divides people, and what aspects of it connect?" Referring

to the categories may help you break down the Dividers and Connectors into their basic components, so you can really see how you are having an impact on them. Saying that something is both a divider and a connector makes it hard to determine exactly how we are going to change that factor.

Level of Analysis

When identifying Dividers and Connectors, it is important to clearly specify your level of analysis. At a very local level, something may connect people quite strongly. As the analysis widens and includes more groups and different inter-group dynamics, micro-level Connectors could become macro-level Dividers. For example, Kurdish independence is a very strong Connecting interest among Kurdish people. If, for instance, we are analyzing the whole of Iraq, Kurdish independence would be a Divider between Kurds and other Iraqis. To ensure clarity, it is vital to **establish clear boundaries** to your analysis in order to understand how these factors should be sorted, and therefore what the impacts of strengthening or weakening a single factor may be. For the same reason, it is essential to **specify which groups are being divided or connected.** For example, rather than simply identifying Kurdish independence as a divider, clarify that Kurdish independence is a divider *between Iraqi Kurds and other Iraqis*.

Dividers and Connectors are a tool for sorting elements of the context that tell us about how people in that context relate to one another. These are important to understand for all interventions. When organizations are working in contexts of conflict, e.g. doing humanitarian and development assistance in a context of conflict, they must understand how they will have an impact on Dividers and Connectors. When organizations are working directly on the conflict, e.g. doing peacebuilding, they must still pay attention to Dividers and Connectors in order to avoid unintentionally making them worse, even as they seek to address the key drivers of the broader conflict.

We have seen that Dividers and Connectors are useful to understand ongoing violent conflicts, as well as latent or underlying conflicts that are not violent. Latent conflict can still be destructive. These conflicts are not as obvious to outsiders, but they are still important to track. As we have said, all interventions will have an impact on BOTH Dividers and Connectors in the context. As we go forward with our programming, we will begin to see HOW those impacts occur.

Dividers and Connectors Activities

Type	Content	Outcomes/Messages
Didactic	Basic introductory lecture to Dividers and Connectors (from presentation plan above). Sharing examples from the trainers' experiences (see ***Appendix Four***)	Basic understanding of D/C concepts. Contextualized examples.
Kinesthetic	Identities Game *Needed: Empty space large enough for people to walk through quickly* Ask participants to divide themselves according along binary identities (e.g. prefer coffee/prefer tea), with one identity on one side of the room/space, and the other on the other. Stress that THEY decide where they should stand—if some people choose to stand in the middle, that's their choice, they define what they identity means. 8-10 different identity binaries is sufficient for a brief exercise Caveat: *This game has the potential to become emotional or political. Carefully select the list of identities, considering who is in the room.*	After the game it is important to point out two things: 1. Usually, everyone will have been in a group with everyone else at some point. 2. What connects us and what divides us is dependent on which identity we are prioritizing at a given moment.
Eliciting	Context building *No materials needed* ▪ Start with the question: What connects you to your family? There is no need to record responses. *Participants will often say things like shared history, security, love.* ▪ Then ask: What divides you from your family? ▪ Continue asking "What connects you…" and "What divides you…" questions at various levels: family, neighbors, town/city, country ▪ This exercise works very well with all audiences, but it is especially good for people with little background in analysis. ▪ This exercise can kick off a D/C session, and even precede a lecture or presentation	This exercise introduces the concepts of D and C and makes them quite concrete and personalizes them. It is also a good way to introduce the idea of analytical boundaries. As the boundaries widen, the number of groups and the dynamics among them change.
Experiential	Case Study Analysis *Needed: flipcharts and markers, case study* Using a teaching case study, ask participants to read, paying close attention to dividing and connecting factors in the case. In small groups or in plenary, create a list of Dividers and Connectors. Trainers should force participants to critically reflect on each identified D or C, to understand who it connects or divides and how. (See *case study teaching notes* for further information)	Identifying D/C in a context. Using a case study can be politically easier than starting with an initial analysis of participants own contexts.
	Identify D/C *Needed: DNH PowerPoint Deck, other images* ▪ Project or show a photo or cartoon ▪ Ask participants what is happening in the image, and then ask if they see any particular D/C. and how they know There may be disagreement or confusion. Open the stories to discussion about how to change the pattern(s).	This exercise gives practice identifying D/C in varying concepts, and explaining how and why they divide or connect people.

Dividers/Connectors and Monitoring, Evaluation, and Learning

An analysis of Dividers and Connectors in a context, and the changes to those D/C over time, can be an integrated part of an organization's Monitoring, Evaluation, and Learning plans. Incorporating Monitoring, Evaluation, and Learning components into a DNH workshop is *most useful* when members of the Monitoring, Evaluation, and Learning team are present. However, this section of the manual can still be useful if approached with the thinking: "I'm the Monitoring, Evaluation, and Learning person for my organization, what do I need to track or learn at this stage?"

- How should I track the D/C in this context to see if they are changing as a result of the project?
- What shifts in context might also shift 'key' D/Cs identified in this analysis?

Frequently Asked Questions

Is a D/C analysis sufficient for conflict or context analysis?

A D/C analysis is a specific kind of context/conflict analysis. It tells you one thing: the dynamics and factors in the relationships among groups in the context. It should supplement other context analysis tools (e.g. actor mapping, power analysis, etc.). Depending on the goals of your program, you may need to do additional conflict analysis as well. If you are doing a peacebuilding program (working ON conflict), for instance, it will be important to analyze the key drivers of conflict in the context in order to determine which of them you will attempt to address. A D/C analysis should still supplement a further conflict analysis when it comes to determining HOW to implement your programs.

How long does the list of connectors and dividers have to be?

A D/C list can attempt to be exhaustive (and exhausting!), and capture all the D/C in any context. Capturing these in a list can be a vital exercise, especially as teams begin to talk through the context and its dynamics for the first time. However, priority D/C will begin to emerge—those most powerful and dangerous Dividers, or those Connectors that might be easy to influence. As they emerge, these should be carefully tracked. There's no hard and fast rule for list length, but 5-7 items can easily be remembered by program teams, for ongoing monitoring purposes.

Are all Connectors positive?

No. Sometimes the factors that connect people across conflict lines are hardships, trauma, or discrimination. These are factors that, obviously, a program will not aim to support or strengthen. However, they do exist, and they do manage to bridge differences, and sometimes create opportunities for collaboration. These "negative connectors" should be closely monitored.

What do you do when you cannot identify any Connectors?

Ask! Often community members, local officials, even local staff know of Connectors, which may not be obvious. Get as broad a set of perspectives (ethnicity, age, gender, livelihoods, etc.) as possible. Maybe there are some shared historical experiences among groups, maybe children or youth are coming

together because of new music or movies, maybe people collaborate across group divides for economic reasons. There are always Connectors. They are not always obvious.

How often should you do a D/C analysis?

Analysis should be iteratively updated. There is no prescribed, or even preferred interval for analysis. It is, like most things, dependent on the context. Some organizations revisit their D/C analysis on a scheduled interval, others add a "What's changed in the context?" line to their regular meeting agendas. Still others make it a point to revisit analysis following major events in the context. Analysis can be updated formally—on a scheduled basis—or informally—based on observations made by staff in the community, based on conversations, based on beneficiary/participant feedback.

Who should participate in D/C analysis?

Adding diverse perspectives to a context analysis, or program planning session, will enrich and nuance the available data. Local perspectives are critical, but it may not always be possible to have participatory analysis sessions. As an alternative, analysis can also be validated with communities, local staff, and other local people in both formal sessions and informal conversations. It is important to hear perspectives from different sides of the conflict, in order to seek balanced information.

Can a Connector also be a Divider?

Yes, and no. This question illustrates the need to disaggregate by asking yourself, "what about this factor divides people, and what aspects of it connect?" If, for example, you are doing an analysis of a single village, you may identify water as a shared resource among all the villagers. However, if you expand the analysis to a group of nearby villages, there may be competition for that same resource, and water is seen as a divider.

Can Dividers and Connectors be applied at the household level?

Dividers and Connectors analysis was developed in order to understand the dynamics of intergroup relations at the societal level; however, this analysis can yield insights at the household level as well. Applying D/C analysis at this level may draw out important gender and inter-generational dynamics to consider when during implementation. A note of caution: analyzing D/C at the household level can become problematic if it leads to making overgeneralized assumptions about "all men" or "all women" or "all children."

NOTES

Module Three: Patterns of Impact

Purpose and Framing

The purpose of this module is to introduce the ways in which aid programs interact with contexts. The DNH Program has identified clear patterns through which these interactions take place. Identifying positive and negative patterns and taking steps to change them or build upon them is the foundation of conflict sensitive program design and implementation.

Workshop Type	Time	Resources	Key Messages	Skills Transferred
DNH Brief	20-30 minutes	None	▪ Clear patterns have been identified in the ways aid interacts with conflict. ▪ These are related to WHAT an organization does, HOW it does those things, and the BEHAVIORS of staff.	▪ Understanding that patterns exist and are predictable. ▪ Understanding that negative impacts are therefore preventable.
Exposure Workshop	90-120 minutes	▪ Flipcharts/markers ▪ PowerPoint ▪ See activities list below ▪ *Handouts*: Action Patterns, Behavior Patterns		▪ Ability to identify five Resource Transfer (Action) and four categories of Implicit Ethical Messages (Behavior) patterns in a case study context ▪ Ability to reflect on their own experiences and identify patterns in their programs
DNH Application Exercise	30-90 minutes, **plus** 2-4 hours	▪ Program proposal, or other program description document for analysis ▪ Community feedback documents		Ability to identify patterns and potential patterns (positive and negative) in their own programs
DNH Field Assessment Training	30-90 minutes, **plus** 2-4 hours	▪ Coordinated discussion with program teams		▪ Active listening ▪ Analysis of program data for actual and potential patterns

Module Content: Patterns of Impact

Note to trainers on language

Patterns of Impact were originally referred to as Resource Transfers and Implicit Ethical Messages. CDA also uses Actions (organizational actions) and Behaviors (individual behaviors) in this session. Based on the audience, the trainer should select the terminology that will work best.

The evidence from the Do No Harm Program's work with agencies providing all kinds of assistance in conflict has found that there are distinct patterns through which aid programs have impacts, both positive and negative, on the contexts in which they work. Having identified these patterns, we can anticipate how aid will interact with conflict, we can think of ways to avoid negative impacts and reinforce positive impacts. These patterns are tools. The fact that these patterns exist is reassuring, because if we can identify the patterns at work in a context, we can anticipate how they will have an impact on that context.

These patterns, which are universal and come from the field experience of agencies working in vastly different contexts, can help to isolate the small elements of a program THAT CAN BE ADJUSTED in order to increase, preserve or build on positive impacts or decrease or compensate for negative impacts. Making these adjustments will be covered in the next session.

1. An organization's **ACTIONS**:
    a. **WHAT** - the goods and services that an organization transmits to the context can either increase or decrease equality and security in the context.
    b. **HOW** – the mechanisms used to transmit goods and services can significantly affect Dividers and Connectors.

2. Individual or group **BEHAVIOR**:
    a. **HOW** – the ways in which staff interact with each other, with other organizations, and with local people sends messages about their intentions, their values and their goals.

It is important to note that patterns of Actions and of Behavior can be both positive and negative. Organizations that are not regularly monitoring their impacts on the context, or which fail to link their program to their context analysis will may have negative impacts without being aware of them, while organizations that are strategic, and consistently monitoring changes in the context AND reacting to them, will be better able to see opportunities to generate positive patterns.

Resource Transfers/Actions

All programs transfer resources, tangible or intangible, into the context where they work. These resources include money, goods, skills, food, shelter, and advocacy. The transfer of resources are organizational Actions. We need to keep in mind:

When outside resources are introduced into a resource-scarce environment where people are in conflict with each other, the local people see these resources as representative of power and wealth and thus, the resources become part of the conflict. People in conflict attempt to control and use assistance resources to support their side of the conflict and to weaken the other side. The impacts of these transfers occur in five spheres:

1. Theft

Goods or money intended for distribution or payment may be stolen and used by fighters. Goods or money can be diverted or "taxed" to fund ongoing fighting.

2. Market Effects

In violent conflict settings, assistance affects prices, wages and profits and can reinforce the war economy by enriching activities and people that are war-related. In all settings, such increases in the prices of goods and services can price local people out of their own markets. Agencies can also have effects on markets by bringing in goods and services from outside which could be sourced locally, and giving them away for free. This drops the prices of local goods, and can force farmers and sellers to seek alternate employment—sometimes in fighting.

3. Distribution Effects

Distribution of goods, money, time or opportunities along the lines of an existing conflict can exacerbate tensions and dividers by unfairly benefiting one side over another.

4. Substitution Effects

Organizations sometimes find themselves substituting for the role of governments by, for example, building roads or schools. This substitution allows the government to invest the money they would have spent on services in extending an ongoing conflict or misappropriating funds. Substitution can also weaken the state's ability to respond, manage disasters, conflicts, and its own development.

5. Legitimization Effects

An organization can inadvertently lend legitimacy to a government, leader or institution by involving them in the aid process (in distribution, in publicity, etc.). This becomes problematic when it legitimizes a government, leader or institution that is considered responsible for violent or unjust behavior.

It is possible to avoid negative effects in these five spheres, and in fact, have positive impacts on the context by designing programs that are linked to your context analysis, allow for creative approaches, take into account local definitions of fairness, and strategically plan for the future of the program (including the exit strategy).

Positive Patterns of Actions

It is possible for aid agencies to have positive impacts on contexts of conflict though their patterns of resource distribution, though this requires some strategic thinking, good analysis which is revisited regularly and context-specific programing choices. Working using these strategies may intersect nicely with agencies' broader agendas and build on their impacts in other spheres. In other cases, using these strategies could occasionally conflict with an organizational mandate (with the exception being Theft Prevention—everyone can and should work to prevent theft).

1. Theft Prevention

Thieves need four things in order to steal:

1. Knowledge: They need to know that there is something to steal, where it is, how to get it, etc.
2. Value: The thing to be stolen must be worth the risk of stealing it.
3. Impunity: They need to know they can get away with it.
4. Opportunity: They need a chance to steal it.

If you can take away one of these four things, you can reduce theft, if you can take away more than one, you can reduce theft more. Creative and context-specific solutions work best. Preventing theft keeps resources from being diverted for conflict purposes, and saves resources which can then be put towards peaceful purposes.

2. Market Effects

Agencies have the power to boost, balance or stabilize markets for local goods and services, in order to reinforce a civilian peacetime economy, and to ensure that local people can still participate in local markets. Agencies need to analyze local markets to determine what goods and services are sold there, how they might be distorted by agency efforts, and how this may affect Dividers and Connectors. There are usually options for sourcing goods locally, supporting local growers, producers, and vendors.

3. Distribution Effects

By understanding what local and specific definitions are for fair distribution in the context (an up-to-date understanding is key, based on current conflict dynamics), agencies can distribute goods and services to their target populations in a way that does not exacerbate conflict, but can actually build upon connectors. Fair distribution is not always "equal" distribution. Ask local people what would be fair. Transparency about project goals is vital to gaining the trust of local people when distributing across the lines of a conflict.

4. Substitution Effects

Sometimes, it becomes necessary for an aid organization to substitute for a government responsibility (times of natural disaster or crisis). Substitution should be strategic, short-term and negotiated with the government. The government should be involved in the program design so they understand and are held accountable for their role, including the transfer of responsibilities and the establishment of timeframes and exit strategies, to help ensure that future governance capacity is strengthened.

5. Legitimization Effects

Agencies can strategically and purposefully legitimize a government, leader or institution with the goal of changing or improving local perceptions of that entity's ability to support unity or to be responsive to constituent needs. This can also have the effect of creating a demand more accountability from local governance. In order to do this, it is important to understand HOW and WHY the entity will be legitimized, where there might be pushback from local people and how the agency will be viewed in light of current conflict dynamics.

Aiming for a positive effect in one of these five spheres is a way to create added value for aid efforts and build positive relationships in local communities. However, agencies attempting to balance markets, distribute fairly, substitute for government in the short-term, or strategically legitimize a leader MUST do regular analysis of the impacts of these efforts. There could be unforeseen and unintended consequences of these types of actions, and agencies must be ready to respond if the context pushes back against any program element. These efforts, by necessity, are grounded in the local context. Programs may have worked in other regions, but they could have a completely different outcome if transferred to a new context without full awareness of potential impacts.

Implicit Ethical Messages/Behaviors

The second way organizations have impacts on a context are through the patterns of behavior displayed by staff members. The way staff behaves sends messages about their values and their intentions. A person's behavior is often a more trusted indicator for their intentions than their words. We are always sending messages through our actions, and others are always receiving them. Our messages can either reinforce the moods and modes of destructive conflict, or they can promote ethics that strengthen peaceful coexistence.

Patterns of behaviors fall into four categories:

1. Respect

Respectful interactions with local people are calm, collaborative, trusting, and sensitive to local concerns. Disrespectful interactions are suspicious, indifferent, belligerent or dismissive. Respectful interactions are open to and encouraging of feedback and grievances. Disrespectful interactions give information without inviting comments or feedback and present solutions not grounded in the context.

2. Accountability

Organizations and staff display accountability for their actions and decisions by: taking action, rather than displaying powerlessness; by taking responsibility for their errors rather than displaying impunity; by abiding by the rule of law rather than relying on arms to display power. Accountability is often focused upward, to headquarters, donors and organizational higher ups. However, Accountability here refers to local people and responsiveness to local concerns. If staff refuse to accept responsibility for their errors, or do not take action when action is required, local people will lose trust in the organization as a whole to respond to their needs.

3. Fairness

Patterns of behavior that are fair recognize the value of input of all members of a community, rather than assigning different value to different lives and are responsive to the expressed needs and goals of the entire community, not only those with voice, power or influence. It is important to note, however, that equal access and equal distribution are not always considered to be fair. We must understand local, contextual and historical definitions of fair treatment and distribution in order to determine what equitable distribution or access looks like.

4. Transparency

Transparency cuts across all of the other patterns of behavior. Being clear and open about an intervention and its aims, inviting local people to participate in the process, give their feedback and share their concerns reinforces positive patterns of behavior. Shielding an intervention from critique or criticism from outsiders leads to perceptions that an organization does not respect or trust local people, and is not willing to be held accountable for their actions. Only through transparency can an organization design an intervention that is Respectful, Accountable and Fair as defined in the local context.

Using the Patterns

Program Design

When designing interventions, considering Actions and Behaviors can help link your context analysis to your program design. The Patterns of Impact are predictable. Because they can be predicted, negative impacts can be avoided and organizations can plan interventions that are appropriate for the context. The Patterns of Behavior also help give organizations guidelines for developing policies about how staff interact with local communities as well as with their colleagues.

Understanding Impacts

As you begin to see the impacts your program is having on the dividers and connectors local context, the patterns become vital to understanding HOW those impacts are taking place. Once you understand how the patterns operate, you will quickly be able to see what the consequences of the positive and negative impacts are in your context.

Finding Options

The Patterns of Impact can offer some "hooks" for generating Options to adjust your program and to address changes in Dividers and Connectors. Once you identify the pattern that is causing the impact, you can adapt or change that pattern and hopefully reverse a negative impact. You can also identify and build upon positive patterns.

Patterns of Impact Activities

Type	Content	Outcomes/Messages
Didactic	Basic introductory lecture on Patterns of Impact (from presentation plan above). Sharing examples from the trainers' experiences (see ***Appendix Four***)	Basic understanding of Patterns of Impact. Contextualized examples.
Kinesthetic		
Eliciting	Ask participants to share stories of their own Action or Behavior patterns. This can either follow a lecture or be integrated pattern by pattern. Often participants will open up about their experiences, what they learned, how they adapted programs. They may not have had specific language to describe these incidents before. This may need to be carefully facilitated for time.	This allows participants to personally connect to the module. It also reinforces the lesson that these patterns are universal and that options exist to improve programming.
Experiential	**Case Study Analysis** *Materials: flipcharts and markers, case study* Using a teaching case study, ask participants to identify the patterns of impact displayed by the organization(s) in the case. (See case study teaching notes for further information)	Identifying Patterns of Impact in context.
	Guess the Pattern *Materials: DNH PowerPoint Deck, other images, Appendix Four* Use examples from your experience, from ***Appendix Four***, or from photos and cartoons projected on PowerPoint or other media. 1. Project a photo or vignette, or tell a short story about a Pattern of Impact, using both Action and Behavior examples. 2. Ask participants to identify the pattern(s) at work in the story or photo. 3. Ask participants how they might go about changing the pattern(s).	This exercise allows participants to identify patterns in a non-threatening way (negative patterns in stories or images are not linked to their activities or behaviors. It may be easier for them to engage and they may feel more comfortable analyzing negative patterns in this manner.

Patterns of Impact and Monitoring, Evaluation, and Learning

- How can you track patterns of impact over the course of the project?
- How can you identify which groups are not engaged in the project? (E.g., marginalized identity groups can be harder to find and engage).
- What further support—internal or external—might be needed to be conflict sensitive? From whom can you get it—and what are the CS implications of this partnership?

Frequently Asked Questions

Do Patterns of Impact only apply to international organizations and their staff?

No. We have seen these patterns at work in local organizations, in government interventions, and in corporate operations—across the range of types of intervention.

How do we measure the intensity of an impact?

Measurement is challenging, especially in complex contexts with multiple ongoing interventions. Is a market effect considered "bad" if a dozen people are made jobless? Or if large numbers of farmers join militias because the price of their crops has dropped too low to sustain their families? The best way to determine the level of impact on a community is to ask community members, as you attempt to address the impact, regardless of its scale.

How do you address an issue like aid's contribution to corruption?

Corruption is a complex and multi-faceted phenomenon. Aid can, and does, contribute to it, and to its effects on society. What we have seen that works to begin to understand these contributions is to break corruption into components, using the Resource Transfer and Implicit Ethical Message Patterns. Is aid contributing to legitimization of the corrupt system by taking part in it? Are staff mirroring an attitude of impunity that is present in corrupt officials? Reversing these patterns of impact will most likely not change overarching patterns of corruption, but it may help an organization avoid contributing to it.

What is the difference between equity and equality?

To some, it helps to think of 'equity' as a process, and 'equality' as an outcome. One marginalized group may require more input, resources and support to achieve equality because they are at a greater disadvantage than the groups around them. Thus an equitable process for this marginalized group is one that requires greater effort and resources. Equality is when each group has reached equal status, shares the same rights, and can access the same opportunities in a context.

NOTES

Module Four: Program Analysis

Purpose and Framing

This module impresses upon participants the importance of examining the details of their assistance programs. These details are the source of their impacts, and the source of the Patterns of Impact.

Workshop Type	Time	Resources	Key Messages	Skills Transferred
DNH Brief	5-10 minutes	None	▪ The details of an intervention are the source of the Patterns of Impact. ▪ Many of the program details can be changed or adapted at any stage of the program cycle in order to improve impacts on D/C	Understanding that program details and criteria set at headquarters/donor levels are the source of impacts on D/C
Exposure Workshop	30-90 minutes	▪ Flipcharts/markers ▪ PowerPoint ▪ See activities list below ▪ *Handouts*: Critical Detail Mapping Sheet		▪ Understanding that seemingly small program details are the source of impacts on D/C ▪ Understanding of the constraints on staff when it comes to adapting programs
DNH Application Exercise	30-90 minutes, **plus** 2-4 hours	▪ Program proposal, or other program description document for analysis ▪ Community feedback documents		Ability to unpack an aid program based on program documents and staff reflections
DNH Field Assessment Training	30-90 minutes, **plus** 4-6 hours	▪ Coordinated discussion with program teams		▪ Active listening ▪ Ability to generate a list of relevant program details based on discussions with program staff.

Module Content: Program Analysis

One of the earliest lessons of the DNH Program was that the details of an intervention matter. In terms of impact on Dividers and Connectors, it is rarely an entire program that causes an impact. Rather, the small details of well-designed and well-intended programs can cause unintended negative impacts. We don't see these impacts on the context until we unpack the aid program and link it to our Dividers and Connectors Analysis.

Evidence from the field shows that there are certain Critical Details of any intervention that often lead to impacts on Dividers and Connectors. In addition to those details, there are other questions and ways of understanding the program that can help an agency fully understand their aid program's impacts.

A program analysis helps organizations unpack all of the details of its interventions so that it may begin to understand how those details interact with the context. These include:

1. Details of its **programs** (beneficiaries/participants selection, sites and timings of programs, etc.)
2. Details of its **operations** (hiring, procurement, security, etc.)
3. Specifics of its **policies** (criteria-setting for both programs and operations).

Many organizations only focus their analysis on the programmatic parts of its intervention, and do not reflect on operations or policies. But operations have just as much impact (some might say more) on conflict dynamics as programmatic choices. And policies establish criteria and processes, which are the basis of both programmatic and operational decisions.

The Critical Details of Programming

WHO are we working with?

When it comes to conflict sensitivity, most impacts come down to the details of who is—and who is perceived to be—benefiting from the presence of the agency. These benefits are conferred through participation in programs, being hired or contracted by the organization, or being identified as a partner. It is important to review policies for partnership, hiring, and beneficiary selection criteria, which may, in a given context create an actual or perceived bias (when, for instance a "most affected" criterion means that aid is being distributed to one group along conflict lines—creating a distribution effect). All of the other program analysis questions end up linking back to who.

- Staff (who are we hiring? Who are we not hiring?)
- Beneficiaries (who are our beneficiaries and why them?)
- Partners (What other agencies/government entities are we partnering with?)
- Authorities (are we working with authority structures? Why and how did we choose them?)
- Who is left out of all these categories?

WHERE are we working?

Program planning involves a lot of "*Wheres*". From where to locate an office to where to hold meetings with community members, to where jobs and other opportunities are advertised; these questions matter. Again, this comes down to who is included and who is left out.

- On a smaller scale, where are distributions taking place within a certain zone? Is this location accessible to all people in the community?
- Do budgetary constraints mean we are eliminating some people from programming? If we are only doing community visits in a radius of four hours' drive from the office, do we have access to people with the most need?
- Who is left out because of our choices of location?
- Does this put us far from vulnerable groups?

WHAT are we doing?

When we think about "what" from a conflict sensitivity perspective, we are not only talking about the outcomes or impacts (actual and hoped-for) of any project or program, but the inputs into that program as well. What resources will be needed, how will they be sourced, and who might benefit are all "what" considerations. The "what" needs a detailed analysis. If you are building a school, the school is not the only "what." The building materials, labor, financing, land, and decisions about all of the above are all resources in the community that could overlap with conflict dynamics.

- Is the intervention type (skills, services, goods, etc.) appropriate for the context?
- Is there something else we can distribute/do?
- Is what we are giving or doing acceptable for all groups in the context?

WHEN is our intervention taking place?

Timeframes and timing for programming can be seen on the micro level—when during the day, during the week, during the year a program or set of activities takes place—or on the macro level—when in relation to the context of conflict does an organization or program enter or exit a context or implement a program. In order to maximize positive impacts, timeframes and timings should be appropriate for the context, rather than based on organization fiscal years or donor spend-down schedules.

- Are we arriving/starting activities at an appropriate time?
- In an immediate post-emergency or post-conflict context, is a specific program type necessary? Will it distract from reconstruction or reconciliation efforts?
- If we hold activities or distribute resources at midday, who might be unable to attend or receive goods?
- Is it a good idea to plan activities during the rainy/dry/planting/harvest season? Who may be left out based on our timeframes?
- Do we have a plan for exit strategy?
- Are we offering programs only at night (when women might not be able to participate)? Are we offering programs only during the day (when paid or unpaid laborers might not be able to come)?

WHY and HOW?

Why and how are cross cutting elements to all of the above program pieces. These questions examine the **REASONING** for decisions as well as the **PROCESSES** of decision making: Based upon which **CRITERIA** did we make this choice? Who was involved in the decision making process? How did we integrate local perspectives?

- When we ask ourselves What? We must also ask "Why that?" and "Why not something else?"
- When we ask ourselves Who? We must also ask "Why us? Do we have the appropriate skills and expertise, or do we just have the money?"
- How we will do all of these things? How will we distribute what we have brought?
- How are we selecting staff?
- How will we know when are finished with our intervention?
- Who is involved in our decision-making processes? Have we made these processes accessible by all groups?
- How are these decisions made transparent to the community?
- Can all staff explain transparency?

Outlining all of the details of an Aid Program not only allows you to see where your intervention will have an impact on Dividers and Connectors (if you're hiring from all one group, for instance, this could clue you in to a potential increased divider), it also helps you to be transparent and outline your decision making processes to partners, beneficiaries, staff and non-beneficiaries alike.

The good news about Aid Programs is that most of the Critical Details can be adapted or adjusted to suit the context without changing the organization's Mandate or structure and without requiring much more funding. Indeed, the DNH Program has seen that often making adjustments to an Aid Program can save an organization money that would otherwise have been spent on mitigating negative impacts.

Constraints

There are, of course always some details that are not within our power to adjust. Decisions are made at agency **headquarters** in far-off countries, **policies** or criteria are set by **donors** or programs are constrained in their reach because of organizational **mandates**.

These factors may limit an agency or program's ability to make the perfectly conflict-sensitive choice. However, conflict sensitivity and Do No Harm do not always mean making the perfect decision. Rather, it means being AWARE of the consequences of any specific choice, and then adapting a program, agency operations, or policy to have the most positive impacts possible on conflict dynamics.

Program Analysis Activities

Type	Content	Outcomes/Messages
Didactic	Basic introductory lecture on Program analysis (from presentation plan above). Sharing examples from the trainers' experiences (see ***Appendix Four***)	Basic understanding of how and why we do Program Analysis. Contextualized examples.
Kinesthetic		
Eliciting		
Experiential Didactic	**Case Study Analysis** Materials: *flipcharts and markers, case study* Using a teaching case study, ask participants to identify the patterns of impact displayed by the organization(s) in the case. (See case study teaching notes for further information) Basic introductory lecture on Program analysis (from presentation plan above). Sharing examples from the trainers' experiences (see ***Appendix Four***)	Identifying Patterns of Impact in context. Basic understanding of how and why we do Program Analysis. Contextualized examples.

Program Analysis and Monitoring, Evaluation, and Learning

- Are we compromising the quality of our own programing by not paying attention to our conflict impacts?
- Who will track program details, and when?
- Are we adapting our theory of change as we've learned about the impact our program details are having on the context?

Frequently Asked Questions

How detailed does the Program Analysis need to be?

Though program analysis asks for a detailed unpacking of the program, operations and policies of an aid intervention, there is a risk of "analysis paralysis," that is, not acting because you're too busy analyzing. The aid program analysis is meant to clarify your understanding of the interactions of the program and the context. When Patterns of Impact, or potential patterns—especially negative patterns—start to emerge, it is time for action. At the very least, it is important to review each of these program analysis questions in a more-than-perfunctory manner. This analysis works best as a team exercise, and can be done in the planning phase, but should also be revisited during implementation.

NOTE

Module Five:
Options Generation and Program Redesign

Purpose and Framing

The purpose of this session is to show participants the necessity of updating their program plan based on an analysis of their program, their impacts and the context in which they are working. This session will also give them an opportunity to practice generating options and redesigning programs in a team setting, and with the support of a trainer. It should be emphasized to participants that the process of generating options is not optional. Rather, it is a necessary part of conflict sensitivity.

Workshop Type	Time	Resources	Key Messages	Skills Transferred
DNH Brief	10-25 minutes	None		▪ Awareness of the need to adapt programming based on context ▪ Awareness that program adjustment do not require wholesale changes to organization mission, mandates or strategies.
Exposure Workshop	90-120 minutes	▪ Flipcharts/markers ▪ PowerPoint	▪ If a negative impact on D/C is observed, in order to be conflict sensitive, the organization must respond by adapting its programs to respond to that impact. ▪ Even if a program is not responsible for a negative impact, it should be responsive to it.	▪ Understanding about how to develop options ▪ Practice developing options in case study scenario
DNH Application Exercise	30-90 minutes, **plus** 2-4 hours	▪ Program proposal, or other program description document for analysis ▪ Community feedback documents		Ability to develop and communicate the rationale for programmatic options to program teams
DNH Field Assessment Training	30-90 minutes, **plus** 2-4 hours	Additional debrief with program team		Ability to develop and communicate programmatic options to program teams and community members

Module Content: Options

Knowing that programs and contexts interact is not the same as doing something about it. In order to implement conflict sensitivity, you must continually adapt your programs to suit the evolving context. Even with strong advance planning, unanticipated negative impacts will arise. When they do, it will be your job to identify practical real-time options for achieving the **SAME PROGRAM GOALS** without having an unidentified negative impact and, where possible, enhancing the positive impacts.

