

A photograph of a community meeting in a rural village. In the foreground, two men in blue t-shirts are engaged in conversation. The man on the left is smiling and gesturing towards a group of people. The man on the right is seen from the back, wearing a t-shirt with 'SEARCH FOR COMMON GROUND THEATRE' printed on it. In the background, a group of people, including children, are gathered in front of a traditional building with a thatched roof. The scene is set outdoors with trees and a clear sky.

CONFLICT ANALYSIS AND CONFLICT MAPPING FOR PEACEBUILDING

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SEARCH FOR COMMON GROUND - UNDP



PART 1:

RECENT DATA ON SOUTH SUDAN CONTEXT AND CONFLICT

SFCG-UNICEF: YOUTH-LED RESEARCH IN BUDI COUNTY – August 2015

Main findings:

- **Perceptions of conflict** are mainly shaped by violent experiences with conflict
- **Drivers of conflict:** mostly high alcohol consumption, cattle rustling and sexual and gender-based violence.
- **Actors of conflict:** Youth are the main actors, but elders play a role in encouraging conflict.
- **Youth perspectives on conflict:** Two views and two approaches to cope with conflict, with a division line related to the level of formal education.
- **Recommendations for youth inclusion in conflict resolution:** interaction between elders and youth, promote activities such as sport and religion, tackle structural roots of conflict

SFCG-UNDP: CONFLICT & LEADERSHIP MAPPING IN MAGWI COUNTY – Oct. 2015

Primary conflict issues:

- **Land disputes:** over the Madi/Acholi border, influx of IDPs (in Pageri), conflicts within Magwi Payam
- **Violence from military and armed groups:** mainly Pageri, fear of soldiers, perception of impunity, armed civilians are viewed as “outsiders”, arms easily available
- **Violence in the home and related to dowry/marriage/undesired pregnancy:** domestic violence and GBV, child abuse (physical, forced labor...)

Primary conflict drivers: lack of justice, lack of food security, weak governance systems

Unifiers: religion (major), traditional dance. For youth: dance and sports. Economic exchange also an opportunity.

SFCG-UNDP: CONFLICT & LEADERSHIP MAPPING IN MAGWI COUNTY – Oct. 2015

Leadership:

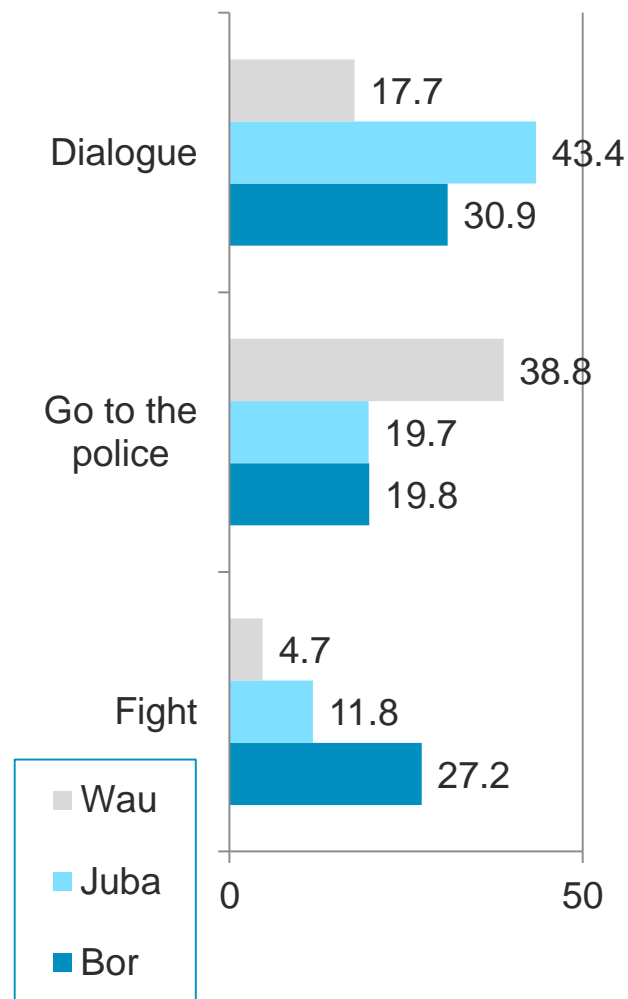
- **Youth:**
 - In Pageri, primary role in conflict mediation
 - In Magwi, engage or avoid conflict
- **Religious leaders:** critical role, influential in peacemaking
- **Women:** not given enough opportunities but very supportive of peace initiatives, desire to be more engaged
- **Chiefs:** respected by communities and must be involved in any community level activities

