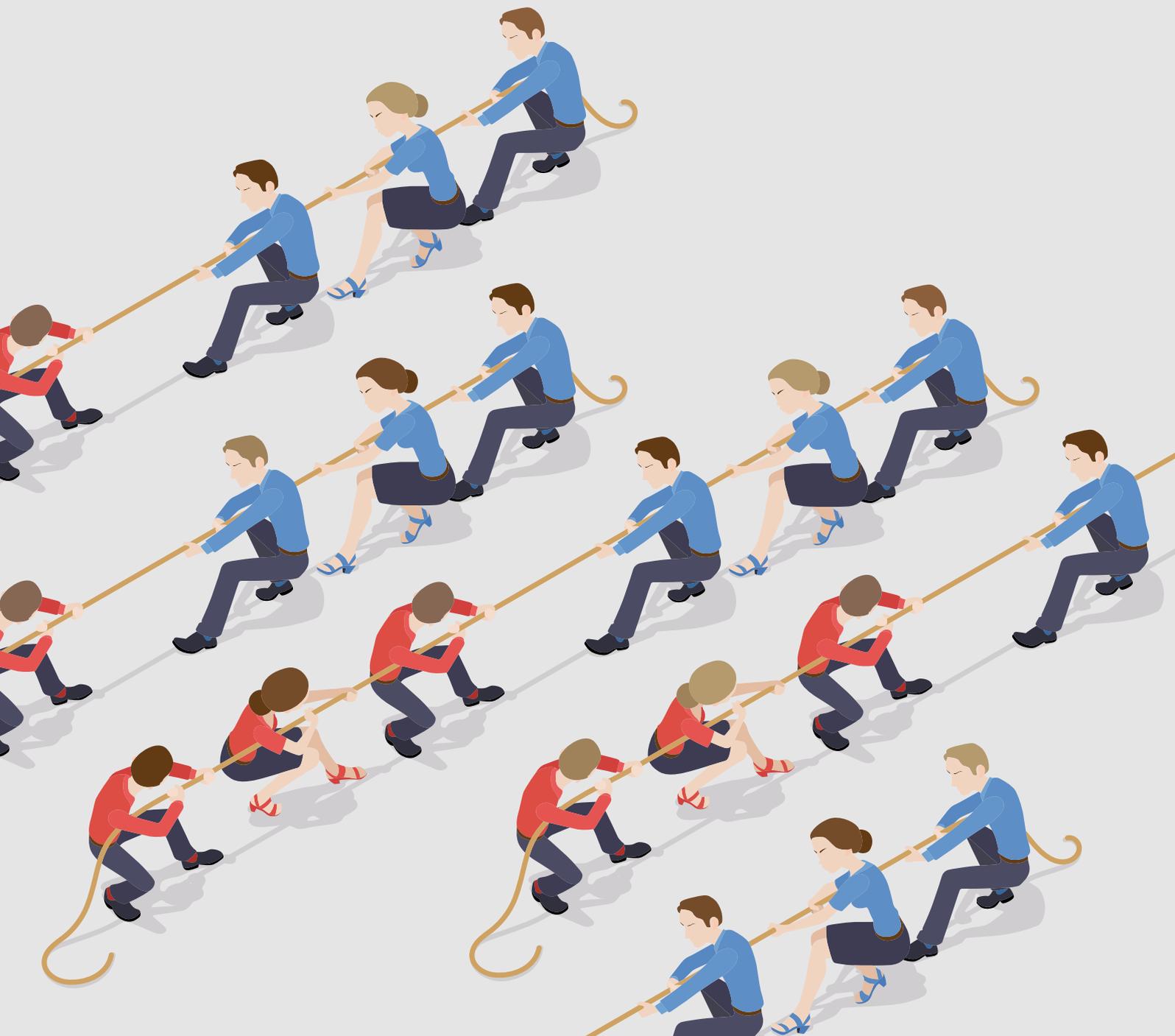# Conflict Sensitive Programme Management

A Practitioner's Guide
for the Swiss Cooperation Programme in Bosnia and Herzegovina

INTRODUCTION

Welcome to the Conflict Sensitive Programme Management Practical Guide (CSPM) for Swiss supported projects in Bosnia and Herzegovina! So, you have decided to delve into the topic of conflict sensitive programming? Well done! Looking at your project through a conflict sensitive lens will help you to better understand the context you are operating in and the interactions between the people who are affected in one way or the other by your project.

CSPM draws attention to a fundamental question: does a project contribute to the prevention of tensions and conflicts, or does it aggravate existing tensions and conflicts, or even create new ones? This often happens, if in a project divergent objectives, differing values and asymmetrical power structures of the various actors have not been adequately taken into consideration.

The consequences of conflicts are mostly negative. They can lead to the destruction of communication, breakdown of relationships and end up in violence. Sometimes conflicts also comprise new opportunities, for example the chance to clarify misunderstandings or diverging views.

Concern about conflicts is nothing new to development practitioners. Development projects stimulate social processes of change, which are inevitably connected with shifts in power structures. CSPM helps you to analyse and manage development processes by identifying potential conflicts among stakeholders already in the planning phase. By analysing the root causes of those conflicts you can address them and define the right intervention strategies. For many of those who have undertaken a conflict sensitive stakeholder analysis, it has been an eye opener.

I would like to see a CSPM exercise included in all project related workshops, be it in the planning or implementation phase. The CSPM guide book will provide you with practical, easy to use tools and instruments. I wish you happy reading, stimulating learning and inspiring insights while applying one or the other CSPM instrument.

Barbara Dätwyler Scheuer
Director of Cooperation
Embassy of Switzerland in Bosnia and Herzegovina

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List of Abbreviations

CSPM   Conflict Sensitive Programme Management

CE   Connecting Elements

CPA   Conflict Perspective Analysis

CS   Conflict Sensitivity

NGO   Non-governmental organizations

SDC   Swiss Agency for Development and Cooperation

SOT   Sources of Tensions

PCM   Programme / Project Cycle Management

1. Conflict: What are we talking about?

1.1 Definition

> Conflict is a relationship between two or more parties (individuals or groups) who have, or think they have, incompatible goals, values, interests or claims to status, power or scarce resources. Conflicts are a fact of life, inevitable and often creative. They are usually resolved peacefully and often lead to an improved situation for most or all of those involved (Chris Mitchell 1981).

There are different types of conflict:

- A conflict can arise abruptly and be the result of simple misunderstandings that can be addressed through improved communication, i.e. surface conflict.
- An open conflict is very visible and is often deeply rooted in a society.
- A latent conflict is less visible and cannot be addressed while it is still under the surface.

There are many different causes of conflicts and they have their own dynamics. They may change rapidly from one type to another, i.e. a latent conflict can turn into an open one. Conflicts can be interpersonal, inter-group, inter-community, intra-country and inter-country.

> Bosnia and Herzegovina (BiH) is still dealing with the legacy of the 1992-95 conflict. After more than 25 years, ethnic cleavages persist. BiH has become more fragile over the recent years. Progress towards EU accession remains slow. There is no political will for real reform, and this nurtures distrust in institutions. In combination with a weak judiciary, widespread corruption and a sense that certain people benefit from impunity, these factors create an atmosphere of insecurity, disillusion and fear. In such a context it is key to thoroughly think through what effects any project has on reducing, creating or aggravating a conflict.

1.2 Causes of conflict

Programmes and projects should always be considered in view of their potential to create, aggravate or reduce a conflict. As they are linked to structural and social processes of change, programmes and projects should support these processes in order to reduce poverty and contribute to development. The causes of conflict can be identified and analysed through an in-depth context analysis and a political economy analysis (PEA). The PEA looks specifically at the incentives, relationships, distribution and contestation of power between different stakeholders and individuals, in order to understand how decisions are made.

Factors that can lead to conflict:

- ☐ A misunderstanding, stereotypes or a divergence of opinions about essential values: religion, education, culture, traditions, lifestyle or politics.

- ☐ A lack of information or knowledge that might generate incomprehension of the real interests and needs of one actor or a faulty interpretation of his/her interests.
- ☐ A change in the social or economic situation due to (non)-access to resources, abolishment of privileges or loss of power.
- ☐ Competing economic, political and/or social interests of different stakeholders.
- ☐ Asymmetric power relations.

Example 1 - Water Services

Water is an essential resource and has its price: people drink it, use it for their garden, the kitchen, to clean or to wash their cars. When water meters are installed for the first time as part of a project that aims at improved governance of the water supply system and the number of cubic litres duly counted, some households have to pay more than before and are unhappy with this increase, even if the water supply services are now better.

It is of great importance to recognize potential conflicts at early stages of the project planning and foresee adequate mitigation measures. All stakeholders need to fully understand the consequences and the way water supply tariffs are set. This has to be communicated and discussed transparently including the establishment of mitigation measures for those who cannot afford the tariffs. If this is not well done tensions arise quickly, and this can easily slow down the foreseen project dynamics, and delay or jeopardize the project implementation and its results.

1.3   Working "In Conflict" vs. Working "On Conflict"

Once conflicts become apparent, it is possible to address them and deal with them. If violence is the method chosen by the parties involved (as a means of exercising power and, ultimately, resolving the conflict), it can spread easily and cause damage, loss, grief, and human rights abuses for other members of a community or nation. It is necessary for projects to contribute in a deliberate, systematic and thorough manner to the prevention of violence and the transformation of conflicts – particularly in fragile states. The same also applies to conflict-affected situations.