There is no prescription for which program adaptations will work best in your context. You must use what you know about the context, what you know about your potential and actual impacts, and your team's creativity to develop appropriate responses to changes in the context.

These adaptations will be important, but they may not be large. It may only require a small adjustment to what you are already doing well to amplify a positive impact. It might be a change so seemingly insignificant that you don't even consider tracking its impact. It's worth remembering that impacts often arise from the details of, rather than the entirety of, a program.

At this point, you have analyzed the Dividers and Connectors in the context, you have pulled apart the details of aid programs and identified the patterns of impact. Now, your job is to use your understanding of the relationship between context and your program to make your program as good as it possibly can be.

Generating Programmatic Options

- **Review D/C regularly for changes**. Revisit priority D/C to monitor them and adjust prioritization as needed.
- ***Identify the Patterns of Impact***. If a change is observed in the priority or intensity of a Divider or Connector, ask yourself "Why? Which Patterns of Impact caused that change? Which program details is that pattern linked to?"
- **Identify Options to Change the Pattern of Impact.** This sounds easy, but it's not always straightforward. However, if you identify that a specific type of negative impact is occurring, and you don't change that pattern or address the negative pattern, you have not found a conflict sensitive option.
- **Cross-check your Options.** Before finalizing your decision on which option to implement, think again about the Dividers and Connectors to ensure that the newly adapted intervention will not have unintended negative effects.

Tips and Tricks for Making Options Easier

- **Work in teams!** More perspective and experiences generate more ideas.
- **Brainstorm!** If you can generate a list of 50 possible options, maybe 5 of them will be good, of those, maybe three will be possible with available resources, of those, maybe one can be implemented easily. Be open to creative solutions
- **Root your thinking in the local context.** What works in one place won't necessarily work everywhere.

- **Collaborate with local communities.** Locals know their own context much better than outsiders. They will have a good sense of what can work and what won't. Ask for their perspectives.

The Ongoing Do No Harm Process

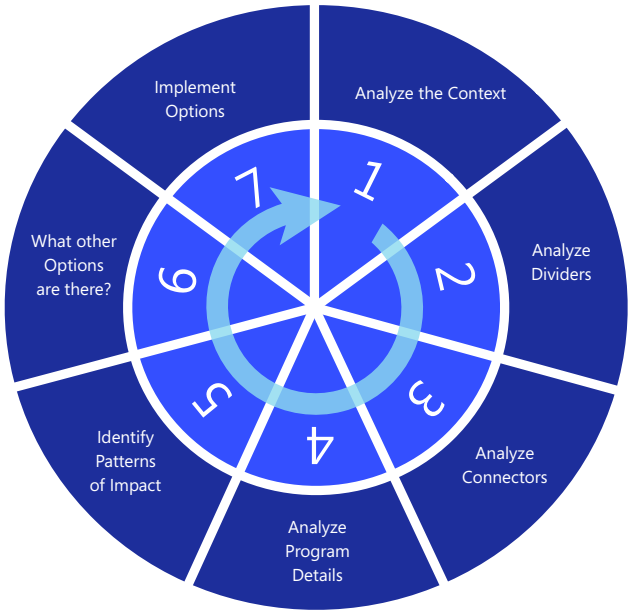
DNH is more than a tool; it is an ongoing process that can be incorporated into an organization's or a team's work. The process is iterative and it must be repeated in order to be useful, and in order to make interventions conflict sensitive. You must constantly monitor impacts, update your analysis, and revisit the Critical Details of your program. However, this regular monitoring need not always be a formal process - you will naturally observe changes and impacts in the course of your everyday activities.

There are seven steps in the Do No Harm process:

1. Understand the Context of Conflict.
2. Analyze Dividers and sources of tension in the context.
3. Analyze Connectors and local capacities for peace in the context.
4. Understand the critical details of the intervention
5. Analyze the intervention's impact on Dividers and Connectors through its Actions and its staff Behavior
6. Generate programming Options
7. Test options and redesign the intervention.

After completing the seven steps, you must revisit the context and the Dividers and Connectors to see if the intervention, as redesigned, is having its intended impact.

The Do No Harm Process



Participants will have been through this process (possibly multiple times) in the course of this workshop.

These steps can be incorporated into planning, design, and monitoring and evaluation processes, in addition to program implementation and community engagement. In the planning phase, teams can establish intervals for DNH analysis as a group, or set regular meetings for staff to discuss their observations of Dividers and Connectors in the context. This is one means of monitoring changes in the context.

Revisiting the lists, and priorities, of Dividers and Connectors regularly (and often!) is vitally important for ensuring conflict sensitivity. Though we have an impact on the context, we are not the only actors that do so. Things are happening in the context all the time, and though we may not be **responsible** for a change in a Divider or a Connector, we must be **responsive** to it.

The more you go through the process of applying DNH, the easier it will get, and the more details of the context you will see.

Options Activities

Type	Content	Outcomes/Messages
Didactic	Basic introductory lecture on Options (from presentation plan above). Sharing examples from the trainers' experiences (see ***Appendix Four***)	Basic understanding of how and why to generate Options. Contextualized examples.
Kinesthetic		
Eliciting	**Options Game** *Materials: flipchart, markers, timer (participants need paper and pen)* There are a few versions of this game in the Activities Appendix. This is a high energy game that is relatively quick, and fun, and could be a good energizer. On a flipchart, in large print, write the letters A, B, and C on a diagonal. Draw arrows from A to B and from B to C. Draw a circle or box around B. Tell the group: *"I am going to give you a context, and you need to generate as many options as possible to address the scenario, based on the information available. You will work in teams of two (pair people off before you give them the scenario). You are in A. There are hungry people in B. The road from A to C goes through B. Feed C."* Give participants 2 minutes to generate as long a list as possible. After the two minutes elapse, ask the group to raise their hands if they got 5 options, keep them raised as you ask progressively higher numbers until the team with the most is identified. Ask them to read off their options, mark them on the flipchart with a small drawing and a tick mark, then go around the room and ask other groups to add in anything that has not yet been included. At the end of the round, tell the group how many options they generated as a whole.	There are two main learning points in this exercise: 1. More minds generate more options. A team of two may come up with 15 options, the entire room will usually generate at least twice as many 2. In a list of many options generated by a group in a short period of time, with very little information, some may even work to solve the problem The group will most likely point out that not all the options are good. Make sure you tell that that developing good options was NOT part of the instructions. Brainstorming without restraint can increase creativity.
Experiential	**Case Study Analysis** *Materials: flipcharts and markers, case study* Ask participants to return to the case study and identify options to improve the program's impacts. (See case study teaching notes).	Developing Options based on context and impact information.

Monitoring, Evaluation, and Learning and Options

- What is "working well" in this context (for implementation as well as for conflict sensitivity practice)?
- Should anything new be tracked (new D/Cs, new Patterns of Impact)?
- Have tracking all the D/Cs been necessary for your conflict sensitivity practice? If not, why not?

Frequently Asked Questions

What is the ideal project, from a conflict sensitivity perspective?

There's no such thing! The ideal project doesn't conform to any type, but does cultivate an awareness of context, and create space for analysis, adaptation, and learning as it is implemented.

How do you know you've developed the right options?

Ask local people for their insights. Cross-check to ensure that the newly adapted intervention will not have unintended negative effects on Dividers and Connectors. After that, the best way to know is to try your preferred option, while monitoring for changes in the context. We don't advocate experimenting, but if you identify a solution to a problem, put it into action. If it doesn't work, go back and try again.

NOTES

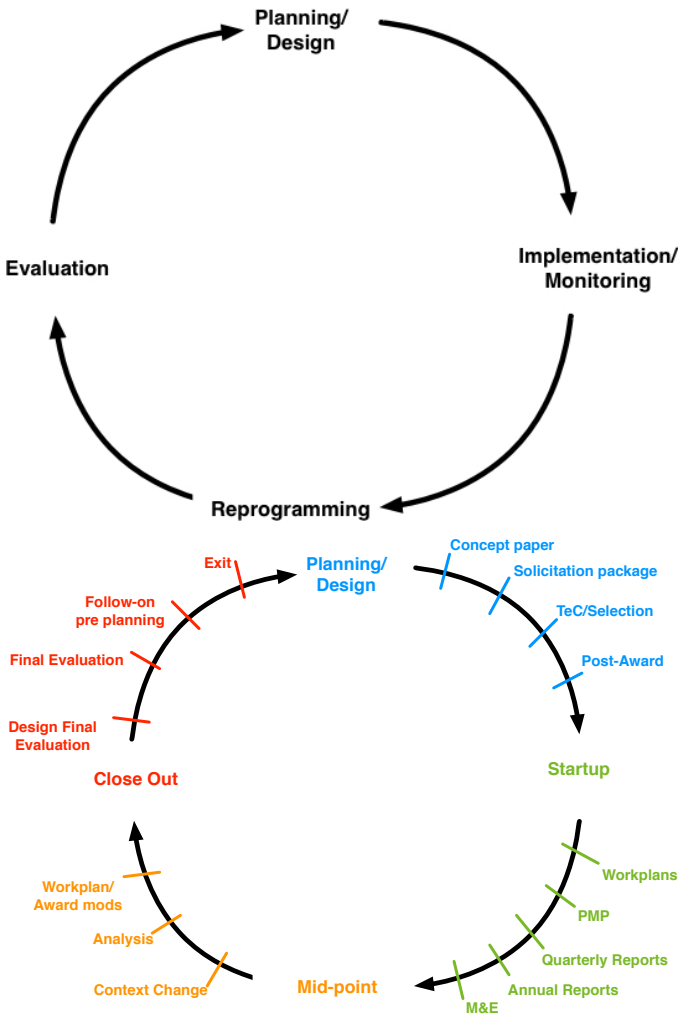
Supplemental Module: Do No Harm Checklist

Do No Harm Checklist

CDA has not created a generic checklist for integrating Do No Harm (DNH) into organizational processes. This is because each organization—and each office—represents a unique context and the process for integrating DNH will vary from context to context. This module may not work well for workshops comprising multiple agencies.

The program cycle

The best way to start is with a program cycle: Planning/Design, Implementation/ Monitoring, Reprogramming, and Evaluation.



Different organizations will have different terminology or internal jargon. Starting with this generic loop on a flipchart allows the participants to superimpose their own program cycle onto it. Ask one or two of the participants to come to the front of the room and do two things: First, change the language of the loop and second, add in any additional steps that the organization includes in its programming cycle. Ultimately, you may end up with something as complex as the figure below. Ideally, there will be a few additional steps, and the language will be organization-specific.

The checklist discussion works best in a well facilitated plenary. This may require one trainer to lead the discussion and another to record the participants' input on flipcharts. If possible, a third person could also take detailed notes in order to fill out the report when it is written.

The next step is to create flipcharts (one flipchart per program cycle step) that outline:

- Program Cycle Step (e.g. Concept Paper) *this should be generated directly from the participants' complete program cycle, using their language.*

    Who's responsible? (meaning who on the team, which position or specific person, or in the organization leads on that activity)

- Activities (e.g. Context analysis, team meeting, etc.)

    Ask participants to lay out all of the sub-activities to this stage of the program cycle, what is done, who else is involved in the process, what are the outputs, etc.

- Recommendations or CS Questions

    Ask participants how they could integrate DNH or CS into the activities they laid out. What could be done, or what key questions should be asked at each phase?

Laying out all of the various activities involved at each phase or program cycle step allows participants to see new opportunities to integrate CS. For instance, they may see that it is possible to add a D/C analysis into their context or conflict analysis. Or that they can add some CS review questions to their proposal review processes.

When it comes to integrating new tools or processes, accountability is vital. After laying out all of the activities and recommendations, ask the participants to determine who—which specific staff member or which position within the organization—should be responsible for making sure CS is integrated into those activities. Make sure that some accountability lies with the participants themselves, and that they are not only outsourcing accountability for CS integration to management or implementers.

Developing a DNH checklist as a team allows the participants to take ownership of the process, which will hopefully lead to greater buy in and uptake of CS within the organization.

Operations, policies, and communications

Only in rare instances will operational, policy and communications staff attend DNH workshops. If you have a chance to facilitate a checklist module with these staff, take advantage of this opportunity. Operations are often at best ignored and at worst actively shielded from CS integration processes. Policies and communications strategies may be developed and imposed from headquarters. Using the same approach outlined above, ask operational staff to lay out the steps involved in some of their key processes—depending on who is in the room—such as, hiring or security. Ask policy staff to lay out the process for developing or revising an organizational policy.

If the workshop is a mix of program, operational, and policy staff, there are a couple of approaches to the checklist module, each with pros and cons.

1. Break into small groups according to their job functions, each with a facilitator to develop a checklist.

Pros	Cons
Allows each group to focus on an area of the organization or their work with which they are comfortable. Faster and easier facilitation	Does not give participants an opportunity to see the interrelation of policy, operations, communications and program.

2. Plenary Checklist discussion covering all three topic areas.

Pros	Cons
Allows program staff to see how operations, policy and communications affect their work and vice-versa. Creates a meaningful discussion of internal structures or practices that enable or disable CS integration	Opens up a lot of internal discussion and debate Timjye consuming

If you are facilitating a mixed-group workshop, make sure to have a serious discussion with workshop organizers about what they want to be generated from a checklist discussion, and therefore what the best facilitation plan is.

Sample Checklist

Partner Selection

- ☐ What are the criteria for selecting partner organizations?
- ☐ What identity groups are represented in the pool of potential partner organizations?
- ☐ Can the goals of potential partner organizations be broadly categorized as "reducing dividers"? Are there any organizations working on building connectors?
- ☐ Who is left out and why?
- ☐ Which authorities are involved in the program? Why were those authorities selected? Are they legitimate in the eyes of the broader population?

Beneficiary Selection

- ☐ What identity groups exist in the context? Are all these represented among beneficiaries? Why or why not?
- ☐ Are selection criteria transparent and understood?
- ☐ What existing systems and structures in the context are people using to solve problems? How are people coming together? Is it possible to build on these mechanisms?
- ☐ Who is left out and why?

Proposal Review

- ☐ Is conflict mentioned in the proposal beyond the Risks section?
- ☐ Does the proposal contain an explanation of how the context analysis informs program design?
- ☐ Does the proposal contain plans for tracking changes in the context, especially for monitoring the context/program interaction?
- ☐ Is a full context analysis planned as part of the start-up phase of programming? Is it factored into timelines, budgets, and workplans?
- ☐ Does the proposal contain plans for gathering data, such as a complaints or feedback mechanism?
- ☐ Are resources (time and budget) allocated for reflection on changes in the context and reflection on community feedback?
- ☐ What resources will the project bring into the context (goods, services, human resources, rents, etc.)? How will these be distributed?
- ☐ What is the timing of the program entry vis-à-vis conflict dynamics? Is there an exit strategy in place?
- ☐ Is there a possibility that goods or program resources might be stolen? Is there a plan in place to mitigate theft?

Monitoring and Evaluation

- ☐ What unintended impacts did the project/program have? How did the organizations respond to those impacts as they arose—what changes were made to program plans and design to ameliorate negative impacts or amplify positive impacts?
- ☐ Was the context analysis revised or updated in the course of the program? How regularly did this occur?

NOTES

Supplemental Module: Facilitating a Do No Harm Application Exercise

The goal of a Do No Harm (DNH) Application Exercise when paired with an introductory DNH Exposure workshop is to further refine participants' skills using the DNH Framework. The purpose of the Application Exercise is not to generate a perfect analysis, rather it is to understand the process of doing this analysis, start to finish and begin to link the analysis to their own programming. These facilitated workshop sessions will rarely produce a final analysis. Trainers should stress, especially in the planning stages of the workshop, that the analyses generated will be a place from which to start, and something to verify.

A DNH Application exercise, as noted above, should be carefully facilitated. A large plenary group may be broken into various program or project teams for the analysis portion of the workshop. Each small group should have its own facilitator to lead them through the DNH analysis, ask probing questions, document the analysis and ensure that the team stays on track. A high trainer to participant ratio is extremely important in this kind of exercise. Participants are often unsure of their knowledge and skills and the analytical process can easily grow frustrating for them. The role of the trainer is not to be an expert in the context or an expert on the program, but rather to push the participants to utilize their own knowledge and build on each other's analyses.

Dividers/Connectors Analysis

There are five key steps to facilitating a Dividers/Connectors Analysis:

1. Establish a boundary for the analysis.

Come to agreement within the group about what you are analyzing and why. Later on, when identifying D/C, refer back to your established boundaries if there are disagreements about the scope of a particular dynamic.

2. Lay out some general data about the operational area.

Key considerations include:

- Which groups live in the area? Be as specific as possible, identify ethnic groups, religious groups, livelihood groups, and other identities present (e.g. "mountain people"). Make a list of these
- Are there active conflicts there? Between/among whom?
- What other organizations are active in the area? What are they doing?

3. *Identify Dividers and Connectors*

The role of the trainer here is to ask questions. Sometimes these may seem obvious, but often asking an obvious or "dumb" question can reveal information that people who are immersed in the context wouldn't consider. Make sure to:

- refer to the categories,
- ask who (which groups) any specific factor connects or divides,
- ask how people know this is a Divider or Connector.

Help participants untangle tricky dynamics, and facilitate discussion when there isn't agreement among the group members.

4. *Prioritize Dividers and Connectors*

Once participants are happy with their list, go through again and place a star/mark next to priority Dividers and Connectors.

5. *Identify trends in Dividers and Connectors*

Finally, ask participants to think about what is happening right now in the context. In general, is a specific Divider or Connector increasing or decreasing? How do they know? Use small arrows to note these trends. If time is a factor, you can limit this exercise to priority D/C.

Program Analysis

During the DNH Application exercise, sequencing the analysis is vitally important. When presenting material in a workshop, it may be easier to move from big-picture Patterns of Impact into the details of a program analysis. This sequence clarifies the reasoning for such a detailed program analysis. However, in the actual application of DNH, the program analysis precedes the identification of patterns.

A Program Analysis exercise may seem like an unnecessary tedium. It asks participants, many of whom may have been actively involved in developing program strategies, proposals and plans, to revisit the minutia of those programs and reflect on them. Strong facilitation is required to encourage participants to dig beneath the surface, examine the program from all angles and therefore be best placed to generate options going forward.

There are many ways to begin this analysis. CDA has found that the ***Critical Detail Mapping Sheet*** (see ***Appendix of Handouts***) is a good tool to lay out all of the various points of inquiry of a program analysis. Participants can duplicate this sheet on a flipchart or on a computer to give them enough space. The trainer should lead this exercise and use questions to probe deeper into each program detail. This models the analysis for participants.

For each question (who, where, when, what) the trainer should ask participants to reflect on the **criteria** (why) and where they are generated, as well as the **process** for making those decisions (how) and who is involved in that process.

Again, the trainer should have some knowledge of the program (from reading reports, proposals, etc.) but these details should be provided by the participants. The trainer's role is to ask probing questions, and encourage a deeper analysis.

Once the full analysis is captured, move directly into looking for Patterns of Impact.

Reflecting on Patterns of Impact

Analysis of Patterns of Impact in an application exercise requires a good deal of reflection on the part of participants. This can be achieved in a number of ways:

1. Asking the group to work in pairs to identify actual or potential Patterns of Impact in one or more areas (e.g. opportunities for theft, legitimization opportunities, etc.) If the program is in the proposal stage, it will be VERY difficult to recognize any Behavior (Implicit Ethical Message) patterns.
2. Ask the group to reflect on feedback from community members (if possible request community feedback documentation as part of the preparatory materials) to see if they recognize evidence of positive or negative patterns of impact.
3. Revisit the flipcharts of the Dividers and Connectors, and the program analysis. Look at each question area (who, what, when, where, why, how) and reference the flipcharts with the general context analysis, especially the different groups in the context. Ask participants to use the patterns to link the context analysis to the program analysis. Annotate the program analysis flipchart with identified actual/potential patterns of impact.
4. If time is short, ask participants to individually reflect on the patterns of impact as a homework assignment, and hold a brief presentation/discussion period the following morning. Ask for specific stories and examples.

Participants will often start to see some patterns very quickly—distribution effects and potential market effects are often easily identified. The trainer should use the program analysis to encourage reflection. Questions like, "Who's left out and why?" can jumpstart thinking about patterns of impact. Reflecting on Behavior patterns can be tricky for programs that have not yet begun. In these cases, it may be useful to ask participants to establish codes of conduct for the project or program, and lay out what that might look like.

Sometimes, information about the context or the program, or the interaction of the two, is incomplete. In these cases, an ***Application Exercise*** can be difficult, and can get frustrating for participants and trainers alike. However, missing information is a challenge that often occurs in real life! In these cases, ask the participants to reflect on two things:

1. What information do I need to complete this process?
2. Where and how might I find it? (Who can I ask?)

This can establish a plan of action for completing the analysis, and give participants a sense of accomplishment and a way to move forward.

Options Generation

Generating Options can be daunting. Following the D/C analysis, Program Analysis, and Impact Analysis, however, tweaks to the program begin to become apparent. Even if the program is well designed from a conflict sensitivity perspective, there may be possibilities to amplify positive impacts.

- **Keep a positive attitude.** This is the final session of a long day of analysis, and a long workshop for participants. Keep your energy up!
- **Go back to Patterns of Impact.** Ask how they might reverse those patterns.
- **Focus on Critical Details.** Remind participants that their program goal will likely remain unchanged. It is at the detail level that programs need to be adjusted for conflict sensitivity.
- **No bad ideas in brainstorming.** Put all ideas on the table, then go back through the list and evaluate the options for viability in the context, within the budget, and if necessary, within reality.

NOTES

Supplemental Module:

Facilitating a Do No Harm Field Assessment

The goal of a Do No Harm Field Assessment is to 1) give training participants practice utilizing the DNH framework and 2) assist training participants in turning general context information and local perspectives, gathered through utilization of CDA's listening approach in interactions with community members, into a usable conflict sensitivity analysis. The primary purpose of this event is to serve as a training exercise, however where possible it should also produce useful insights or recommendations for improving field programming. In this document, training participants are referred to as the Analysis Team, to avoid confusing them with field program participants. DNH Field Assessments are demanding and they require a close facilitation of group dynamics, as well as detailed and careful advance planning.

A DNH Field Assessment workshop includes:

- A DNH intro/refresher, including DNH analysis of multiple case study scenarios
- A one- to one-and-a-half-day listening Skills workshop focusing on:
    - Understanding the listening approach;
    - Developing lines of inquiry to help inform DNH analysis;
    - Practice listening conversations.
- A site visit to a program/project site and listening conversations with community members
- Facilitated analysis of the context using the data gathered in the listening exercise
- Meetings with program/project teams
- Analysis of the program/project
- Facilitated Options generation
- Feedback of the analysis and options to program/project teams and community members

Prior to a DNH Field Assessment the following logistical elements need to be in place:

- Transportation to and from the program/project site (if necessary)
- Meeting with program/project team for at least 2 hours to review program/project details and observed impacts of programming. *These teams should be prepared for the Field Assessment in advance, and they should be assured that the Field Assessment is NOT an evaluation of their program. Ideally, Analysis Team members should not do Field Assessments of their own programs. This will help them focus on analysis, rather than getting defensive about programs they are implementing, or they designed.*
- Space/time set aside at the end of each listening day for analysis/discussion within the Analysis Team.
- Optional: scheduled meetings with program/project participants. A field assessment does not require focus group discussions or scheduled key informant interviews. Rather, community conversations can be unscheduled and unstructured. However, if timing or location are a challenge, it may be necessary to schedule some discussions or interviews.

Preparation of Analysis Team

The section provides resources for Analysis Team preparation prior to departure for the field.

About the Listening Approach

This guidance on listening exercises is based on CDA's *Listening Exercise Manual* which was developed by CDA's Listening Project. Between 2005-2009, CDA facilitated 20 listening exercises around the world, listening to 6,000+ people on the receiving end of international aid. CDA's listening methodology featured open-ended conversations with people in recipient communities about their experiences with and analysis of the cumulative impacts of international aid efforts in their communities. This unique collaborative listening and learning effort engaged 130 international and local aid agencies and over 400 staff and volunteers, culminating in the publication of the book *Time to Listen: Hearing People on the Receiving End of International Aid*.[2]

People in recipient communities repeatedly point out that poor communication skills and inadequate consultation processes raise unnecessary expectations, decrease the level of confidence in aid providers and negatively impact people's perceptions of the value and impact of assistance efforts. Specifically, people said regular listening (and listening to a wider range of people) is important because:

- ✓ it signals respect and is an important step towards building relationships,
- ✓ it improves knowledge of the local situation and leads to appropriate assistance,
- ✓ it systematically improves mutual accountability and transparency,
- ✓ it leads to better understanding of the dynamics and politics in recipient communities, and
- ✓ it can prevent waste and mismanagement of aid resources.

Listening conversations are open-ended and foster a space for exploring people's experiences and perceptions not only about our programs and their intended and unintended effects, but also their concerns regarding their lives and the contexts in which they live. While we use some guiding questions, we want the conversations to flow from the answers and interests of the people with whom we are talking. Therefore, listening conversations are often considered semi-structured interviews, where we allow the person to dictate the direction and narrative of the conversation.

Unlike an evaluation or monitoring process, listening methodology allows us to seek information about our work and more broadly about community wellbeing. Evaluations and listening processes may give us similar answers; however, there are critical differences to the two approaches, which often complement each other well. The chart below offers some fundamental differences between listening exercises and evaluations.

	Evaluation	Listening Exercise
Method	Interviews, Standard Questionnaires.	Conversations (no-script, open-ended)
Method	Judgement on +/ - outcomes and impacts.	Capture people's perspectives as evidence.
Outcome	Recommended change.	Analysis of people's experiences and suggestions.

[2] Anderson, Mary B., Dayna Brown, and Isabella Jean. Cambridge, MA: CDA Collaborative Learning Projects, 2012.

	Evaluation	Listening Exercise
Scope	Usually focuses on one project / program.	Feedback to aid community as a whole / or feedback to those working in the area about the bigger contextual picture in which they work.
Sources of Information	Information from staff of aid agencies, direct participants and beneficiaries.	Information from key informants and randomly selected people in communities, emphasis on recipients and non-recipients of assistance.

Conducting a listening exercise as a way to support your DNH analysis should not be undertaken as an afterthought. A Field Assessment should be seen as an intervention in itself. Before beginning the assessment, the Analysis Team should consider the details carefully in order to determine:

- The range of people to listen to and how to ensure they will speak to a broad range of community members, to ensure both a balanced view of the context and that no voices are left out of the process. This requires being intentional about reaching the most marginalized and vulnerable and otherwise "hard to reach".
- How to present the exercise: What its goals are, how to manage expectations, etc.
- The approach to beginning and ending conversations.
- The appropriate lines of enquiry for the conversations.
- A plan for addressing sensitive information (e.g. stories of abuse or trauma, stories about bad or dangerous practices on the part of aid workers).
- The messages sent by the team's presence in the context and any other patterns of impact.
- Discuss potential sensitivities with how data is recorded (notebooks, audio, video, photos).

A DNH Analysis of the Field Assessment as an intervention may be a good exercise before the Field Assessment begins.

Developing Lines of Inquiry

Good questions are usually open-ended questions, that is, questions that cannot be answered with a simple "yes" or "no" but rather encourage the participants to elaborate on issues and offer their analysis. Listeners should allow the conversations to flow freely from the answers and priorities of the people with whom they are talking. Often, it helps to share what you have heard from other people in other areas as a way of making it more of a conversation than an interview. Conversations may turn into a dialogue about a particular challenge or an issue that both the communities and the listeners have been struggling to understand and solve. People appreciate the opportunity to engage in constructive discussions about issues that are important to them.

Types of questions you might consider include:

- ✓ **Icebreaking questions** – These can be helpful in starting the conversation with small talk to build rapport. Example: How long have you lived here? How is your family doing?
- ✓ **Open questions** – These start with who, what, when, where, how and invite the speaker to describe things, including Dividers and Connectors. In contexts where discussion of Dividers is highly sensitive, you may need to explore such questions indirectly, or develop rapport by asking about Connectors first. Some examples: In many communities, there are groups of people who are different from each other. Who are the groups that are different in this

community? How would you describe the relationships between groups that are different? What contributes to cooperative or harmonious relationships between groups that are different? What causes tension between groups that are different?

- ✓ **Probing / follow-up questions** – These often start with "why" and seek to draw out additional details and analysis. Example: That's really interesting, can you tell me more? Why do you think that happened? Could you describe what you felt when that dispute broke out?
- ✓ **Theoretical / Hypothetical questions.** These can help the person to offer additional opinions, conclusions and recommendations by offering a new scenario in which to apply their experience. Usually these questions start with the words: Imagine… Suppose… Predict… If…, then… How might… What are some possible consequences…Example: How could aid agencies contribute towards good relationships between different groups in the community? How can the peace in your community be preserved for the future?

In addition, using different question types that go beyond the project level is useful, and include:

Evaluative / Judgmental	How do you judge the impacts/outcomes of [specific programs or collective efforts]? What do you see as the positive and negative impacts of these efforts on inter-group relationships in this area? How do you feel about aid and the people who are engaged in providing it? In your opinion, what is appropriate and useful for outsiders to do in your community? What is the right role for outside organizations?
Evidence Evidence questions ask them to tie their judgments & opinions to some facts /experiences	Can you give me an example or more details? Why do you feel this way? What is your experience? What have you seen? Why do you think that is positive? Negative? How? For whom? For how long? What factors do you think led to that? How did that make you feel?
Clarification	Could you explain what you mean? Am I right that what you are saying is…? Let me be sure I understand you right – do you mean….?
Analytical	Why did "x" result occurred when "y" happened? Why did that person think that "x" was good when another person thought it was bad? Why do you think "y" happened? Why did it happen then, or to that person or group? Why do you think those factors led to that outcome?
Application	When "y" happens in, what impact does it have on you, your family and your community? What can be done to improve the situation? What can be done to make the positive impacts from these actions have lasting effects?
Abstract / Hypothetical	What advice would you give to someone like you in another community (or country) who is dealing with similar issues? If you were to start over again, how might you act differently to get better outcomes? In general, if "x" happened, would "y" also happen?

Who to Engage in A Listening Exercise and How to Deal with Biases?

It is important to listen to a range of people who may differ by ethnicity, religion, caste, political affiliation, gender, and economic status. When possible or appropriate, include people who did not participate in your program or receive any international assistance, or who may question or oppose the agendas or actions of aid agencies. In this way, you can accumulate a multi-faceted picture that captures a large part of the reality of the situation and a diversity of views.

Prior to engaging in a conversation, think about how you like to be listened to, your communication style, and your personal biases such as your background, education, skills, beliefs, experiences, ethnicity, nationality, culture, languages, etc. Awareness of your own will help you to understand how you may be perceived and what you need to be mindful of during conversations. Acknowledging your biases will enable you to find ways to minimize their influences so that you can truly be open to hearing what the other person is saying and the meaning they are trying to convey.

Listening Skills

In addition to understanding your personal biases, ensuring that you develop the appropriate skills for conducting a listening exercise will ensure a more productive conversation. Critical elements for convening and leading a listening exercise include strong listening skills, ensuring good use of non-verbal communication skills, and establishing a rapport with those whom you are engaging.

How to conduct yourself	Sitting straight and facing the speaker. Showing concentration through maintaining eye contact (where culturally appropriate). Having one person take notes while another person is listening, speaking and focusing on the person speaking. Demonstrating empathy. Allow people to finish what they are saying without interrupting them.
What to listen for	Listening to the whole message—the meaning, consistency, ideas, emotions, intentions, facts. Listening for things that are challenging or unpleasant.
How to respond	Clarifying with follow-up questions. Paraphrasing what was heard. Summarizing key points. Not drawing premature conclusions. Hearing before evaluating.