SFCG-UNICEF: FINAL EVALUATION OF *'COMMUNICATING FOR PEACE'* - May 2016

Social Cohesion and Conflict Trends:

- From **identity** primarily associated with tribes and clans (baseline) towards national identity (especially Bor and Wau)
- Main reported **drivers of conflict** remained largely unchanged: land disputes, cattle raiding (particularly rife in Bor), family disputes associated with marriage, looting, and stealing
- **Reported dispute resolution mechanisms** varied significantly by location: dialogue most common in Juba, police involvement in Wau, fighting in Bor but dialogue more attractive than in baseline.
- These results mirror those on **social cohesion**: very high levels in Wau, negative tendencies in Bor.

Response to last conflict, by location, in % (FE=242)

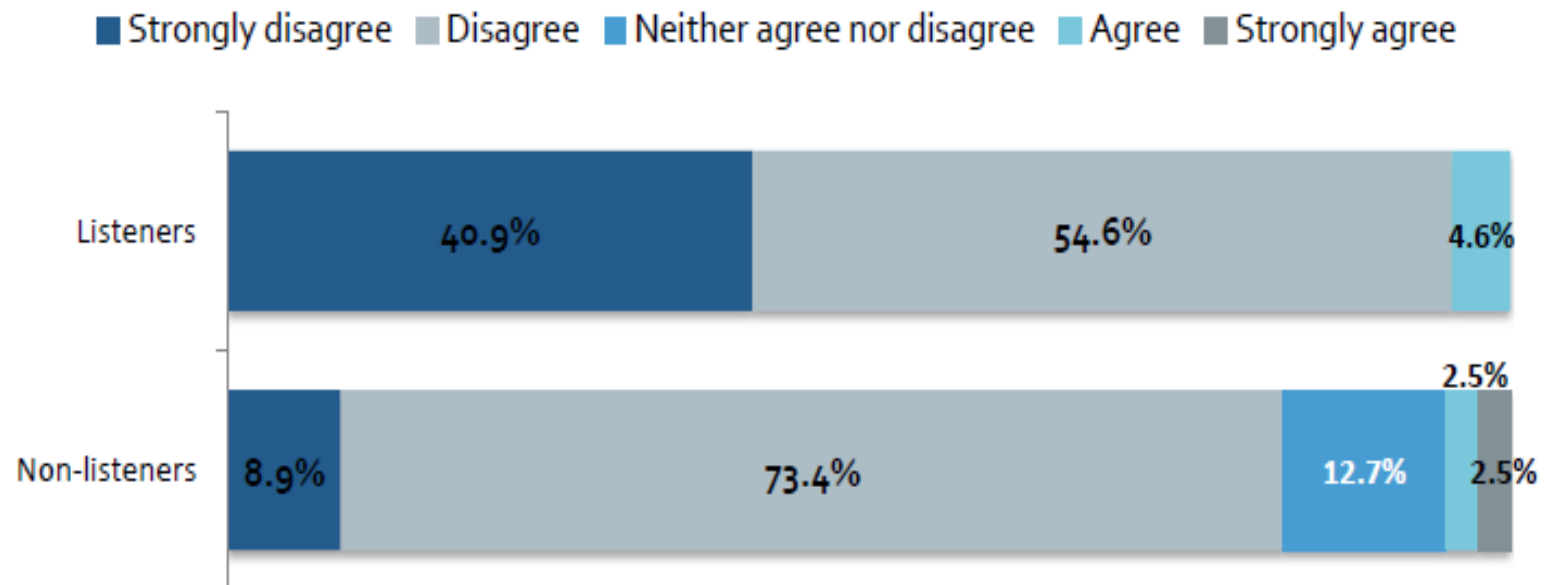


SFCG-UNICEF: FINAL EVALUATION OF *'COMMUNICATING FOR PEACE'* - May 2016

Project evaluation:

- Given its popularity across the country, **radio** was regarded as an appropriate way to target large parts of the population and overcome the challenges associated with high illiteracy rates.