Characteristics of fragile states: Weak state institutions, lack of stability, poverty, violence, corruption and political arbitrariness. The governments of fragile states are either unwilling or unable to perform basic governance functions in the areas of security, rule of law and basic social services. There is no constructive relationship between the government and the society, and no effort is made to cooperate in the process of defining political and socio-economic development objectives. Mechanisms used to hold stakeholders accountable for their actions are not in place.

We distinguish between *"working IN conflict"* and *"working ON conflict"*.

Working IN conflict: The primary objective is not to solve the conflict, but to achieve development goals and promote social cohesion within the context of the conflict. The conflict must be observed and analysed with respect to its potential spillover effects on the project. The project attempts to minimise conflict-related risks and avoid negative conflict-aggravating influences.

Example 2 - Water Services

Bosnia and Herzegovina is a country with a complex and multilayered political setup. Conflicting interests of political parties sometimes prevail over the interests of the citizens. Such a situation existed in a

partner municipality of the Swiss Cooperation Programme in North-Western Bosnia and Herzegovina. Due to political disputes, the work of the Municipal Council was blocked for a long time. Important decisions directly impacting the citizens were on hold, as well as the implementation of a Swiss funded governance project. The Mayor, was not able to resolve the situation. After having undertaken a thorough conflict sensitive analysis, representatives of the Swiss Embassy in BiH decided to attend a session of the Municipal Council. Being well prepared and aware of the internal political disputes they were able to convince the members of the Municipal Council to set aside their disputes. The pending decisions were unblocked by the Municipal Council and the citizens of this municipality benefitted from improved water services. In the long run, this municipality was among the best performers in the Swiss funded project. Applying a conflict sensitive approach helps to prepare the arguments for policy dialogue, even in conflictual political situations.

Working ON conflict: The project or its parts are affected by the conflict. It must actively contribute to the transformation of the conflict. This is achieved by building bridges for mutual understanding, creating room for dialogue, strengthening marginalised or discriminated actors, promoting local alliances for peace, or supporting the development of competences for the transformation of the conflict.

Example 3 - Dealing with the Past

As part of its Dealing with the Past Programme, Switzerland supported the drafting of the National Transitional Justice Strategy for BiH. The main aim of the strategy was to address conflict-related issues, ranging from the establishment of the facts, reparations, memorials for victims and institutional reform. Unsurprisingly, the process of drafting such a document proved controversial, since many sensitive issues were at stake. The work done on finding a consensus among different ethnic groups, political fractions and CSO representatives (e.g. different associations of victims), without giving the impression of being biased or having a hidden agenda, turned out to be very challenging and also required an extremely high level of political sensitivity.

Working ON conflict does not necessarily mean that the project is aimed at peacebuilding, but that the project contributes to a country's path "out of fragility".

Principles for Good International Engagement in Fragile States

The long-term vision for international engagement in fragile states is to help national reformers build legitimate, effective and resilient state institutions. Progress towards this goal requires collective and coherent action within and among governments and organizations.

The Principles, therefore, emphasize the need to:

- Take the context as the starting point
- Ensure all activities do no harm
- Focus on state-building as the central objective
- Prioritize prevention
- Recognize the links between political, security and development objectives
- Promote non-discrimination as a basis for inclusive and stable societies
- Align with local priorities in different ways in different contexts
- Agree on practical co-ordination mechanisms between international actors
- Act fast and stay engaged long enough to give success a chance
- Avoid pockets of exclusion ("aid orphans")

OECD, 2007

2. Conflict Sensitivity

2.1   Conflict Sensitive Programme Management – CSPM

Conflict sensitivity (CS) is a term that describes different efforts, methods and tools for working in conflict-prone and conflict-affected areas. They are supposed to reduce the risk of international cooperation unintentionally contributing to tensions or the escalation of a conflict. Infusing resources (in terms of projects) during times of inequality, scarcity, conflict, polarisation and intergroup tensions, can – and often does – exacerbate existing tensions and conflicts.

> *CSPM is an approach that helps us to minimize the risks and maximize the positive potential of working in conflict-affected situations. It means that a "conflict lens" is built into all of the institution's considerations, be this on strategic, operational, organizational, or personal levels.*

On the other hand, it is equally clear that cooperation projects have the potential to strengthen social cohesion and transform conflicts. Therefore, it is necessary to recognise and be aware of these facts. Depending on the types of tensions that exist and that can potentially develop into conflicts, one of the following CSPM procedures needs to be applied.

CSPM Basic: The project is operating in a conflict situation. This corresponds to working **IN conflict** (see Chapter 1.3). The open or hidden conflict must therefore be observed as it impacts on the project; the project attempts to reduce actively conflict-relevant risks and to avoid negative conflict-aggravating effects. The CSPM Basic approach does not seek to actively transform a conflict through new initiatives (= transversal aspects of violence prevention).

CSPM Comprehensive: The project is working in an environment of latent or open conflicts and seek to transform a conflict. This corresponds to working **ON conflict**. The danger exists that participants may become involved in the conflict. In such a situation, the participants must observe and regularly analyse the development of the conflict dynamics in order to avoid or reduce violence-aggravating effects and to contribute constructively and actively to the transformation of the conflict. This means that the project contributes directly to the transformation of the conflict.

Example 4 - Employment Portfolio

Private training providers have the advantage of being very flexible in terms of providing tailor-made trainings, which are based on the real employers' needs. For this reason, vocational education projects that support non-formal adult education, usually tend to incentivize private training providers only. This creates tensions and negative reactions from the public education institutions, since they also offer training services for adults. Allegations such as the promotion of unfair competitive advantages are quickly put on the table. Applying a conflict sensitive approach allows for the minimization of such risks. It also helps to identify connectors that can lead to better cooperation and complementary actions with both parties.

2.2   Dividers and Connectors

In each conflict there are factors which separate people from each other and serve as sources of tension (Dividers). There are also factors that connect people (Connectors). Such dividing or connecting factors include:

- ☐ systems and institutions (e.g. infrastructure, markets, the electric supply system, how the public sector is set up);
- ☐ attitudes and actions (e.g. the adoption of war orphans by the other side);
- ☐ values, social norms and interests that may be shared or are different (e.g. common religion, inter-ethnic marriage, predefined roles for men and women informed by gender stereotypes);
- ☐ common or different experiences (e.g. colonial history, experience of war);
- ☐ symbols and cultural happenings (e.g. art, music, literature).

Depending on the specific situation, a factor can be both a Divider and a Connector. Religion, for example, can connect people in one conflict, and divide them in another. Swiss-supported projects should always aim to support Connectors and weaken Dividers.

Key Questions

The following questions can be used to identify and work with Dividers and Connectors:

- •   What are the dividing factors in this situation? What are the connecting factors?
- •   Who benefits/who loses from the current/new situation?
- •   What are the current threats to peace and stability?
- •   What can cause tensions to rise in this situation?

The minimum standard for a project that follows a conflict-sensitive approach is that it should not support potential Dividers. When tensions and potential conflicts become manifest, then the active support of Connectors is required.

CSPM ensures that these interactions are understood and influence the planed interventions. Like that it can be prevented that the interventions unintentionally lead to further division.

The term "interaction" is central to CSPM. It is mainly through two patterns that we interact with the context:

- ☐ our actions or non-actions, resources and resource transfers
- ☐ our behaviors and messages

Example 5
One of the projects of the Swiss Cooperation Programme in BiH in the health sector aims to contribute to improving the effectiveness of nursing services, strengthening their competences and introducing a licensing system for nurses in order to ensure a better status for them in the healthcare system.

The empowerment of nurses might generate resistance from, and even open opposition by, doctors who are afraid of losing their relative power and status in the healthcare system and within society in general. This situation requires a specific conflict-sensitive approach in order to prevent the aggravation of existing tensions and the creation of new ones between nurses and doctors.

2.3   Gender and Conflict sensitivity

In order to be effective, a conflict-sensitive approach to projects must take into account gender related aspects. Our work is highly influenced by gender stereotypes and gender power relations, which define the different roles of the sexes. Gender stereotypes and related behavior is often a central underlying factor for conflicts. To neglect these factors would mean to perpetuate or even reinforce gendered inequalities and deepen conflicts.

A context-specific analysis of gender relations is required in each project. It has to be assessed how men, women, girls and boys are affected differently by conflicts; how gender inequalities may exacerbate tensions; and how gender intersects with other social cleavages (e.g. ethnicity, religion, class, age, geographic location) (Barandun & Joos 2004).

Every step of the conflict analysis must include an assessment of the different realities lived by women. Not because gender is only about women, but because women's perspectives and realities, which are traditionally ignored, may shed light on deeply rooted structures of power and social patterns that lie at the heart of conflicts.

3.   CSPM tools and how to apply CSPM in the Project Cycle Management (PCM)

CSPM tools can be used on context, programme / portfolio and management levels. A detailed explanation on the tools is included in Annex 1.

It is up to those in charge to choose the adequate CSPM tool, depending on the specific situation, context, stage of the project and participants involved.

3.1   Overview of conflict analysis tools

Each presented conflict analysis tool addresses a different way of looking at a conflict. Some of the tools are frameworks for analysing information, some help to build bridges between analysis, project identification and project design. The tools can be used in sequence or combined, depending on the purpose of the process. In general, they can be divided into actor-oriented analysis tools, issue-related and casual analysis tools.

1)   **Conflict Wheel**
This is an introductory tool for all other tools if a deeper analysis is needed. It analyses the important dimensions of a conflict (dynamics, actors, causation, structures, issues and options/ strategies).

2) Conflict Tree

The Conflict Tree deals with the difference between structural and dynamic factors, providing a visualisation of how conflict issues link these two aspects.