Conducting the Listening Exercise

How Do You Open a Listening Exercise?

How you introduce yourself is critical to what you communicate about who you are and the type of relationship you are trying to establish. During the introductions, listeners need to establish personal rapport, communicate their purpose transparently, and ask for time and consent to engage in a conversation. You should clarify that what you hear will not be attributed to the person sharing the information and establish a safe environment in which people can openly share their views. Use words

that are easy to understand and help to clearly communicate your intent. Remember that how you ask your questions sends implicit messages, and you want people to feel comfortable engaging in a conversation and sharing their experiences. Some simple guidelines for introductions include:

- ✓ Introduce yourself and your colleagues, identifying names and organizational affiliation.
- ✓ Explain the purpose of your conversation in a sentence or two.
- ✓ Ask for consent to have a conversation and make sure the time and location suits the person/people.
- ✓ Ask for permission to take notes and explain that what they say will not be attributed to them in a way that would identify them.
- ✓ Do not record the conversation or take photos unless necessary and with agreement by the person/people you are listening to.
- ✓ Mention some of the general and larger questions you are hoping to discuss with them.
- ✓ Explain that you are listening to and gathering perspectives from a number of people with the intention to learn from them in order to better understand their needs and the context/conflict in which your organization is working.
- ✓ Explain that this is not a needs assessment and that people will not receive any direct benefit or immediate assistance after talking with you, but that their input is valuable in improving your organization's operations and impacts.

Questions and Follow-Ups

You will already have developed your primary lines of inquiry during the preparation phase, so be sure to use those questions in a flexible, semi-structured manner. Allow the conversations to be guided by the answers and priorities of the people with whom you are talking, by using follow-up questions.

Follow-up questions may require a somewhat spontaneous response during the listening exercise itself. Follow-up questions help probe deeper and gather additional details, and help further analysis by distinguishing between nuances in the issues. Below are some follow-on questions that might be useful:

Examples of general follow-up questions include:

- ✓ What do you mean by …?
- ✓ Could you tell us more about …?
- ✓ What else happened?
- ✓ Could you be more specific?
- ✓ Could you give me an example?

Examples of follow-up questions that foster critical analysis, reasoning and reflection:

- ✓ Why do you think this is the case? Or Why do you think [situation] happened?
- ✓ What are your reasons for saying that?
- ✓ Why is this important?
- ✓ What did you expect would happen?
- ✓ Another person said [.....] but you are telling us [.....] Why do you think that is so? How would you explain these differences?
- ✓ How would you do [this project]? What difference would that make?

- ✓ But if that happened, what else would happen as a result?
- ✓ What has been your experience?
- ✓ What do we need to know in order to change this situation or to deal with this issue?
- ✓ What impact would that have? What would that change?
- ✓ What is an alternative to …?
- ✓ How is that related to…?
- ✓ Let's suppose you are … then what?
- ✓ How is your point of view different from…? Why do you think that is so?

How Do You Wrap Up a Listening Exercise?

When a conversation is coming to an end, give the person a chance to ask you questions, seek clarification or raise any unvoiced issues or concerns. Simply ask:

- ✓ Do you have any questions for us?
- ✓ Is there anything else you want to tell us?

In closing, thank them for their time and go over how the information will be used and if there will be opportunities to participate in further analysis or future listening processes. For example, explain that the conversation notes will be written up and shared with [provide details such as the monitoring and evaluation team of your organization, key decision makers, government, donors, etc.] and/or how their perspectives will be used to change current or future programming. If this will be done on a regular basis, ask if they would be willing to participate in the future. When possible, let people know that they will get a copy of the report and how and when that will happen. If people posed questions and concerns that require a concrete response or action from your organization or other service provider, follow those issues up as needed, and let people know what they can expect.

Dividers/Connectors Analysis

After the listening exercise is complete, the Analysis Team will come back together to analyze what they have learned and apply it to DNH analysis. When facilitating this analysis, it is critical to remind the Analysis Team what community members said in the course of conversations. Ask for evidence, and counter evidence, and facilitate a discussion on what agreement or conflicting viewpoints might mean.

Some questions to consider while analyzing listening exercise data:

- ✓ Where did you hear the most agreement among the people you listened to? Why do you think this [issue]came up so often this way?
- ✓ Where did you hear differences? Why do you think that person/people differed from the other(s)? In what way did it differ?
- ✓ What do you think that person/people meant when s/he/they said….? Why do you think this is what they meant? What else might s/he/they have really been saying? How would we know which interpretation is closer to the reality?
- ✓ What are the implications of that idea? Why?

Begin with the analysis with Dividers and Connectors, analyzed through five key steps:

1. Establish a Boundary for the Analysis.
Come to agreement within the group about what you are analyzing and why. Later on, when identifying D/C, refer back to your established boundaries if there are disagreements about the scope of a particular dynamic.

2. Lay Out Some General Data About the Operational Area.
Key considerations include:

- Which groups live in the area? Be as specific as possible, identify ethnic groups, religious groups, livelihood groups, and other identities present (e.g. "mountain people"). Make a list of these.
- Are there active conflicts there? Between/among whom?
- What other organizations are active in the area? What are they doing?

3. Identify Dividers and Connectors
The role of the facilitator here is to ask questions. Sometimes these may seem obvious, but often asking an obvious or "dumb" question can reveal information that people who are immersed in the context wouldn't consider. Make sure to:

- refer to the categories,
- ask who any specific factor connects or divides, and
- ask how people know this is a Divider or Connector.

Help the Analysis Team to untangle tricky dynamics, and facilitate discussion when there isn't agreement among the group members.

4. Prioritize Dividers and Connectors
Once the Analysis Team is happy with their list, go through again and place a star/mark next to priority Dividers and Connectors.

5. Identify Trends in Dividers and Connectors
Finally, ask the Analysis Team to think about what is happening right now in the context. In general, is a specific Divider or Connector increasing or decreasing? How do they know? Use small arrows to note these trends. If time is a factor, you can limit this exercise to priority D/C.

Program Analysis

During the DNH Field Assessment, sequencing the analysis is vitally important. When presenting material in a workshop, it may be easier to move from big-picture Patterns of Impact into the details of a program analysis. This sequence clarifies the reasoning for such a detailed program analysis. However, in the actual application of DNH, the program analysis precedes the identification of patterns.

During the meeting with the program or project team, Analysis Team members should perform the functions normally performed by the facilitator. They should probe the details of the programs, and ask about what impacts are occurring, or how things are changing in the context.

There are many ways to begin this analysis. CDA has found that the Critical Detail Mapping Sheet (see Annex of Handouts) is a good tool to lay out all of the various points of inquiry of a program analysis. Participants can use the Critical Detail Mapping Sheet to organize their discussion and ensure they

cover all topics in their conversations with program teams. Analysis Team members should also probe for criteria (why) and where they are generated, as well as the process for making those decisions (how) and who is involved in that process.

Some of the details about the program may come out of conversations in the community as well., especially as it regards impacts. Participants and Analysis Teams should note these, and perhaps refer to them in their conversations with program teams to provide a deeper or more nuanced analysis.

The conversations with program teams will also include impacts. These two concepts will naturally overlap in a discussion of the program. Rather than worry too much about sorting these in the moment of the conversation, Analysis Team members can wait until their internal analysis sessions to sort them out among themselves.

Reflecting on Patterns of Impact

Analysis of Patterns of Impact in an application exercise requires a good deal of reflection on the part of the Analysis Team. This can be achieved in a number of ways:

1. Identify how D/C are changing in the context.
2. Ask the group to reflect on conversations with community members to see if they recognize evidence of positive or negative patterns of impact.
3. Ask the group to reflect on the program analysis and conversations with the program team. What were their impressions of why the context was changing?
4. Revisit the program analysis. Look at each question area (who, what, when, where, why, how) and reference the conversations with program teams, the general context analysis, especially the different groups in the context.
5. Ask Analysis Team members to use the patterns to link the context analysis to the program analysis. Annotate the program analysis flipchart with identified actual/potential patterns of impact.

Options Generation

Generating Options for a program that programs that are not their own can be daunting. Following the D/C analysis, Program Analysis, and Impact Analysis, however, tweaks to the program begin to become apparent. Even if the program is well designed from a conflict sensitivity perspective, there may be possibilities to amplify positive impacts.

Some ideas about Options for programs may come from community conversations as well. Community members often have ideas about what may work in their own context. When Options are proposed, be sure to cross-check them for unintended effects on other Ds or Cs.

Feeding Back Analysis to Program Teams and Community Members

Ensuring that what we hear during listening exercises is fed back to our program teams and community members is particularly important.

For Program Teams:

Information from the listening exercises needs to be brought back to program teams to ensure it receives the proper analysis and consideration. Utilizing community feedback in our decision-making will help to ensure that we are more responsive and accountable to those for whom we work. If we fail to use what we hear through listening exercises to inform our understanding of the context and therefore the programming we are implementing, the purpose of undertaking a listening exercise is effectively undermined.

Listening approach is iterative, and after several conversations patterns become apparent and questions can be refined. Program teams should discuss how to determine the frequency of issues raised and how to indicate the key themes in the notes and in reports. Disaggregation of major themes is also important to understand how programs or specific issues are affecting men, women, youth, the disabled, and other identity groups and vulnerable groups differently. Your analysis process needs a set timeline and an established process through which the feedback data will be communicated to program teams, management or relevant external partners and service providers, if necessary.

For Community Members:

Closing the loop with community members about what we heard during listening exercises is essential. Without two-way communication, our process becomes extractive as opposed to collaborative. When communicating our analysis back to communities we should explain what we heard, what we plan to do about it (or not) and the reasoning behind our decisions. To support transparency, identify culturally sensitive and accessible communication methods and channels for presenting the analysis and information to communities. Two-way communication channels are particularly important because they allow space to respond to community member's questions. In addition, responding to feedback and acting on it, demonstrates that we are holding ourselves accountable and being responsive to those whom we intend to serve.

Note that it may be difficult for the Analysis Team to close the feedback loop with community members themselves, because they are visiting the community for a short period of time. Look for ways to make it possible for the Analysis Team to feedback to the community themselves. If this proves impossible, then work with and through the on-site program team and local partners to ensure that the feedback is promptly provided to community members.

NOTES

GUIDANCE

The Workshop Report

Workshop organizers usually request a report following a Do No Harm (DNH) workshop, especially if the event is more than a one- or two-day exposure workshop. These reports should be more than an accounting of what was contributed by the trainer. Rather, they should attempt to capture learning, next steps, and plans for integration of CS into the organizations programs and processes.

Because workshop reports are often for decision-makers in the organization, rather than workshop participants, it is usually a good idea to begin with a basic introduction to CDA, and DNH itself. This can be brief, since the bulk of the report should focus on what came out of the workshop and the reflections and recommendations of the trainer(s).

Outline of a Do No Harm Workshop Report

The outline below is a generic example. It can be pared down or built upon as needed to suit the specific needs or requests of the hosting agency. Discuss the content of the workshop report in advance with the host agency in order to take appropriate notes and capture enough content to complete a meaningful report.

1. The Do No Harm Workshop
    a. Specific agenda and goals of this workshop
    b. Do No Harm Core Concepts (sample text below)
    c. Description of an Application Exercise or Field Assessment
2. Collection of Analyses performed
    a. D/C lists
    b. Program details
    c. Patterns of Impact identified
    d. Options generated
3. Incorporating Do No Harm into Programs and Routines
    a. Recommendations from the participants
    b. Do No Harm checklist
4. Recommendations from the Trainer(s)
    a. Process recommendations
    b. Substantive recommendations
    c. Recommendations for follow-up
5. Appendices
    a. Workshop agenda
    b. Participant list

Sample Text for Do No Harm Core Concepts

CDA's Do No Harm framework is one tool for the application of conflict sensitivity. It was developed through a Collaborative Learning Project (CLP), through the Do No Harm Program.[3] This CLP convened thousands of aid workers, donors, academics and communities to understand how assistance given in contexts of conflict interacts with those conflicts. Ultimately, the project distilled six core lessons from the myriad experiences of aid workers in vastly differing contexts:

1. When an organization enters a context, it becomes a part of that context.
2. All contexts can be categorized by both Dividers and Connectors.
3. Every intervention will have an impact on both Dividers and Connectors.
4. The source of an intervention's impacts are its Actions (the resources it brings to the context and how those resources are delivered) and the Behaviors of its staff (the implicit messages sent through organization-community interactions).
5. The details of an intervention matter. These details add up to broader impacts on Dividers and Connectors.
6. There are always Options to improve an intervention's impacts.

These lessons form the backbone of the Do No Harm Framework for Analyzing the Impact of Aid on Conflict. The Do No Harm Framework is meant to help practitioners consider the broader impacts of their programs, outside of meeting their stated goals, on the relationships among people in the contexts where they operate.

Dividers are those sources of tension, mistrust, or suspicion in a community. They are the factors that pull people apart and prevent reconciliation or peace.

Connectors are the sources of cohesion and trust in a community. They reinforce normalcy in contexts of conflict, and they are the local capacities people have for peace in their own societies.

Dividers and Connectors can be sorted into categories, to help brainstorming and disaggregation for the analysis process. The main categories used in DNH workshops are:

- **Systems and Institutions:** What are the structures in society—both formal and informal—that promote, prolong, or enable division or connection among people?
- **Attitudes and Actions:** What are the things that people say and do (including media messages, stereotyping, rallies, peace marches, etc.) that divide or connect people?
- **Values and Interests:** What shared (connector) or different (divider) values do people express in society? What common or different interest do they have in the use of resources, prolonging violence, or maintaining peace?
- **Experiences:** What shared experiences unite people (historical or recent)? What different experiences divide people?
- **Symbols and Occasions:** What symbols or occasions (holidays, festivals, etc.) remind people of their similarities? Of their differences?

[3] For more information on CDA's Collaborative Learning Methodology: http://cdacollaborative.org/about

Understanding the aid program

One key step in applying DNH is interrogating the details of the intervention. These details include:

- Who? (staff, beneficiaries, partners, and authorities)
- What? (the resources the organization brings to the context—inputs and outcomes)
- Where? (macro, meso, and micro level locations of program elements and activities)
- When? (startup, exit strategies, times of year, month, week, day)
- Why? (criteria for decision making, also important to ask "why not?" Cuts across all other program details)
- How? (methodologies and other considerations. Cuts across all other program details)

The DNH Program Analysis is not just a run-through of these six questions, but an in-depth examination of the many decisions that go into the development of an aid intervention. Participants are encouraged to examine why and how decisions are made, who benefits (or benefits most) and who is excluded.

Patterns of impact

There are two sets of patterns that determine the impact of an intervention on Dividers and Connectors: Patterns of Action (what and organization does, the resources it brings into a context, how it brings those resources) and Patterns of Behavior (how staff interact with communities and the messages communicated through those behaviors).

Patterns of action

Theft: Are resources likely to be stolen or diverted? Can the stolen or diverted resources be used for conflict purposes?
Market Effects: Does the organization's presence reinforce a wartime economy? Will the resources brought into the context affect local prices such that local people are priced out of their own markets, and more vulnerable to getting engaged in conflict?
Distribution Effects: Are resources distributed along the lines of existing divisions in society? Are they perceived to be distributed along those lines?
Legitimization Effects: Are certain authorities or actors legitimized because of their involvement with the intervention? Are unjust or violent behaviors thus rewarded and thus encouraged?
Substitution Effects: Are existing systems and structures ignored, overwhelmed or undermined by the intervention? Is the organization taking on roles that should be played by authorities, thus undermining governance capacity?

Patterns of behavior

Respect: Who is consulted? Who decides? How are disputes settled? Do staff listen?
Accountability: Do staff respond to grievances and feedback? Are problems and mistakes fixed promptly?
Fairness: Are local definitions of "fair" considered in the design and implementation of the intervention?
Transparency: Are criteria shared and understood? Do people know what to expect? Transparency cuts across Respect, Accountability, and Fairness.

Options generation

Once an organization observes changes in the context of conflict, or observes that there are potential impacts on D/C via identified patterns of impact, the details of programs or program plans can be adjusted to address those changes and patterns. These Options should also be checked against any potential impacts on other D/C identified. Often, only small adjustments are needed to the program details in order to address impacts on Dividers and Connectors.

Adapting Do No Harm Workshops for Different Audiences

Do No Harm (DNH) training has traditionally been offered to professionals working in humanitarian and development programs. As DNH has gained traction in the aid community, is has been applied more broadly to all types of assistance intervention, and thus different audiences have received training. More and more, people are offering DNH training to audiences not engaged in aid work, but who should pay attention to their impacts on the contexts in which they work.

Often, individual trainers adapt the tool and the training methodology. However, by comparing their experiences, we have seen that there are general principles that can offer guidance for adapting DNH to new and different audiences.

1. Identify the "So What?" for Your Audience

When introducing DNH to a different audience, trainers should be able to specifically articulate why using the DNH tool will help their participants. How will being conflict sensitive make them more effective, make their work easier, better or faster?

In some cases, this means making a financial case for DNH (often linked to effectiveness). When working with governments it can be a matter of discussing the needs or desires of their constituents. With journalists, it can mean appealing to their sense of balanced news coverage. In many cases, making the argument for DNH means identifying the costs of not using DNH versus the benefit of applying it. Examples are helpful to make your case.

2. Speak Their Language

DNH was developed with humanitarian and development practitioners, and the language used in the tool, while clear and free of jargon, speaks to their background. As DNH training is offered to broader ranges of audiences, it becomes necessary to adapt our language accordingly, or apply some commonly accepted language within the field of practice you are offering training.

For example, politicians may not see the importance of a "negative impact on Connectors" as clearly as they understand the "political costs of conflict." It is important to frame both the concepts of DNH, and the process in terms that are comfortable and familiar to your audience.

This also means identifying existing and accepted tools in the field and relating DNH to those. This can help contextualize the tool, and it gives it a place.

3. Train People, Not Organizations, Not Fields

We have seen with DNH that training can happen at an organizational level, but uptake happens at an individual level. Some tools and concepts resonate with individuals and they pick them up and apply

them. People who consider DNH to be useful will use it, despite the fact that it was not developed specifically for their field.

As trainers offer workshops to outside audiences this is important to keep in mind. Some people will be discouraged from using DNH because they don't see its applicability. Others will get it. They'll use it.

4. Understand the Constraints

Journalists, for example, work under a different system with different structures than aid organizations. They have a mandate that is unique to their profession. They have different constraints on their ability to apply tools. They have different responsibilities. It is vital that trainers understand the context in which practitioners will be applying a tool so that they do not ask people to do more than they are able.

5. Involve Participants in the Analysis

Trainers need to do all they can to make DNH relevant when adapting it for other audiences. In some cases, the traditional case study training methodology may need to be adapted or discarded. Use examples or cases from the field in which participants are working to ground the material for them.

6. See the Training as Intervention, with Clear Goals

Trainers should know what they expect to achieve with a DNH training. They should articulate their goals at the beginning of a workshop. This is especially true of an adapted DNH workshop. Participants should understand what they are expected to achieve and how they will go about meeting those expectations.

Articulating the trainers' goals for the training can also offer an opportunity for participants to challenge those expectations, or supplement them with their own. Building transparency around the workshop and its expected outcomes can build trust in a process that may initially appear experimental.

7. Disaggregate Your Audience

In all fields, people see their work in terms of a role within an organization or process. When that role has a direct impact on a context of conflict, people can see the applicability of DNH quite easily. Other times, they see themselves or their role as removed from the context, and therefore they may not see their immediate impacts as clearly.

Trainers should know the participants in the room and their roles in order to tailor the training to those roles. If you are training human resources persons, discussions about hiring would be very important, more so than discussions of the market effects of an intervention. Make sure to use examples or cases that are relevant for the specific members of the audience.

APPENDIX:
CASE STUDIES

Each case study in this appendix is accompanied by a teaching note. The teaching notes vary in length and content, but all include "critical skills developed" and which modules the case aligns with.

Case	Aligns with Modules
Food for Work for Rebuilding War-Damaged Homes in Tajikistan, Save the Children Federation	→ Module Two: Context Analysis → Module Three: Patterns of Impact → Module Four: Program Analysis → Module Five: Options & Program Redesign
Assisting Displaced People from Bahr el Ghazal in Southern Sudan	→ Module Two: Context Analysis → Module Three: Patterns of Impact → Module Five: Options & Program Redesign
Rural Development International (RDI) – Program Planning	→ Module Two: Context Analysis → Module Three: Patterns of Impact → Module Five: Options & Program Redesign
A Not Unusual Programing Story	→ Module Two: Context Analysis → Module Three: Patterns of Impact → Module Four: Program Analysis
The River	→ Module Two: Context Analysis → Module Four: Program Analysis
A Do No Harm Exercise: "Give Up a Gun and Get a Job"	→ Module Two: Context Analysis → Module Five: Options & Program Redesign
Cité Soleil	→ Module Two: Context Analysis → Module Four: Program Analysis → Module Five: Options & Program Redesign

Food for Work for Rebuilding War-Damaged Homes in Tajikistan, Save the Children Federation

Food for Work for Rebuilding War-Damaged Homes in Tajikistan, Save the Children Federation

1. After the break-up of the Soviet Union, a struggle for leadership broke out in the former Soviet Republic of Tajikistan between communist factions and a coalition of anti-communist and Islamicist opposition groups. The result was an intense and bloody civil war that in early 1991 spread from the capital, Dushanbe, into rural areas and lasted until December of 1992. In the villages, the political content of the conflict was blurred so that it came to resemble an ethnic conflict between Kulyabi Tajiks, who supported the communist faction, and Garmi Tajiks, who were associated with the opposition. Kulyabis and Garmis are Tajik sub-groups that share the same religion, customs and language, a dialect of Farsi.

2. The worst of the fighting was concentrated in Khatlon Province, located in southwestern Tajikistan and bordering on Afghanistan. The area had been settled during the 1930's and 1940's when the Soviet government had forcibly relocated tens of thousands of Garmis and Kulyabis to the area to become workers in the newly created cotton-growing state farms. Typically, entire villages were relocated and, as a result, the region became a patchwork of mono-ethnic villages. However, over the years some villages merged and, by the outbreak of the civil war, about a quarter of the villages in the region were ethnically mixed. In the cities and towns, there was a high degree of inter-group marriage. Demonstrations of strong ethnic identification were rare in the daily lives of the people.

3. During the war, villages became targets of looting and burning by both sides. In late 1992, with the help of Russian troops still stationed in the area, the Kulyabi forces defeated the Garmi. Though damage had been moderate during the war, the victory was followed by a rampage of the Kulyabi militias during which Garmi houses and villages were systematically destroyed. Many men were killed, over 20,000 homes were severely damaged or destroyed, and many families fled for safety. In many Garmi villages, only the mosque was left standing.

4. Though open warfare ended in late 1992, the armed opposition remains active in northern Afghanistan and continues to stage cross-border raids from time to time. In addition, they control some mountainous sections of Tajikistan. Twenty-five thousand Russian troops remain in the country, helping keep open warfare from breaking out again. Even so, an atmosphere of relative lawlessness continues as bands of armed thugs (sometimes inter-ethnic in their composition) continue to loot villages and steal humanitarian relief supplies.

5. By fall 1994, Save the Children Federation (SCF) had a large and active program underway in several districts of Khatlon Province. The program provided food payments from Food for Work (FFW) to village-based brigades of local people in payment for their labor on the reconstruction of war-damaged homes. The project was successful in supporting the rebuilding of many homes and this, in turn, encouraged the rapid repatriation of people who had fled during the war. SCF staff felt that repatriation was an important first step in reconciliation, but they also wanted to find other opportunities to use their program to promote inter-group linkages and reconciliation.

6. Tajikistan was the poorest of the Soviet Republics. By decision of central Soviet authority, the economy was concentrated in cotton production and related enterprises (such as cotton milling, cotton seed production and garment making). The single-sector specialization meant that Tajikistan, like other Soviet Republics, depended heavily on trade for most goods. Most basic foodstuffs have been imported since the 1930's.

7. Cotton production fell throughout the 1980s. The war greatly worsened an already bad economic situation. Destruction of factories, equipment and the extensive network of irrigation canals essential for cotton production, coupled with an out-migration of many non-Tajik skilled technicians and managers, left the country's economy severely disrupted. The breakdown in trade left Tajikistan facing serious food shortages.

8. The cotton farming in Khatlon was organized in large state farms that held most of the province's best arable land and employed the majority of the working population. Each state farm included many villages without regard for their ethnic composition. Thus, Kulyabi and Garmi had worked side-by-side, men in positions of management and on canal maintenance and women in planting, cultivation and harvesting. Villages also shared schools, clinics and all the other social services of the Soviet system. In spite of occasional tensions and competition for leadership positions within the state farms, relations between groups were generally harmonious. As the war came to an end, the fields lay fallow awaiting the planting of a cotton crop on which virtually everyone in Khatlon Province depended for survival. The vast network of irrigation canals was disrupted, undermining any potential cotton crop and water access in villages as well.

9. Each household in Khatlon continues to own a small private plot on which they have always grown vegetables for household consumption and local sale.

10. In some cases, local people of Khatlon took "reconciliation initiatives" in the period of repatriation. For example, a woman officer of one district government knew her former Garmi neighbors were returning. She "prepared food for three days" and invited these returnees and her Kulyabi neighbors to dinner beneath her garden arbor. Facing each other across her table, they ate together in what she hoped was a reconciling way. In another village, when Garmi families returned, Kulyabi residents "went out to meet them with bread and salt," a traditional symbolic welcoming.

11. Many people believed that "the common people don't want war, but policy people make it." Many noted that women have a special role to play in overcoming animosity. As one woman said, "The nature of women is different. She can forget and forgive but man is a little bit animal. His blood is hot." Others outlined things women could do including: "training their children better not to hate" (Kulyabi woman); "teaching my children and grandchildren not to seek reprisals, not to keep remembering and not to 'play' war with 'them'" (Garmi woman); "working together on common projects with 'them'" (Kulyabi woman); "getting my husband who was a school teacher to meet with 'their' teachers to talk about how teachers from both groups can teach better attitudes in school" (Garmi woman); and "women must lead us" (Kulyabi man).

12. In some villages, elder women and men formed committees to help settle disputes over housing when a Garmi family would return to find that a Kulyabi family had moved into their former home. However, many people also put responsibility for peace-making somewhere else. They shrugged and said: "time is the best healer" or "it will never happen again because people don't want war" or "we have learned our lesson" or "they have learned their lesson."

13. At the beginning of the repatriation process, Save the Children Federation (SCF) identified two main problems in post-war Tajikistan--a shortage of food and a large number of damaged or destroyed homes. Although food security was less than optimal in Kulyabi villages, malnutrition was mainly found in the destroyed villages.

14. SCF's response was to set up village-based brigades whom they paid with Food for Work to rebuild and repair houses. Priority was given to those villages with the most extensive damage and all destroyed houses in a targeted village were eligible for reconstruction. All village residents--both men and women--who wished to work were eligible to join a brigade. SCF surveyed housing to set priorities for repair and entered into "contracts" with brigades to do the work. The brigades built houses in the traditional way using local mud to make bricks for walls, and SCF provided roofing materials (donated by UNHCR which supplied these as part of their mandated program to repatriate refugees). Food earned by one person working in a brigade was sufficient to meet 80% of an average family's caloric requirements through the winter of 1994-95.

15. By the fall of 1994, the FFW program was well established in several districts of Khatlon Province. With over 80 locally hired staff, the program had been able to organize 15,000 people, mostly returning refugees, to build 12,000 houses. To ensure that they did not hire staff with ethnic prejudices, SCF instituted an interviewing arrangement whereby staff of several different ethnicities interviewed each prospective candidate. It was assumed that any ethnic slurs or biases would be noted by at least one of the interviewers. SCF was satisfied that they were enabling the faster and safer repatriation of refugees and IDPs to the area and that this was a prerequisite for reconciliation.

Teaching Note – "Food for Work for Rebuilding War-Damaged Homes in Tajikistan, Save the Children Federation"

Critical Skills Developed	▪ Rich understanding of dividers and connectors within the context ▪ Very basic program description (enough to recognize key patterns of impact) ▪ Very basic understanding of patterns of impact (main Behaviors: Distribution and Legitimization; less emphasis on Actions)
Aligns with Modules	→ Module Two: Context Analysis → Module Three: Patterns of Impact → Module Four: Program Analysis → Module Five: Options

Save the Children developed this case study in the late 1990s. It examines the context of Khatlon Province in Tajikistan, following a civil war in the early 1990s. As refugees returned to Khatlon, Save the Children initiated a project to rebuild homes utilizing labor of local communities, and providing food for work to address malnutrition in the region. The ultimate aim of this project was to promote repatriation of refugees and reconciliation between communities.

Finally, participants were asked, in groups, to develop Options for the SCF project in Tajikistan to address their impacts on Dividers and Connectors. Options included: taking advantage of local elder committees for housing dispute resolution; developing communal infrastructure projects that benefit both groups; and prioritizing work in multi-ethnic villages.

Study Questions

1. What do you identify as the divisions and sources of tension in Khatlon Province?
2. What do you identify as the things in Khatlon Province that connect people to each other?
3. What do you think is the impact of the SCF program on the divisions and on the connectors?

Optional:

4. What suggestions, if any, do you have for other ways that SCF could have designed its program to have a better impact on the conflict?

Teaching Plan

Opening

To set the stage for the plenary discussion, the trainer might say: ***"We are in Khatlon Province in southern Tajikistan and the civil war has recently ended. We are the staff of an international aid agency and we have been providing housing reconstruction assistance in the post-war setting. Here we are in a staff meeting looking back to see how we have done. To be able to assess our impact, we need to look at what we know about how things were <u>before</u> we began to work here.***

As we always must do when analyzing a situation, let's start with the facts. What do we know about the situation in Khatlon Province before we started our program?"

Dividers and Connectors

The Tajikistan case study is fairly straightforward, since there are only two ethnic groups in the case, which makes the D/C analysis slightly easier. (In this way, it is a good entry case for those new to DNH.) Dividers included political differences, a history of living in mostly mono-ethnic villages, different experiences during the war (Garmi were refugees), and a winner-loser division (Kulyabi-Garmi). Connectors included shared language, religion, customs, symbols, history of joint economic activity, history of intermarriage, shared experience before the war of life under control of the USSR, shared services and infrastructure (schools, clinics, irrigation canals).

As the trainer begins this introduction, s/he may write on the board or flipchart, "**THE CONFLICT SETTING**" and, underneath this on the left side write "**TENSIONS/DIVISIONS.**" Then s/he could say: ***"Let's start by looking at the tensions in the situation. What do we know about the tensions and things that divided people in southern Tajikistan?"***

The participants will offer a number of ideas about the tensions and divisions. These might include:

- Ideological differences/communist and "opposition"
- Change in the political system/struggle for leadership
- Failed economy/unemployment/destroyed infrastructure/competition for scarce goods and resources
- Two ethnic groups/Garmi and Kulyabi
- Shortages of food
- Previous reliance on mono-culture
- Destruction (especially, but not exclusively, Garmi houses)
- Occupation of G. houses by K.
- Displacement/refugee experience
- Repatriation
- Groups lives in separate villages (3/4 of villages mono-ethnic)

If participants have difficulty getting started, the trainer may prompt responses with questions such as: ***"Were there any sources of tension before the war began? What tensions were prompted or increased by the war?"*** To be sure that the group really thinks about these tensions, the trainer should give enough time, waiting a few minutes, asking: *"Any others?"*

For adequate analysis, the list should include at a minimum:

- Issues of economic hardship;
- Experiences of the war;
- The changing political system and struggle for new leadership;
- The fact that there are two ethnic groups;
- The pattern of living separately in the 75% of villages.

Optional: Finding Patterns

When a good list has been generated, the trainer should step back and ask the group to consider it. The question might be: ***"What do you see in these tensions? Any patterns? Any common features? Important differences?"*** The point is to get participants to use their "observation" of facts to initiate analysis of the situation. If they can see patterns, or important differences, among elements in their list, they can use this additional understanding to help them design better aid programs.

The group might note that not many (if any) of the tensions are historically deep-seated (except the living in separate villages but this is, as we know, somewhat offset by the working together in state enterprises; and, in any case, village separation does not, in and of itself, cause or reflect tensions). They might note that many are a result of, rather than cause of, the war (reprisals, destruction of houses and of the economy in general, disagreements over housing and repatriation resulting from one group having left). This should take no more than five minutes.