Figure 3: 'Your community thinks it is acceptable for you to use violence against other tribes', by Hiwar al Shabab listenership in Juba (N = 101)



SFCG-UNICEF: FINAL EVALUATION OF 'COMMUNICATING FOR PEACE' - May 2016

Project evaluation:

- **Participatory theatre:** quite popular both in Juba and Bor but difficulty reaching older community members. Theatre attendees were far more likely than non-attendees to reject the use of violence against other tribes, as well as significantly less prone to mistrusting other tribes.
- **Training of religious leaders:** Religion plays an important role in the way of life of many South Sudanese. After the project, in general, religious leaders appeared to be more conscious of their importance within the peace process – but they were already spreading peace messages before the project.

***“With the inception of new unity government,
the religious leaders have a big role to play
to be able to discuss peace and peaceful coexistence”***

(Religious leader, Juba)



PART 2:

CONFLICT SENSITIVITY & Do No HARM

BRAINSTORMING QUESTIONS



What do you understand by the terms: conflict sensitivity and “Do No Harm”?

Does your organization have definitions and/or strategies for these concepts?

How does it apply concretely in your sector of intervention?



CONFLICT SENSITIVITY

Steps to a Conflict Sensitive Approach



STEP 1: CONFLICT AND CONTEXT ANALYSIS

Conflict analysis takes a systematic approach to:

- understanding the background and history of the conflict
- identifying all the relevant groups involved
- understanding the perspectives of these groups and how they relate to each other
- identifying the causes of conflict
- examining risks and opportunities for programming

CONFLICT SENSITIVITY

Steps to a Conflict Sensitive Approach



STEP 2: CONFLICT SENSITIVITY IN PROGRAM DESIGN

Three key steps are:

- identifying main issues from the conflict analysis to help identify project risks and assumptions
- where possible building in mitigation activities/outputs in response to the risks identified
- building risks and opportunities into project design, often in sections on conflict sensitivity or risk management

CONFLICT SENSITIVITY

Steps to a Conflict Sensitive Approach



Conflict sensitive Vs War journalism

Peace-oriented Journalism	War Journalism
PEACE-ORIENTED: <ul style="list-style-type: none">• Multiple parties/positions.• Giving voice to all parties.• Non-orientation.• Humanization of all parties.• Open space: open to the values and values elsewhere also in history and culture.• Proactive: before any violence occurs, discussion peace initiatives.	WAR/VIOLENCE-ORIENTED: <ul style="list-style-type: none">• 2 parties, 2 positions.• "Us vs them" dynamic.• Non-orientation.• Dehumanization of them.• Events based: repeat, disruption.
TRUTH-ORIENTED: <ul style="list-style-type: none">• Search for historical accuracy of all sides, understand all sides.• Impartial and understanding.	PROPAGANDA-ORIENTED: <ul style="list-style-type: none">• Expose "the other side's" lies.• Manipulation.

STEP 3: CONFLICT SENSITIVITY IN PROGRAM IMPLEMENTATION

Consider:

- Start-up phase – double checking design, consulting with communities
- Recruitment – impacts on community of staff engagement
- Capacity building of the team for conflict sensitive approaches
- Identifying implementation activities that can reinforce community cohesion and reduce conflict