3) Conflict Mapping

The Conflict Mapping focuses on actors and their relationships. It is a good tool when starting to analyse a conflict. Power asymmetries can be represented by the relative size of the actors' circles. Animosity and alliances are symbolised by different lines.

4) Glasl's Escalation Model

This model aims to fit the conflict intervention strategy to the conflict parties' escalation level. The message is that it may be pointless to talk to a suicide bomber or shoot people who are shouting at each other.

5) INMEDIO's Conflict Perspective Analysis (CPA)

The Conflict Perspective Analysis (CPA) focuses on the different perspectives of the various parties. By putting them side by side, one can see where there are differences and where things are shared in common. CPA is a good preparation for mediation, and can also be used to coach a conflict party. CPA does not look explicitly at structures or context.

6) Needs-Fears Mapping

Similar to CPA, this method focuses on actors and their issues, interests, needs, fears, means and options. It allows for a clear comparison of actors' similarities and differences in the form of a table.

7) Multi-Causal Role Model

This method focuses on the conflict and differentiates between the following factors: basic root causes and structural factors of the conflict, aims of the conflict parties and lines of political or national cleavage that group people together and form group-identity.

3.2 CSPM and PCM - Three-Step Approach

The Project Cycle Management (PCM) starts from the planning stage and continues through to implementation, finalisation and evaluation of the achievement of objectives. The project cycle provides a structure to ensure that stakeholders are consulted and relevant information is available throughout the life cycle of the project, so that informed decisions can be made at every stage. CSPM must be included in all phases of the project.

> "Those who plan do better than those who do not plan even though they rarely stick to their plan." - Winston Churchill

Conflict-sensitive planning means that the ordinary project planning process is complemented by a conflict analysis that addresses political and economic power relations, as well root causes of possible tensions or conflicts. The purpose of this analysis is to ensure that the project does **not inadvertently** increase the likelihood of conflicts, but rather serves to reduce any potential conflict or resolve an existing one.

It is recommended to use the **Three-Step Approach** because it focuses on aspects of violence and fragility that are relevant to the project. It promotes subjective or self-assessing methods. It can be adjusted to the needs of a specific organisation, context and project. A detailed description of the Three-Steps Approach can be found in Annex 3.
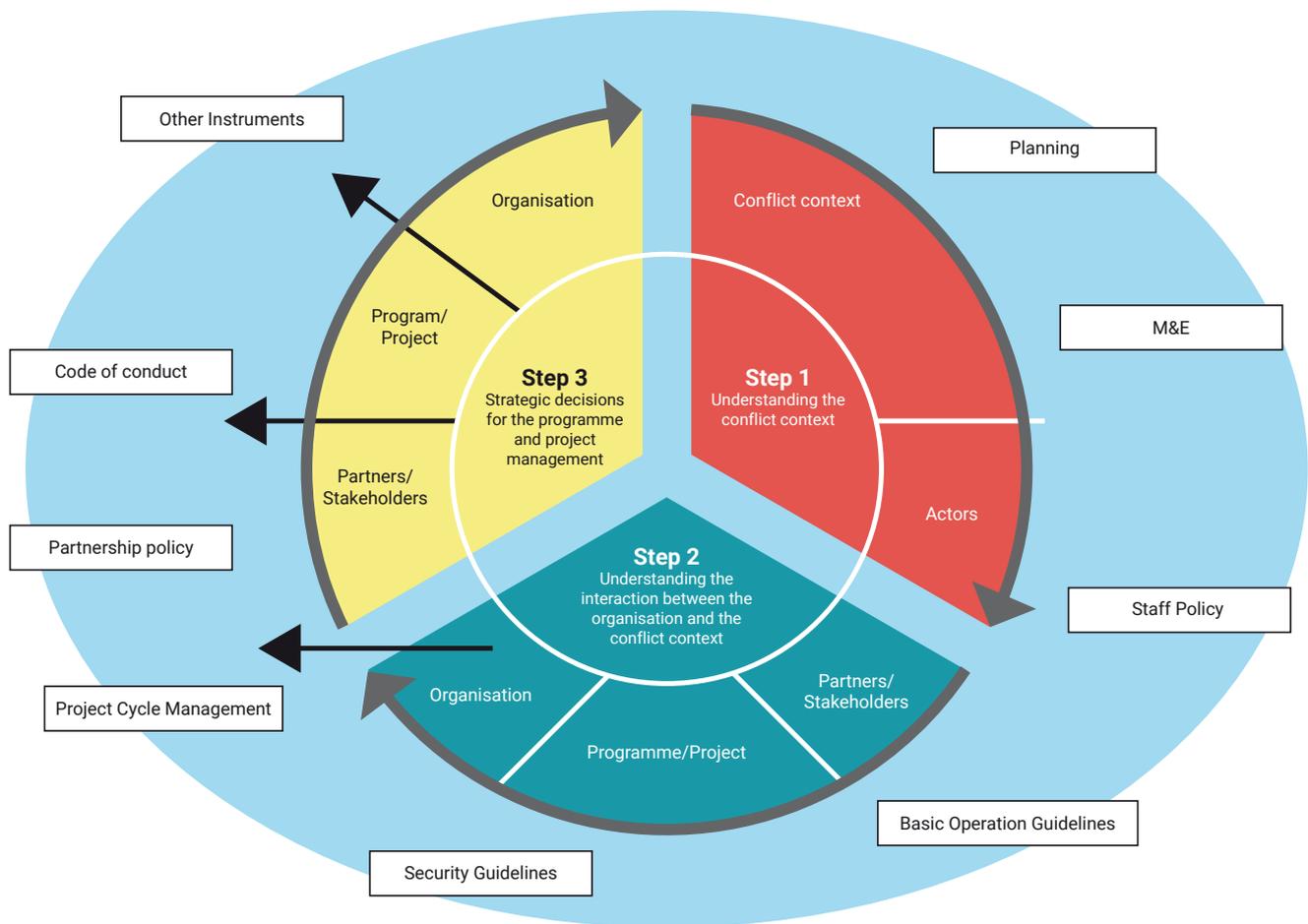
Three steps for working in fragile and conflict-affected situations

3.3 General recommendations for project managers

- Be sure that the meaning of "conflict analysis" and the reason why it is done is understood throughout your project by all stakeholders.

- Make sure that in particular project management staff are involved in the conflict analysis and that the analysis is done in an inclusive way, i.e. with the participation of the project's financial staff, with national and international staff members.

- Allocate sufficient time for Step 1 of the analysis: at least one working day in the planning phase of a given project. Subsequent updates might be less time-consuming, if done regularly.

- Depending on the volatility of the context and the issues to be addressed, be flexible on

how frequently a conflict analysis is conducted; promote the continuity and replication of the exercise and adapt it, if necessary, in terms of topics, participation and approach.

*Swiss-supported projects apply different instruments **(Annex 1: CSPM Tools)** for observing the environment, estimating risks and steering projects and programmes. Not all presented tools have been tested yet. Your experiences and feedbacks are most welcome.*

*The presented instruments in Annex 1 permit the observation and analysis of conflict situations in order to react appropriately. They are divided into different steps **(Annex 2: The Three-Step Approach)** and systematically interwoven into the Project Cycle Management.*

***Annex 3** provides a set of guiding questions on how to apply conflict sensitivity in projects throughout the whole Project Cycle.*

4. Definition of important terms

Conflict transformation addresses the wider social and political sources of a conflict and seeks to transform negative root causes into positive social and political change. Conflict transformation focuses on cultural and structural efforts to transform a conflict into a constructive dialogue or peaceful situations.

Conflict sensitivity or a **conflict-sensitive approach**
Acting in a conflict-sensitive manner means making efforts to minimise the negative impacts and maximise the positive impacts of interventions within an organisation's priorities and objectives. This involves gaining a sound understanding of the impact of any activities in the local context.

Conflict management
A generic term to cover the handling of conflict.

Conflict resolution
Refers to the resolution of a conflict where the roots of the dispute have been addressed and transformed, and a peace process is being implemented. Also, it is ambiguously used for either the process or the result of moving from conflict towards peace.

Conflict mediation is often used in conjunction with conflict resolution. Conflict mediation takes place when a third party is involved in negotiations. It can also refer to mediation efforts where a member of one party "mediates" between parties. While conflict mediation is related to "arbitration" (a specific legal term), they are not the same.

Conflict prevention represents proactive efforts to build peace in order to prevent violent conflict. Some note that it is violence, not conflict, that should be prevented.

A **fragile state** is characterised by weak state capacity, and/or weak state legitimacy, which leaves citizens vulnerable to a range of shocks. In terms of dynamics, fragile states include: post-conflict/crisis or political transition situations, deteriorating environments, situations of gradual improvement

and situations of prolonged crisis or impasse.

5.   References

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ANNEX 1: Conflict Analysis Tools

Once we have decided that the situation we are dealing with is a conflict, we need to decide on the system boundaries. What actors and factors do we want to focus on, which ones shall we leave out for the moment? One can focus on various "systems".

Every conflict is a sub-system in a larger system – its context (or super-system). A conflict in one sub-system may only be a symptom of a conflict located in the "context" of a larger system. Domestic violence, for example, may be part of a conflict between two land-use systems, which is embedded in an ethnopolitical conflict in one country, which in its turn is affected by different international policies dealing with economic trade. A conflict is often enacted at a system's weakest point, not necessarily where it is caused. Thus whenever analyzing conflicts, we must consider the system boundaries we have set, and reflect on how they relate to the environment the conflict is embedded in. Depending on where we set the boundaries, the conflict will present itself differently.