The trainer should then note that there are factors in the in all war situations that also bind people together, that connect them. Writing a heading on the right side of the board ("CONNECTORS"), the trainer should ask the group to identify these from the case study. The question might be: ***"What kinds of things do you see that connected people in Khatlon Province before our program?"***

The group might list:

- ¼ villages ethnically mixed; towns also;
- Experience working together in state enterprises;
- Lived in area/worked together a long time;
- Intermarriages;
- Same language;
- Religion;
- Culture;
- Schools, clinics, social services;
- The experiences of war;
- Threats from gangs;
- "Don't want war";
- Self-appointed elders committees to settle housing disputes;
- Ideas for how to move away from war.

Again, the trainer should be sure that this list is a strong and complete one, relying on the full information of the case study. S/he should ensure sufficient time for people to be imaginative.

Optional: Finding Patterns in D/C

When the list is generated, again the trainer should ask people to reflect on it. ***"What patterns, common elements, differences do you see? Are there differences between this list and the one of tensions? What might these be?"***

Within the Connectors list, participants could note that some things preceded the war while others are a result of it; that there is a notably long history of connectedness between the groups that fought in the war. In comparing the two lists, they might note that there are more items on one list than on the

other; that the "connectors" have to do with "normal" life while the "tensions" are more dramatic but also more recent; that language and religion are important connectors; that the economic experiences which once bound people are almost entirely destroyed now; etc. This discussion may take five to ten minutes.

Program Analysis

The trainer should now turn the group's attention to the aid program of SCF. Writing "**AID**" between the "**DIVIDERS"** and "**CONNECTORS"** headings (so that the resulting board layout visually resembles the DNH framework) s/he should note that it is into this context that SCF brought assistance. Also, noting that aid programs are multi-layered and involve many decisions, the trainer should get the group, quickly, to identify the elements of the aid program as described.

Questions could follow the programing elements as follows:

- **Why did SCF do this program? What were its mandated goals?**
  Responses include: Reconstruction to encourage repatriation as a precondition for reconciliation
- **What did SCF provide?**
  Responses include: Organization to encourage rebuilding destroyed houses; Food for Work (FFW).
- **Who did SCF define as the target group?**
  Responses include: Villagers with destroyed houses (mostly G); mostly returnees; about 15,000 people were helped; anyone who "wanted to work" who lived in the villages where the damage was.
- **Who were SCF's staff?**
  Responses include: >80 local staff; interviewed in way to ensure no prejudice; some expat staff.
- **How did SCF do this program?**
  Responses include: Surveys by SCF to assess damage, contracts with villages, materials for building, village-based brigades.

Then the trainer should step back from the board and ask the participants to evaluate the project by asking: "***What were the needs identified which SCF wanted to meet? How did the assistance project address these needs? What were the stated objectives of SCF's project? What did they achieve? Do you think that this is a successful project?***"

The project managed to rebuild 60% of the destroyed homes in Khatlon Province, and provide for the caloric needs of over 60,000 people. Many will determine this to be a very successful project.

Referring to the lists on the board, the trainer should encourage the group to analyze the project's impacts. Questions might include:

"What do you think the impacts of our (reminding the group that we are acting as if we are the SCF staff looking back) program were?"

Referring to the lists on the board, the trainer should encourage the group to analyze the project's impacts, noting participants' responses by **drawing arrows** from the column "**ASSISTANCE**" toward the left to "**TENSIONS/DIVISIONS**" and toward the right to "**CONNECTORS**." Questions might include:

"***Which dividers and tensions do you think the program increased or worsened? How? Why?*** Did we reduce any divisions? How? Why? What connectors did we support? Did we miss any? Did we undermine any? How? Why?"

In each case, the participants should be asked to cite the facts from the case that they use to support their analysis. That is, in this section of the discussion, people should be urged to explain their thinking rather than giving one-word or short answers. **Ideas that will come out include:**

- The program's target on rebuilding the most damaged houses favored the group who suffered the most destruction (i.e. Garmi over Kulyabi), thus possibly worsening intergroup tensions.
- Linking of the FFW program to house reconstruction, and placing both of these in the villages (75% of which were mono-ethnic) meant that more Garmi than Kulyabi also were able to get employment and food.
- Since "anyone who wanted to work" could do so, families may have had more than one family member involved in brigades. Because every worker received about 80% of a family's food requirement, and since most would have been Garmi, Garmi families could have had surplus food when Kulyabi families still were experiencing food shortages. This could also increase and exacerbate intergroup tensions.
- If Garmi families shared the food, this could reduce intergroup tensions. If they sold it, this could either encourage intergroup trade (and reduce tensions and support connectors) or seem exploitative and reinforce tensions. If they hoarded the extra food, this could worsen tensions.
- Housing is a privately owned asset and, therefore, only one family at a time benefits. This puts people in competition with each other. If community-based buildings or other assets had been reconstructed, this might have reinforced connections. Some of these existed in terms of schools, clinics, irrigation ditches, etc.
- In civil wars, aid programs that concentrate on need might well focus on only one group. In this case, the most housing was destroyed and malnutrition was worst in Garmi villages.
- By encouraging repatriation, SCF's program was essentially a peace-building program. People have to return to the area, if they are to be able to think about a joint future.
- The self-appointed elders committees that resolved housing disputes could have been included in the program in some way, thus reinforcing existing connectors. This also might have lessened tensions that arose from competition among people for having their houses rebuilt.

The trainer may draw lines among the various ideas to show the relationships being highlighted by the discussion. ***The trainer should NOT record all the ideas being offered at this point***. To do this would slow the discussion down and take a lot of time. The point here is to signal that we are using the information generated on the board (the facts) to do our thinking. Drawing lines will reinforce the importance of using real information to do analysis and to make judgments (rather than simply theorizing in general terms), but will not slow down the thinking process.

MAKE SURE it's understood: that through a rigorous program analysis, it can be determined that the project's criterion was such that mono-ethnic Garmi villages were prioritized and rebuilt first, and that Garmi men and women made up the construction brigades and therefore received food for work. In some cases, where more than one family member wished to join the brigades, families had well over 100% of their caloric needs met by the project. Meanwhile, the Kulyabi were almost entirely left out of the project. Going back to the ultimate goal of the project, repatriation and reconciliation, participants

determined that this project was not likely to achieve reconciliation between these two groups, because only one group was receiving any benefits.

As a closing remark the trainer should **always** emphasize that SCF's decisions were professional and correct decisions on a general level (e.g. on targeting: organizations will never have sufficient resources to meet everyone's needs and have to make choices. Therefore, targeting the most severely affected population is a perfectly legitimate decision) – but put into context some of these decisions had negative impacts. The case demonstrates that a project which is successful on its own terms may inadvertently have side effects that exacerbate tensions and feed into violent conflict.

Options

If there is sufficient time, trainers may challenge participants to review SCF's project and come up with some programing options to deal with one (or several) of the negative impacts discovered in the previous session. The trainer could ask:

"How could SCG have avoided these negative impacts? How could they have encouraged positive impacts? What programing options can you identify for SCF that would have been better?"

Again, the trainer must push the participants to justify their ideas from the facts they have (not ideas from the sky!). **Ideas may include:**

- Rebuilding jointly held assets (irrigation, clinics, schools)
- Concentrating in mixed villages; learning from them how to ensure mixed brigades
- Paying in cash rather than food in order to ensure a greater market multiplier effect benefiting people in the area more broadly
- Relying on elders committees or mosques to decide priorities

For each option suggested, the trainer should ask the group to consider whether it may have some other adverse, or positive, impact as well. Again, using facts to support analysis is what the trainer is pushing the group to do.

Closing

The trainer should be sure to close the case by summarizing a few key points of the discussion. Essential to closing are the following:

1. Noting that all aid may have negative and positive impacts on conflict even while it is doing a good job under its mandate (which the SCF program clearly did do by building so many destroyed houses).
2. Noting that recognition of this fact allows us, as aid planners, to predict where impacts might be negative and think of options to avoid this and to predict where divisions may be lessened or connectors be supported.
3. Noting that recognition of this fact allows us, as project planners, to predict where impacts might be negative and think of options to avoid this and to predict where divisions may be lessened or connectors be supported.

It is always good, at the end of a case, to congratulate the participants on their energy, ideas and analysis.

Assisting Displaced People From Bahr el Ghazal in Southern Sudan

Assisting Displaced People from Bahr el Ghazal in Southern Sudan

1. Sudan has been the site of an intense civil war for over forty years. Though the entire country has been affected by the conflict, open fighting has been concentrated in the South.

2. The war in Sudan has been characterized as a conflict between the Muslim North and the Christian and animist South, with the government in the North attempting to impose its culture and system on the people in the South. However, recent shifts in the alliances of fighters from one side to the other call this characterization into question. In addition, divisions among fighters in the South have often led to battles with resultant inter-ethnic tensions between Southern groups.

3. There are many tribal/ethnic groups in Southern Sudan. Although there have always been some inter-group disputes, relations among them have varied from cordial (involving frequent inter-marriage and agreements among chiefs) to tense (characterized by cattle raids and intermittent fighting). The years of war have put additional strains on traditional patterns, sometimes forcing new alliances and sometimes erupting into new clashes. All areas of the South have suffered economically.

4. In May 1998, between 800 and 2000 Dinka people from various parts of Bahr el Ghazal walked south to Nadiangere in Yambio County in search of food. Due to fighting and two years of drought, Bahr el Ghazal was experiencing a pre-famine situation while food security in Yambio was relatively stable. Throughout 1998, international humanitarian assistance had focused on the Bahr el Ghazal region but had not been sufficient so there had been some hunger-related deaths.

5. The migration of Dinka into Yambio was very unusual. The Dinka are a Nilotic tribe whereas the vast majority of people in Yambio are Zande. Three or four other smaller tribes constitute the rest of the population of Yambio.

6. The Dinka are agro-pastoralists and the Zande are agriculturalists. Because Yambio country is infested with tsetse fly, the Dinka cannot bring their cattle into the area.

7. The Dinka and Zande also differ culturally. For example, the Dinka have a strong sharing tradition that allows anyone who needs something to take it. When someone arrives hungry in a Dinka household, he or she may always eat from the family pot of food. When they migrated, Dinka often continued their sharing tradition, taking things that they needed even though other groups did not accept this tradition.

8. Dinka and Zande traditionally engaged in trade, exchanging Dinka meat for Zande grain or for cash. Some other contacts between the groups were violent. The last visit of the Dinka into Yambio had occurred in 1987/88 and was accompanied by raids and fighting.

9. Some of the Dinka cited reasons other than the famine conditions for their migration, including: 1) that though food was available in Bahr el Ghazal, its distribution was poorly organized; 2) that the food that was available was being sold by authorities; or 3) that authorities had given instructions that they should move south.

10. Some members of the local Zande community did not believe the migrants' explanations for their arrival and suspected, instead, that they were Dinka soldiers in disguise, or they were criminals or some other kind of outcasts. Some Zande were anxious, also, because they believed that the Dinka were capable of witchcraft, especially for rainmaking. This challenged their strong Christian beliefs. One local resident suspected that the Dinka had begun to eat their own children during the long walk to Yambio.

11. In spite of everything, the Dinka who arrived in Yambio in dire need were received by the local peoples with hospitality. They shared food, space, shelter and cooking facilities with the new arrivals. They explained this saying, "They are human beings who need to survive just like us."

12. One local chief remembered his own ancestor's displacement that had brought them to Yambio years ago. There was a general sense among the Yambio groups that they shared the Dinka's uncertainty, food insecurity and displacement as a result of the war (though at a different level).

13. Some local people hired Dinka men and women to do agricultural work, paying them either with food or money. When they worked together, both men and women seemed to connect easily across groups. However, Dinka chiefs made no direct attempt to interact with local chiefs. Dinkas who were Christians attended Sunday services in local churches despite the language barrier between the groups.

14. The influx of Dinka into Yambio County put a strain on food security and on potable water in the region. The displaced Dinka also lacked most essential household items, seeds and tools.

15. Though they sympathized with the Dinkas' plight, local people and their authorities did not want them to settle in their area.

16. NGOs made a rapid assessment of the situation in Yambio. They found 25 moderately or severely malnourished Dinka children in need of supplementary feeding and medical assistance and identified food assistance as being urgently needed by the whole group.

17. Although the NGOs felt that it would be best for the Dinka to return to their homes, they refused to do so even when promised assistance at their place of origin.

18. The NGOs were unsure how long to continue to provide assistance to the displaced Dinkas in Yambio County. The local community was advising them to supply seeds and tools to Dinkas as well as food so that they could reestablish their own food security. If they planted crops, it would take two months until the Dinka could realize their first harvest. The local community also wanted to receive non-food aid if such was distributed to the displaced Dinka.

19. Faced with the desire of local people that the Dinka should leave and with the Dinka refusal to return to Bahr el Ghazal, NGOs considered relocating the Dinkas to Menze, a scarcely populated area 18 km to the north of Nadiangere. The people of Menze objected to this, but their chief seemed willing to welcome the Dinka.

20. As the NGOs were considering their options, word came of another influx of displaced Dinka moving from Bahr el Ghazal into the Menze area.

Teaching Note - "Assisting Displaced People from Bahr el Ghazal in Southern Sudan"

Critical Skills Developed	▪ Good understanding of dividers and connectors within the context ▪ Understanding of some program details (particularly how to prioritize decisions in alignment with an organization's mandate) ▪ Module provides some aid to help identify patterns of impact, with stronger emphasis on patterns of Behaviors (main Actions: *Distribution; Behaviors: Respect, Transparency, Fairness*) ▪ This case leaves the door wide open for Options generation
Aligns with Modules	→ Module Two: Context Analysis → Module Three: Patterns of Impact → Module Five: Options & Program Redesign

Study Questions

1. What do you identify as the divisions and sources of tensions between the displaced Dinka people and the people in the Yambio county area where they immigrated?
2. What do you identify as the things that connect them?
3. How would you provide emergency aid in this setting?
4. Would you provide longer-term aid? If so, what would you do and why? If not, why not and what would be the likely outcomes of your decision?

Teaching Plan

Opening

To start the discussion, the trainer should note that we are facing an emergency, with displaced people arriving in our area and some of them are clearly in need of food. *"We need to respond in an appropriate way. Yet we know the area is one affected by war, and we know that these influences need to be factored into our assistance approaches."* To think about how to provide appropriate aid, then, let's analyze the situation and see how that might influence our decisions.

"Let's start by looking at the facts of the situation."

Dividers and Connectors

As the trainer begins this introduction, s/he may write on the board, "**CONTEXT OF CONFLICT**" and to the left write "**TENSIONS/DIVISIONS**." S/he could then ask: *"What do you identify as the sources of tensions between the new arrivals in Yambio county and the people who lived there? What things divide them?"*

Participants will offer a number of ideas like:

- Different tribes
- Different cultures
- Different language
- Raids in the past/violence
- Different economic activities: The Dinka are agro-pastoralists with cattle while the Zande are agriculturalists
- Suspicion / "eating children"
- Suspicion: Why are they here? Are they spies?
- Ongoing war/sides
- Tsetse fly kept them apart
- Food insecurity
- Dinka tradition of sharing

The trainer should be sure that the group generates a good and complete list and that they come to some agreement on these issues. When a list is complete, the trainer should ask the group to consider which of these seem to be of greatest importance in terms of the likelihood for intergroup violence. This discussion could take five minutes and people will have different opinions. There is no need for the group to agree on this at this point.

The trainer should then ask: *"What things do you identify that connect the two groups in the region?"* S/he should write "**CONNECTORS**" on the board to the right.

The list that the participants come up with will include such things as:

- Suffering from war
- Christians in both groups
- Working together
- Hospitality traditions
- Zande think of Dinka as "humans just like us"
- Trade
- Hiring
- History of migration
- Worked easily together

Programming Options

In this part of the discussion, the trainer will invite the group to consider programing options and to assess the ways in which different approaches interact with the Divisions/Tensions and with the Connectors.

To begin, the trainer should note that the NGOs assessment is that people need food to survive. Noting this, s/he should write on a separate board "**NEED: FOOD**".

Then, pointing out that aid programs have many elements, s/he should write "**AID**" in the center of the board (see layout) and under it write:

- Whether/Why
- When/For How Long
- Where
- What
- For Whom (beneficiaries?)
- Staff
- How.

As s/he writes these, the trainer should note that aid agencies make many decisions as they put together an aid program. These decisions involve whether and why to provide aid; where to provide it; when and for how long; what to provide; who should benefit; how to staff the program; and finally, how to get the things they are going to provide to the people they decide to help.

The trainer should then assign the group to plan an aid program that takes account of the settings as we have described it on the board (under **DIVISIONS/TENSIONS** and **CONNECTORS**). They should decide what is needed and how to provide it.

This could be done in small groups, or ten minutes could be provided to the group to divide up into team of two, each turning to a person sitting next to him/her, to do this programing.

Discussion

After the groups have worked on this assignment, the trainer should lead a discussion that prompts the group consider the implications of each of their programing decisions. To do this, the trainer should invite one group to describe their aid plan.

The trainer should record the ideas under the headings above having to do with **WHY, WHERE, WHAT, FOR WHOM, STAFF, HOW**, etc. When the group has laid out their ideas, the trainer should then ask all the participants to consider the impacts of this aid program on the groups.

To do this, s/he could begin by asking: *"How do you think this plan will affect the divisions between the groups and/or the tensions that divide them?"*

When someone gives an answer, the trainer should always ask *"Why do you think that?"* The point would be to help people consider carefully how each choice may affect the various divisions and tensions they have identified.

The trainer should constantly refer back to the list of divisions and tensions. S/he could ask such things as *"How would your decision to do that affect this division the group identified?"*

When divisions and tensions have been considered, the trainer should also ask *"What do you think will be the effect of your plan on the connectors?"*

Again each answer should be explored and discussed by the whole group.

After one group has made its presentation, the trainer should encourage the other groups to put in the ideas they had for ways to reduce tensions and reinforce connectors.

If time permits, the trainer could ask the group to think of other programing options to correct problems that have been identified through this discussion.

Closing

When the group has systematically discussed the effects of their programing ideas on both divisions/tensions and connectors, the trainer could close by reminding the group that it is important to plan aid in ways that achieve three goals. These are:

1. to meet needs,
2. not to worsen intergroup tensions, and
3. to reinforce the connectors between.

The rest of the workshop will deal with each of these issues in turn.

The trainer should compliment the group on its good work and thinking. S/he should point out that we are adding new criteria for the judgment of effective aid and that this requires that we consider the side-effects of our programs on the conflicts that exist in the areas where we give aid. This case has introduced these ideas. Now we will turn to a thorough examination of all aspects of these issues.

Rural Development International – Program Planning

Rural Development International (RDI) - Program Planning

1. Region 18 is an extremely dry area inhabited primarily by two ethnic groups—the Kora and the Mandabi. Population figures from the last census (1971) are unreliable, but the breakdown is believed to be about 65% Mandabi, 30% Kora and 5% highland settlers (nearly all of whom live in the regional capital). A general map showing territories and settlement patterns is attached.

2. Both the Kora and Mandabi are traditionally pastoralists. Both groups raise camels, sheep and goats primarily for subsistence, but some are brought to local markets for sale. In addition, the Mandabi are well-known cattle-herders.

3. Both groups traditionally own some land, but they move seasonally for watering and grazing, sometimes into each other's territories. Most Kora and Mandabi live separately, in adjacent lands, but there are two small settlement pockets in the boundary areas (and the regional capital) where the two groups live intermingled. The major road of Region 18 also represents the general dividing line between the two population's territories.

4. The Mandabi areas are drier, deforested and more marginalized than the less-drought prone and relatively more fertile Kora lands. Many Kora who live in the vicinity of the River (which is actually a dry riverbed for 9 months of the year) have begun small-scale farming using very basic, metal hand implements. Animal traction has never been attempted, but appears to be technically feasible.

5. Both groups are Muslim and share several cultural similarities. Elders are respected in Kora and Mandabi tradition, and they are responsible for upholding traditional laws and resolving disputes. The two ethnic groups speak different languages, but some members of each speak Arabic. Intermarriage between the two groups is rare.

6. Despite very rare disputes, the two groups lived peacefully until 1951. In that year, due to serious drought, the Mandabi began to push the Kora from their traditional grazing lands. A few violent battles broke out between families living in the boundary areas. Thirty-five Koras and 12 Mandabis were killed in the fighting that year. The Koras withdrew from some of their lands, but vowed revenge.

7. After more small skirmishes, in 1986 another major battle broke out and hundreds were killed on both sides. The national government looked the other way as the fighting occurred and did nothing to restore peace. Throughout the 1990s tit-for-tat blood feuds continued—families on both sides sought revenge for past killings and looted land and livestock from each other. Also during this time, a few groups of bandits formed to take advantage of the relative lawlessness. These bandits are frustrated, unemployed youth—mostly but not exclusively Mandabi. They have used cheaply-purchased guns to rob cars and trucks on the main road.

8. Recently, the situation has improved. Early in 1998, a new government came to power in the capital, and has begun to decentralize power to the Regions. The new Governor of Region 18

is Mandabi and the Deputy is Kora. They have begun to establish an ethnically-balanced administration, and vowed to bring an end to the Kora-Mandabi fighting. As a start, they have assembled a committee of elders to discuss issues of peace-making.

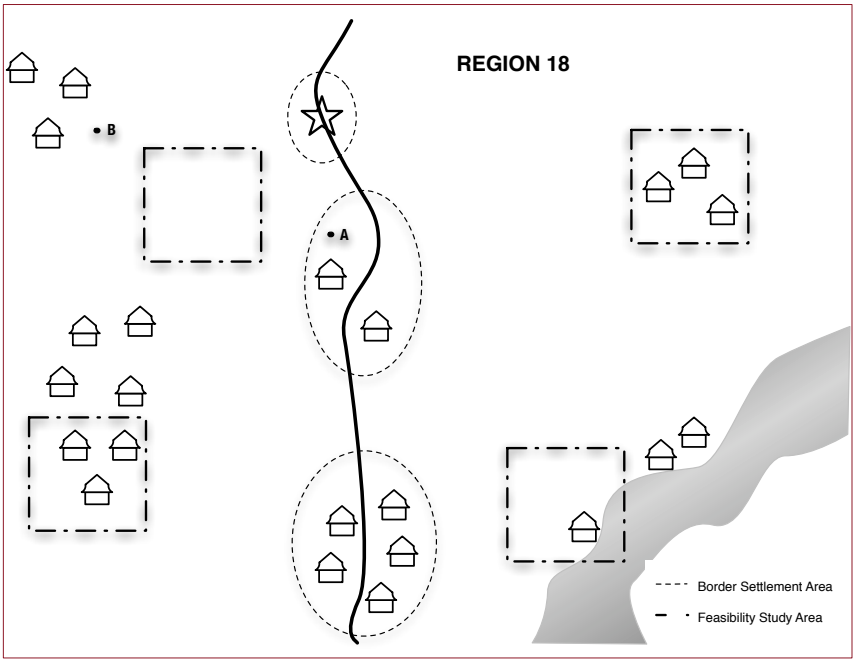
9. RDI Program staff recently visited the area to assess program potentials. Residents complained of drought and lack of food. The staff reported back that water is the most pressing need and secondly food security (pastoral and agricultural support). They found the two existing boreholes (Water Points A and B on the map) to be reliable but woefully insufficient to meet regional needs. The areas around the boreholes are completely deforested from overgrazing. Education and health care were also raised as serious concerns since there are no schools or health centers in the area.

10. From this initial survey, the previous RDI Program Manager drafted a proposal and budget for Years 1 and 2 that has been approved for funding by the European Union. Just before your arrival in country, a Water Point (borehole) feasibility study was conducted by technical experts, the results of which are shown on the map.

11. Year 1 funding is sufficient to set up the RDI program sub-office in Region 18, hire staff, conduct more detailed needs assessments and construct two water points. Budgeted interventions for Year 2 include the construction of 1 primary school and 1 health center.

Program Strategy Development

Use the briefing report and map (*on the right*) to put together a program strategy. Use both your "development" lens and your new "conflict" lens when thinking about your program.



1. Where will you set up the RDI program sub-office for Region 18, and how will you select staff?
2. Who will you consult with during the program planning process and needs assessments?
3. How will you decide where to construct the two water points in Year 1? Mark on the map where you will put them and why?
4. Where will you build the primary school and health clinics during Year 2? Why?

New Information

A skirmish has broken out at Water Point A (***refer to map***), between two smaller sub-groups of Mandabi and Kora. The Elder's Committee was quickly mobilized, and stepped in to mediate the dispute with the support of the Regional Government authorities. The fighting has stopped, but several people were injured and the situation on the ground remains tense. Meanwhile, a local "bandit," whose group of renegade youths is said to have perpetrated several armed robberies along the highway has requested a meeting with you. He has heard rumors that RDI plans to build wells in the area and he has some 'strong suggestions' for where the wells should be put.

How do you respond to this new information?

1. How do you deal with the news of the latest Mandabi-Kora skirmish? Does it impact your program strategizing in any way? If so, how?
2. As for the "bandit," how do you deal with his request for a meeting?

New Information #2

The skirmish at "Water Point A" turns out to have been an early indicator of a serious drought in the area. Local people are "on the move" in search of water and food. The Mandabi areas are worst-affected, but the situation in the eastern Kora settlements and border areas are also extremely serious. An emergency meeting of donors and government authorities in the nation's capital resolved to designate 30,000 metric tons of food aid to Region 18. As the only NGO with field-level knowledge of the area, the donors have approached RDI to organize the food distribution program.

How do you respond to this new information?

1. Will RDI take on this emergency food distribution program? If so, how will you organize it? Initially, you only have enough staff and resources to set up two distribution sites—where will you put them? How will you select the targets (beneficiaries)?
2. How will these new developments affect your longer-term programs? Can you devise any creative ways to link the short-term emergency program to the longer-term development programs?

Teaching Note – "Rural Development International (RDI) - Program Planning"

Critical Skills Developed	▪ Basic understanding of dividers and connectors ▪ Rich understanding of program details (detailed description of program, and opportunities for adaptation) ▪ Understanding of patterns of impact, with more emphasis on Actions (main Behaviors: Distribution; Actions: Respect, Transparency, Fairness) ▪ This case ends on a cliffhanger – leaving the door open for diverse Options generation exercises
Aligns with Modules	→ Module Two: Context Analysis → Module Three: Patterns of Impact → Module Five: Options & Program Redesign

Goals

1. To practice applying DNH/LCP concepts in specific program planning scenarios.
2. To show the time pressures, competing interests, and fluidity of conflict situations and provide participants with a chance to discuss these complexities (and strategies for coping with them).
3. To spur creative thinking for programing in conflict-prone areas

Time

This exercise should take about 1½ hours to complete.

Exercise

Introduce the exercise as a fictional scenario based on real world situations. Break the group into small groups of 3-4 persons each. They should stay in the main room, but work in individual clusters around the room.

As background, explain to the participants:

> "You are a team of Program Managers for Rural Development International (RDI), an NGO which employs an integrated approach to rural development. The agency chooses a target area and then seeks to assist the local population with a comprehensive set of interventions and services. After conducting a national assessment, RDI has decided to launch a new program in much-neglected Region 18 of the country. The area has received little external or government aid—in part because of occasional outbreaks of violence. However, over the past two years, security has

greatly improved, and RDI sees this to be an opportune time to begin assisting the local population with their serious development needs. RDI will be the first major NGO to work in Region 18.

Your task is to use the attached briefing report and map (***Attachment 2***) to put together a program strategy. You will need to decide who you will consult, what interventions to start with, where you will work, who you will work with (and why). These questions are found on ***Attachment 1***. You will have a half hour to discuss and map out your strategy."

Emphasize that this exercise is an opportunity to grapple with program planning and management, while maintaining an "LCP" lens throughout the process:

"Keep in mind both local "needs" and conflict-related considerations. You want to accomplish your program goals and at the same time ensure that your aid "Does No Harm" and if possible supports "Local Capacities for Peace."

Give the teams about 15 minutes to work on the program strategizing. Then, interrupt their process with "***New Information***". Read it and then pass it out to each group. The handout reads:

"A skirmish has broken out at Water Point A (refer to map), between two smaller sub-groups of Mandabi and Kora. The Elder's Committee was quickly mobilized, and stepped in to mediate the dispute with the support of the Regional Government authorities. The fighting has stopped, but several people were injured and the situation on the ground remains tense. Meanwhile, a local "bandit," whose group of renegade youths is said to have perpetrated several armed robberies along the highway has requested a meeting with you. He has heard rumors that RDI plans to build wells in the area and he has some 'strong suggestions' for where the wells should be put."

How do you respond to this new information?

1. How do you deal with the news of the latest Mandabi-Kora skirmish? Does it impact your program strategizing in any way? If so, how?
2. As for the "bandit," how do you deal with his request for a meeting?
3. Give the groups another 10 minutes to grapple with the problems raised above. Then, interrupt them once more and read "***New Information #2***":

"The skirmish at "Water Point A" turns out to have been an early indicator of a serious drought in the area. Local people are "on the move" in search of water and food. The Mandabi areas are worst-affected, but the situation in the eastern Kora settlements and border areas are also extremely serious. An emergency meeting of donors and government authorities in the nation's capital resolved to designate 30,000 metric tons of food aid to Region 18. As the only NGO with field-level knowledge of the area, the donors have approached RDI to organize the food distribution program."

How do you respond to this new information?

1. Will RDI take on this emergency food distribution program? If so, how will you organize it? Initially, you only have enough staff and resources to set up two distribution sites—where will you put them? How will you select the targets (beneficiaries)?
2. How will these new developments affect your longer-term programs? Can you devise any creative ways to link the short-term emergency program to the longer-term development programs?
3. After 10 more minutes, bring the group work to a close. Reconvene in a plenary (45 minutes) to discuss the exercise. Focus discussion on two major themes.

First, let the groups share their experiences. How did they feel during the exercise? What did they experience as they tried to cope with changing circumstances? (some of the following issues may be raised—time pressures, fluidity of conflict situations, unpredictability/change inherent in our work).

Second, have the groups share some of their plans (for each of the three sections of the exercise). What did they decide for their initial program strategy? How did they anticipate their program would affect the conflict between the Kora and Mandabis? Put another way, how did they intend to ensure that their program would "Do No Harm" or support "Local Capacities for Peace."

For the second section—did they meet with the "bandit" or not? How did they deal with that problem? And for the third section, ask if any groups were able to devise any creative solutions for responding to the food emergency in a way that reduced tensions/dividers and reinforced connectors and LCPs.

Wrap-Up

Conclude the session with a few observations from the group work and compliments on the hard work and insightfulness that came out through their team work. Mention also that while this exercise used a fictional scenario (albeit one based on several real cases), that such complexities and dilemmas face us every day as we make important program management decisions. LCP is an additional lens that helps us to be aware of the conflict implications of our work. And that we can use these LCP tools in our own program areas.

A Not Unusual Programing Story

A Not Unusual Programming Story

An NGO Enters a Context and Begins a Program

The country is being torn by a civil war. To ensure that all parts of the country are reached by assistance, international NGOs have each taken responsibility for a specific area.

An international NGO has found itself in a position to provide food to a sizable number of vulnerable people in an active war zone. But because the intensity of the war varies across the country, the agency has decided to link its feeding programs to seeds and tools assistance to encourage areas where there was no fighting to adopt strategies for food self-sufficiency.

To integrate its food aid and agricultural support programs, the aid agency hired its first in-country staff through the agricultural colleges in the region. The international staff felt fortunate to find these specialists with the appropriate skills for the work. These individuals were in charge of establishing relations with recipient villages.

This NGO operates on a partnering principle. Working with local NGOs would, they knew, increase the sustainability of their activities when they left and, in the meantime, give them a close connection to the villages where they worked. They do not know, however, if there are responsible local NGOs in their area.

The Region

The region where this particular agency worked was populated mostly by one ethnic group who were Christian. Another, smaller ethnic group, primarily Muslim, had also lived in the area for many years. However, some of this group had fled during the war because they were aligned with an opposing militia in the fighting.