CONFLICT SENSITIVITY

Steps to a Conflict Sensitive Approach

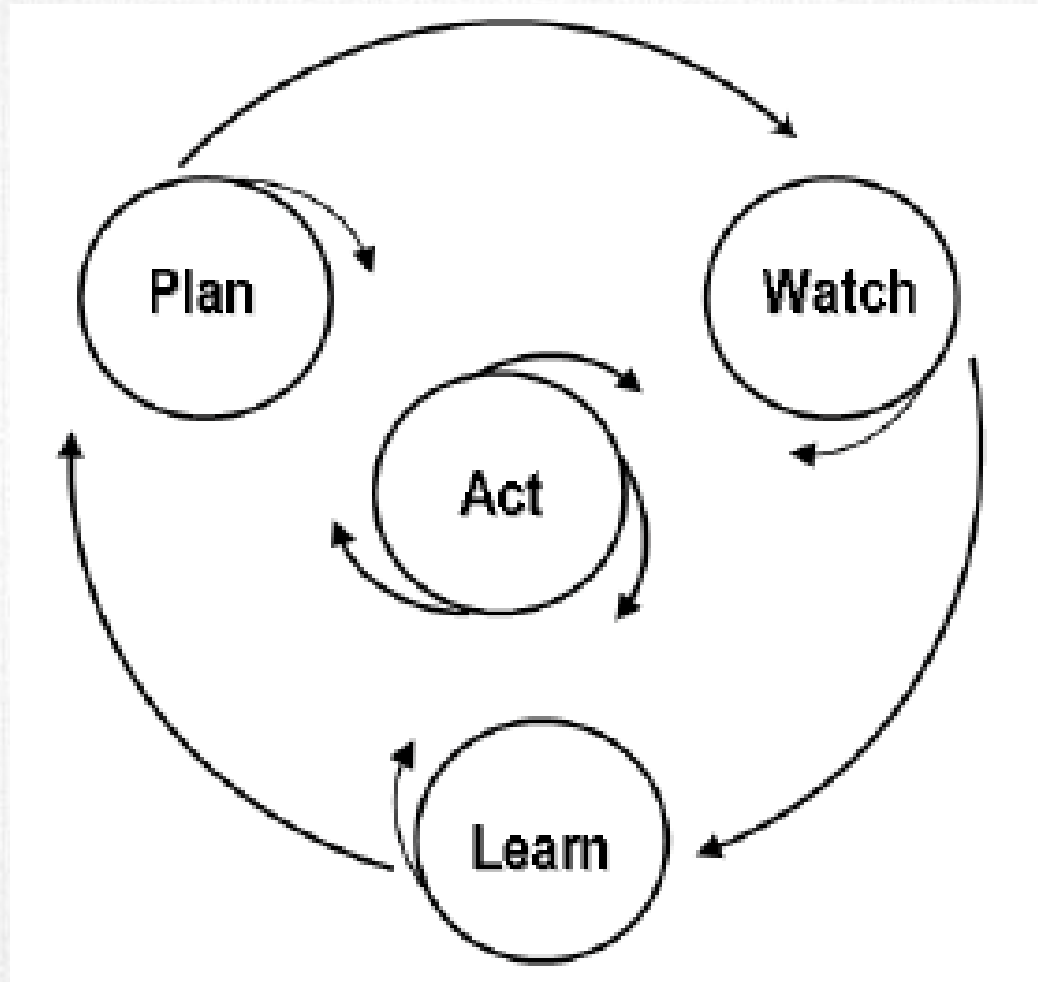


STEP 4: MONITORING AND EVALUATION FOR UNINTENDED AND INTENDED OUTCOMES

“Humanitarian policies, strategies, programs, and activities should be conceived and implemented in such a way so as to avoid creating or perpetuating, through their implementation, or lack of implementation, abuses, violence, discrimination, negligence or exploitation.” - Mary B. Anderson (1990)

CONFLICT SENSITIVITY

Steps to a Conflict Sensitive Approach



CONFLICT SENSITIVITY

Steps to a Conflict Sensitive Approach



STEP 5: PROJECT CLOSE-OUT AND EXIT STRATEGY

When preparing for project exit strategy, ask yourself the following questions:

- What is the risk for local staff?
- Who will benefit from the resources left behind?
- Will our departure create a harmful imbalance with regards to the conflict context?
- Are there opportunities to take advantage of the intervention to consolidate peace?

You should also think of the following:

- Develop three or four exit options/strategies that are studied and analyzed from the start of the project
- Revise these strategies as the project is implemented, based on the evolution of the conflict situation
- When the end of the project is near, select the most appropriate strategy.

DO NO HARM IN PEACEBUILDING

Key Questions:

How can programs be strengthened in conflict situations so that instead of exacerbating tensions, we can support resilience to violence and begin to develop and put in place alternative systems that address problems causing conflict?

What are the risks to our staff involved this work?

What are the risks to communities when conducting this work? Other actors?

DO NO HARM IN PEACEBUILDING

Lessons of the Do No Harm Project

- It is possible—and useful—to apply DO NO HARM in conflict-prone, active conflict and post-conflict situations.

And, in doing so we can:

- Identify conflict-exacerbating impacts of assistance more quickly;
- Be better aware of intergroup relations in project sites and play a conscious role in helping people come together;
- See interconnections among programming decisions (about where to work, with whom, how to set the criteria for assistance recipients, who to hire locally, how to relate to local authorities, etc.);
- Consider the impacts of our assistance on conflict that brings cohesion to staff interactions and to our work with local counterparts;

And, the most important single finding:

- Enables us to identify programming options when things are going badly.

DO NO HARM IN PEACEBUILDING

STEP 1: Understanding the context of conflict

- Identify the appropriate “arena” – the geographic and social space for your program
- Identify which inter-group conflicts have caused violence or are dangerous and may escalate into violence
- How does the project relate to that context of conflict?