The boundaries have to be revised periodically, to make sure we are working where we have the best leverage. After setting the conflict system boundaries, we can use one or more of the following tools to deepen our insight onto various aspects of the conflict.

HOW TO USE THE CONFLICT ANALYSIS TOOLS

TOOL 1: THE CONFLICTWHEEL

Description: The conflict wheel is a "meta" conflict analysis tool, introducing the others tools. Each of the six sections of the wheel can be further analysed using tools presented below. The Wheel gives a first overview of a conflict, before analysing specific aspects. The Wheel symbolizes wholeness and movement, once the various aspects have been examined, they need to be brought together again, to get the conflict analysis "rolling".

AIM: → To organize the other conflict analysis tools

→ To serve as an overview when first approaching a conflict.

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1. Actors/Relations: Actors or "parties" are people, organizations or countries involved in a conflict. If they are directly involved in the conflict they are called "conflict parties", if they become involved transforming the conflict, they are called "third parties". Stakeholders have an interest in the conflict or its outcome, but are not directly involved. Conflicts by definition refer to frictional relationships between parties.
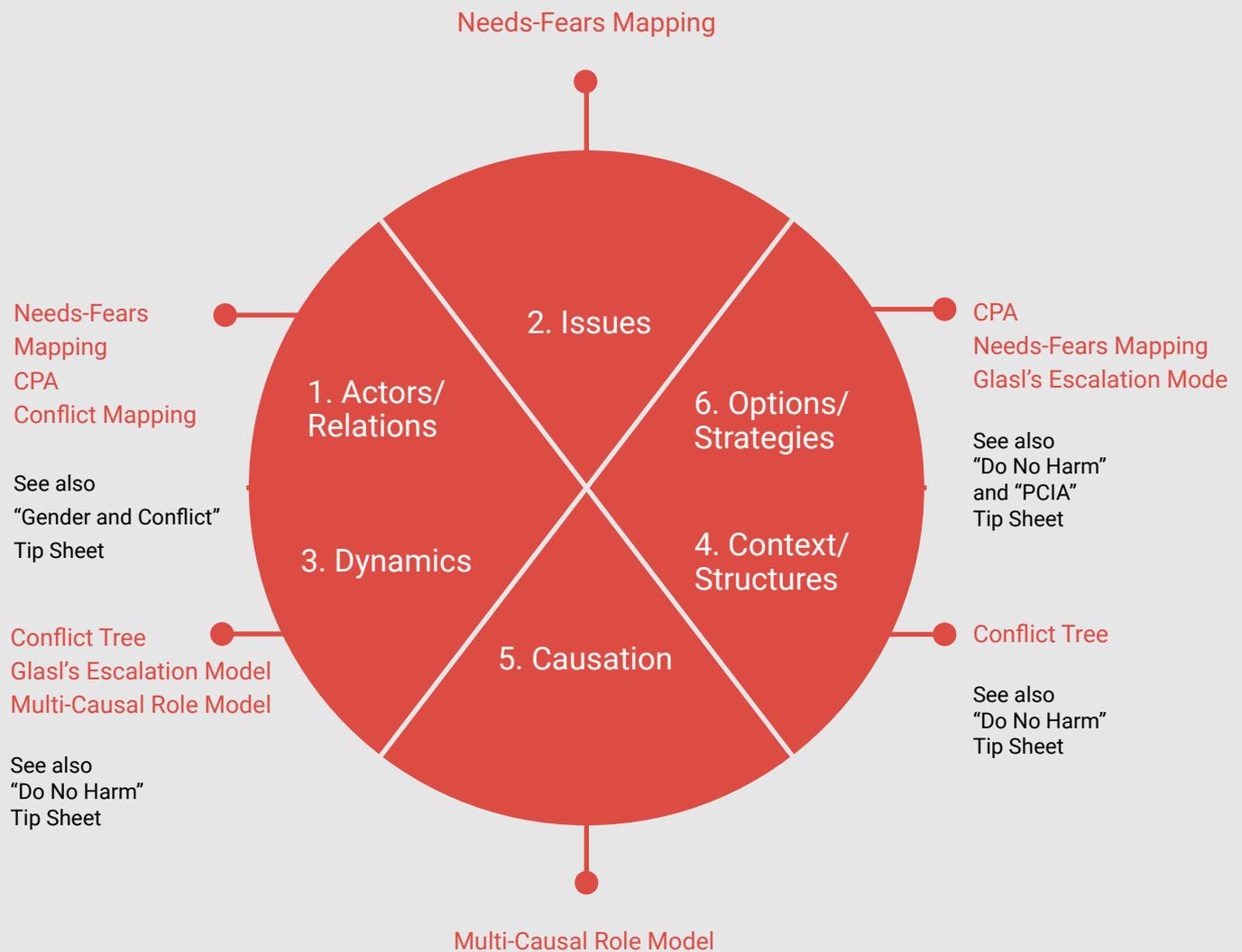
2. Issues are the topics of the conflict; what people discuss or fight about.

3. Dynamics refer to the escalation level of the conflict, the intensity of interaction, the "temperament" and the energy of a conflict that transforms people.

4. Context/Structures: The conflict context and structural factors are often outside the conflict system one is looking at. Structural violence refers to violence that is not directly caused by people, but by the economic and political systems in place, e.g. causing poverty.

5. Causation: Conflicts are never mono-causal, but multi-causal and systemic factors interact. Instead of saying that everything is related to everything, it is helpful to differentiate between different "causes" or influence factors.

6. Options/Strategies: This point examines ways to deal with the conflict, strategies that are used or could be used, conflict party or third party efforts to de-escalate the conflict.

Needs-Fears Mapping

Needs-Fears Mapping
CPA
Conflict Mapping

See also
"Gender and Conflict"
Tip Sheet

Conflict Tree
Glasl's Escalation Model
Multi-Causal Role Model

See also
"Do No Harm"
Tip Sheet

1. Actors/ Relations

2. Issues

3. Dynamics

5. Causation

6. Options/ Strategies

4. Context/ Structures

CPA
Needs-Fears Mapping
Glasl's Escalation Mode

See also
"Do No Harm"
and "PCIA"
Tip Sheet

Conflict Tree

See also
"Do No Harm"
Tip Sheet

Multi-Causal Role Model

STEP BY STEP INSTRUCTIONS:

1. Draw a wheel, list the various aspects in the six sections of the wheel.

2. Choose further conflict analysis tools for those aspects you want to examine in more depth.

TOOL 2: THE CONFLICT TREE

Description: The conflict tree is a visualizing and sorting tool. The tree visualises the interaction between structural, manifest and dynamic factors. The roots symbolise structural "static" factors. The trunk represents the manifest issues, linking structural factors with the dynamic factors. The leaves moving in the wind represent the dynamic factors. Dynamic factors include the form of communication, escalation level, relationship aspects etc. Working with dynamic factors involves a short time horizon; reactions to interventions are quick and at times unpredictable.

Examples are diplomatic interventions, or multi track conflict transformation dealing directly with the form of interaction between the conflict parties. Quick money is often more important than big money when addressing dynamics factors. Issues are what the conflict parties want to talk about, the "topic" of the conflict. Structural Factors are the causes or the basic "reason" of the conflict. They are difficult to influence on a short time basis, if they are avoided, however, the conflict may pop up again later. This is the typical area for development cooperation, longer-term involvement and the prevention of structural violence (Human Needs Theory).

> **AIM:** → To initiate reflections on the links between root causes, issues and dynamic factors
>
> → To differentiate the time horizons of various conflict transformation approaches

STEP BY STEP INSTRUCTIONS:

1. Draw a picture of a tree, including its roots, trunk and branches – on a large sheet of paper or a flipchart.

2. Each person gets several index cards, on which they write a word or two, or draw a symbol or picture, indicating important factors of the conflict as they see it.

3. Invite people to attach their cards to the tree:
• on the roots, if they see it as a root cause
• on the trunk, if they think it is a manifest issue, a "topic" of the conflict
• on the branches, if they see it as a dynamic factor influencing the conflict

4. Someone facilitates the discussion on where the factors are placed on the tree. There is no absolute "right" or "wrong". Placement of factors is partly subjective, may be different in different conflicts, and may change over time. Nevertheless, try as a group to create a common snap shot of the conflict as the group sees it.

5. People can visualise their own conflict transformation efforts (e.g. as a bird or worm) and place this on the tree in relation to the factors they are currently working on.