Prior to the war, the two groups had lived side by side. The dominant group were farmers; some of the second group, because they had difficulties establishing rights to land ownership, were traders transporting the agricultural produce of the first group to markets where they could get good prices.

Land tenure had always been a somewhat touchy issue between the two groups in that ownership usually derived through “usership”, and decisions about land use were made by chiefs who, more often than not, represented the majority population group.

Over Time

Over time, both the food aid and agriculture programs expanded. The NGO hired additional staff, most from the area where they had programs, relying again on the Ag colleges and on "word of mouth". Often, the local staff recruited people when jobs needed to be filled. Also, over time, local partners were found to assist in the programing. The local partners began to propose new initiatives as well. Among these initiatives were suggestions about micro-finance, in particular to assist farmers in getting their surpluses to market.

Teaching Note - "A Not Unusual Programming Story"

Critical Skills Developed	▪ How to identify a short list of dividers and connectors ▪ Program details are rich; participants will develop a strong analytical lens from this case to identify how each program detail (who, what, where…) impacts the context. ▪ No explicit indication in the case about patterns of impact, however if participants are asked to come up with possible patterns from the details, they will start to learn how to link the two (a good analytical skill). ▪ This case would be a good follow up to cases with detailed program analysis and patterns of impact.
Aligns with Modules	→ Module Two: Context Analysis → Module Three: Patterns of Impact → Module Four: Program Analysis

This case study should be treated as a rapid Dividers/Connectors and Programing exercise. It contains implications about how programing can interact negatively with the context that should be drawn out. It shows the dangers of too rapid implementation and lack of conscious oversight on the contextual dynamics.

This case study is brief. A trainer can easily get through it in 15 minutes, though allow 30 to give space for discussion.

Opening

In a country with a civil war, an NGO wanted to begin some development programing in a region where there was no fighting.

Take ten minutes to read this case study.

Think about Dividers here and think about the Connectors.

Dividers and Connectors

There are not a lot of contextual elements in this case story (do not waste time by trying to go on and on). Ask participants to flesh out the context. ***"Who is there? What are some of the ways they seem to interact?"*** This case works better if you **DO NOT** ask about Dividers and Connectors. It is better to just ask about the context. In your questions plan, you can frame the question around demographics, such as:

1. Christian/Muslim
2. Farmers/Traders
3. Majority/Minority
4. Chiefs primarily from majority

Then ask how the groups relate with one another. For example:

1. Chiefs responsible for land tenure (with certain results)
2. The groups are represented in the civil war by opposing militias
3. They have a history of living side-by-side
4. There must be trade (traders buy farmed goods)

Finally, ask ***"Which of these can lead to tension? How will the demographics be used if there is tension?"***

Programing

Then we need to introduce the programing here. Here it makes sense to use some categories:

1. **Staff**: How did we hire them? where did we hire them?
2. **What**: What were they hired to do?
3. **Beneficiaries**: Who are the likely beneficiaries of such programs?
4. **Partners**: How were they selected? who are they likely to be?
5. **What**: What is being planned?
6. **Beneficiaries**: Who is likely to benefit?

Draw circles and lines connecting some of these answers.

Ask, ***"What is this program likely to do to the tensions?"***

Closing

Ask participants about other options (particularly involving agriculture) that might get the groups working together. ***"Are there places the NGO could put its resources and influence in order to encourage connectors?***

The River

The River

1. An international NGO has been working for some time in the area of The River where there have been ongoing conflicts or "tribal clashes" between several different groups with a rough division between agriculturalist and pastoralist lifestyles. The area is drought-prone, and clashes between the two groups become more severe when water is scarce. However, even during drought there is usually enough water in the river for everyone, so resource scarcity is not a significant flashpoint in this instance

2. The pastoralist peoples herd cattle and other livestock and range widely through the area without great regard for the settlement of land. The agriculturalist peoples raise cereals and vegetables, and some have also taken to rearing livestock in a small way. The agricultural communities live in mono-ethnic clusters close to the river while the pastoralists live further in the hinterland.

3. The normal migration pattern for the pastoral population means moving towards the river during dry season and back to the hinterland during the rainy season.

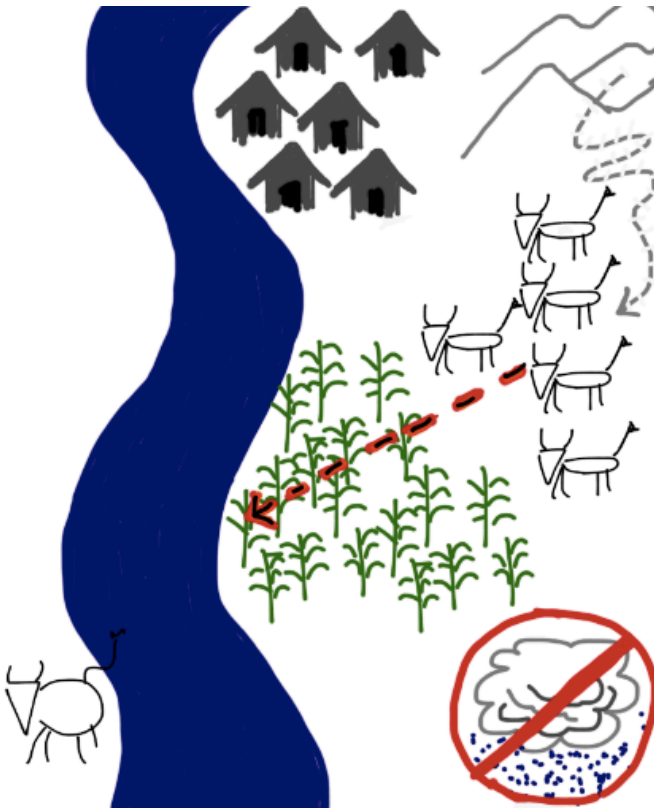
4. Much of the riverbank areas consist of small agricultural plots used by the various farming communities. Access to the river for livestock to drink, therefore, often involves pastoralists and their herds traversing land, which the agriculturalists consider theirs (and to which they may at times even hold legal title). As might be expected, the cattle trample and graze on the crops as they pass, which enflames resentments by the farmers.

5. Also, in keeping with the pastoralist mentality, which does not readily accept ownership of land (land is seen as common property for grazing), the pastoralists often allow their cattle to graze on the crops of the agriculturalists. In addition, various types of raiding are prevalent: inter-pastoralist raids for cattle, pastoralist against agriculturalist, and particularly pastoralist against members of the agriculturalist community who have recently taken to rearing cattle "against type."

6. In times of plenty, but even on occasion when things are difficult, casual encounters on the banks of the river between members of different communities seeking water for their different needs have been a significant factor for cohesion in the area for a long time. Such encounters give people the chance to exchange pleasantries, indulge in gossip or even petty trade.

7. The River has been identified as both a divider and a connector in this context. How?

Map



Teaching Note – "The River"

Critical Skills Developed	▪ Participants will be able to thoroughly understand Dividers and Connectors analysis using this case. ▪ Context details are rich ▪ No program details (except location of NGO) or patterns of impact. ▪ In the teaching now, there is a way to push participants to learn how to consider unique Options
Aligns with Modules	→ Module Two: Context Analysis → Module Four: Program Analysis

The River is most effective as a visual case study. The trainer should tell the story while drawing it on a flipchart or a whiteboard.

While the scenario is brief, the case discussion can take as long as 60 minutes.

Telling and Drawing the Story

Setting the stage, the trainer talks people through a scenario:

> *"Once upon a time, there was a river."*
> [Draws River down one side of the board]
>
> *"Some farmers lived by the River."*
> [Draws some houses by the River, usually in the upper third of the board]
>
> *"They grew their crops next to the River."*
> [Draws grain stalks next to the River, usually below the village houses]
>
> *"There were also some herders who usually lived on the plains."*
> [Draws a bunch of cows on the opposite side of the board from the River]
>
> *"During the rainy season, there was enough water, but what do the herders do when the dry season comes?"*
> [Participants should say 'they go to the River'. If they are having trouble, the facilitator can ask, *"Where do the herders go?"* or *"Where do they go to find water?"* When the participants say 'to the River', draw an arrow from the cows to the River through the crops.]
>
> *"What happens when the herders and their cows come to the River?"*
> [Participants will begin saying things around conflict. Now go into Dividers.]

Dividers and Connectors

> *"Given what you know about this situation and what you know about farmers and herders, there will be Dividers and Connectors between these two groups. Let's focus on*

the Dividers to start. What are the Dividers or Sources of Tension between these two groups?"

As the participants offer suggestions, write them on the board, usually to the left of the River (and in the River) and above the village. Do not go across the halfway point in the board.

Dividers

- Water issues
- Water scarcity (don't have to allow this)
- Water gets fouled by cows
- Cows eat and trample the crops
- Environmental degradation from cows
- The people get into fights, maybe someone gets killed
- The River (always ask ***"why is the River a Divider?"***)
- Different cultures
- Different value on land, property v collective use
- Arrogance on the part of the herders (this might be perceived by the farmers)

After people have nice list of Dividers, ask for Connectors: ***"This is a good list. Now let's think about what connects these people. There are always connectors."***

If participants object that they do not have enough information to do this, tell them that they are well-versed in human nature and they can speculate. You can guide them toward gendered differences.

Draw these on the left hand side of the board, above and then around the cows

Connectors

- Women meet at the River to wash
- Women meet while gathering water for cooking
- Women exchange information and stories at the River
- Young men and women meet and fall in love
- Trade (meat for vegetables)
- Trade in manure for fertilizer
- Share information
- Football game 3
- Holidays and festivals (if the dry season is regular, as they often are, many cultures hold festivals to mark seasonal changes)
- Local dispute resolution mechanisms

Getting these lists should take about 20 minutes. People will come up with many more items than these listed here. The trainer should not stop the participants, but engage them in conversation, asking them to explain why they suggest certain things are either Dividers or Connectors.

Better or Worse [Optional Section]

In order to get participants thinking about dynamic trends in contexts, put them into a real moment: ***"The dry season started early this year. The herders are almost to the village. How are these Dividers and Connectors changing right now? Which are getting worse? Which are getting better?"***

After they have thought about trends for a short time, ask them to prioritize in terms of danger: ***"Which of these are the most dangerous?"***

Options

Announce that the violence level has escalated in recent years. People are concerned. There is an NGO in the village. ***What can they do? What could the NGO propose?***

If participants ask about funding levels, say they have enough to do anything reasonable. If participants ask about the mandate, the NGO feels responsible for development in the whole region.

- Dig wells or boreholes out in the plains
- Dig a canal or a pipe from the River to the plains (sometime to fill a reservoir)
- Establish a corridor for cows (fences?)
- Get chiefs to talk with each other about options

Again, there can be many more options than these. Always ask people to relate their options back to the lists of Dividers and Connectors. There are always four questions:

1. How will this option reduce Dividers?
2. How will this option increase Connectors?
3. How will this option reduce Connectors?
4. How will this option increase Dividers?

Closing

Circle back to the options and give a quick discussion of how a specific option reduced Dividers, but also reduced Connectors. Remind people that reducing Connectors is just as bad as increasing Dividers.

Analysis of the River

This example demonstrates two connected points: first, that whereas it may seem that "the river" represents both a connector and a divider, careful further analysis reveals that different aspects of the same larger phenomenon are individually a connector (meetings by the river) and a divider (access to the river).

Second, by using such analysis to carefully distinguish between the two aspects of "the river"—one positive and one negative—we open up the possibility that aid agencies could more carefully orient their actions to reinforce the connector and diminish the source of division.

Program options discussed included the idea that the agency might develop cattle troughs or water points near pastoral communities in the hinterland, at a distance from the agricultural plots, thus reducing livestock migrating to the river for water and correspondingly reducing conflict. But though this would lessen the tension side of the river issue (avoiding cattle trampling and grazing crops) it would weaken the connector side (casual encounters at the river's edge would lessen).

A better option from a Do No Harm perspective, therefore, was the suggestion to negotiate specific and agreed access corridors to the river that would be acceptable to both sides

.

“Give Up a Gun and Get a Job”

"Give Up a Gun and Get a Job"

The scenario

A donor offers funding for a particular project: Help the process of disarmament and demobilization by hiring ex-combatants to collect garbage in the capital city.

We'll call it "Give up a gun and get a job".

Our agency responds with some questions about the effectiveness of this project. We are not sure the ex-combatants will take the jobs.

But the donor responds: We all have to do things we don't like to do.

The exercise

Using the Do No Harm Framework, do a more substantive analysis of potential issues and think about how you will raise them with the donor.

Begin by outlining the details of the project. Then think seriously about the potential impacts using the categories of Resource Transfers and Implicit Ethical Messages. Highlight the five that you think are most important.

Teaching Note - "Give Up a Gun and Get a Job"

Critical Skills Developed	▪ Participants will be able to thoroughly understand Dividers and Connectors analysis using this case. ▪ Context details are rich ▪ No program details (except location of NGO) or patterns of impact. ▪ In the teaching now, there is a way to push participants to learn how to consider unique Options.
Aligns with Modules	→ Module Two: Context Analysis → Module Five: Options & Program Redesign

Analyzing the details of the project

This is a quick list of what we know about the project, including some additional commentary and questions.

Why this project? What is the goal?

- Disarmament and demobilization.
- But beyond that, the goal is increasing the security of the country.

We need to ask: is this the best way to increase security? (Using *Reflecting on Peace Practice* criteria: is this project big enough, fast enough, and sustainable and is it linked to projects working at other levels?)

What will be provided in this project?

- Jobs and the funding to pay salaries.
- There are possibly other resources included in the project. For example: training, trucks, uniforms, tools (rakes, big plastic bags), petrol, or even the ability to move from neighborhood to neighborhood.

Any new jobs have to be attractive to the people we are trying to recruit. In this case, are the jobs available more attractive than keeping the guns?

We need to consider how the salary will compare to those of comparable jobs. We may need to offer higher wages in order to attract people into the project (for some ramifications of this, see "Market Effects" below).

Who are the beneficiaries? **With whom** do we work?

- Ex-combatants who still have guns.

Do we utilize any other criteria for the selection of participants? Do we accept any ex-combatant? Where do we find these ex-combatants? How do we inform them of this possible job opportunity?

Where is the project located?

- In the capital city.

Do we move ex-combatants to the city to provide them with the jobs? Do we help them find places to live? Do we let them bring their families? Are some neighborhoods of the city more affected by this

project than others, either in terms of where garbage will be collected (which neighborhoods benefit?) or where garbage will be dumped?

How long is the funding for the project? **When** will the project end?

What happens to garbage collection when the funding runs out? When will jobs collecting garbage be open to anybody who applies and not just ex-combatants?

How is the project to be implemented?

- Through collection of garbage.

Is this job actually attractive? To whom? Will the garbage collection teams work with neighborhood committees?

Resource Transfers (Actions)

Theft

Given the lack of direct information about this project, it is difficult to consider how theft might impact the project and community. However, there are two sets of issues that we might, in general, want to consider even without further information:

- We should look more closely at the resources we intend to provide in this project. How valuable are they? How vulnerable to theft will they be? How will we structure the supervision of these resources? What will our response to theft be?
- Garbage collection in some countries is a place where criminal gangs can establish themselves in order to launder money and gain access to government officials.

Market Effects

The first question to ask in such a situation, where employment in a specific area is being proposed, is always: who currently does the job in question? What will be the impact on these people if we begin this project?

If our project is going to take the full responsibility for garbage collection away from the municipality, then it seems these city employees who currently collect garbage will lose their jobs. In such a case, obviously, the project has little to no impact on creating new employment. The impact on resentment, however, will likely be considerable. The newly unemployed will rightly be unhappy with our NGO, but they will also likely bear some animosity for the municipality that allowed this injustice to occur, while also resenting the new workers. It is this last which should concern us most when thinking about the potential conflict implications of the project.

We should also consider that in many immediately post-conflict situations, NGOs can often offer salaries much higher than governments, particularly those of municipalities. Higher wages for the new workers could make these jobs desirable, and lead to competition for them, while also rubbing salt in the wounds of the newly unemployed and/or the ineligible.

Another group to consider are unemployed individuals who might also want such jobs. If they are shut out of the opportunity for this job, at whatever salary, they may well bear some resentment toward the NGO or the ex-combatants.

We must also consider the duration of the funding. A short-term project will throw open the jobs in a relatively short time, reawakening competition, and stifling the ability of the people involved in the project or the municipality to plan for the long-term. What, after all, will happen to the garbage (and its collection) once the funding runs out?

If we are planning on moving the ex-combatants to the capital city, we need to consider the impact this is likely to have on things such as rents. How many people will we be bringing into the city? The ex-combatants are very likely to bring their families, and that will naturally increase the number of people having an impact on the city and its services.

Finally, there might be perverse effects to this project, with people going out and getting guns so as to try to get a job. This will certainly have an impact on the price of guns in the city, and possibly their availability.

Distributional Effects

Providing jobs to those who have participated in the violence, while leaving out of the project those who did not participate, seems to emphasize that those who have been involved in the fighting are worthy of special consideration. Simply: guys with guns are getting jobs, while those without are not.

It is not clear whether this distributional aspect of the project will lead to conflict. As one of the groups is characterized by being an active part of the conflict, while the other is notable because they have not been active in the conflict, it seems unlikely that distributing jobs to the more violent group will provoke the other to actual violence. However, a message will be sent because we have chosen to recognize that the violent deserve our concern in this particular fashion, while the non-violent get – from us, at this moment, through this project – comparatively little.

(See also, ***Different Value for Different Lives***)

Substitution Effects

Our NGO is being asked to take on a job that rightly belongs under the mandate of the municipality. This has the potential to remove consideration of sanitation and garbage collection from the concern of the municipality and it may be difficult in the future to get the municipality to take up the responsibility.

Another consideration we should take into account is the duration of this project's funding. In the case of a short-term project, the municipality may be better able to adjust itself to taking up this particular burden, as it will not have been long removed from their mandate. However, the municipality may not be able to allocate appropriate funds if the project is over too quickly. The demobilized soldiers may find themselves back on the streets with even fewer prospects than before. If the project is a long-term

one, then we run the risk of allowing (or even encouraging) the municipality to forget that the trash is, in fact, their responsibility.

Legitimization Effects

There are two potential aspects of the legitimization effect at work in this project. First, as an NGO takes over responsibility for garbage collection from the municipality, the legitimacy of the municipality authority could be weakened. The citizens may cease to respect those areas where the municipality retains its authority, such as with the police or traffic laws.

Second, by providing jobs to men who have quite possibly committed violence and human rights abuses, we may well legitimize the violence they committed. This will be a factor only if the jobs are not seen simply as "dirty work", and so might well depend on the salary structure, as well as the perks of the office.

(See also ***Arms and Power*** and ***Impunity***.)

Implicit Ethical Messages (Behaviors)

Arms and Power

It is possible that one of the messages sent by this project could be simply that the guys who have the guns also get the jobs. One group that might read that message who would be disturbed by it would have to be ex-combatants who have already turned in their weapons and who never received such compensation. Why, these "good" citizens might ask, are the "bad" citizens getting preferential treatment? It is a good question.

Another power relationship implicit in the donor's stance is that those with the money get to dictate the terms under which it will be spent. A sort of "dollars and power" IEM.

Disrespect, Mistrust, Competition

The most obvious aspect of this is the attitude of the donor to the NGO, dismissing the NGO's concerns out of hand with a rather flip comment. The donor is simply treating the NGO as a conduit for the project, and does not appear to value our experience and our input. However, this exercise should provide us with some talking points in order to regain our self-respect and perhaps that of the folks at our donor.

If we were to carry out this project as proposed, we would be guilty of much the same behavior as the donor. We would be forcing the ex-combatants into a corner where they could either take *this* job or *no* job. We would be assuming that they have no options and will be glad for whatever hand-out we offer. Such a stance would be forgetting precisely why we are targeting these men in the first place: they have guns and, therefore, do have options – of an unpleasant and violent kind.

We should also be aware that garbage collection is, in many cultures, considered a "low" form of work, unskilled and distasteful. The people who perform it are often not considered worthy of much respect. This lack of respect would prove to be a change for these ex-combatants, men we are addressing

through this project precisely because they have power of a kind. This change in status could lead to a host of issues and potentially violent outbursts.

Further, this lack of respect on our part could lead ex-combatants to look to another NGO for better prospects. If such a project exists, we should be prepared to note both our own reaction (negative?) and the donor's? Will the donor blame us for faulty implementation?

Impunity

If our NGO does hire ex-combatants, then it is important to use some additional criteria for selecting precisely which ex-combatants we will hire. If our hiring is indiscriminate, then we may hire ex-soldiers who were involved in the abuse of human rights. Giving them jobs with no questions asked is, in effect, giving them impunity for their actions.

Different Value for Different Lives

One of the most disturbing elements of this project is that it seems punitive. By insisting on garbage collection, the donor appears to want to punish the ex-combatants through potentially low status jobs. The project treats the ex-combatants as though they do not deserve any other type of job; they're only good enough for "dirty work". On the one hand, this sends a negative message about the desirability of the jobs themselves. If this happens, the project as currently structured may never be implemented because the ex-combatants will simply not take the offered jobs. On the other, and possibly more serious in a post-conflict situation, it sends a message to the ex-combatants that when we consider their needs, we feel that we have to go out of our way to treat them poorly. The ex-combatants would likely not be happy about receiving such a message.

Powerlessness

If we accept the project as written, we may have a tendency to blame any faults in it on the donor. "The donor insisted," we might say. This is not the message we should be sending into this society as they attempt to build their responsive democratic systems.

Indeed, if we go along with the donor and the ex-combatants go along with us, then we would be serving to reinforce a series of negative messages about the powerlessness of people in general in the face of power. Other citizens, when they see how we humiliated the ex-combatants – men with guns – may feel that they have no opportunity to make their voices heard.

Belligerence, Tension, Suspicion

In the donor's response to our initial query about the project, there is a definite note of hostility. They are expressing a sense of exasperation at the difficulties of working in a post-conflict environment, where many of their decisions are being questioned or challenged. They are, no doubt, being pressured by both the host government and their own to do something concrete about security as soon as possible. They feel that our objections are lazy and typical NGO blather. It is up to us to demonstrate that we have thought through the potential consequences of this project and to help them to shift the focus of the project to something more effective and sustainable.

If we were to implement the project, we might very well feel that the donor had forced us into this implementation. We would find ourselves frustrated and annoyed and we might ourselves take it out on the ex-combatants. When some of them perhaps object to the actual job being offered or to the process involved in hiring or the salary or any of a host of things, we may very well have the same response as the donor. In a post-conflict situation, and especially with these men, this could have negative consequences.

Potential Options

Please note that this section is far from exhaustive.

What are some options for making this project more responsive to our concerns?

- Hire the ex-combatants to be supervisors.
- Hire a mix of people, including ex-combatants, but don't make that the only criteria (perhaps, one ex-combatant for every one person from the neighborhood?)
- Help the ex-combatants set up private companies to take care of garbage collection.
- Change the mechanism from garbage collection to something else, e.g. perhaps some sort of vocational training.

Optional: Additional Information

This information may be added to the exercise for additional complexity:

- There are two other NGOs currently running projects to remove garbage in the capital city.
- They are about to run out of funding and are preparing for the ending of their projects. The project proposed to us is supposed to follow on these other projects.
- The current salary level for garbage collection is $2/day.

Cité Soleil

Cité Soleil

Background - Haiti

1. Haiti is a small country in the Caribbean that shares an island with the Dominican Republic. It was a colony of France that gained independence in 1804 through a slave revolt that led to a fourteen-year revolutionary war. Because it was the only example of a successful slave rebellion, Haiti became an international pariah to the colonial and slave-owning powers of the time. Haiti has repeatedly been the site of intervention by foreign powers ever since.

2. After the revolution, a small group of educated, mixed-race Haitians became the dominant political and economic elite. They exerted their power over the former slaves and their descendants, and this led to an antagonistic power dynamic between the elite and the masses that continues to this day.

3. Haiti has almost never had a stable government: there have been approximately 55 rulers or presidents of Haiti since independence, and only 9 have successfully completed their terms. Of the others, 33 were executed, and 23 were overthrown in coup d'état. In 1986, the 35-year Duvalier dictatorship was brought to an end by a popular uprising, led by the Lavalas movement and its leader, the priest Jean Bertrand Aristide. Aristide was elected in Haiti's first democratic election in 1990, and was overthrown by members of the Haitian army (FADH) in 1991. Aristide was very popular among the rural and urban poor, so following the coup the Haitian masses were repressed.

4. Aristide eventually returned from exile and was re-elected in 2000 and disbanded the FADH. But he was overthrown in a second coup in 2004, which was orchestrated by Haiti's ex-military and economic elite[1]. Following this coup, the UN authorized a peacekeeping mission known as *Mission des Nations Unies pour la Stabilisation en Haïti* (MINUSTAH), with a mandate to stabilize the country.

Background - Cité Soleil

5. Cité Soleil is a municipality on the western edge of Haiti's capital, Port au Prince. It only covers about 21 square kilometers, but has anywhere from 250,000 to 500,000 residents, making it the most densely populated area in the country. It is bordered by the sea and a national highway. Cité Soleil is divided into three sections: one of which is urban, two of which are pre-urban and rural. For the purpose of this case study, 'Cité Soleil' refers to the urban section of the municipality.

6. During the Duvalier regime, Cité Soleil was an industrial area devoted to sugarcane processing and housing of the factory workers. In the 1980s and 1990s, an economic crisis in rural Haiti prompted hundreds of thousands of rural migrants to move into Cité Soleil in search for factory jobs. So many people moved to the area that they overwhelmed the available supply of housing and began building informal settlements along the sea. By the early 1990s Cité Soleil was home to hundreds of thousands of people. The political instability of the 1990s led to the closing of many of the factories. It also led to a backlash against and repression of people in Cité Soleil, who have traditionally been pro-Aristide. The 1990s were a period of increased unemployment among Cité Soleil's youth and a feeling of political

and social marginalization, which continued to increase in the period after the second coup d'état in 2004.

Armed Groups in Cité Soleil

7. The landscape of armed actors in Haiti is complex. After the fall of the Duvalier regime, many neighborhoods armed themselves to protect their residents against the chaos and repression that followed, including Cité Soleil's *Lanmè Wouj* (Red Army.) In the 1990s and early 2000s *Lanmè Wouj* was replaced by other armed groups.

8. During the rise of Aristide, many of the young people in marginalized communities were organizing themselves into *baz*, or bases, from which they could mobilize their neighborhoods for local or national action. Different political groups began arming these *baz*, including, allegedly, Aristide. Not all *baz* are armed: every neighborhood has a *baz*, and they can serve social functions, (organizing parties, community service, etc.) political functions, (attending protests, mobilizing for elections, etc.) or violent functions (crime and politically-motivated violence.) Some *baz* ended up amassing a lot of power and weapons in the 2004 period, and became what was referred to as 'gangs'.

9. Complicating this are other armed groups currently operating in Haiti: there are ex-FADH soldiers, (who operate as a national network even though it is illegal) countless private militias, (belonging to the political and economic elite) and criminal networks (who are associated with powerful families.) There is a significant amount of political manipulation of armed groups and youth in general, who are often paid by politicians to create disturbances.

The police and the country's elite also contribute to the violent environment. The police are involved in many criminal activities, and as a whole, the economic elite possess more weapons per person than the rest of the country, even when compared with active gang members.

The Anatomy of the Gangs

10. There are many different names that are used by locals to identify types of armed groups in the country's ghettos, such as: *Bandi* (bandit), *Mafya* (mafia), *Chime* (people who supported Lavalas), and *Militant* (militants). While each name marks a unique identity within the context, policy makers have typically referred to all of these armed groups with the blanket term "gang." We believe that noting the different names and what they imply is crucial for real-life interventions in this context. However, for the sake of simplicity and an English-speaking audience, this case study will also be using the term "gang."

The word 'gang' often carries connotations of very structured, hierarchical groups with their own colors, symbols, names, and initiation rituals. While some Cité Soleil gangs have those characteristics, most tend to have a more fluid structure. Cité Soleil gang identity is mainly based on the neighborhood the gang comes from, although a gang's territory can expand over many neighborhoods. Because these gangs have no colors or uniform, it can be impossible to identify who is a gang member unless you are from the neighborhood.

11. Typically, a gang has one leader, called a *chef*, and a set of core (male) members, referred to as *solda*, or 'soldiers'. There exists some sort of hierarchy between soldiers, but the edges of the gang are

hard to define. A soldier has his own gun, which stays with him at all times. But there are many other young men who are given weapons only when needed, some who drive motorcycles for the gangs, and others who run errands or work as lookouts. Many of the soldiers become involved with the gangs as young boys: they start out as lookouts or run errands, and gradually get pulled in as they get older and gain the *chef*'s trust.

12. The gang lifestyle is precarious, mostly dependent on political patronage and robbery, gangs frequently alternate between relative wealth and complete poverty. There is a lot of fighting between gangs, as well as fighting within gangs for power and control. Few live past their 30s. *Chef*'s have absolute power within their neighborhoods, but can almost never leave the boundaries of the areas they control without having significant political connections.

13. Leaving the gangs is incredibly challenging. A person who is in a gang's outer ring, running errands or occasionally holding a weapon, could possibly withdraw and return to 'civilian life.' However, leaving the gangs would be extremely difficult for a soldier, and virtually impossible for a *chef*. The only way they could leave the gangs would be by leaving Cité Soleil, preferably also leaving Port au Prince, or Haiti. The few powerful *chimè* who tried to return to civilian life in Cité Soleil were assassinated, because other gangsters felt threatened by their former power. So for most soldiers and *chef*, there is no exit strategy except for death or prison.

Age and Social Determinants of Gang Membership in Cité Soleil

14. Youth are an important part of the political and militarized space in Haiti. Young people have been at the forefront of the political movements that led up to the end of the Duvalier regime, the coup d'états of Aristide, and everything in between. The average age of an armed urban gang member is 22, and the average age of other insurgency group members is 26.

15. The mechanisms that the community's adults would use to control youth have broken down: urban migration has eroded many of the traditional community mechanisms for social order. In addition, so few parents are able to adequately provide for the basic needs of their households (food, shelter, safety, education) that many have lost their moral authority over their children. Some families even depend on their children's gang-related activities for their livelihood or safety.

16. The reasons young people join gangs are complex: one of the primary reasons is that being a part of a gang, and being armed, gives them a feeling of control over a very chaotic existence. Violence in Haiti falls disproportionally on people living in the poorest neighborhoods, and domestic abuse is prevalent. One study showed that every person in Cité Soleil knew someone who was a victim of violence. Joining a gang - or being in the good graces of a gang - provides a sense of security.

17. Cité Soleil youth also feel socially excluded and marginalized. They are aware that their poor living conditions are not normal, and of how the rest of the country sees them. They see violence as a legitimate way to gain social respect, fight exclusion, and set the score with those in power.

18. This social exclusion increases youth's chances of unemployment. Social mobility opportunities are very limited in neighborhoods like Cité Soleil, as is access to education. On average, gang members

have only 7 years of education, which is not enough to graduate secondary school. Being from Cité Soleil carries such a strong stigma that even those who *are* qualified for jobs may be disqualified on the spot.

19. Due to the lasting insecurity few private enterprises are willing to invest in Cité Soleil. Many young people feel that if the public and private sectors aren't willing to give them a chance, they will 'take matters into their own hands'. Gang association is one of the few existing income opportunities in Cité Soleil. Gangs gain money through illegal activities, as well use political connections to control access to legitimate jobs and professional development opportunities.

Community-Gang Relations

20. The gangs have a complex relationship with the communities they are from. Many armed young people, and unarmed residents, see the gangs as a necessary form of protection on many levels. Because of the lack of trust in the police, many communities rely on gangs to protect them from thieves and other gangs. Some communities will even pressure local unarmed *baz* to take up arms, citing their responsibility to protect the neighborhood. Other gang members are more militant and see themselves at war with those in power, including the political and economic elite, the police, and even MINUSTAH. Many armed youth cite a desire to serve their community as their main reason for joining a gang.