STEP 2: Analyze (identify and unpack) dividers and sources of tension

STEP 3: Analyze connectors and local capacities for peace

STEP 4: Analyze the project

- Analyze the details of the program. Remember: it is never an entire program that goes wrong. It is the details that determine impact.

STEP 5: Analyze the program’s impact on the context of conflict through Resource Transfers and Implicit Ethical Messages

- how do these impact on dividers and sources of tension?
- how do these impact on connectors and local capacities for peace?

DO NO HARM IN PEACEBUILDING

STEP 6: Generate programming options

- *IF* an element of the assistance program has a negative impact on dividers – strengthening/reinforcing dividers, feeding into sources of tension

-Or-

- *IF* an element of the program has a negative impact on connectors weakening/undermining connectors and local capacities for peace
- *THEN* generate as many options as possible how to do what you intend to do in such a way as to weaken dividers and strengthen connectors

STEP 7: Test options and redesign programme

- Test the options generated using your/your colleagues' experience:
 - What is the potential impact on dividers and sources of tension?
 - What is the potential impact on connectors and local capacities for peace?
- Use the best options to redesign project.

WHAT TO ASK WHILE DESIGNING PROJECTS

- ❖ **What can we do to ensure that programs are conflict sensitive?**
 - *Identify underlying factors of conflict, triggers of conflict, and community unifiers...*
- ❖ **How can we reach out to the different members of society who can both **influence** and be **victims** of conflicts in different ways? How can we understand their specific needs?**
 - *Creative thinking...*
- ❖ **How can we adapt activities according to the context?**
 - *Acknowledge that dispute-resolution mechanisms and preferred community-bridging activities vary regionally.*

WHAT TO ASK WHILE IMPLEMENTING PROJECTS

❖ How can we ensure sustainability?

- *Empower communities to take ownership of projects and lead self-sufficient programs to ensure sustainability beyond external funding.*

❖ How can we engage diverse groups?

- *Develop a credible and constructive narrative:*
 - *In South Sudan, **media** is a consistent way of **involving all spheres** of societies even during violence.*
 - *Train groups on conflict-sensitive and **responsible communication** that helps to prevent - rather than fuel – conflict.*

PART 3: CURRENT CHALLENGES IN SOUTH SUDAN

BRAINSTORMING QUESTIONS



What are the main challenges faced in peacebuilding programming now?

How does your organization manage to deal with different groups (conflict parties, government, civilians...)?

What about migration? How do displacements impact your programming?





PART 4: METHODS TO ENSURE CONFLICT SENSITIVITY

QUESTION

“ *What types of methods to ensure conflict sensitivity do you know/use?* ”



CONFLICT ANALYSIS: TOOLS AND APPROACHES

CONFLICT ANALYSIS

What do we understand by “conflict analysis” and why do we use it?

All peacebuilding organizations need to engage in conflict analysis in order to understand the context and adapt their activities in peacebuilding and consolidation of peace. This allows us to ensure:

- A conflict-sensitive approach
- Response to the context, including contexts that are very dynamic
- Understanding of the perceptions of the population and target groups
- Assurance of “Do No Harm”

CONFLICT ANALYSIS

OECD-DAC definition:

A **Conflict Analysis** is a systematic study of the political, economic, social, historical, and cultural factors that directly influence the shape, dynamics and direction of existing or potential conflict. It includes an analysis of conflict causes and dynamics as well assessment of the profiles, motivations, objectives, and resources of conflict protagonists.

COMPARISON: **CONFLICT ANALYSIS and EVALUATION**

CONFLICT ANALYSIS

- Conflict sensitive approach
- In adequation with the context dynamics
- Understanding of the population and targeted communities' perceptions
- Ensure the « do no harm »

EVALUATION

- Sensitive approach to the general context
- Measure progress in the project's indicators
- Provide ideas on what groups to target, what content for the activities/programs

COMPARISON:

CONFLICT ASSESSMENT and MONITORING

CONFLICT ASSESSMENT

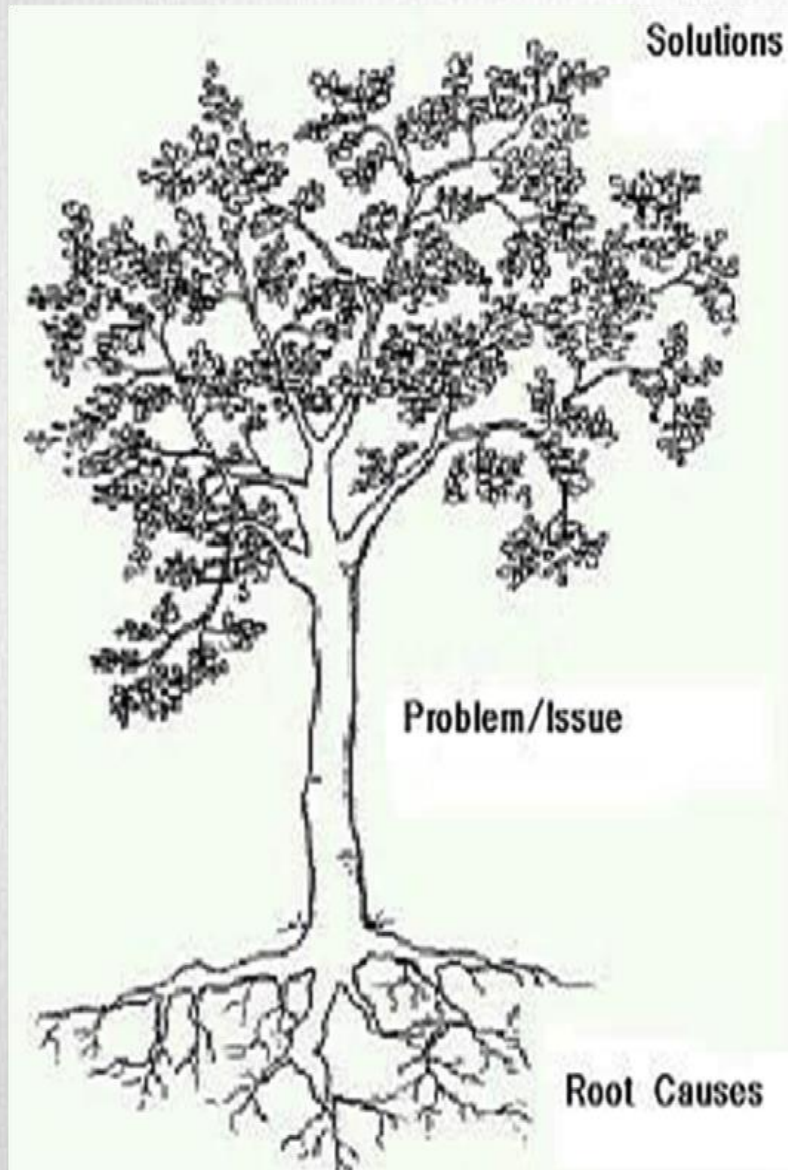
- Large in scale
- Demands a lot of time and resources
- Is very taxing on communities, and so they cannot be repeated too frequently (risk of community research fatigue)
- Length of reports: 30-40 pages or more + annexes
- Can be used for project design and project adaptation at the beginning of a project.

CONFLICT MONITORING

- Monitors conflict dynamics in a regular manner.
- Takes less time and resources than a full conflict assessment.
- Focused on the evolution of peace and conflict dynamics.
- Short reports (less than 10-15 pages).
- Used to adapt projects/programming in a continual manner through evolving contexts.