TOOL 3: THE CONFLICT MAP AND STAKEHOLDER ANALYSIS

Description: Similar to a geographic map that simplifies terrain so that it can be summarized on one page, a conflict map simplifies a conflict, and serves to visualise 1) the actors and their "power", or their influence on the conflict, 2) their relationship with each other, and 3) the conflict theme or issues. A conflict map represents a specific view point (of the person or group mapping), of a specific conflict situation (it should not be too complex!), at a specific moment in time, similar to a photograph.
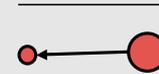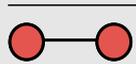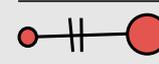
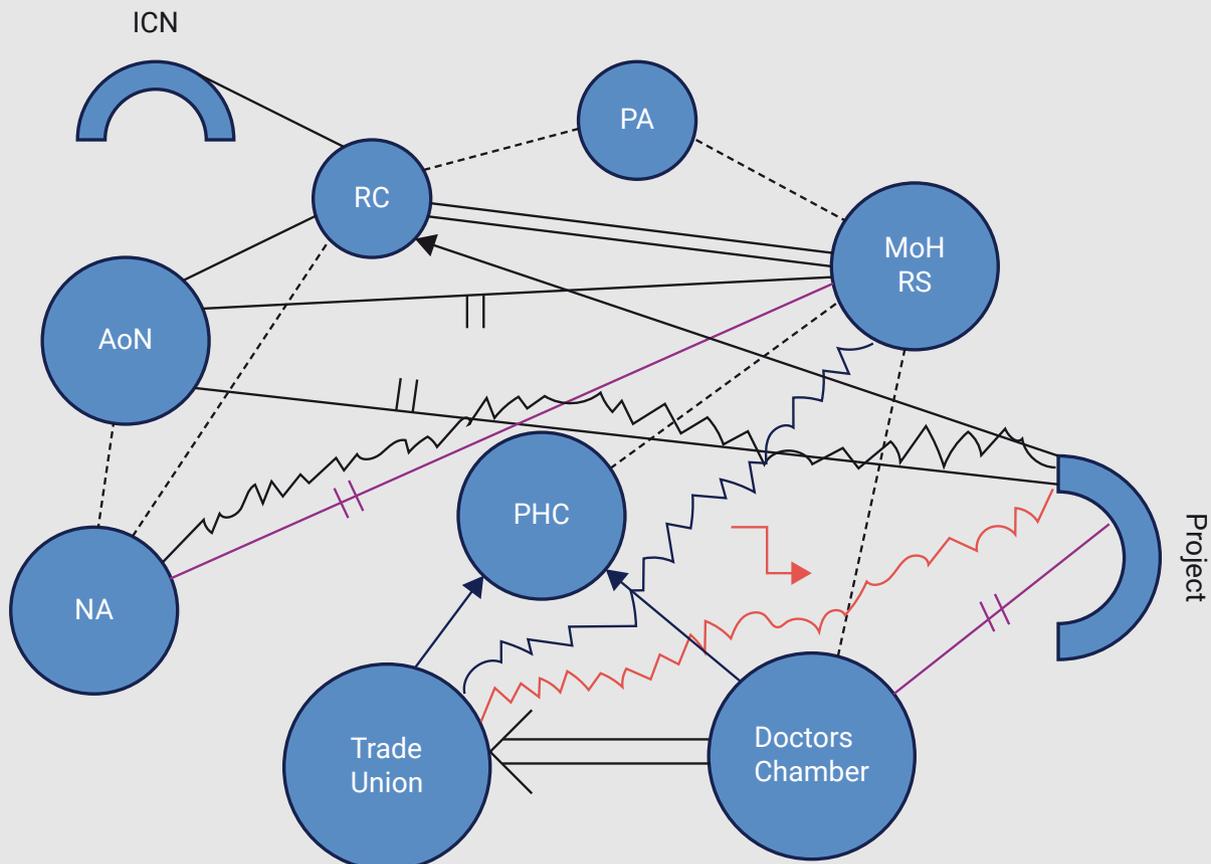|		
AIM:	→	To clarify relationships between actors
	→	To visualize and reflect on the "power" of various actors
	→	To represent the conflict on one sheet of paper, to give a first conflict overview

Example of Conflict Mapping / Stakeholder Mapping

Introduction: The example refers to a project in the Health Domain of the Swiss Cooperation Programme. We conducted a conflict mapping addressing the challenges faced during project implementation. Results were about to inform planning and determine the future project intervention strategy. Participants of the exercise were the project team and representatives of the health ministries.

Issue in focus: Establishment of the Nurses' Chamber in Republika Srpska, as a regulatory mechanism for the nursing profession, has been hindered despite all efforts.

Possible symbols used in conflict mapping

Circle = parties involved in the situation. The size of the circle symbolized the power of the conflict party in relation to the conflict. The name can be written in the circle.	Arrow = predominant direction of influence or activity
Straight line = close relationship	Zig zag line = discord, conflict. Lighting bolts can be added to indicate hot events.
Double line = Very good relationship, alliance	Crossed out line = broken connection
Dotted line = weak, informal or intermittent links	Half circles or quarter circle = external parties, third parties
	Rectangular boxes = issues, topics or things other than people and organizations

Legend:
PA - Patient Association
RC – Resource Center for Nurses
AoN – Alliance of Nurses
NA – Nurses' Association
PHC – Parliamentary Health Committee
MoHRS – Ministry of Health of RS
ICN – International Council of Nurses

Conclusions: The analysis showed that a major opponent to the establishment of the Nurses' Chamber was the Trade Union which was heavily influenced by the Doctors' Chamber. It was decided to further analyse the interests and fears of these two actors in order to develop an effective communication and implementation strategy for presenting the benefits of establishing the Nurses' Chamber to them and gaining their support for the issue.

STEP BY STEP INSTRUCTIONS:

1. Decide on the conflict you want to analyse. Set the conflict system boundaries.

2. Form groups of two or more people. One can make a conflict map by oneself, but in a group is better. If there are people in the group that know nothing of the conflict, they can help by asking clarifying questions, by being a person the involved actor can talk to and test ideas on.

3. Take a large sheet of paper and draw the actors as circles on the paper, or on cards that can be pinned on a paper, the size of the circle representing an actor's "power". Do not forget to put yourself as an actor on the page as well, if you or your organization is involved. List third parties as semi-circles.

4. Draw lines (see symbols below) between the circles representing the relationship between the actors.

5. In square boxes, or at the top of the map, list the main themes. For more details on each actor, use the Needs-Fears mapping tool.

6. Don't forget to add title and date to the conflict map, and if not confidential, also the name or organization of the person mapping.

STAKEHOLDER ANALYSIS

What is the value added of a systematic Stakeholder Analysis?

- Know all the relevant reform champions, supporters and opponents of a project
- Evaluate political risks and feasibility
- Identify opportunities to influence public policies
- Identify opportunities to include individuals and groups who are important for the success for the programme or project, but who would normally be left out, e.g. women, minorities, the poor, etc.
- Identify opportunities to change stakeholders behaviour
- Improve Project planning: Outputs, Outcomes for Logframes, improved Intervention Strategy

Elaborate a Stakeholder Power – Interest Map of the relevant stakeholder

1. The first step (and one of the most difficult): Define the reform objective(s). The changes that the project wants to produce usually create winners and losers. Accordingly, the formulation of the changes has to be articulated accurately in order to identify those two groups, e.g. "improving the education sector" is far too vague (Who could take issue with such a proposition?), but "increasing teacher salaries by 20% within the next two years" sounds better (you would expect opposition from the finance ministry, maybe World Bank, IMF, etc.)
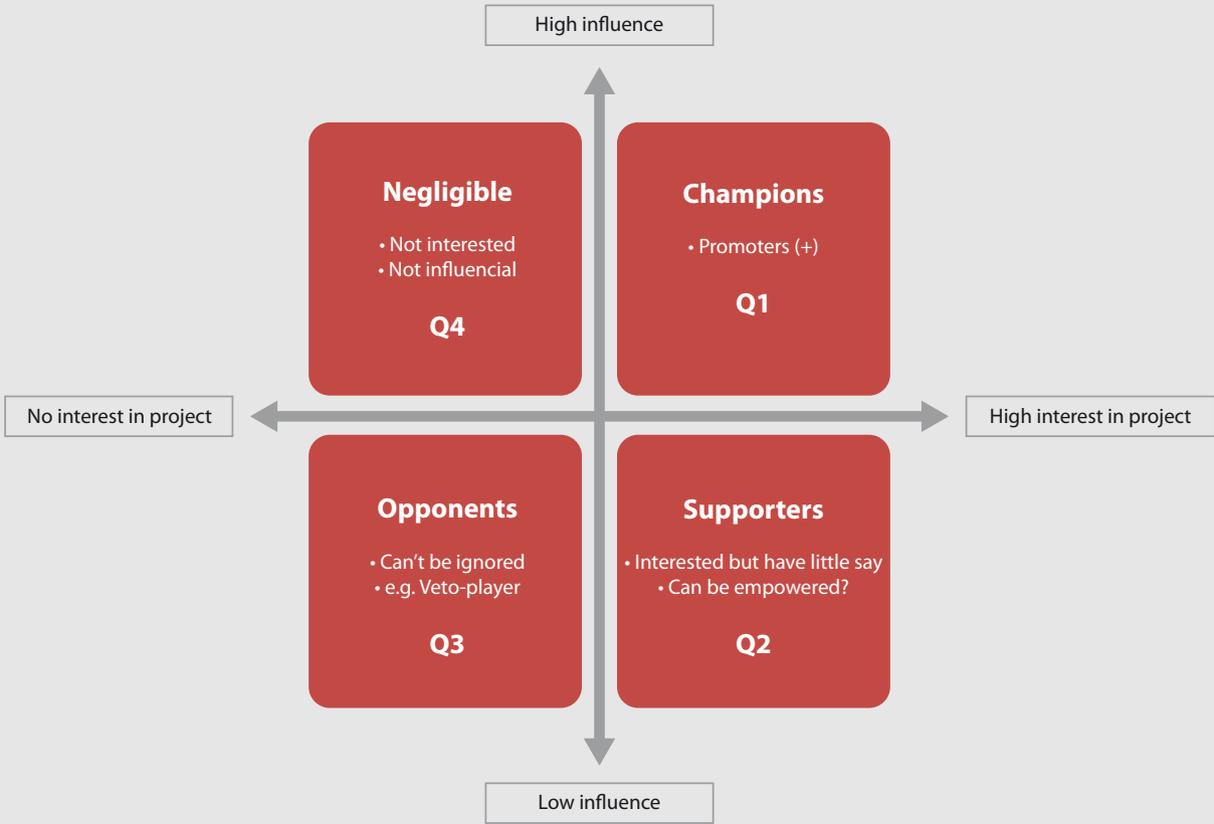
2. Identify the relevant stakeholders: take the list for inspiration and write down all relevant stakeholders on cards (e.g. teacher association, finance ministry, etc.). Please note, that we ourselves as the project XX are also relevant stakeholders and part of the interest map!