21. Given this, there is an unwritten social contract between neighborhoods and their local gangs. There are informal "rules" for gang behavior, including who they can target to kill (other gangsters, gangsters' family and girlfriends, politicians, and thieves.) Women are generally considered neutral and not direct targets of gangs (although there are high rates of domestic and sexual violence in Cité Soleil.) If the gangs protect the neighborhood against thieves, and follow the "rules", then the community will allow them to operate and even protect them against arrest by the police or MINUSTAH. But if a gangster gets out of control, the neighborhood may try to cooperate with the police or MINUSTAH for their arrest, recruit a rival gang to run them out, or even kill the gangsters themselves. While this is rare, it does happen when the community is pushed past its breaking point.

22. However, despite this unspoken arrangement, the gangs regularly abuse their power. They divert many local resources for their own gain, endanger their communities through battles with other gangs or police/MINUSTAH, use their weapons to settle personal grievances over pride or women, and are often hostile to other forms of local leadership. Much of the violence that residents experience is directly related to the gangs.

23. The younger generation of gangsters is less powerful but more unpredictable; many of them seem to disregard the "rules" of the past and have been known to beat women and children just for looking at them the wrong way. Recently, one opened fire on a crowd of several thousand at a street party - this was unheard of even in the "bad years" of 2004-2006. Locals estimate that between 12 to 27 people were killed.

The State

24. Underlying all of this is the real and perceived absence of the Haitian state. There is extremely low confidence in the justice system: the police are seen as very corrupt and have been involved in many criminal activities such as kidnapping, rape, and other abuses of power. Most people in Cité Soleil simply do not see it as a viable option to go to the police, which is why they turn to local gangs for justice and protection. When people do go to the police, they are often asked to hand bribes in order for an arrest to be made, and even when this happens, criminals are frequently released. This makes people reluctant to engage with the police for fear of retribution. The rest of the justice system is seen as equally corrupt, with bribes and favors being the primary determinants of rulings.

25. There is great distrust of the government: a post-earthquake survey showed that only 15% of residents thought that the government was doing a good job, and only 9% thought it was honest and fair. Basic services such as electricity, trash collection, water, sanitation, road maintenance, and education are unreliable or non-existent, and if they are present, it is often because an NGO or UN group is financing it. Many residents feel that the local government has an incentive to keep Cité Soleil impoverished, because the officials profit from projects designed to fix the municipality's problems. In the absence of the government, gangs function as a substitute state in many neighborhoods.

26. There are many allegations of local and national politicians directly supporting local gangs with financing, guns, and ammunition, in addition to providing immunity when necessary. This is why even being associated with politics (being an *abolocho*; an intermediary between politicians and gangs or groups of young people) can make someone a 'justifiable' gang target.

International Intervention

27. Between 2004 and 2006, the gangs had complete control over Cité Soleil and there was virtually no state presence. In 2007, the Preval government made it a priority to regain control over the area, and authorized a MINUSTAH/police intervention. Soleil became a virtual war zone, with tanks in the streets, helicopters in the air, and barricades at the entries to the area. While some reports describe this intervention as sensitive and cautious, many residents remember the time as terrifying and deadly, with many civilian casualties and disproportionate use of force. After many months of fighting, most of the major gang leaders were imprisoned, killed, or exiled, and the state regained some control.

28. A 'window of opportunity' for creating peace dividends and re-establishing the legitimacy of the state was opened, and largely missed. Despite several 'quick win' projects, local residents' expectations of the return of the state and the private sector to Cité Soleil went unrealized. This not only created great cynicism among local residents, but also meant that the underlying factors that led to the creation of gangs went unresolved. Therefore, the post-2007 reduction in gang activity was temporary. By 2013, the percentage of youth involved in gangs was about the same as it was between 2004 and 2005.

29. MINUSTAH's post-2007 disarmament programs were also problematic: their incentives were too weak to convince most gang members to transition to a civilian life, but were strong enough to convince some unarmed young people to buy arms just to benefit from their services. After it failed to succeed, the DDR program became the Community Violence Reduction (CVR) program. MINUSTAH soldiers

are still present and patrolling in Cité Soleil, and their militarized presence is resented by many residents, who see it as a foreign occupying force and a symbol of foreign intervention in Haiti.

30. The post-2007 period was also a time when many international NGOs began operating in Cité Soleil. While there were some positive initiatives, as a whole, NGO interventions failed to 'add up' to lasting peace and NGO operations may often have contributed to violence. Many NGOs operated through local gangsters, which reinforced their power. Many residents felt alienated and excluded by the politics of relief and lack of communication. Some jobs related to NGO projects were disruptive because they caused a lot of competition and did not last long; 'cash for work' projects were notoriously corrupt.

31. Between 2007 and 2010, the international community spent more than $100 million in Cité Soleil; much more has been spent since the earthquake. Many locals know this and yet see no change, and therefore assume that NGOs are exploiting their poverty for personal gain. This has led to an attitude of "mutual exploitation:" when residents feel that NGOs are taking advantage of them, they take advantage of the NGOs by stealing project resources and sabotaging the project. When there is trust between an NGO and a community, however, residents will actively take risks to protect the project.

Daily Life and Civil Society

32. Despite all of these dynamics, life goes on in Cité Soleil. Without the factories, most families depend on the informal markets for their livelihoods; very few people have formal jobs. The economic heart of Cité Soleil is the Brooklyn market, followed by the Bwa Nef market, both of which attract people from neighborhoods across the municipality. Because Cité Soleil borders the sea, there is a substantial fishing population in neighborhoods along the water. Neighborhoods that border National Highway #1 have bigger businesses, like commercial depots and wholesalers. There are still some factories, where people work for very low wages that provide some stable form of employment.

33. There has recently been some minor economic investment in various parts of the municipality by some progressive members of the elite class and by emerging social enterprises.

34. Because there is so little economic opportunity in Cité Soleil, there is an intense focus on education as the path to a better life. Families make great sacrifices to send their children to school, and will even send them to neighborhoods that are considered 'rival territories' if necessary. Schools and after-school activities are also seen as important for keeping young people 'off the streets' and make them less vulnerable to involvement with gangs. However, Cité Soleil has only two state-run schools (one primary, one secondary) and both were severely damaged in the earthquake. So most families either have to pay tuition for private schools that, have varying quality of instruction, or give up on schooling entirely.

35. For the people who succeed at school and find employment, there is intense pressure to leave Cité Soleil. There is a perception that the only people who live in Cité Soleil are those that have no other choice, and residents are suspicious of successful neighbors who remain in the area. This has created a 'brain drain' out of Cité Soleil, and resulted in a significant number of local Diaspora, known as *Soley Deyò*. While many are ashamed of their origins (and many others exploit their connections to Cité Soleil for political gain), there is a growing number of former residents (including famous ones such as the international boxer Evens Paul) who are trying to positively engage the area.

36. For those that remain behind, geography is identity. The geographic nature of the gang conflicts creates lines that many residents feel uncomfortable crossing. This isolation has led to an intense sense of neighborhood identity and pride. This sense of pride motivates many *baz* to name their neighborhoods after big cities; e.g. Los Angeles, Paris, and Jerusalem are three neighborhoods that border each other. *Baz* are competitive about who has the best area: this can be healthy when it motivates young people to invest their energy and resources into their neighborhoods. However, this competitiveness can also get out of hand and lead to inter-neighborhood conflict.

37. The dominance of young men is clear in the Cité Soleil culture. A globalized urban culture has taken hold in the area, with hip-hop, break-dancing, graffiti, and street parties being very important. Local DJs are influential figures, because bringing a popular DJ to a street party is a measure of a *baz*'s resources and connections. Sports such as basketball and football (soccer) are extremely popular, although they are played less during times of increased violence. Excelling in one of these areas is one of the few ways to earn some respect in Cité Soleil without being involved with gangs or politics.

38. Religion also plays a role in the lives of many in Cité Soleil: residents generally practice Voudou, Catholicism, or one of many Protestant denominations. Some religious leaders are respected and active community organizers, others are suspected of corruption or political links. Various churches and temples may draw people of the same faith together from across the municipality, but not across faiths. There are no active inter-religious forums to coordinate between faith leaders in Cité Soleil. However, during certain times of crisis, local activists have managed to mobilize religious leaders to participate in movements such as peace marches and other displays of unity.

39. Civil society also plays a role in Cité Soleil: there is a countless number of informal local associations and registered organizations. Many of these have been providing services to their communities for years. However, many others are seen as "pocket organizations" (which their leaders will "pull out of their pockets" when NGOs or other funding sources are around, but are otherwise not active in the community.) The latter has seriously delegitimized the former, to the point where there is suspicion of even legitimate local groups. The use of some local associations as "middlemen" for politicians further undermines civil society's legitimacy.

40. In general, the media is seen as another force that exploits Cité Soleil's misery for its own financial benefit. Residents are very suspicious of anyone with a camera: it is assumed that foreigners taking pictures will use the images of Cité Soleil's poverty as a way to raise funds for projects that will never benefit Cité Soleil. There is one community radio station in Cité Soleil called Radio Boukman, which is generally appreciated by local residents, although the founder was assassinated by gangs in 2013. Most Soleyans get their local news from *Teledjòl*, the rumors that circulate constantly around Cité Soleil. While they are important for survival, rumors can easily spiral out of control and result in conflict or death.

Post-Earthquake Conflict and Opportunities

41. The earthquake of January 12, 2010 was a shock to the entire country, but its effects in Cité Soleil were not what was covered in the media. The national prison was destroyed in the earthquake, releasing thousands of prisoners, many of which were gang members that communities helped to

arrest, and came back to terrorize their old neighborhoods. New struggles emerged as boundaries of gang territories were disrupted by the disaster and ex-prisoners sought to re-establish their power.

42. The camp for displaced persons in Cité Soleil's central square, Place Fierte, became a source of insecurity because thieves and unruly gangsters could hide in the tent camp instead of being accountable to their neighborhoods. The situation was so bad that an ad-hoc coalition of *baz* eventually evacuated and burned down the camp in a single night in October 2010.

43. The government, police, and MINUSTAH had all been badly affected by the earthquake and were already stretched thin with the response. This led to further reduction in state presence and services that created a void that the gangs filled. Many gangs profited from dealing with corrupt NGO and government workers who controlled relief resources.

As a result levels of insecurity and gang membership, which had been declining since 2007, increased sharply in the post-earthquake period.

44. However, the post-earthquake period also brought together many unarmed civil society groups who felt motivated by the disaster. A social movement was established in 2011 called Konbit Soley Leve, which sought to bring people from different neighborhoods together to address common problems such as flooded canals, trash, blackouts, and at-risk youth. It was an unstructured, unofficial, open movement with no fixed leadership. The movement's structure was designed to make it impossible for it to receive money, cooperate with politicians, or ignite fights over control. The movement grew over the next few years until it had participants from across Cité Soleil, and has gone through various cycles of visible activity (such as leading a peace march that ended a conflict between Cité Soleil and the area of Simon-Pele) and more underground activity (during times when social leaders are being targeted.)

45. 2014 saw the re-emergence of the conflict between 'Upper' and 'Lower' Cité Soleil, which is separated by the Route 9 highway. This conflict has historical, political, and class aspects: Upper Cité Soleil is all housing projects, whereas Lower Cité Soleil is a mixture of housing projects and slums. These zones have also traditionally had differing political allegiances. The battle has recently reignited, and even unarmed civilians have been targeted and killed for being in the wrong territory at the wrong time. The conflict has escalated through tit-for-tat killings, and has gotten to the point where few people will cross Route 9. This poses a new challenge for everyone operating in Cité Soleil.

Main Scenario

You work for the Port au Prince office of an international NGO based in Europe. Your NGO works to rehabilitate disaster-affected buildings, and its mission is to improve human wellbeing and safety through providing resilient shelter in disaster-affected areas. The NGO came to Haiti in 2010 after the earthquake, and you have successfully rehabilitated dozens of earthquake-damaged buildings across Haiti. The NGO's priority is projects that will have significant impact, and therefore you focus only on community buildings (schools, churches, public buildings, etc.) You are proud that you employ Haitian engineers from the top schools and companies, and have about 20 national staff and 10 international staff. You've so far had challenging but workable relationships with local government, and value the relationships you've built with several relevant Haitian ministries.

You recently won a contract to work in Cité Soleil. You have been provided with an assessment from a contracted engineer about the state of 10 buildings in the municipality. You have $1,000,000 to spend on this project, and your organization is responsible for selecting the sites and carrying out the work. However, you do not have a lot of experience working in the *katye popilè* (the poorer, marginalized areas of the capital such as Cité Soleil), and you are unsure if any of your staff are from these areas. Your organization's board is excited about the prospect of working in such a high-profile area, but your field staff are seriously concerned for their safety. As this is a new situation, your organization needs new protocols and principles for how to successfully pull off this project. You need to figure out which sites to rehabilitate, how to approach the situation, who you will work with, and how you will protect your staff and materials.

Reconstruction and Conflict in Cité Soleil

Study Questions

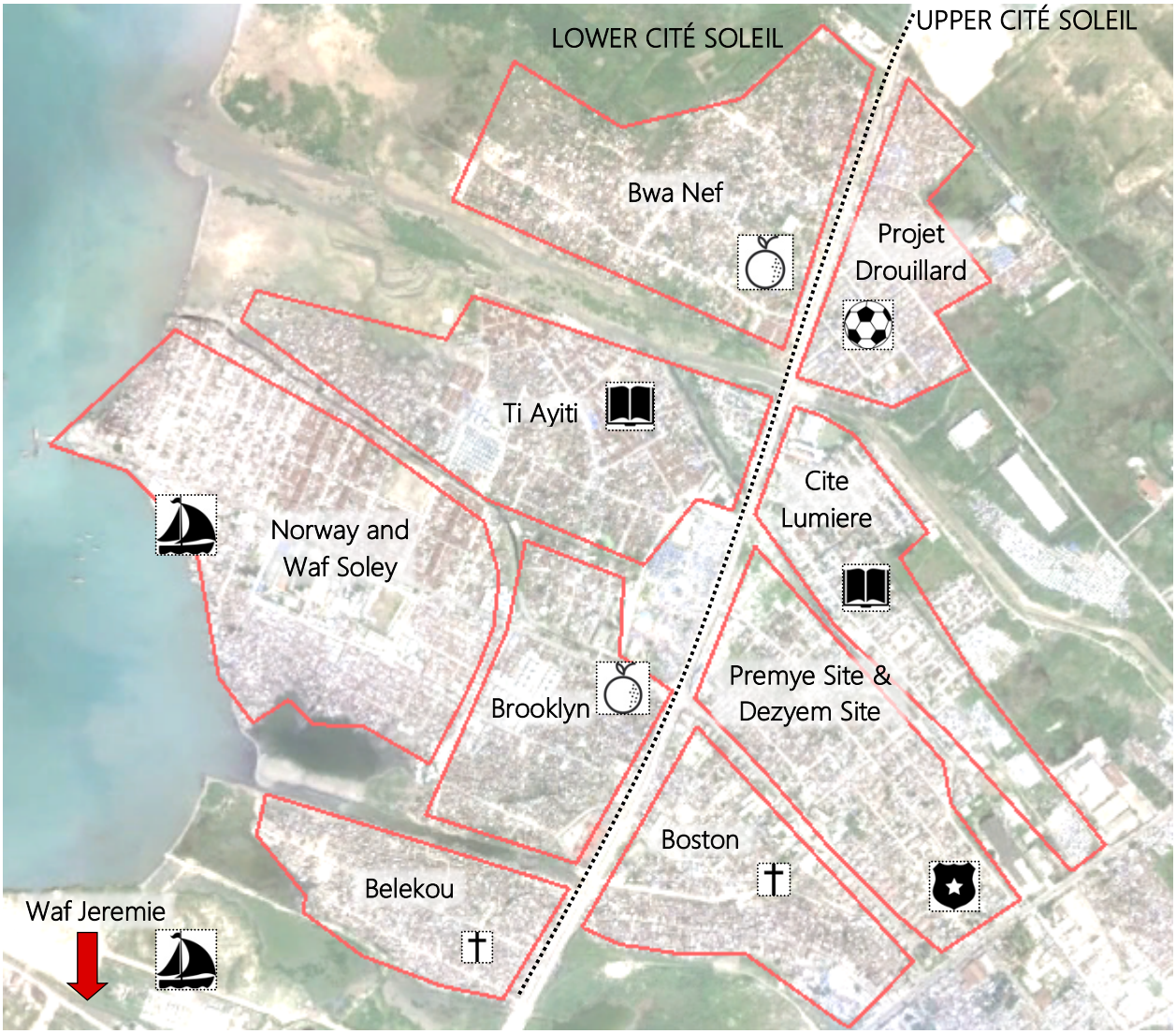
1. What seem to be the main sources of division in Cité Soleil?
2. What seem to be the main sources of connection in Cité Soleil?
3. Who should be involved in the decision-making process about what locations to select? What criteria can you use to ensure that connectors are strengthened and divisions are not?
4. How do you ensure the safety of your staff without legitimizing armed actors? (gangsters, UN, and police - all of which have rocky relationships with the community.)
5. How do you build trust with local communities and ensure that building materials are not stolen? (as they often are in Cité Soleil.)
6. What role should the municipal government play in this context?

Map and Building Assessments

Below is a map[4] of Cité Soleil, divided into 10 neighborhoods. Route 9, that divides Upper and Lower Cité Soleil is represented by the dotted line. Everything to the left of the dotted line is lower Cité Soleil, and everything to the right of the dotted line is Upper Cité Soleil.

Waf Jeremi is not pictured on the map but is due South of Belekou. It is not directly involved in the current conflict.

The assessed buildings are represented by square icons, and their descriptions can be found in the damage assessment report on the next page. *While these buildings are based on real places in Cité Soleil, details have been altered for the sake of the case study, including the extent of earthquake damage, consequence of earthquake damage, exact location, pre-earthquake functions, etc.*



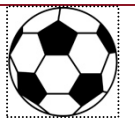
[4] Cité Soleil from Google Maps at www.google.com/maps adapted by CDA. The six icons which were added to the map, and are also used below, are from Canva at www.canva.com.

Damage Assessment Report

You are asked to choose which earthquake-affected buildings to rebuild. You must choose from a list given to you by an independent contractor who assessed one site per neighborhood. The assessment includes a short description of each building and the cost of rehabilitating it. Sites are ranked from least to most damaged:

Block **Structure**

Projet Drouillard Recreational Area



Damage: MILD **Estimated cost:** $100,000

Description: This recreational area had basketball courts and a flat area to play soccer. A lot of young people from Projet Drouillard and Cite Lumiere spent their free time there, which local parents say was important to "keep them out of trouble." The blacktop was split by the earthquake, the goal post and basketball post/hoop were destroyed, and young people no longer spend time there.

Block **Structure**

Norway/Waf Soley Fisherman's Cooperative Building

Damage: MODERATE **Estimated cost:** $200,000

Description: The fisherman's cooperative serves neighborhoods that lie along the ocean. They share boats, nets, and other equipment. They have a building that was built to serve as a place to clean the fish and had a 'cold room' for storage. Since this building has been damaged, the fishermen are forced to sell the fish as quickly as they catch them. This has been harmful to the local economy, and even just repairing the cold room would improve local livelihoods.

Block **Structure**

Bwa Nef Public Market

Damage: MODERATE **Estimated cost:** $200,000

Description: This is the second-largest public market in the municipality. It serves people from many of the surrounding neighborhoods, including Bwa Nef, Projet Drouillard, Cite Lumiere, and Ti Ayiti. The structures that protected the market from the sun and rain are damaged, and the number of people who can sell in the market has been seriously limited. This is a hit to the local economy.

Block **Structure**

Brooklyn Public Market

Damage: MODERATE **Estimated cost:** $200,000

Description: This is the largest public market in the municipality. It serves people from many of the surrounding neighborhoods, including Belekou, Brooklyn, Norway/Waf Soley, Ti Ayiti, Boston, and Premye Site / Dezyem Site. The earthquake damaged the market structures and the streetlights, so not only is there less space, but people do not feel safe to sell there after dark. Less people can come to the market and they can't stay as late as they could before, which hurts the local economy.

Block **Structure**

Belekou Adventist Church

Damage: MODERATE **Estimated cost:** $250,000

Description: This is a local Adventist church that serves people from Belekou, Brooklyn, and Norway. The front half of the church collapsed, so congregants now have services under a makeshift roof of tarps and sheets, which are incredibly hot. This has reduced the number of parishioners.

Block	Structure
Boston	Catholic Church
Damage: MODERATE	**Estimated cost:** $250,000

Description: This is the only Catholic church for the municipality, and it serves neighborhoods across Cité Soleil. The side of the church collapsed, reducing the church's capacity by half. There are now hundreds of people who cannot fit into the church every Sunday, causing significant distress in the Catholic community.

Block	Structure
Ti Ayiti	Secondary School
Damage: MODERATE/SEVERE	**Estimated cost:** $300,000

Description: This is a very well-respected secondary school that normally can hold 500 students. It normally draws students from across Cité Soleil, but because of the damage, it has had to limit its enrollment to 250 students because there are not enough safe classrooms. This was one of the few affordable high schools in the municipality, so many students who are not accepted to this school will have no other option for secondary school.

Block	Structure
Cite Lumiere	Primary School
Damage: MODERATE/SEVERE	**Estimated cost:** $300,000

Description: This is a well-respected primary school that normally holds 750 students. Its reputation is good enough that it draws students from across Cité Soleil. Because of the damage, they can only hold 400 students in classrooms, and another 100 in make-shift sheet metal classrooms that are so hot that students have been known to pass out from the heat.

Block	Structure
Premye Site & Dezyem Site	Annex of Police Department
Damage: SEVERE	**Estimated cost:** $500,000

Description: This is the smallest of the two police stations in Cité Soleil. It is on the outer edge of the municipality, and is mostly responsible for monitoring Upper Cité Soleil. The damage is so severe that the few police officers based there had to move to the other, previously unoccupied, police station which is located in Norway, and this reduces their ability to patrol Upper Cité Soleil.

Block	Structure
Waf Jeremi	The New Port
Damage: SEVERE	**Estimated cost:** $500,000

Description: Before the earthquake hit, the government was investing in building an improved port in Waf Jeremie, the often-ignored block to the south of Belekou. It is one of the few significant government investments in the municipality in the recent past. The port was planned as a job creation opportunity for the residents of Waf Jeremi, but the earthquake completely destroyed all of the progress that had been made so far.

Teaching Note – "Cité Soleil"

Critical Skills Developed	▪ Context details are rich in this case. However, participants will be challenged to identify Dividers and Connectors as they are not as obvious in this case as in others. ▪ The case is longer which presents a challenge – it may be necessary to point out that participants do not need to identify *all* D/Cs. ▪ Program details apply to a grouping of NGOs working in the area. The patterns of impact mainly focus on (Actions) Distribution, Legitimization, Theft; (Behaviors) Transparency, Respect. In this case, who NGOs partner with colors how they are perceived in the communities. ▪ This case is best used for rich context discussion and identifying patterns of impact. Options for adaptation will be harder to identify, but would be a good exercise for a quicker group.
Aligns with Modules	→ Module Two: Context Analysis → Module Four: Program Analysis → Module Five: Options
Key Guiding Questions	▪ How do gangs relate to the community, politicians, police? ▪ What is the relationship between the community and MINUSTAH? ▪ What connects members of the community with one another? ▪ How have recent events affected relationships in Cité Soleil? ▪ What elements of Cité Soleil's history have been important?

Teaching Plan

This case can be taught in three parts after an initial introduction. This teaching case also includes some additional optional scenarios, and an optional fourth part that explores organizational impacts.

Introduction

After participants had time to read the case, the facilitator should outline the scenario:

- We are an international NGO that is based in Port au Prince,
- We have been offered a contract to rebuild earthquake-damaged houses in Cité Soleil,
- There is active conflict between gangs in Upper and Lower Cité Soleil,
- We have a limited budget of $1,000,000,
- We are responsible to ensure our donors that supplies are not stolen, and
- We are responsible to ensure our staff's safety.

Continue to facilitate the discussion outlined below.

Discussion Part I: Dividers

After the introduction, the facilitator should write "**The Conflict**" on a board and ask participants to identify the existing conflicts in this scenario. This list should include:

- Intra-gang conflict,
- Inter-gang conflict,
- Gang vs. police and MINUSTAH,
- Gang vs. community members, and
- Community members vs. police and MINUSTAH.

Then, underneath to the right, write "**Dividers**," and ask participants to name the sources of tension and division in Cité Soleil. Give the participants about 15 minutes to brainstorm their ideas. Encourage them to draw lessons from the text and question each other's' assumptions. This list should include:

- Geographic divisions, (e.g. Upper vs. Lower Cité Soleil, rival neighborhoods, etc.)
- Lack of economic opportunity/competition for jobs,
- Inter-neighborhood competition, enhanced by neighborhoods' isolation,
- Gang power and privilege,
- Gangsters as "gatekeepers" of opportunity, and resentment of unarmed youth,
- Gangsters breaking "the rules," especially younger gangsters,
- Undermining of local civil society,
- Political manipulation of the community,
- Distrust of NGOs,
- Distrust of politicians and local government,
- Lack of state services and infrastructure,
- Distrust of MINUSTAH, the police, and the justice system,
- Distrust of the media,
- Class divisions,
- Different livelihoods,
- Political divisions,

- Religious differences, and
- Stigma of being from Cité Soleil.

Optional: Finding Patterns

Once a good list has been generated, the trainer can ask the participants to look at the list as a whole and search for patterns, "What do you see in these tensions? Any patterns? Any common features? Any important differences?" Understanding the broader patterns in these dividers can provide additional insight that can be used for program planning.

The group may note that the vast majority of the tensions relate to **distrust** that comes from real experiences (and the perceptions/interpretations of those experiences) over the past twenty years. Even after the war-like situation of 2004-2006, Cité Soleil's residents have been continually exposed to trauma that makes them feel as if they have little control over their lives: peacekeepers who don't speak their language raid their communities, police arrest friends and family members when there is no functioning justice system that will release the innocent, gangsters decide who lives and who dies, etc. This trauma creates extremely high levels of distrust within the population, and it will almost always assume the worst out of an attempt to protect itself.

Discussion Part II: Connectors

On the right side of the board, the trainer should write "**Connectors.**" Then ask the participants about the sources of connection in Cité Soleil, "What connects the residents of Cité Soleil? What are shared values, experiences, community structures that could be a source of connection/unity?" This list should include:

- Schools and the value of education,
- Public markets,
- Health centers/hospitals,
- Community radio station,
- Self-reliance/self-organization, (*baz*)
- Sense of responsibility that some of the gangs have towards their neighborhood,
- Gang "rules",
- Women considered neutral,
- Community mobilization in times of crises,
- Population's desire for safety,
- Some legitimate civil society,
- Shared problems: trash, flooding, blackouts, etc.
- Shared activities: street parties, sports, etc.
- Shared culture: graffiti, hip-hop, etc.
- Neighborhood pride transformed into "Soleyan Pride,"
- Value of "keeping young people out of trouble," and
- Faith or religion unifying across geographic lines *within* a single faith.

Optional: Finding Patterns

After this discussion, the trainer can ask participants to reflect on these connecting factors, "What do you see in these connectors? Any patterns? Any common features? Any important differences?" Understanding the broader patterns in these connectors can provide additional insight that can be used for program planning.

One possible pattern is that shared spaces (like schools and markets) will have a direct impact on how the project is planned. Another could be that shared culture and activities will have more implications for how the NGO builds trust. There could also be an interesting conversation about identity and neighborhood pride, and whether they can be turned into a broader Cité Soleil pride and sense of identity?

However, one of the most important patterns that appears in the connectors is having shared problems: insecurity, thieves, trash, blackouts, lack of services, stigma. These problems are universal across all neighborhoods, and participants shouldn't underestimate the power of helping people realize their shared challenges.

Discussion Part III: What, Why, Where, Who, How

In this part, the facilitator will guide the participants in planning out various aspects of the program by asking **"what, why, where, who, and how"** questions. As you facilitate a discussion around each set of questions, ensure that people are considering the dividers and the connectors. Part III should take about an hour.

Why, and What

Write **"Program"** or **"Aid"** between the list of dividers and connectors, and note that now it is time to talk about the intervention by our program. Write **"why?"** and **"what?",** and try to get the group to come to consensus on what their mission is and why. This should be done relatively quickly, in 5 to 10 minutes. When the group has come to consensus, write their decision under the question heading in the middle column.

Where

Write **"where?"** below the first two questions, and pass out the map and building assessments. Explain that the map marks the location of 10 earthquake-damaged buildings that were assessed by a contractor. There is one building in each neighborhood, and they each have different amounts of damage and therefore different prices to rehabilitate (*note: these prices are intentionally unrealistic to make calculations easy*). Break participants up into small groups. Remind them that they have a limit of $1,000,000, and give them 15 minutes to discuss which buildings they should repair.

There are many different combinations that could add up to $1,000,000, so the interesting part of this exercise will be seeing what people choose and why. Each building/combination of buildings should bring up discussions of dividers, connectors, and tradeoffs. Each group should have 5 minutes to present their decision and rationale, followed by 10 minutes of discussion. Here are some points to consider:

Geographic Balance

Consider the tension between Upper and Lower Cité Soleil and avoid creating a sense of one area being 'favored.' Note: Working with spaces that serve neighborhoods on both sides of Route 9 (like the markets or the Catholic church) will have unique impacts.

The Schools

- Schools can be a connector: they represent shared values and bring together young people from rival neighborhoods.
- There is one school on each side of Route 9. Both schools serve neighborhoods from both sides.
- If participants choose only one school, ask them why they chose one and not the other. More children are left out of the primary school, but the secondary school is the only option for many teenagers, and this is the group that is at most risk of joining a gang. Consider: Does our mandate include violence prevention as well as maximizing impact?

The Markets

- Markets can also be a connector: they bring women (and some men) from all over Cité Soleil together, and support livelihoods.
- Even though both markets are in Lower Cité Soleil, they serve both sides of Route 9.

The Youth Recreational Facility

- There is a shared value of "keeping kids out of trouble," but this facility would only serve young people from certain neighborhoods of Upper Cité Soleil.
- The facility has potential to prevent violence, but does our mandate include violence prevention as well as maximizing impact?

The Churches

- The Adventist church only serves a few communities in Lower Cité Soleil, so choosing this could cause some feelings of resentment due to favoritism.
- The Catholic Church serves people from all over Cité Soleil and could be seen as a connector between Catholics.
- However, other religious communities (Voudou and Protestant) are left out. So while there is one church in Upper Cité Soleil and one in Lower Cité Soleil, there are other dividers to be considered
- In reality, religious differences are not the greatest divider in Cité Soleil, but they are in many other contexts, so it is important for the purpose of this exercise that the participants think this through.

The Fisherman's Cooperative or the Port

- Both of these buildings support livelihoods.
- Competition over jobs can be a divider. Supporting the fishermen in Norway and Waf Jeremi is good, but there is no equivalent support for livelihoods in Upper Cité Soleil, and areas that are not near the ocean.
- Since the port is an example of government intervention, supporting it would reinforce the government's legitimacy.
- But opinions about the government is also a divider. Some people could perceive that as supporting the politicians who backed the project.

- Some people may argue that Waf Jeremi is not involved in the conflict and therefore it is not worth investing resources in, but do we want be seen as 'punishing' neighborhoods for staying out of the conflict?

The Police Station

- This should cause an interesting debate: is the role of NGOs to support state security services? Especially if they are perceived as not legitimate?
- Distrust of the police can be a divider. The population has an intense distrust of the police - they could assume this money is going to a corrupt and inefficient system.
- However, this could also be seen as enabling the police to be more responsive to the community by repairing their facilities.
- Rebuilding the police station may be perceived by the local gangs as an attempt to put pressure on them, and they may do more to sabotage/attack the project and your staff.
- Is rebuilding the police station too much for this hypothetical NGO to tackle, given its expertise and mandate? Brining the police station back to operation (in addition to simply rebuilding it) would require a sustained engagement before and after construction. This could be a better job for an NGO that focuses on peacebuilding or justice system reform.

Who

Write **"who?"** in the middle column and facilitate a discussion around the following points that get at the question of who should be involved in this initiative. This should bring up important questions about legitimization, trust-building, and balancing security with neutrality. Here are some key questions and, beneath each question, a set of key points that should come out in the dialogue. Allow 5 minutes of discussion for each set of questions:

Who in the community should we turn to for advice and consultation? Who can help facilitate communication with the neighborhoods in the sites we've chosen?