CONFLICT ANALYSIS

Causes and Roots of Conflict

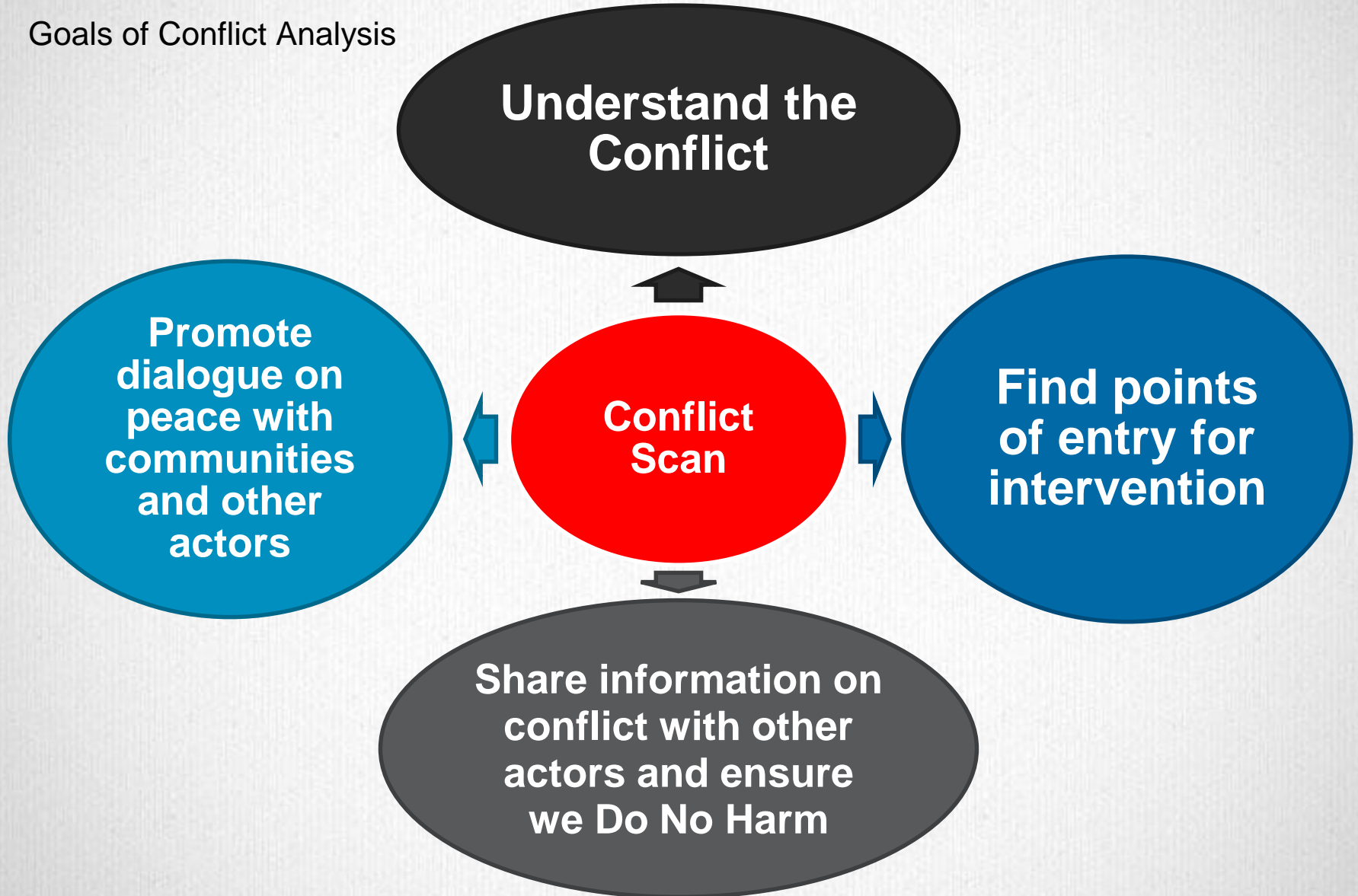


The problem tree helps participants visualize their problems and discuss the root causes and how they create problems in communities.

Example: people may refer to an ethnic conflict, but the conflict itself may be over land, or access to resources. The solutions for such a problem are different than conflict driven by political access to power that divides ethnic groups. So it is important to understand the difference.