3. Draw a diagram as below: here you assign the stakeholders to the 4 quadrants:

    Q1:   Reform Champions, those who want the reform and have influence
    Q2:   Reform Supporters, those with less influence but in favour, they might need to be empowered
    Q3:   Reform Opponents: those against and with influence
    Q4:   Negligible: those not interested or against but without influence

4. Derive conclusions:

    a)   Political feasibility: biggest cloud of cards in the 1st quadrant (Q1: upper right): good; biggest cloud in the 4th quadrant (Q4: upper left): rather do another project. Obviously, findings are usually less polarised, yet you need to have a close look at the cards in the 4th quadrant, it might jeopardise the success of your project (e.g. the president is against…), so let common sense prevail.
    b)   Identify need for empowerment (Q2: 2nd quadrant, lower right).
    c)   Identify allies and alliances.
    d)   Choose activities to change influence and interest.

Conflict Analysis Tools

High influence

Negligible

• Not interested
• Not influencial

Q4

Champions

• Promoters (+)

Q1

No interest in project

High interest in project

Opponents

• Can't be ignored
• e.g. Veto-player

Q3

Supporters

• Interested but have little say
• Can be empowered?

Q2

Low influence

TOOL 4: GLASL'S CONFLICT ESCALATION MODEL

Description: Escalation is an increase in tension in a conflict. Initially, people in a conflict start by wanting something. After escalation we not only want something, but we also want to hurt our opponent. The final level of escalation is mutual destruction. Conflict transformation understood descriptively, refers to how we create conflicts, and also the energy of a conflict that changes, "transforms" us. Prescriptively, conflict transformation is understood as our efforts to de-escalate conflicts.

The dynamics of escalation can be analysed with the following model: Glasl differentiates between nine levels of escalation. He portrays escalation as a downward movement, where conflict parties get suck into the conflict dynamics. They are pulled into a negative downward spiral. This is not a linear movement, but one over a series of stairs and falls. Parties may stay in one phase for a while, before plummeting down to a further level of escalation. As the level of escalation increases, the intervening party has to become more forceful in its form of intervention, because the potential for self-help of the involved parties decreases. The forcefulness of an intervention therefore increases from level one, where the parties may accept a conflict management intervention based on trust, to level nine, where parties often have to be forced to accept an intervention. Interactive forms of conflict intervention are suitable in low- or mid-level escalated conflicts where the involved parties are still willing to sit together to discuss the conflict.

AIM:
→ To find out how escalated the conflict is.

→ To decide how to transform conflicts. The form and force of conflict intervention in a conflict has to fit the level of escalation of the conflict.
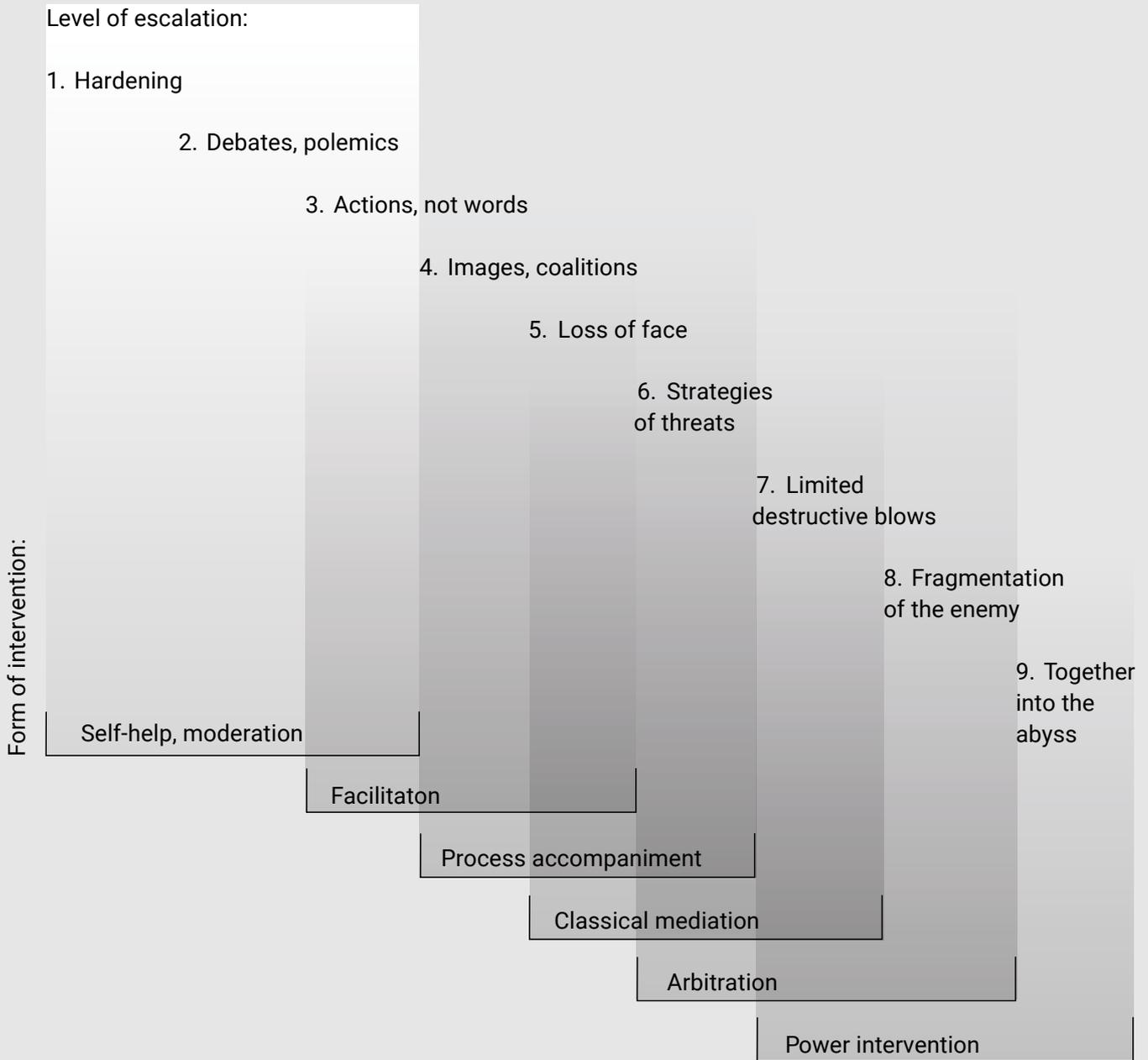
STEP BY STEP INSTRUCTIONS:

1. Analyse the escalation level of the conflict parties in question, using the table and graph below. Note that the level of escalation of the "group" may be different from the level of escalation of an individual member of that "group". Conflict parties may be at a different level of escalation.

2. Once the level of escalation is determined, assess if the planned or implemented conflict transfomation effort is potentially an adequate form of intervention. Refer to the graphic.

1. Hardening:	Positions harden and there is a first confrontation. The conviction still exists that the conflict can be solved in discussion. There are no fixed camps.
2. Debate, polemics:	Polarisation of thinking, feeling and will. Black and white thinking. Perception of superiority and inferiority.
3. Actions not words:	"Speaking will not help anymore". Strategy of "fait accompli", presenting the opponent with facts on the ground, physical action. Empathy is lost, there is a danger of false interpretation of the other side.
4. Images, coalitions:	The parties manoeuvre each other into negative roles and fight these roles. Parties seek support from people who have not been involved so far.
5. Loss of face:	Public and direct attack, aiming at the loss of face of the opponent. A major escalation step.
6. Strategies of threats:	Public and direct attack, aiming at the loss of face of the opponent. A major escalation step.
7. Limited destructive blows:	The opponent is no longer seen as a human being. As a consequence of dehumanization, limited destructive blows are legitimate. Values are shifted, ones own "small" loss is seen as a benefit
8. Fragmentation:	Destruction and fragmentation of the opponents system is ones main aim.
9. Together into the abyss:	Total confrontation without any possibility of stepping back. The destruction of oneself is accepted as the price of the destruction of the opponent.

Conflict Analysis Tools

Level of escalation:

1. Hardening

2. Debates, polemics

3. Actions, not words

4. Images, coalitions

5. Loss of face

6. Strategies of threats

7. Limited destructive blows

8. Fragmentation of the enemy

9. Together into the abyss

Form of intervention:

Self-help, moderation

Facilitaton

Process accompaniment

Classical mediation

Arbitration

Power intervention

Force of third-party intervention increases

Self-help potential increases

out of trust — Parties acceptance of intervention — through submission

TOOL 5: INMEDIO'S CONFLICT PERSPECTIVE ANALYSIS (CPA)

Description: CPA is a method to analyze a conflict in a step by step process, developed by Inmedio mediators in the micro (interpersonal) and meso (organizational) area. CPA focuses on the different perspectives of the involved parties; this helps conflict parties to broaden their view. Ulterior motives become more visible and seem less threatening. CPA can be used without professional help. The CPA steps follow the phases of a mediation. The Conflict Perspective Analysis can be used: 1) when counselling among colleagues, 2) as a preparation before a mediation or 3) as a coaching tool.