- Does the person have clear connections with gangs or controversial politicians?
- Does the person represent a group that has legitimacy in the community? Or do they represent a "pocket organization"?
- How would you know?

Who, if anyone, should we consult with about security? Local gangs, private security contractors, the police, and/or the United Nations soldiers?

- *Would you pay off local gangs?* Hiring/paying off local gangs for security not only legitimizes them, but rewards them monetarily for the control they have over the neighborhood.
- *Would you hire private security or driver?* Hiring private security guards implies that you don't trust the community, and are anticipating problems.
- *Would you request security/protection from MINUSTAH?* MINUSTAH is usually a divider, and is seen as somewhat of an occupying force. You may want to inform them of your presence and activities just so they are aware, but because their presence is still militarized, being seen with them will have a negative impact on your reputation.
- *Would you request security/protection from the local police?* The police are also a divider, but slightly less so than MINUSTAH. You may want to inform them of your presence and coordinate

with them somewhat. But again, be aware of what they represent to the community you work in.

The best protection is community trust. If people in the neighborhood understand what you are doing, they will protect you, advocate for you, inform you when things are going to get bad, and even get you out of problems

Who, if anyone, in the local government should be involved?

- *Is the government a divider or a connector?* The government is a divider: the local government has little legitimacy in the eyes of the vast majority of the residents of Cité Soleil. The involvement of the Mayor's office may alienate many local organizations and associations, who feel as if the Mayor only shows up to help when an international NGO (and their funds) are involved.
- *How would your community partners feel about this?* Depending on who the Mayor is (and who he is associated with), some people will not want to be seen in the same room as officials from the local government. But others may want the local authorities to be present.
- *What are the consequences of not involving the local government?* Not involving the local government (in this case, the Mayor's office) will ultimately undermine its authority. It could be a missed opportunity to offer the local government a chance to legitimize itself with the population it is supposed to serve.

Who would you hire, and why?

- *Is employment opportunity a divider or a connector?* While aspirations for better economic opportunity is a shared value, competition over jobs is a divider. You have to be *very* strategic about how you go about hiring process.
- *Do you hire local workers?* One of the root causes of the violence in the community is the lack of jobs. A program that comes in and doesn't hire local workers causes a lot of frustration. Many Soleyans don't find jobs when they go out and look for them, so when jobs come into their communities and are still impossible to get, it is incredibly frustrating. This is the kind of resentment that could undermine a project.
- *Do you hire just people from the immediate neighborhood?* If you hire people just from the neighborhood the building is in, you miss out on opportunities to use the hiring process to bring people together from different neighborhoods. But if you hire from many neighborhoods, you may create resentment in the local population who think the jobs belong to them.
- *Do you hire women?* It is important to hire women for the same reason it is important to hire young men who aren't armed. Women are often overlooked in the many projects that focus on giving opportunities to young men who are at risk of becoming armed. This approach essentially "punishes" women for not being active participants in the conflict, and ignores the role they play in stabilizing families and communities.
- *If you have to hire positions outside of Cité Soleil because of a lack of technical expertise and/or legal enterprises to contract with, who would you hire?* It is important to vet the contractor. Any biases they might have towards Soleyans will be noticed by the community - they need to have respect for community members and show it. It is also important that people you hire know how to handle themselves in situations of insecurity.

- *Do you hire gangsters?* There may be pressure to hire young armed men, as a strategy to get them out of the gangs by offering them an alternate livelihood. But a short-term project will not give these young men enough work to permanently pull them out of the gangs, and will only reinforce the perception that you need to have to have a gun to be noticed in Cité Soleil. This is a serious divider, and you shouldn't favor gang members. But you shouldn't automatically exclude someone who is a gang member either (that decision requires a separate conversation.)

How

Write **"how"** on the board in the middle column. Then facilitate a conversation about how this project will move forward. Here are some key questions and, beneath each question, a set of key points of consideration that should come out in the dialogue. *You may also replace these questions with the "Additional Scenarios" section, which explores many of the same ideas in a more concrete way through narrative.*

How will you deal with the local gangsters? Would you reach out to them or ignore them? What are the consequences?

- Working directly through gangsters or seeking their approval for the project would legitimize their role in the community and give them more power.
- However, gangsters *do* have a role in the community and it wouldn't be wise to completely ignore them and shut them out of the program if they want to participate.
- A middle ground is to not seek them out directly, but if they show up and want to participate, you treat them just as you would any other interested community member, because they are members of the community. Don't treat them like they own the community by asking for their permission.

How will you build community trust? How would you ensure community participation and a sense of ownership?

- There should be real consultation with the community before deciding which building to rebuild. It should be made clear that this project is a support service that is available to the community if it chooses to accept it, and that it will have actual power in determining important aspects of the project.
- Build trust and communication by leveraging your list of Connectors. Street parties, and sports are events that will bring a lot of people together and give you an opportunity to communicate.
- Figure out a plan for communication. How will you keep the community informed? Who? How often? Communication is the most essential part of building trust, if the community doesn't understand what is happening, they will assume the worst.
- The community can take responsibility for their own complimentary activities to improve the area, such as cleaning the streets, repainting structures, planting trees. These should be paid for by the community, so that they feel real ownership.

If you decide to hire local people, how would you recruit?

- Emphasize transparency - be clear about the criteria, how the selection process will work, and who is involved in the selection process.
- Get out the word in multiple ways - if the position doesn't require literacy, ensure that you advertise for it in non-written forms as well. (radio, community meetings, etc.)

How would you react to an increase in insecurity/ inter-neighborhood violence?

- What does it say to the community if at the first few gunshots, everyone gets scared and leaves? It is a strong reminder of how awful their day-to-day reality is. If there is an increased rise in violence, it is important to react calmly. Consult with local contacts and follow their advice - if they say to leave, then leave.
- Call local contacts before coming down, and get advice about what routes to take, or whether to continue work at all. Your first responsibility is to keep your staff and your community partners safe. If there is inter-neighborhood fighting, your project could be targeted because it is an investment in one of the neighborhoods in conflict.
- If aggression is coming from gangs in your project area or is directed at your project area, then you should stop operations. Continuing operations under heavy insecurity can be a sign that you are more concerned with your deadline than you are with the safety of the people at work. Also, stopping a project that the community is invested in can actually create an incentive for local leaders to confront local gangsters and ask them to stop. This is not always possible, but sometimes there is enough leverage for this to happen.
- Whether you pause or continue your operations, increased communication with community contacts is necessary. If the project continues, constant and careful communication could minimize the chance for harm. If the project is stopped, frequent communication can prevent the community from feeling that it was abandoned due to something beyond its control.

Part IV (Optional): Patterns of Impact

It is not just what an organization does, but *how* it does things that impacts a context. The way an institution acts (organizational actions) and the way its individual staff act (organizational behaviors) also influence dividers and connectors.

The following pages present a series of questions for participants to reflect on about each type of organizational impact. Each impact also has a relevant scenario that can provide a more concrete base for discussion. These scenarios are all based on things that really happened to people working in Cité Soleil. At the bottom of each scenario you can read how the NGO staff responded and what the eventual outcome of their actions was.

Organizational Actions

Theft

How can you prevent the stealing of project resources, and prevent them from being used to reinforce dividers?

- Local gangs might try to steal resources that they can sell to profit their operations. They also might attempt to extort money from the project in exchange for "permission" to continue working safely. You need to develop contingency plans with your local partners for handling those situations.
- Local community buy-in and trust are the best ways to ensure the safety of your materials. If the community believes in the project, they are likely to protect and safeguard the project's resources and staff, sometimes even at the cost of confronting a local gang.

- Establish continuous and open communication. Remember, the burden to maintain trust is on you, and community members will likely assume the worst if you are not proactive and clear about your decisions. If trust is broken, things will go missing.
- Avoid stocking excess supplies at the worksite – so that the community isn't burdened with protecting them when you are away.
- Follow local advice about which route to take to deliver supplies. Making your route shorter isn't always safer – shortcuts may be more isolated and therefore more likely to lead to robbery.

Scenario: You get a call from one of your contractors, and he is angry. He says that a significant piece of equipment has gone missing. Right after he hangs up, you get a call from one of your community contacts, who is also angry - she says that your staff accused some local people of stealing the equipment, and that they are insulted that he would make such an accusation. How do you prevent theft, in a manner that is respectful of your community partners and contractors? **Considerations:**

- This is a situation where trust can easily break - both parties (the contractor and the community partner) feel that their trust was violated.
- Don't presume guilt on the community's part, but also don't minimize the concerns of the contractor. Give both parties the time to express themselves.
- Be wary of assumptions that will be made based on class/social status.
- Emphasize connectors, in this case: the shared vision of completing the project.
- Thieves are clearly a large point of contention in the community - be aware that being accused of robbery has serious consequences.

How this played out in real life: In this case, a miscommunication allowed the theft to take place. The contractor had some off-site work to do, and didn't communicate it well to the project's community volunteers. It turns out these community volunteers had been making a special effort to protect the supplies, and when they saw the contractor 'disappear,' they thought he ran off with the rest of the project money. So they stopped protecting the supplies, and someone else stole a piece of equipment. A community outreach officer figured out what was going on, called everyone into a meeting, and explained the miscommunication. They had to write off the stolen equipment as a loss, but together they established new protocols for communication and safeguarding the materials.

Market Effects

What impacts might the project have on the local economy? What do you do to ensure that your project has a positive economic impact and minimize negative ones?

- Hiring local workers could boost the local economy, but make sure that your wages aren't so high that people are being pulled away from 'day jobs' that are also important community services. (e.g. teaching at a school.)
- Purchasing goods from local sellers (cement, water, etc.) could be more expensive for you, but could also improve the local economy. At the same time, by buying from local sellers you might inadvertently force other, local, costumers out of the market. Since INGOs are known to overpay for things local vendors might increase their prices once they know you are looking to buy. Have a third party research the standard rates to avoid this situation.
- Be wary of giving away free things in order to promote your project. (e.g. handing free books to promote rebuilding a school) This could disrupt the local market.

Scenario: A local mason asks to speak to your contractor, and explains that he hasn't been able to buy cement for a week because your project bought all of the locally available cement. The closest shop where he could buy cement is in a rival neighborhood that he doesn't feel safe going to. He says there are many other local masons, carpenters, and workers that are experiencing the same problem. How should you respond? **Considerations:**

- You are fortunate that someone volunteered to come forward and confirm that you caused a negative market effect.
- You want to continue buying from local merchants as a way to boost the local economy, (saying you would stop buying from them could also have negative repercussions) but you do need to address this problem.
- You can't ask local shops to 'set aside' a certain amount of cement per week. Because many of these local masons don't have formal, stable, jobs their resource needs change too quickly to allow for rationing resources in advance.
- Set up a system where local workers can buy what they need from your own stock for the same price they could buy it from the local shops. Then take the responsibility of sourcing replacement materials from other businesses. This way you continue to support the local shops, give workers access to what they need, and keep enough cement for you to operate with.

How this played out in real life: In a similar manner, after the 2010 earthquake, relief rice distribution in Cité Soleil put a lot of local merchants out of business. Because this was happening at the national level, there was no recourse for local merchants to voice their concerns. When Haiti's president eventually ended the food distributions across the whole nation the situation also changed in Cité Soleil.

Distribution Effects

Your decisions at every level of the project have impacts on who benefits directly and indirectly from the project, and who feels left out. How do you ensure that the distribution of benefits (real or perceived) minimizes dividers and enhances connectors?

- Inter-neighborhood jealousy/competition is a major source of conflict, so be aware of how other neighborhoods close to the project site perceive the initiative and find ways to open dialogue with them so they feel included.
- Some of this comes down to what buildings you selected. Hopefully your list has a balanced amount of sites from Upper and Lower Cité Soleil, as well as neutral spaces that serve both sides. Otherwise, perceived favoritism can cause conflict and resentment.
- Pay close attention to how you distribute jobs. Competition over jobs is a significant divider and a frequent source of conflict. Being transparent and proactively explaining who will be chosen for a job and why, and giving the community time to weigh in on your criteria, can help avoid conflict.

Scenario: Representatives from the neighborhood next to your project site confront your staff and ask why they are not benefitting from the current project. They say that they also have damaged buildings, and are always ignored. They want to know why their site wasn't chosen, and hint that they can cut off access to your job site if they continue to not benefit from the project. **Considerations:**

- You owe this community an explanation of your criteria for picking the site, and how the decision was made.

- Search for connectors between this community and the one you're working in: do children from both neighborhoods go to this school? this church? this market?
- Don't respond to the threat, but search for ways that benefits can be more diffuse. Can some of your equipment be used on the weekend to help them with a project of their own? Could they send some young people who are interested in construction to get some on-site training or shadow the workers? Could you buy snacks from local vendors?

How this played out in real life: A similar real life situation had to do with selecting sites for new latrines. A project was designed to allocate a large number of latrines to one neighborhood in Cité Soleil. When the operating NGO realized how problematic this project would be given Cité Soleil's geo-politics, it asked the funding donor if it could expand the project's geographic area, and was denied. The NGO's community outreach coordinator had to do a lot of damage control because this inspired a lot of jealousy. While not ideal, the community coordinator had to share some project resources with leaders of other neighborhoods so they wouldn't disrupt the project. This could have been avoided with more careful planning and consultation when the project was still in its design stage.

Legitimization Effects

Who you work with (and how you work with them) can change community dynamics by legitimizing certain people. What do you need to be aware of in terms of who you confer legitimacy to?

- Be wary of giving away branding materials. (t-shirts, hats, wristbands, etc. with the NGO logo on them.) If a gangster is seen walking around in "your" shirt your image of neutrality will be damaged. Also, if a gang doesn't like your project, people wearing your logo could become targets.
- Actively involving, consulting, or seeking permission from gangs legitimizes their power over the community.
- If the local government tries to take credit for the project without having really contributed, you will be seen as contributing to the legitimization of a state authority that hasn't "earned" that legitimacy by actually working for its constituents.
- Community leaders often see themselves as, and benefit from being seen as, gatekeepers to their communities. Whoever you select to be your community representatives will have increased power because of their role of connecting the community to a source of goods. (You, the NGO) The power of being a community representative can be used to legitimize and reinforce community leaders who do the unforgiving everyday work of providing services to their neighborhoods. However, if you pick someone from a "pocket organization," you are legitimizing someone who hasn't "earned" that respect, and reinforcing the idea that local organizations are income-generating middlemen.

Scenario: You want to provide as many local jobs as possible through your project, so you announce that you will be hiring about 30 local people to do various kinds of work related to the project. You circulate an application form and plan to interview candidates at the end of the week. A few days later, a group of young people from the local gang show up with guns and demand that you hire them. They threaten that unless some of their people get hired, your project won't be safe anymore. What do you do? How can you be fair and keep your project safe? **Considerations:**

- You are concerned for the safety of your staff.

- Giving in to the demands of these young men further legitimizes them and their tactics.
- It may also encourage others to come forward and try to use threats to get hired.
- It could also discourage the people who are going through the legitimate hiring process.
- You don't want to categorically deny these men access to the jobs, because they are also members of the community, and most of them are very poor.

How this played out in real life: When the project coordinator was confronted by local gang members, he encouraged them to apply the same way everyone else was. He said he had no control over the hiring and someone else was responsible, but he could put in a good word for them because he knew them as hard workers. By treating them as civilians rather than gangsters, and recognizing them for being 'hard workers' rather than for their guns, he was both giving them access to this opportunity, and avoiding legitimizing their violent strategy.

Substitution Effects

If you decide not to work with/through the state and civil society, you can reinforce the perception that these two groups are useless, undermining any legitimate credibility they may have. By providing services that the state should provide, you might provide excuses for its inaction, and even free up resources that individuals can then divert towards conflict or personal gain. How do you ensure you are not serving as a substitute or a crutch for institutions that have mandates to serve their communities?

- If you involve the government, make clear contracts and agreements about their expected contribution.
- Have a firm end date and a plan to transition responsibilities to the relevant group/authority.
- If the community indicates there is a group whose authority they respect (an individual or group in the government, a civil society group, a religious leader, etc.) work to include them in the program.

Scenario: You are about a week away from finishing the project, and a representative from the Mayor's office (who has been uninvolved up until this point) comes and says he wants to make a speech at the inauguration. He also wants to invite a local politician who is very influential, but is also rumored to be supporting one of the local gangs. Your community partners complain that the Mayor always comes and takes credit for things he doesn't do. They are also scared of being associated with the politician, because that could make them targets of rivals of the gang he allegedly supports. What do you do?
Considerations:

- Saying 'no' outright to the Mayor can be disrespectful and be interpreted as an NGO undermining the authority of the government. The Mayor does have a right to be there because it is his municipality.
- On the other hand, your community partners are not only uncomfortable, but actively afraid.
- An association with this politician could also damage your NGOs reputation.
- It would be difficult to prevent either from coming as it is a public event. Your challenge is less about deciding whether you should let them come, and more about how you structure the event assuming they are coming.

How this played out in real life: This scenario played out differently in different circumstances. Often the politician won't show up. If the Mayor *does* show up, he has a right to speak in front of his constituents, but not a right to take credit for something he didn't do. If you schedule his speech late

in the day's agenda, it gives an opportunity for people who were really involved in the project to define/own the narrative and tell things the way they were. Strategies for dealing with the dangerous politician include having a separate "VIP" seating area for politicians, (so that photographs can't be taken with community leaders if they don't want them) and being transparent with local partners that you did not invite the politician and don't endorse his practices.

Organizational Behaviors

Transparency

Transparency is a double-edged sword in Cité Soleil. Outsiders can be at risk in Cité Soleil because they are considered as highly suspicious by locals. Transparency is essential to reducing that suspicion and building trust. However, until after trust is built being transparent can make your project and staff vulnerable to harm. How do you balance transparency and risk?

Scenario: You received a grant from a large multilateral donor. During the project planning stages, your field staff comes to you and explains that this particular donor has a bad reputation in Cité Soleil, and many people feel that the donor is politically aligned with the economic elite. The last project this donor funded was burned to the ground, and staff were harassed. Your staff does not want to disclose the project's donor to the community because they fear for their own safety. How do you balance transparency with safety, and what should you do? **Considerations:**

- You have a responsibility for your staff's safety. However, if the community finds out you kept this information from them it could undermine their confidence in you and jeopardize the project and your staff.

How this played out in real life: The NGO in question negotiated with its donor to avoid the use of any prominent logos on the staff or site. But they still informed key community contacts about the donor's identity, were honest when asked about it, and used this as an opportunity to explain more about the project and how it could be different from past projects that the community has had a bad experience with.

Fairness

It is extremely important for the community to understand why some people were chosen for work, and why others weren't. There are so few opportunities for young people, and there is also a lot of favoritism, bribing, and politics in how benefits and jobs are distributed in Cité Soleil. How do you make tough decisions that are still perceived as fair?

Scenario: You are about to begin hiring for 30 construction workers on site in the local community, and your community contact lets you know there is already a lot of anxiety and speculation about how fair the hiring process is going to be. She warns that if this process goes wrong, you could lose the little bit of trust you have already gained in the community. How would you go about deciding who to hire? **Considerations:**

- Consult people in the community about what they think is 'fair,' and what criteria you should consider for a good candidate.
- Put together an application, share it with key stakeholders, and get their feedback.

- Put the application in very public places, and hold meetings to explain the hiring decision process.
- Transparency, (another key organizational behavior) and communication will be the key to success.

How this played out in real life: A project that was going to hire people in one neighborhood in Cité Soleil made it a point to be extremely transparent and slow in the process of hiring. They put out flyers with the selection criteria, went to churches and public places to explain the process, and communicated what was happening at every step of the way. The entire staff was bracing for conflict, but it never came. People were happy that the process was open and fair.

Respect

Because Cité Soleil is such a marginalized area, people are extremely aware of any signs of disrespect or manipulation from outsiders. How can you ensure that your staff navigates these complex situations while showing respect for the community?

Scenario: Your project is in its first week, and you get a call from your contractor. He sounds panicked, and he says he's just heard a volley of gunshots. He doesn't see anyone with a weapon and no one in the area seems to be running away, but you can actually hear the gunshots in the background over the phone. He says his crew is scared and wants to leave right now, but he's asking for your permission. What do you do? **Considerations:**

- First, calm him down. Panicking never made anyone safer, and his behavior can be upsetting for local people to watch. They have to live with this every day. If you behave like it's the end of the world, you may offend your community members and their trust in you could be undermined.
- Ask to speak to different community representatives and get a sense of how they are reacting. If they seem calm and tell you that the gunshots are coming from far away, then it's best to lay low and wait for it to pass. *Note: You could actually run into the firefight if you escape the wrong way*.
- If they seem concerned and/or think the presence of your staff could make them a target, get them to spell out a plan of when, how, and through what path to leave. Your contractors should follow that plan calmly.
- Continue to follow up periodically about the situation, and whether it is safe to return to work the next day.

How this played out in real life: When this happened to a community outreach coordinator in Cité Soleil, he told his team not to panic and had them team stay put. After making calls, he found out that the shooting was in another neighborhood, and if they'd left they actually would have run into the firefight. The team stayed and kept working, and their local partners considered it as a gesture of respect and trust. This prompted the team to develop a check-in system with local partners that informed them about the safety of a route before traveling. This kept the contractors safe and showed their respect to local knowledge.

Accountability

Many groups think about upward accountability to donors, but not downward accountability to communities. When the priorities of those two groups clash, who are you responsible to?

Scenario: You are busy preparing for the inauguration of your project tomorrow, and everyone is very excited. You've planned for a big party with music and performances from local youth and speeches from community leaders and other public figures. Timing is perfect, because your final report to the donor is due in two days, and this is the last event you need (along with the receipts, photos, etc.) to submit your report. Then, at 9:00 at night, you get a call from your community contact. She says that tonight there was a party on the other side of Cité Soleil, and that gangs from their side had gone in and opened fire. Two dozen civilians were killed, and a few gangsters. She is worried that there will be a reprisal attack on the inauguration party tomorrow. If you go ahead with the party, you risk making your community the target of a revenge attack. If you don't, you risk losing all of the money you've invested in the inauguration, and you won't be able to make your report deadline. Who are you accountable to and what should you do? **Considerations:**

- There should be no hesitation - you cancel or postpone the inauguration.
- You are more accountable to the community than to your donors, especially if their safety is at stake.
- You contact your donor and explain the situation. They should give you an extension and the space to make adjustments

How this played out in real life: A shooting along these lines happened in 2015, and most local projects were put on hold out of respect for people who lost friends and family, and because people were afraid to move around. Organizations had no choice but to change plans in light of the situation, because not doing so would have been disrespectful and dangerous.

Part V: Closing

The facilitator should briefly ask participants to share their closing thoughts and observations on this case study. A good question for the closing discussion is, "how is this case relevant, or not, to your own work?"

APPENDIX: ACTIVITIES AND EXERCISES

CDA PRACTICAL LEARNING *for* INTERNATIONAL ACTION

Activities and Exercises

This section of the manual contains examples of exercises, icebreakers, energizers and other activities for a Do No Harm (DNH) workshop. This list is not exhaustive, and facilitators are encouraged to build upon and adapt the exercises for the needs of their particular audience. The exercises here are broken down by module, with a supplement of energizers following the modules.

Facilitators should carefully consider which exercises to run in each workshop, taking into account the demographic makeup of the participant group, cultural differences which may increase or decrease participants' comfort with any particular exercise, historical or political issues that may be "too close to home." If people are uncomfortable taking part in an exercise, they may not learn what the exercise is trying to teach them, or in a worst case, they may disengage from the remainder of the workshop.

All exercises should be set up by the facilitator carefully and, if needed, debriefed.

Activity or Exercise	Module
Introduction Exercises	***Module One***
Icebreakers	
Identities	***Module Two***
Plenary Activity: Identifying their own Dividers and Connectors	
Plenary Activity: Prioritizing Dividers and Connectors	
Activity: Group Discussion of Action Patterns	***Module Three***
Activity: Case Study	
Activity: Guess the Pattern	
Activity: Small Group discussion of RAFT Charts	
Activity: Critical Details in the Case Study	***Module Four***
Advanced DNH Exposure Workshop Activity: Program Homework	
Options Game: Getting Aid from A to C	***Module Five***
Small Group Activity: Options for Case Study	
Small Group Activity: Options for Participant Programs	
Plenary Activity: Options exercise	

Module One Activities: Introduction

Introduction Exercises

There are several ways to have participants introduce themselves, or each other at the start of a workshop. These introductions are an important first step in building relationships among participants at the workshop. Setting aside time to make introductions interactive and fun can assist in the building of those relationships.

Participants can begin by introducing themselves or by taking time to pair off with another participant, and then introducing him/her to the group. Facilitators can assist this process by offering some parameters for introductions or questions to respond to.

Icebreakers

In some groups, especially for longer workshops where participants will be together for multiple days, it may be useful to take additional time during the introductions and use an icebreaker activity. A few examples:

1. **One Word**: Tell participants that their assignment is to think of one word that describes "X." This can be related to something in the local context, something in the DNH workshop or something else. Give participants one minute to think of their word. Ask them to write it on a slip of paper. Participants can then break into small groups and discuss their individual words and come up with one word for the group. This can be repeated and groups can be combined until there is one word for the whole group. This icebreaker helps the group explore their thoughts on a common issue. It is a perfect segue into the topic of the meeting or training class. Groups are often fascinated with the variety of the words chosen. Consequently, the icebreaker can provide a snapshot into the current thinking of the group about their culture. In order to link this activity to DNH training, and especially good as an introduction to a DNH Exposure Workshop is the question: "What one word would you use to describe Do No Harm?" The answers to this question should give the facilitator a good idea of what may need to be addressed in the workshop, as well as participants' general levels of understanding.
2. **True or False**: Have participants say three things about themselves - two true and one false. Other participants guess what the lie is. The correct guesser goes next.
3. **Human Sculpture:** Ask participants to stand in a circle facing out. When the facilitator says a word, participants will turn around quickly in a pose representing that word (peace and conflict are good words for a DNH workshop). Then ask participants to remain in that position, and group themselves with others in a similar pose. Go through each group and ask the other participants to explain that group's representation.

Module Two Activities: Dividers and Connectors

Identities

Ask all participants to stand in the center of the room. The facilitator should then ask participants to divide themselves according to their identities by giving a set of instructions. This is a good illustrator of how our different identities can be amplified or subjugated to others. These are purely self-assigned identities, participants choose where to go when the facilitator speaks. This can be a good way to illustrate how we think of ourselves in relation to others.

Facilitators may say,

> "People who drink coffee on one side of the room, and those who drink tea on the other."
>
> "People who wear glasses on one side, those who don't on the other."
>
> "Old people on one side, young people on the other."

This game can go on for as long as you wish, and you can make up your own instructions to call out individual identities.

Plenary Activity: Identifying their own Dividers and Connectors

As you introduce the categories of Dividers and Connectors, you can begin to ask participants to identify Dividers and Connectors from their own contexts that fall into each category. This can be done very quickly for each category (one or two examples from the group) to supplement examples you are giving in the lecture.

Caveat: This activity can be controversial in some contexts. Make sure that you as a facilitator are prepared for any disagreements, discussions, or emotions that may arise from this type of analysis. It can also be challenging to get some groups to talk about their differences. If the group is hesitant to do this work in plenary, try breaking them into small groups for a few moments to talk about the categories in their own contexts.

Plenary Activity: Prioritizing Dividers and Connectors

Briefly return to the case study analysis. Ask participants to review the lists of Dividers and Connectors they have identified. In a brief discussion (no more than ten minutes) ask them to prioritize those lists.

Module Three Activities: Patterns of Impact

Activity: Group Discussion of Action Patterns

The facilitator should ask participants in either small groups or in plenary, to share their own experiences with the Action Patterns: *Where have they seen or experienced these patterns in their work? In their lives?*

One caveat with this approach: it will be most effective if the facilitator has established that the training room is a 'safe space' for sharing and learning. Participants should not feel as if they are going to be judged for

their mistakes or failures from the past. The purpose of this exercise is to give participants practice identifying patterns and their impacts. The facilitator should exercise his or her judgment as to whether it will be possible to meet this goal based on the personalities and moods in the room.

Activity: Case Study

The facilitator should ask participants to revisit the case study presented during ***Module Two***. The case study will have some information about organizational actions and staff behavior. Participants can do this exercise in small groups, or in a plenary discussion. The facilitator should pose the following questions:

1. What resources are being brought into the context?
2. What are the potential impacts of these resources, based on the evidence in the case study?
3. What types of behaviors are on display in the case study?
4. What impact might these behaviors have?
5. (if time permits) How might the intervention have avoided these negative patterns or reinforced the positive patterns?

The purpose of this exercise is to give participants practice identifying these patterns in an unfamiliar context and predicting the impacts of these patterns in that context.

Activity: Guess the Pattern

Use examples from your experience, ***Appendix Four***, photos projected on PowerPoint or other media.

1. Project a photo or vignette, or tell a short story about a *Pattern of Impact*, using both *Action* and *Behavior* examples.
2. Ask participants to identify the pattern(s) at work in the story or photo.
3. There may be disagreement or confusion. This may be overcome by asking participants how they would adapt the project/program or activities, and why.

Open the stories to discussion about how to change the pattern(s).

Activity: Small Group discussion of RAFT Charts

Ask participants to read the patterns of behavior on the ***RAFT handout***. Give an opportunity to ask questions, or clarify meanings and confusion around any of the content of the handout (definitions, examples, etc.) Give the group 2-5 minutes to think of experiences they have had under the four categories: (1) Respect, (2) Accountability, (3) Fairness, and (4) Transparency.

Break participants into small groups of 2-3 people. Ask small groups to share a story about Respect. Give them 3 minutes to share their experiences using the Behavior patterns as a guide. Stories can be positive or negative. Change the group makeup, and then ask them to share a story about Accountability. Do the same for Fairness and Transparency, then reconvene the plenary. You can ask for two or three examples of stories from the exercise and see if there were any options generated by the organization represented.

This exercise can lead into ***Module Four*** or ***Module Five***.

Module Four Activities: Program Analysis

Activity: Critical Details in the Case Study

1. Distribute the ***CDM handout*** and ask participants to complete Steps 1 and 2 for the Aid Program in the case study. This can be done in small groups in 10-15 minutes.
2. Return to Plenary and ask how they see that these details might have an impact on the D/C they have identified.
3. This can begin a discussion of the Patterns of Impact without discussing the Patterns directly.
4. Once you introduce the *Patterns of Impact*, you can return to the ***CDM sheet*** and ask that they identify specific patterns of impact in the case study.

Advanced DNH Exposure Workshop Activity: Program Homework

This exercise should be done on day 3 or 4 of the Advanced DNH Exposure Workshop which has additional time set aside to work on participants' own programs.

1. Ask participants to take a blank ***CDM sheet*** home and complete Steps 1 and 2 to the best of their ability for a project they are working on (or a policy if they work on the headquarters level).
2. The next day in small groups, ask them to share their CDM sheets and work together to identify potential Patterns of Impact.
3. Use these sheets as you enter the ***Options Module*** to work on addressing and adjusting the patterns they have identified.

Module Five Activities: Options

Options Game: Getting Aid from A to C

Draw the letters A, B and C on a flipchart, with 6-8 inches of space in between. Draw a red circle or star around B and an arrow from A to B and from B to C.

> *"Your organization is located in A. You need to get food to hungry people in C. The road from A to C goes through B. There is a conflict in B."*

Give participants 2-5 minutes (but be firm, choose a number of minutes and time them exactly) in groups of 2-3 people (just those sitting near them) to come up with as many possible options to get their aid to C as possible.

When time is up, determine which group has the most options, have them read those off and draw or write them on the board, keeping track of how many TOTAL options all groups come up with.

Small Group Activity: Options for Case Study

Break participants into small groups and have them return to their ***CDM Sheets*** for the Case Study. They will have already identified the details of the programs and the Patterns of Impact.

Ask them to generate a list of Options to adapt the program to the context based on their analysis.

Allow 10 minutes for group work and 2-5 minutes per group for presentations.

Small Group Activity: Options for Participant Programs

On the final day of the Advanced DNH Exposure Workshop, offer participants an opportunity to develop and present Options for their own programs. It may be helpful to mix up program teams to get "outside" thoughts for program Options in each group. Allow ample time for each group to present and get feedback from the plenary.