AIM:

→ To separate facts from interpretations, people from problems, positions from interests/needs/fears.

→ To enable a change of perspective, to "walk in the other persons shoes", to make motivations of all actors plausible.

→ To broaden perspectives.

→ To elaborate hypotheses on new options, without taking the ownership of the conflict or solutions of the conflict away from the involved parties.

STEP BY STEP INSTRUCTIONS:

CPA is described here as a tool for counselling among colleagues. The setting: a colleague is involved in a conflict, he/she wants your help to deal constructively with it:

1. Presentation: The person involved in the conflict describes the situation. What is it all about from their point of view? This should not take more than 10 minutes. For the rest of the time, the person concerned is silent, except if he/she has something important to add or is asked for an input. The effect of this first phase is to inform the "outsider" colleagues and to relieve the person concerned by being actively listened to, by the acceptance and recognition of colleagues.

2. Actors: The next step consists of the "outsider" colleagues identifying who is involved in the conflict. Analysis is easier with few actors. Focus on the main parties, possible stakeholders and potential third parties. List them on cards, place them on the floor or stick them on a flip chart.

3. Facts: What has happened? Who did what? Who said what? This step should be completely free of interpretations and perceptions. The aim of phase 3 is to focus on observable facts only, things that cold be recorded on video, facts that are not debated by one or the other of the conflict parties. Write each fact or "O-Sound" (original sound = direct quotation) on a separate card, place it under the relevant actors listed in phase 2.

4. Background interests and motivations: What are the motivations behind the "facts" of phase 3? What are the interests of the actors, why did they say or do this or that? In this phase interpretations and hypotheses are sought. Possible interests, wishes, needs and positive emotions of the parties should

be brought forward. The "outsider" colleagues should step into the shoes of the conflict parties and express their interests from their point of view, begin with "I, conflict party A, feel…". Sentences which help to express "needs and wishes" are 'I would like you to' or 'It would be important for me to…'. Also, the concerns, fears and emotions, such as 'I am afraid…', 'If you do…. I feel…', are important. Motivations may be contradictory, list all of them! Look for plausible motivations: there are often "good" motivations for "bad" behavior. If you find different motivations for party A and B, you can list them separately under the two parties' names. If they are similar, they can be placed in the middle. The main aim of this phase is to understand each side, to "walk in his/her shoes for a few miles". Don't forget that all your work during this phase is hypothetical, empathy is needed.

5. Options: Only when the parties' motivations have become plausible during phase 4, is a brainstorming on possible options and next steps suitable. Questions such as 'which options cover as many interests/needs of the participants as possible' or 'which options get rid of as many fears of the participants as possible' are helpful. To broaden the possibilities, the question 'how can we implement the conflict parties' interests differently than if we follow what the conflict parties originally demanded (their positions)' is useful. Think of at least two options for each issue. Remember the brainstorming rules: all ideas are good, no corrections, no editing, no comments.

6. Reality check: Phase 6 is the place for editing and assessing. Possible concerns about the raised options can be thought through. What are the parties fears concerning possible next steps? Is there a need for optimisation of the proposed options?

7. New discoveries/Conclusion: The process of the CPA is wrapped up. The person who is involved in the conflict should give their opinion on whether it was possible for them to gain better insight into the other conflict parties' perspectives, and on the added value of the CPA for them personally.

Example of how a CPA can be visualised on cards
Conflict at a fair:

Actors	Gym Club		Boy Scouts
Facts	Destroyed scouts tent		
Interests, Motivation	We feel threatened by presence of scouts	We do not want a bad reputation in the village because of the fight	We want the cost of tent paid
	We would like to be informed about tent		We want to sell our cake at the fair
Options	Joint activity to show unity of groups	Share cost of new tent	Official clarification of the misunderstanding
		Insurance pays for the tent	
Reality check	Insurance will not cover tent		

TOOL 6: NEEDS - FEARS MAPPING

Description: The Needs-Fears Mapping is an actor oriented clarification tool. For each actor, the issues, interests/expectations/needs, fears, means and options are listed in a table. This enables comparison and quick reference. The table is comparable to the CPA tool. It can be used 1) to analyse a conflict by one actor, writing the points for the other actors hypothetically, 2) by a third party to clarify her/his perception of the actors hypothetically, 3) during mediation an abbreviated table can be used, e.g. with issues and interests. By seeing one's issues and interests written down on a flip chart or pin board, a conflict party has some assurance that his/her point has been heard, 4) it can be used as a conflict perspective change exercise, when each actor fills in the table for the other actors, and they then exchange about "self" and "foreign" images. A certain degree of trust and understanding is needed for this last version to work.

AIM: →   To clarify in a comparable format the various actors' attributes

→   To leave deadlocked positions, and focus on needs and fears, and possible options to deal with these

→   To help people understand each others perceptions

→   To stimulate discussion

The following example is taken from the civil war context in Sri Lanka:

Parties	Issues	Interest/ Needs	Fears	Means	Options
Irrigation farmers	Financing of irrigation scheme	Income generation	Scheme will be stopped, they will have to leave their job	Political lobbying, shooting the cows or pastoralists	Join the dialogue process, suggest employment of pastoralists on the farms
Pastoralists	Access to water for their herds	Livelihood and survival	Their herds cannot survive, they will have to migrate	Political lobbying, pushing the herds into the irrigated area, shooting the farmers	Join the dialogue process suggest a corridor to the water
Development Cooperation agency	Implementation of project in a "Do no harm" manner	Wish to fullfill mandate, income and status at home	Project fails and the agency is blamed	Financial incentives, convening power	Bringing parties together to discuss issues
Government	Economic growth without social unrest	Re-election, popularity	Civil unrest, lack of development	Financial, political and legal means	Influence the dialogue process, compensation fund

STEP BY STEP INSTRUCTIONS:

1. Draw a table with the following columns: Issues, interests/needs, fears, means and options.

2. a) A conflict party or third party fills the table in as a conflict analysis tool, the table is not viewed by the other conflict parties. b) In a moderated workshop setting, each conflict party fills in the table for their own situation. The joint table is discussed in the group. The facilitator clarifies the importance of focusing on interests (why people want something) and not positions (what people say they want). The options don't necessarily need to be realisable in the near future. c) In a moderated workshop setting, each conflict party fills the table in for the other parties. This helps to switch perspective. It makes the actors walk in someone else's shoes for a moment. Trust is needed, else stereotype pictures may dominate.

3. In the case of b) and c), discuss the table in the plenum. Allowing each conflict party to respond to the "self" and "foreign" image.

TOOL 7: MULTI - CAUSAL ROLE MODEL

Description: The concept differentiates structural from actor-oriented factors by synthesizing system and actor approaches. Disputes have their roots in psycho-sociological, socioeconomic, political, and international conditions. There is normally a "syndrome of factors" that causes violence.

AIM:	→	To trace causal mechanisms, patterns, to distinguish between the different quality and role of the various factors that lead to conflicts.
	→	To analyze both the content as well as the dynamics of a specific conflict.
	→	To facilitate the location of entry points for conflict transformation, to differentiate between short term and long term commitment needs.

STEP BY STEP INSTRUCTIONS:

1. Focusing on your conflict, differentiate between the following factors:

a) Reasons, the basic or root causes and structural factors of the conflict, perceived by the actor as "historical problems". Reasons are related to conflict parties' interests and needs, but also to their perception of history, trauma, injustice etc. They affect content and dynamics of the conflict.

b) Targets are the aims of the conflict parties, what the conflict parties say they are fighting about, the positions and expressed interests of the conflict parties. Targets affect the content of the conflict.

c) Channels are lines of political, social, economic or national cleavage, that group people together, that form group-identity. Channels affect content and dynamics of a conflict. The channels are often not directly influenced by the root cause of the conflict.

d) Triggers initiate a new level of conflict. In violent conflicts, for example, a trigger causes an actor who previously preferred non-violent solutions, to now favor violent action. The trigger influences the dynamics of a conflict. Triggers are hard to identify in advance, and are not easily influenced by a third party.

e) Catalysts influence the rate, intensity and duration of a conflict once the conflict is underway, affecting content and dynamics of a conflict. Catalysts and channels together may transform reasons over time, for example when two groups begin by fighting over resources, and end up by fighting over ethnicity.

2. Once you have identified the various factors, situate the reasons, triggers, channels, catalysts, targets in a graph and link them with arrows.

3. On separate cards, see which conflict transformation efforts are addressing which factors and where there is need for a change or further efforts.
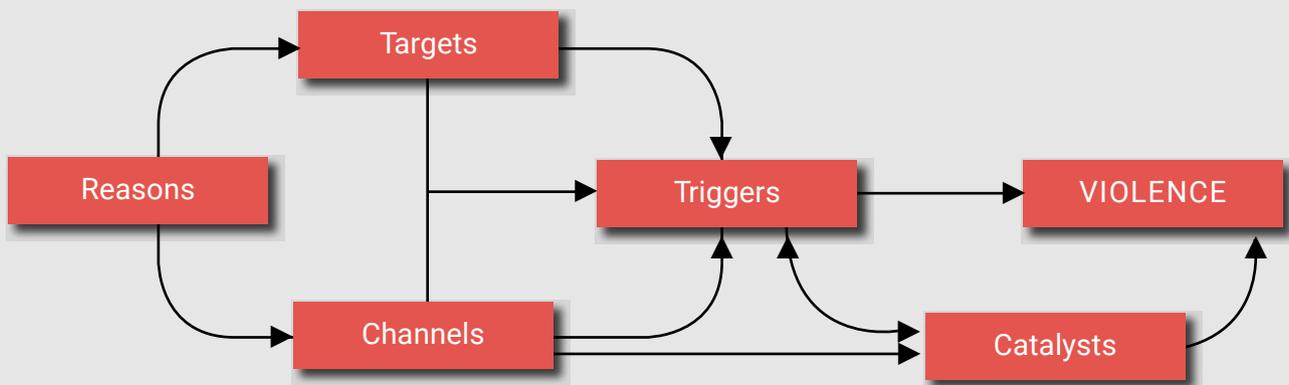
ANNEX 2: Three-Step Approach

Step 1 - Understanding the conflict context (Focus on the conflict context factors and actors)

For the **conflict context analysis**, it is crucial to invite all relevant stakeholders, particularly local stakeholders. The involvement of beneficiaries is extremely helpful in order to get an in-depth and broad-based analysis, and to learn about experiences and sensitive issues. The ownership of stakeholders will also increase if they contribute and are involved.

The elaboration of a conflict context analysis automatically has an impact on the environment, the conflict. This activity should be considered as an intervention in itself. Defining Sources of Tensions (SOT) and Connecting Elements (CE) in a fragile situation is a political and sensitive act. Therefore, the conflict context analysis has to be done in a conflict- sensitive way.

The facilitator of the discussion should take into account that local staff members may have personal traumas, i.e. they or their families may themselves have been directly affected by the fragile or conflict situation. Local staff should have a good knowledge of the local perception towards the project and of the target groups and stakeholders. It is also important to bear in mind that staff members might belong to one of the conflicting parties.

Conflict sensitive facilitation

The facilitator confirms the appropriate use of words with participants and decides which issues will be discussed in depth. His or her decision depends on:

- The conflict context
- The development organization's present situation
- The development organization's mandate and assignment
- The needs or concerns of staff members, partners, projects and stakeholders Previous discussions

Sharing and dissemination of information

It makes sense to share the conflict context analysis with relevant stakeholders within the organization (i.e. local to head office) of the project. Different views might enrich internal discussions. Also, the project should consider sharing its conflict context analysis with other stakeholders (or at least partially in very sensitive contexts), such as bi- or multilateral development organizations or CSOs. Open for discussion is the choice of whether a conflict context analysis can be shared with a party of the conflict. This might be required for security considerations. However, principles such as neutrality, impartiality and independence should be considered. Depending on the specific characteristics of the conflict, this sharing might be a necessity, or an altogether impossible step.

The sources of information that the conflict context analysis is based on should be carefully checked, keeping in mind that (especially during violent conflicts), the risk of manipulation and distortion of information is high.

Language is often a crucial and sensitive issue as it determines who can read certain reports/manuals, what is translated, who does the translation and who gets a translation. It is useful to consider

translating the conflict context analysis into the local language(s). The use of words and their precise understanding influences the perception others may have of the conflict.
Therefore, the terms used must be clarified and local meanings and perceptions cross-checked.

Step 2 - Understanding the interaction between the project and the conflict context

(Focus on Partners, Stakeholders, Projects, Organizations)

The interactions between the organization and the context are further analyzed together with the most relevant stakeholders and those who are directly involved in the implementation on the ground.

During the planning process it is key that, based on the findings in the first Step, a thorough analysis is done on how the intervention might be impacting on the conflict. The same tools can be used as in Step 1. The most commonly used tool is the Conflict Mapping/Stakeholder Mapping that allows for the illustration of the conflict and the placement of the parties both in relation to the problem and to each other. Comparing the two "pictures" allows for the identification of the potential effects of the intervention, and thus has to be taken into consideration when making strategic decisions (Step 3).

During the implementation, repeating the conflict context analysis allows for the identification of negative effects at an early stage and the determination of corrective measures to be taken (Step 3). On the other hand, if some interventions impact very positively on the conflict those might be scaled-up.

Step 3 - Strategic Decisions for project management

(Focus on Partners, Stakeholder, Projects, Project, Organization)

This step is about decision-making and possible (re-)adjustments of the project to the context or its set-up in general when at the starting point. The leadership of the project must be included in this stage even though decisions may affect all stakeholders, including beneficiaries. Therefore, it is important to regularly cross-check the conflict context analysis with all relevant stakeholders, get feedback on the adjustments and to be up to date on changes in the immediate context.

It is of the utmost importance to conduct the context and the actors' analysis in the course of the **project planning phase**. The analysis is to be cross-checked annually when preparing the yearly plan of operations. Adjustments to the project to the conflict context have to become part of the project management cycle.

- Conflict-sensitive implementation requires the regular updating of the conflict analysis, linking the understanding of the context with the activities conducted to achieve the objectives, and adjusting these activities accordingly.

- Conflict-sensitive monitoring enables project staff to gain a detailed understanding of the context, the intervention and the interaction between the two. It incorporates the understanding of conflict actors, profiles, causes and dynamics into traditional monitoring processes and activities to inform required adjustments and changes to project activities. Thus, conflict sensitive monitoring helps to ensure that the intervention remains relevant and responsive to the conflict dynamics.

- Conflict-sensitive evaluations incorporate a detailed understanding of actors,

profiles, causes and dynamics into traditional evaluation activities and processes. They are used to understand the overall impact a given intervention has had on its context, and the context on the intervention. They are then used to adjust the subsequent phases of an ongoing initiative, and/or provide lessons for future ones. The result of this process is integrated in the new project design.

ANNEX 3: Guiding questions throughout the Project Cycle Management

How do we apply conflict sensitivity in programmes and projects?

The table below suggests the questions to ask at each stage of the programme/project

PCM Steps	What are the key questions?
Context analysis	
A. How to analyze the context?	☐ Which tools should we use? ☐ Who should conduct the analysis? ☐ With whom should the analysis be conducted? ☐ When shall we do conflict analysis? ☐ How shall we do conflict analysis? ☐ Has there been a scenario exercise? ☐ At which level should we conduct the analysis? ☐ Who are the key stakeholders? The less important ones? ☐ What are the sources of tensions? ☐ What are the relationships between stakeholders? ☐ Who are the connectors (CE) and dividers? ☐ What are the positive and negative factors that divide or connect men and women in the society? ☐ What is the reputation of the organisation?
B. Is the analysis conflict sensitive?	☐ Do those present represent all stakeholders? ☐ Can they speak up? ☐ Are those conducting the analysis neutral and impartial? ☐ How are men and women differently affected by tensions? ☐ What do people do together in spite of the tensions?

C. Which are the aspects of local government and/or local governance that cause major problems?	☐ Do local institutions provide adequate services? ☐ Do local institutions provide services to members of the local community on an equal basis? ☐ Are local institutions transparent and accountable towards everyone? ☐ Are the domains and outcomes of the programmes relevant for change, and do they respond to the identified needs?

2. Planning & Design

Are the Logframe and the plan of activities conflict-sensitive? Is the budget conflict-sensitive?	☐ Has a thorough risk analysis been conducted? ☐ Have appropriate mitigation measures been identified? ☐ Does the plan of activities reflect the mitigation measures? ☐ Has the budget taken CSPM into consideration? Is conflict sensitivity included in the Logframe and the results framework? ☐ Is an exit strategy planned? ☐ Is the interaction between elements of conflict and activities of the project understood? ☐ What influence do tensions, crises and conflicts have on the design of the program strategy? ☐ How is the intervention operating in existing power structures (e.g. empowerment and the exclusion of a certain group), and how is it mitigating the related risks? ☐ Are the effects on reducing tensions defined in monitoring mechanisms?

3. Implementation

A. Can implementation start?	☐ Has the hypothesis about effects and risks verified? ☐ Are revisions and further consultations needed? ☐ Have SDC and the implementation partner's staff been recruited with a CSPM lens (e.g. reflecting the diversity of stakeholders) and trained for CSPM? Is diversity reflected in the working team? ☐ Who benefits from the projects?
B. How to integrate conflict sensitivity during the implementation?	☐ How do we ensure that all stakeholders are informed and participate in project activities? Do we have transparent criteria for the selection of beneficiaries, and the allocation of grants and awards? ☐ Is dialogue with partners' organisations about conflict sensitivity initiated and regularly held? ☐ Is the security of NPOs and implementing partners assured? ☐ Is the project giving legitimacy to a specific group or to some leaders by working with them? ☐ Are there actors among beneficiaries who contribute to tensions? ☐ Is the staff recruited in a transparent manner?

4. Monitoring & Evaluation

A. Monitoring	
	☐ Do we have appropriate feedback mechanisms in place? Do we frequently reassess the risks and mitigation measures?
	☐ Is a beneficiary assessment part of the monitoring mechanisms
	☐ Has the project had unintended negative effects?
	☐ Has the project contributed to the strengthening of political and social reform and resilience (cohesion and inclusion), and to the protection of human rights?
	☐ How often is a risk analysis made?
	☐ Is adaptation possible if necessary?
	☐ Is the impact of our programme on fragility and tensions measured and monitored?
	☐ Are reflections on CSPM included in team meetings?
B. Evaluation	
	☐ How did the project perform?
	☐ Is there any evidence of CSPM impact?
	☐ What are the lessons learned?
	☐ Has the project contributed to the strengthening of political and social reform and resilience (cohesion and inclusion), and to the protection of human rights?

5. Exit

	☐ Was the exit strategy transparently communicated and discussed in advance with partners?
	☐ Was the exit strategy revised at each phase?
	☐ Are responsibilities and roles clear once Swiss financing is over? Is sustainability secured?
	☐ Are transparent rules and criteria in place to hand over equipment?