Plenary Activity: Options exercise

Participants are asked to stand in line in the center of the room. The facilitator announces a situation, with two possible options (A and B). This sentence is ambiguous and incomplete on purpose, so that each participant interprets it as he/she wants. The facilitator should not clarify the meaning of the sentence, or give tips or hints. This exercise is meant to make participants justify the programming choices they make based on their experiences and DNH analyses.

Facilitators should ask participants to go to one side of the room or the other, designating one side as "Option A" and the other as "Option B" (those that are not able to take a stand can stay in the middle, but then they are not allowed to participate in the discussion).

The discussion has three parts:

1. Participants must and argue why they think the option they chose is better than the other ("why my option is better").
2. Once several arguments have been mentioned in the two groups of people (starting always from the group who is in minority, so that it is easier for them to defend themselves), the facilitator invites them to think on the risks that are implied in the option that the other group selected ("why the other option has risks").
3. Participants can think on possible options to minimize the risks implied in each option.

Sample Scenarios:

(a) Population

You are working in a context of armed conflict between two communities (**blue** & **orange**) where **orange** has been damaged far more than **blue**. Decide that the target population your project will be:

1. The **orange** and **blue** alike
   + This can strengthen relations between people of the communities (connecting factor);
   - It may seem that it is acting unfairly with the victims of armed conflict.
2. Only the **orange** community
   + Meets the needs of the population (based on equity);
   - Can reinforce tensions;
   - It may seem that we are supporters, who are in favor of a party to the armed conflict.

   Options: Find ways to prioritize the most affected population, but incorporating other communities, as well as target population as a counterpart.

(b) Population

You are working in a context of armed conflict between a strong and a weak community, characterized by an imbalance of power. Decide that the target population your project will be:

1. Only the weaker community
   + Meets the needs of the population (political criteria support the weak);
   - Can reinforce tensions;
   - It may seem that we are supporters, who are in favor of a party to the armed conflict.
2. Both Communities
   + Can strengthen relations between people of the communities (connecting factor);
   - It may seem that it is acting unfairly.

   Options: Find ways to prioritize the most affected population, but incorporating other communities, as well as target population as a counterpart.

(c) Partnerships

When selecting a local partner organization, you determine that they should be:

1. A new organization created for the project
   + Can rebalance power relations;
   - Requires more time, as it needs a process of empowerment of the organization.
2. An organization of existing civil society
   + Projects tend to be more sustainable in the medium and long term;
   - Reinforces existing power structures , and whether these correspond to the divisions of the conflict, it may reinforce the conflict.

   Options: Working with an existing organization, but agreeing that hiring include both sides

(d) Partnerships

When you select partner organizations, you determine that they should be:

1. An international NGO
   + The international presence provides greater protection and "neutrality."
2. A local NGO
   + Local empowerment is facilitated;
   - May have interests with any side of the conflict.

   Options: Working with a local organization, but agreeing that hiring includes both sides. Or, working with several local organizations from both sides.

(e) Staff

When hiring local staff, you look for:

1. People trusted by your local partner
   + Are trusted;
   - Likely to be in the same community.
2. The most educated applicants
   + Easy communication, good work;
   - Exclusion criteria : may favor only the elites.

   Options: Make sure that the people hired belong to different ethnic groups, social classes, etc. and if possible, connection.

(f) Security

The area in which you are operating has become very unstable and there have been several major incidents of property theft. Gunmen contact you and offer their protective services. You think that the best option is:

1. Paying the armed group for the protection of property
   + Ensure that at least a portion of the aid reaches the people
   - It is contributing to the contribution of the armed groups , which can prolong armed conflict , legitimacy of weapons is accepted , you can generate a military response
2. Close down the project
   - You are depriving the local population of aid
   + Avoids finance armed groups

   Options: Lower the risk of being stolen: lower the value of the goods transported or do not deliver the same day or at the same sites (knowledge).

   Discuss why paying for the protection of property is **NOT RECOMMENDED**. Use of armed guards would reinforce the message that it's OK for weapons to determine who gets access to basic commodities. Also, if the gunmen offering protection are affiliated with the thieves, then your payments will incentivize criminal behavior.

Concluding the Exercise

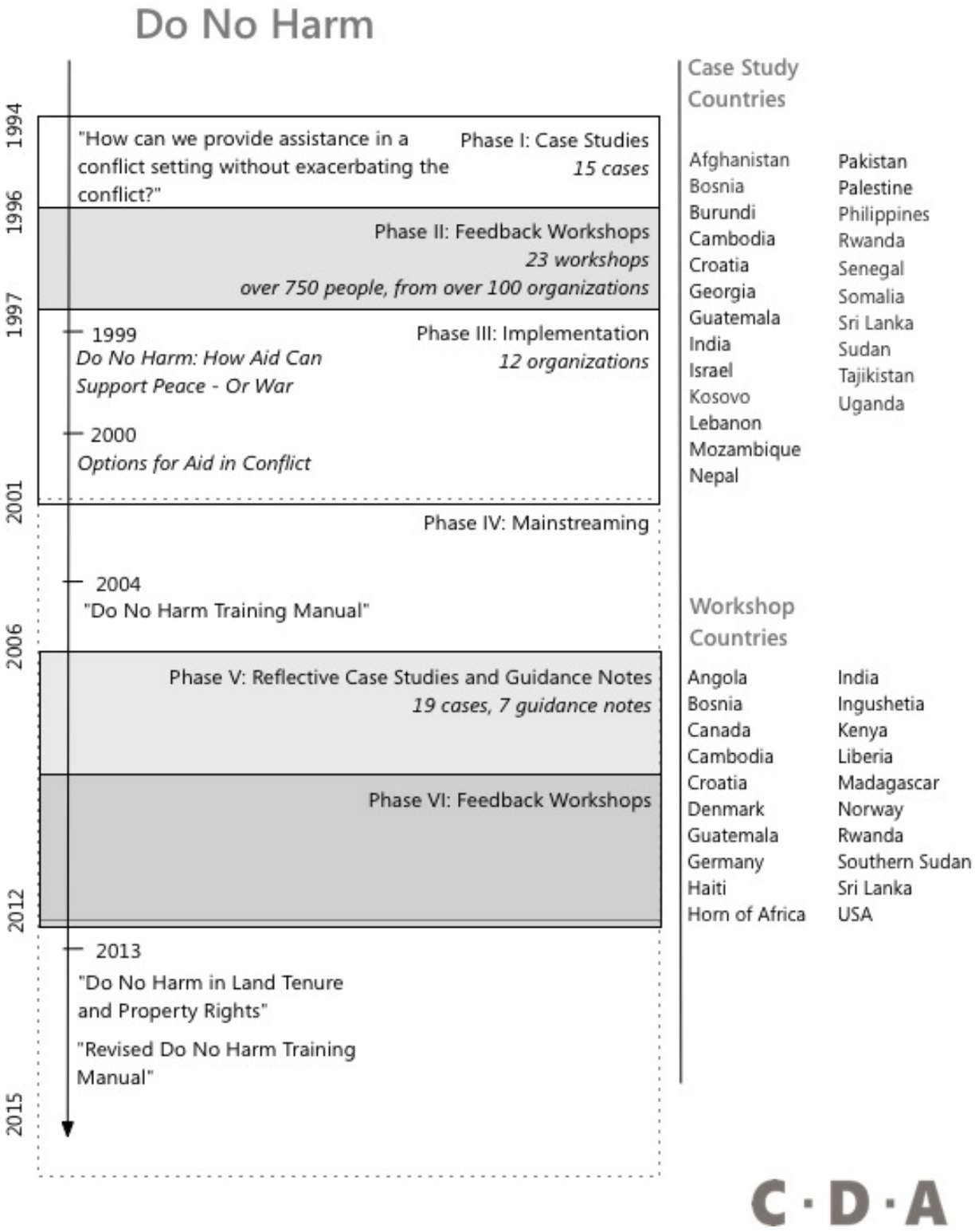
There are no right answers, depends on context. What matters is that no reinforcing dividers and tensions. Ask participants:

- Have you ever faced similar dilemmas while implementing a project?
- These dilemmas try to reflect the real pressures to take quick decisions in the field.
  - How do you operate within your organizations to face the urgency to take quick decisions?
  - Do you define details during project planning?
  - Is it something that is usually left for the implementation phase?
  - How could you anticipate this urgency in your everyday procedures?
- To think about possible options to minimize the negative impacts of their own projects.

APPENDIX: HANDOUTS

CDA PRACTICAL LEARNING *for* INTERNATIONAL ACTION

Do No Harm Timeline



Context of Conflict

Options	Dividers	Interventions	Connectors	Options
	Systems and Institutions	Who?	Systems and Institutions	
	Attitudes and Actions	What?	Attitudes and Actions	
	Values and Interests	Where?	Values and Interests	
	Experiences	How?	Experiences	
	Symbols and Occasions	When?	Symbols and Occasions	
		Why?		

Patterns of Actions: The Impacts of an organization's Actions

How an organization transfers resources into a context matters. The ways these transfers have impacts in five spheres, and these impacts can be positive or negative. If an organization is strategic, understands the context and makes context-appropriate programming choices, they can have positive impacts in these five spheres. But, organizations can also, through lack of attention, or program planning not linked to context analysis, have negative impacts in these five spheres.

	Incomplete analysis and/or inappropriate programming	Strategic and context-appropriate programming
Theft/prevention	Goods or money intended for distribution or payment may be stolen, and used by fighters or used to pay for ongoing fighting.	Theft can be prevented, money, time and resources are saved and used to benefit communities.
Market effects	War economy reinforced. Adverse impacts on prices of goods and services, that push local people out of their own markets or jobs, and possibly towards conflict.	Balancing and stabilizing markets. Ensuring people can continue to afford local goods and services. Peace economies can be supported.
Distribution effects	Uneven distribution along conflict lines can exacerbate tensions/divisions, unfairly benefit one side of a conflict over another.	Understanding local definitions of fair distribution can help to determine beneficiary selection without exacerbating tensions. Fair does not always equal "even" distribution.
Substitution effects	Freeing up government resources to continue fighting. Weakening the state's ability to respond and manage conflicts, disasters and its own development.	Strategic, short-term, negotiated substitution. Involve government in program design so they understand and are held accountable for their role in the program (including transfer of responsibilities and timeframes).
Legitimatization effects	Inadvertently legitimizing a violent or unjust government, institution or leader by involving them in the aid process.	Strategically legitimizing a government, leader or institution with an eye to changing or improving local perceptions of their ability to manage development of disaster response. Must understand WHY and HOW they will be legitimized.

Categories of Behavior

Negative Patterns of Behavior	Four Broad Categories of Behavior	Positive Patterns of Behavior
▪ Competition ▪ Suspicion ▪ Anger and Aggression (Belligerence) ▪ Indifference ▪ Fear ▪ Telling (people about themselves, what to think, what to do)	**Respect**	▪ Cooperation and Collaboration ▪ Trust ▪ Calm ▪ Sensitivity (to local concerns) ▪ Courage ▪ Listening (to what people say is important to them, to why they think what they think)
▪ Powerlessness ▪ Impunity ▪ Arms and Power	**Accountability**	▪ Positive Action ▪ Responsibility ▪ Rule of Law or Nonviolence
▪ Different Value for Different Lives ▪ Ignoring Rules ▪ Unfairness	**Fairness**	▪ Recognition of Value ▪ Following Rules ▪ Fairness!
▪ Closed Decision making process unknown ▪ Hide information *Lack of transparency contributes to **all** above behaviors*	**Transparency**	▪ Open ▪ Decision making process known ▪ Share information *Transparency contributes to **all** above behaviors*

Critical Detail Mapping for Project or Policy

	Staff	Beneficiaries	Partners	Authorities	What	When	Where
Step One: Details Outline the known details of your project as it is designed.	What groups are represented?	What groups are represented?	What groups are represented?	What groups are represented?			
Step Two: Criteria Why did you make this decision? OR What criteria are outlined by the policy?							
Step Three: Patterns of Impact What Action or Behavior patterns can you see? What potential patterns could be created by your policy?							

The Do No Harm Seven-Step Process Diagram

APPENDIX: STORIES AND EXAMPLES

CDA PRACTICAL LEARNING *for* INTERNATIONAL ACTION

All of these stories and examples are derived from real experience. Some of them are dated, so use your discretion in relating them… and don't forget to add in your own stories and examples!

Examples of Connectors

The man who ran a tea shop in the market on the outskirts of Sarajevo was interviewed. "*This market continued throughout the war*," he said. "*Oh yes, I'll sit and sip tea with* 'them' *in the daytime, and take their money, but I may go out tonight to shoot them*."

"I stood on the border of southern Tajikistan and Afghanistan and saw overhead an enormous and complex grid of electrical wires. All around me were large craters in the ground, created when shells fell during the recent fighting. I asked how they had rebuilt the electricity so quickly.

> '*The electricity was never destroyed*,' they responded.

I laughed. '*So, the aim was not so good*,' I joked, thinking that the shells had simply failed to reach their true target.

> '*Oh no*,' they said, '*we never intended to destroy the electricity. We agreed that we all needed it*.'

Later, when I drove from Split along the road to Sarajevo, I saw a destroyed village—completely burned out—and overhead the wires for electricity. Not mentioning my Tajikistan experience, I asked the same question about how they had rebuilt it so soon. The answer I got was the same. '*No, we never destroyed it; we agreed that we all needed the electricity*'."

In Bosnia and Herzegovina, one of the earliest effective ways that aid agencies supported re-connection among people separated by ethnicity within towns and cities was to support small orchestra's, choirs, academic journals and youth clubs. Musicians, academics, young people were eager to resume "normal" activities and to re-engage in areas where they had special interests and talents. They were ready to re-form associations around these common efforts with people who only recently had been "the enemy."

In Afghanistan, a young man on a bicycle hit a child. The young man was from one clan; the child from another. In the mood of antagonism and reprisal that permeated the countryside, fighters from the two sides gathered on roof tops, armed and ready to fight. People on the streets and in the market below quietly moved into the space between the two assembling groups. They stood and waited. The fighters did not want to kill their neighbors. The stand-off allowed enough time for someone to get the clan leaders together; they found another way to settle the dispute over the injured child.

In Somalia, a young man tells of a time when two clans began to fight. He and his friends who did not want to take part in this battle, who saw it as meaningless, simply "walked"—that is, they announced their "membership" in yet a third clan that was not at war with either of the others. The young man said they were able to make this shift because, over the years, there had been so many inter-marriages, people actually "belong" to a number of different clans. It was okay to change to avoid a foolish fight.

In Somalia, during the height of the war, a number of villages unilaterally decided they did not want to participate. It was not their battle. So, they defined their boundaries as an area without war, a "pocket of peace." If people came into these areas trying to recruit young men to fight, the community would expel them. In one case, we heard that the community arrested the war recruiters, put them on trial, and executed them for violating the local laws.

In Bosnia a few men sat together one night in the early days of the war. The conversation turned to the war, and they found they agreed that they could not support the ethnic division that their leaders preached. They started a "Citizens Forum" that night in the living room of one home, and called a public meeting to see if anyone else felt as they did. Over 2000 people came to that first meeting! The membership grew in just over a year to over 15,000 people.

In Sarajevo, a Muslim woman told the interviewers: "*When the shelling started, my Serb neighbor and I would check on each other's children. If she was away, I would take her child to the shelter with me. When I was gone, I knew she would take my son and daughter with her. We had been friends before. We couldn't let the fighting end it*."

In Afghanistan, two factions were gathering in a village face-off. The mullah took out his bullhorn and ran into the street. He shouted that no one would come to the funerals of anyone who died in this battle and that they would not die as martyrs. Everyone knew what his admonition meant—namely, that those who died in this battle would not go to Paradise. The battle did not occur.

In Southern Sudan, as a European aid agency was about to launch a new program in health training, the southern Movement split into two factions. The aid agency immediately assumed that in order to be effective, it should redesign its program to include two health training centers, one in each of the factions' regions.

Reflecting on this later, one of the agency staff members noted, "*We rewarded the split! They got twice as many resources. And, because we know that health is the one sector where international agencies have consistently been allowed to operate across lines, I believe that we*

did not have to do this. I wonder what would have happened if we had continued with our original plan of one center. I suspect we would have recruited from both sides and that this could have represented one place in the society where they could have legitimately met and worked together."

He then went on to think about how to alter the impact of his agency's aid. He began to develop plans to redesign each of the two training centers. One, he thought, should focus on training public health nurses and the other on training rural paramedics. By offering two distinct training programs, one in each location, he hoped to use his agency's aid to help bring people from both sides together as trainees.

In Bosnia and Herzegovina, convoy drivers whose job it was to deliver goods under dangerous circumstances report that they often kept in touch with drivers on "the other side." They were able to talk via their radio systems and they developed a kind of "brotherhood" in which they shared information about road conditions, impending danger, etc.

When the war ended, some of these drivers sought out their counterparts from the other side. They wanted to meet face to face with these individuals who had become colleagues through the worst period of the war. Though their ethnicity might have made them enemies, their common experience—and the help they gave to each other—overcame divisions and created new connections.

In Beirut, during the heaviest fighting, all schools were closed and children spent hours in bomb shelters with their families. UNICEF was concerned both by the loss of schooling over many months and, also, by the psychological stress they knew these children were experiencing. One staff person got the idea of starting a children's educational magazine. Naming it "SAWA" which in Arabic means "together," she and her colleagues began to print and distribute a booklet of stories, math problems, geography and history to children all across Lebanon. They left the two center pages of the magazine blank and invited children to use these to draw a picture or write a story or poem of their own to share with other children. They were soon inundated with many contributions which they printed in subsequent editions.

Through this publication which reached all children, as well as through summer camps where parents from all sides sent their children as an "escape" from the war, UNICEF both built on the common experience of all Lebanese families and provided a new connection through SAWA and the summer camps.

Prior to the war, there were local non-governmental organizations operating in Sarajevo. Included were Serb, Muslim, Catholic and Jewish agencies. While these had been started by different groups and served members of their own communities, they also met regularly and,

often, any one of the agencies would offer services to anyone living in the part of the city where they operated rather than only according to ethnicity or religion.

When the war erupted, these agencies provided critical emergency aid to war victims. International NGOs, wanting to remain "non-partisan" in relation to the conflict, quickly identified these NGOs as partners and recipients of their funds. However, to demonstrate their even-handedness, some external NGOs designated the funds that they channeled through each local agency as specifically targeted for the ethnicity identified with that agency - i.e. they gave to the Serb NGO for Serbs, to the Muslim NGO for Bosnians, to the Catholic NGO for Croatians.

Some of the local NGO leaders later commented that, while the external agencies did not create the divisions of the war, this way of targeting aid did reinforce divisions. They wondered aloud: "*Had the external NGOs given funds to the group of agencies so that they had to decide together how to allocate them, might this have reinforced and strengthened joint decision-making and a common concern for suffering?*"

Examples of Avoiding Theft

Not Worth the Effort. In Somalia, the Red Cross distributed blankets to families. Theft was common as blankets were scarce and profits could be made. Agency staff began to cut each blanket in half. Families could easily sew their blankets back together for use. Resale value dropped.

In other situations, aid agencies have ceased delivery of high priced grains and substituted sorghum or other less valuable but equally nourishing products. The food sustains recipients' health but, because resale is not lucrative, there is no incentive for theft.

Making Theft Inconvenient. An aid worker who has supervised many deliveries of grain and cooking oil to war victims reports that, when shipments arrive, he routinely punches a hole with his knife in each bag of grain and removes the lids from the oil cans. Individual families can carry a bag of grain carefully, holding the hole closed to prevent spillage. They can stuff a bit of straw into the opening of an oil can so it does not leak out.

But, when thieves load cut bags into the back of their trucks, most of the grain is lost as the bags bounce around. Oil cans piled in a truck slosh and spill and, finally, begin to slip and slide. The weight of shifting oil cans has sometimes caused trucks to tip over so everything is lost!

Secrecy/Dispersal. In Cambodia, one aid agency needed to bring large amounts of cash to an outlying field site to pay local staff. When the cargo plane carrying bags of cash arrived at the airport, numerous small vehicles met it. One bag was loaded into the trunk of a

passenger car and the driver drove away. Two bags were tossed in the back of a truck, and it took off. A jeep took two; a cart was loaded with one. Each of these carriers took a different route to the office where the comptroller paid staff salaries as the money arrived. It was too much work for thieves to locate and stop so many vehicles; if they got one or two, the losses to the project were minimal. Gains to the thieves were not worth the effort.

Dispersal in a Hurry. In Tajikistan, UNHCR imported housing materials for communities to rebuild war-damaged homes. These materials were in great demand. Armed gangs who roamed the countryside in the period of post-war insecurity stole anything of value. Field staff knew that theft usually occurred at night and that a few watchmen would be powerless against the gangs. They organized the massive and immediate distribution of the materials, on the day that they arrived by train, ensuring that they were in the hands of the recipient communities by nightfall. They hired sufficient staff and vehicles to make this possible. Once in the hands of communities, the building supplies were well protected. Dispersal of goods and putting them in the hands of those who would use them took away the ready opportunity for thieves to steal and heightened community ability to hold thieves accountable.

Identifying Thieves. In a West African country, one agency worked with women on public health issues. As part of this program, they distributed inexpensive radios to village women so they could tune in to a weekly series of programs designed to focus on rebuilding the civil society. Soon, all these radios were stolen. So, the agency staff thought again. They reissued radios--this time painted a bright pink. Any man seen with a pink radio was immediately accosted by others and challenged. No one could get away with stealing these radios.

Civilian Protectors. In Chechnya, aid convoys were robbed in-route between communities. Drivers were always told not to pick up hitch-hikers. However, some began to realize that if they offered a ride to an elderly man of one or another of the local communities, and sat him prominently in the front seat of the truck, thefts stopped. This was because any action taken against a vehicle in which a respected elder of one group was riding would be considered a hostile act by his clan. Reprisals would follow. The theft of aid goods would be associated with disruption of inter-tribal relations, and these were closely guarded and controlled by elder councils. The "costs" of theft thus became too high to make it worthwhile.

Glut the Market. In Afghanistan, a WFP staff person told of distributing seeds within the volatile circumstances of local, inter-group fighting. During the first year it was possible for one group to control the seeds but after that first year, because farmers will propagate, sell and trade seeds, seed value fell and everyone had access.

In other circumstances, aid agencies have imported enough goods to glut the market. The resale value to thieves becomes nil. A caution: these goods must not be in competition with locally produced goods or they will undermine local production and increase dependency

on outside aid. This strategy should only be used when goods cannot also be produced in the recipient site.

Publicity = Accountability. In Somalia, one agency planned and negotiated their aid program in the market square on market days. Here everyone could hear and be a part of the discussions. Offering to provide funds to rebuild destroyed community buildings, this agency's staff announced exactly how much money was available to each community. Crowds who gathered in the market interacted about what they needed, debated community priorities and, with much discussion, agreed on what should happen and how much it should cost. When a local carpenter or roofer would be asked to give an estimate for his work on a project, he often would see this as an opportunity to make profits from aid. Hearing his price, his neighbors would hoot and laugh. "*No! That's too high. You built another building just last month for a lot less*." Public scrutiny reduced opportunism and ensured fair valuation of work. It also ensured the completion and quality of the work. When time came to pay the workers, the agency again did so in full view of the entire community in the public market where original negotiations had been carried out.

Examples of How Aid Can Lessen Intergroup Tensions

In post-war Cambodia, when refugees returned from the Thai camps to villages where resources were already severely strained, everyone knew that tensions would be high between returnees and local people who had stayed in Cambodia during the war. As UNHCR initiated its program of Quick Impact Projects (QIPs) through which it provided funds to villages to facilitate the absorption of returnees, someone suggested that they add a component to address potential tensions between groups. As they provided funds for digging wells, clearing land or rebuilding community structures, they could give priority to applications from villages where returnees and "stayees" came forward together with a proposal that they had jointly developed.

In Bosnia and Herzegovina, an NGO that delivered aid to Gorazda had to pass through the Republic of Srypska to reach the distribution area. Each time a convoy drove this route, Serb villagers threw stones at the trucks. Agency staff understood the anger of the groups that were by-passed even though their need for outside aid was minimal. They went to meet leaders in the by-passed villages and negotiated to buy the goods that were needed in Gorazde from these villages if they could supply them. When convoys began carrying locally produced goods to the people on "the other side," they met no resistance. The external agency was able to arrange trade between those who could supply goods and those who needed them that, because of war-induced divisions, they could not arrange for themselves. Everyone benefitted,

In Lebanon when the war ended, both government and aid agencies were letting contracts to local engineering and construction firms to carry out massive rebuilding of war-damaged areas. However, these companies were very often owned and run by families aligned directly with one or another faction that had been at war. In the post-war period, every contract became a focus for inter-factional competition. Some people suggested a way to avoid this. Could the aid agencies stipulate that preference would go to contractors who demonstrated that, within their work force, they had hired people from different factional groups to work together?

In Tajikistan, after the war ended in Khatlon Province and Kulyabi and Garmi villages were returning to normal, international NGOs were eager to help them establish enterprises that could replace the jobs and income they lost when the cotton industry collapsed. Realizing that the two groups had just gone through the damaging experience of civil war, some NGOs assumed that they would not be ready to work with each other in common enterprises. These NGOs developed strategies for helping each of the mono-ethnic villages become economically self-reliant.

Recognizing that Garmi's and Kulyabi's had for many years worked side-by-side on the State Farms, one NGO designed its aid program to reemphasize this history of economic interaction and interdependence. In a Garmi village, they supported development of a wool-production enterprise and in a nearby Kulyabi village, they supported traditional rug-weaving. Though the two groups did not work in the same space, they readily agreed that the wool producers would supply raw materials for the rug producers. Each enterprise depended on the success of the other for its own success.

Examples of How Aid Can Worsen Intergroup Tensions

When fleeing Hutu communities fled into eastern Zaire from Rwanda after their militias committed genocide against their Tutsi and moderate Hutu neighbors, they arrived in a starkly inhospitable landscape where survival was improbable. The international community responded with humanitarian aid to avoid the catastrophe of cholera, hunger and death that surely would have ensued. Very little aid went into Rwanda where those who had survived the genocide were also at risk because of war-induced damage, food shortages and psychological trauma.

The fact that international aid was directed more toward those who had committed genocide and the communities who accompanied them in flight than toward the people who had suffered from the genocide continues to disturb Rwandans and aid workers alike.

In subsequent months, aid agencies tried to correct this bias by focusing assistance inside Rwanda on "genocide survivors." Some Rwandans have again challenged this targeting. They

note that every label emphasizes differences (and results in differential benefits from aid) rather than commonness. They propose that aid be "community-based," available to everyone living in a given area where needs are shared among different groups.

Aid's profit and wage effects can also reinforce inter-group tensions. Ownership of the assets that aid needs is often differentially distributed among local groups. Thus, the profits to be gained from aid are also unevenly distributed. When aid agencies hire local people who can speak the foreign language of the agency, these benefits can be biased because foreign language ability (and other skills needed by aid agencies) is often related to educational access that is, in turn, correlated to patterns of privilege and discrimination. Uneven benefits from aid, if realized according to sub-group identities, can exacerbate and feed tensions between groups.

Examples of Alternative Strategies

In Liberia, one agency field director had to deal with a particularly unsavory commander. Instead of avoiding him or demanding his compliance with humanitarian aid terms, this field director made an appointment and took a quiet, explanatory tone, talking about why humanitarian assistance matters and his own and his agency's commitment to help suffering people. He sought "permission" to work in the area and it was granted. He asked for regular appointments with the commander "*so we can keep you abreast of what we are doing*," and the commander agreed. Over the weeks, as they spoke, this commander--once thought to be only a thug - began to ask questions about people's needs. "*How do you know that malnutrition is a problem? How do you know what the people want?*" As the aid staff explained their methods of working with people, this commander who had previously only had an interest in control through arms, began to accept responsibility for civilian welfare. He ultimately went to the villages with the aid director to "see for himself" and he began to adopt better policies.

In Nicaragua, in the 1980s, aid agency staff were often under threat for supporting "subversive" activities of the "rebels" because they worked with poor rural people. Too often locally hired employees would be "disappeared" by the army as a method of intimidating people engaged in grass-roots work. When the Assistant Director of one agency was arrested in the market place one Saturday morning and never heard from again, the agency's expatriate Field Director was deeply saddened. His first tendency was to do what other agencies had done, namely to assume an even lower-profile in order to escape the notice of the authorities.

Upon reflection, however, he decided to try a strikingly different strategy. He developed what he called "*a light and sound show*" of his agency's work. He put together a slide show and

speech which he presented "*wherever someone would listen to me*." He spoke to Kiwanis and Rotary Clubs and to church groups. Pursuing a strategy of transparency, he took his presentation to the regional army headquarters and spoke with the commanders in charge of "anti-rebel" activities in the area.

Over time, he found that even hardened fighters began to see the validity of his agency's work with peasants and, more telling, no member of his staff was ever threatened again.

In Tajikistan, the government in Dushanbe adopted post-war policies prejudicial to the area of Khatlon Province where much of the fighting had occurred. They defended these policies by citing information about the situation in the Province which the agencies working there knew was simply wrong. The Director of a lead agency approached the Ministers who met weekly and invited some of them to accompany him to Khatlon. One agreed, and when he saw for himself how misinformed the policies had been, he instigated significant changes which benefited people in the hinterland.

An aid worker recounted how hard he and his fellow staff worked in an emergency situation. He remembered the stress they felt from constant pressures of jobs to be done. When he returned home and had his film developed, however, he noted how many pictures depicted scenes where he and his colleagues were enjoying a large meal together, leaning on their cars drinking beer, lounging with food or drink under a tree. He was both amused and amazed. He concluded that the atmosphere of constant pressure was, in part, a mindset rather than a full reality. He declared that he would never again claim that there was "no time" to think, discuss, plan and consider options.

The Taliban arrived in Herat and issued a ruling that women could no longer work in the public sphere. This affected all the Afghan women who had been hired by NGOs to work with other women in the society.

A former Mujahedeen who worked with one of the international NGOs that had an active program in Herat was worried. He knew that because men cannot work directly with women, the Taliban ruling seriously threatened his agency's women's programs. So, he decided to go visit the Taliban headquarters to discuss the issue.

"*I went over one night*," he reports, "*and we sat and drank tea and talked for a long time. I explained why it is so important for our women staff to continue to work. But, when I finished, the Taliban commander said 'no*'."

He smiled as he recounted the story. "*I went home discouraged but, then, I realized that I must not have explained the issues well enough. I know those guys are smart, and I know they care about their mothers and wives and daughters. So I went back again*."

He reports that he "*failed to explain it well enough*" on four other occasions, but finally, when he tried the fifth time, the Taliban commander "*understood and agreed*."

Whose fault is it if aid staff do not get their ideas across to warriors? How many times should they try?

A young and inexperienced aid worker was heading off to Somalia when things were still quite insecure in many parts of the country. He telephoned his father to say goodbye and, in the conversation, asked if he had any advice. His father replied, "*Just keep smiling*."

This was, he says, "*the most important advice he received*." Many times, approaching a hostile-looking group of frightened soldiers at a road block, he remembered his father's words and assumed a posture of friendly openness. He said this not only made him feel better and more confident, but it also seemed to evoke calmer and sometimes friendly response. He used this advice again when his aid agency sent him to begin programs in Rwanda while the genocide was still underway. "*I actually found that people responded*," he says. "*They seemed surprised, and relieved, that I would act as if I trusted them*."

In a feedback workshop of the LCPP in Sarajevo, one aid worker suddenly looked up with a rueful smile.

"*Every time I am relaxing with my local staff*," she said, "*I ask them to tell me about their war experiences. The more horrible the story, the more riveted is my attention. I commiserate and, over our beer, together we re-live the horrors of the war*."

She continued, "*What if I asked them instead to tell me about their relationships with the 'other side' before the war? What if we spent more time talking about people they like and trust from the other side? What if we dealt with how they would like their future to be?*

I just realized that am reinforcing their negative experiences and attitudes by my questions! I seem more interested in how bad things are than in how to improve them. What kind of example am I setting?"

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