CONFLICT ANALYSIS

Goals of Conflict Analysis

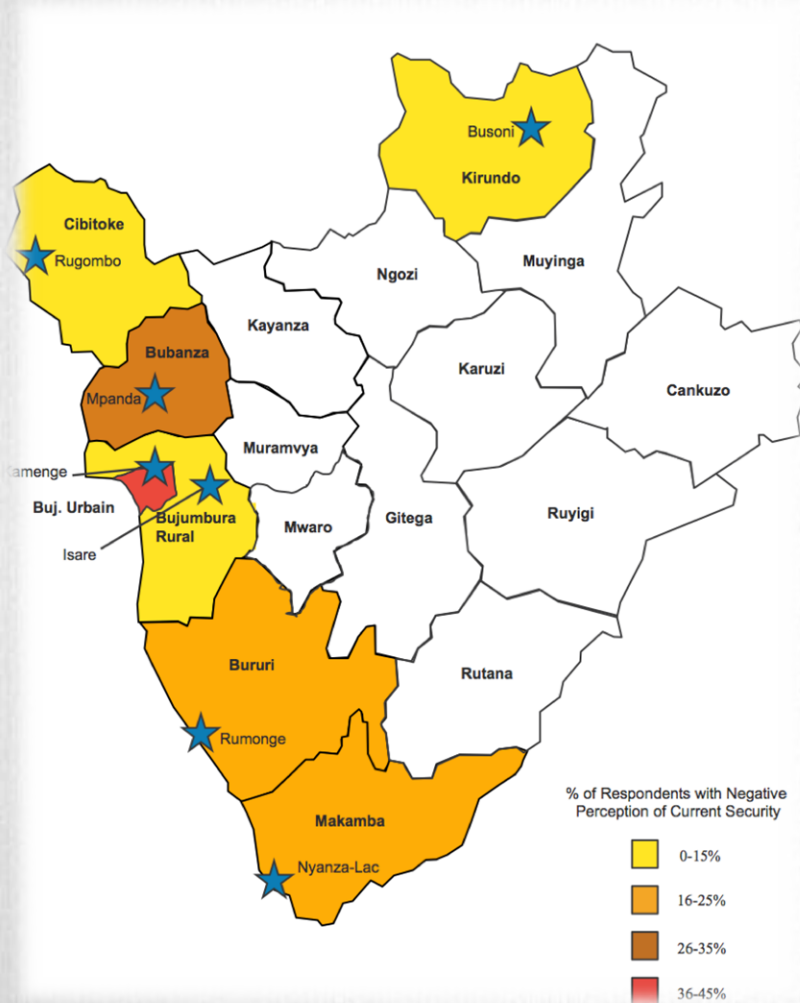


CONFLICT ANALYSIS

Following conflict as it evolves – Risk Assessment

Community monitoring is a way to collaborate and add on to existing research.

- The heat map helps us to see differences by geographic region
- Can use short surveys: 10-15 questions
- Emphasis on qualitative data and ‘filling in the blanks’ about how conflict dynamics change over time and space

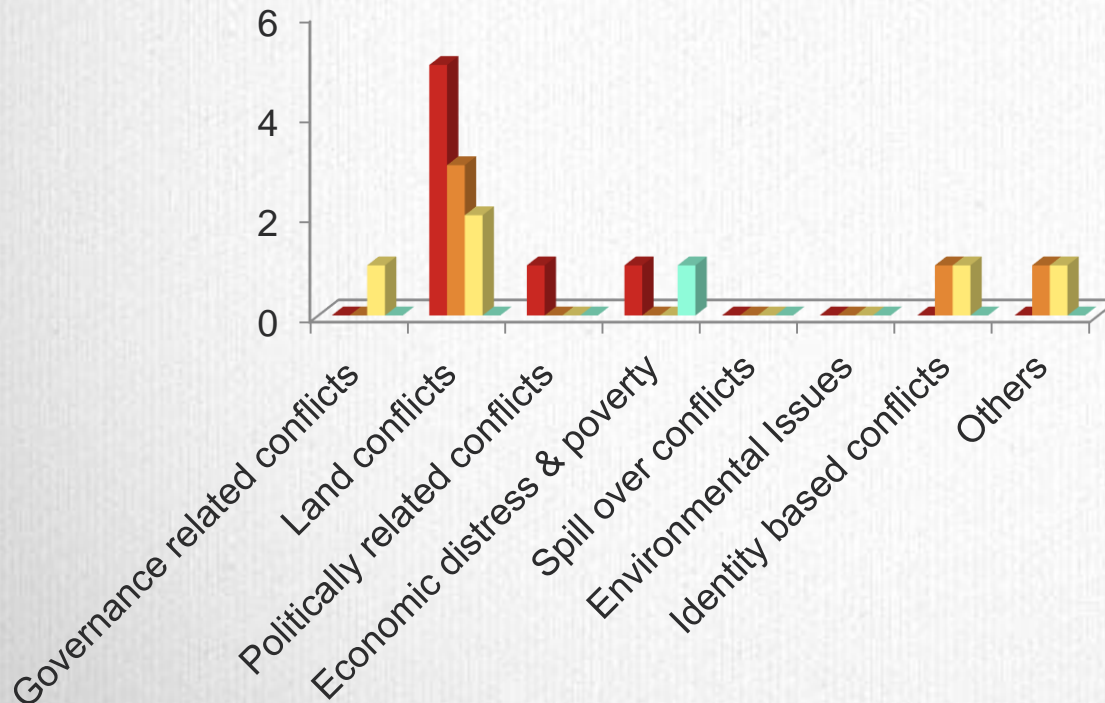


Here example of Burundi

CONFLICT ANALYSIS

Risk Assessment

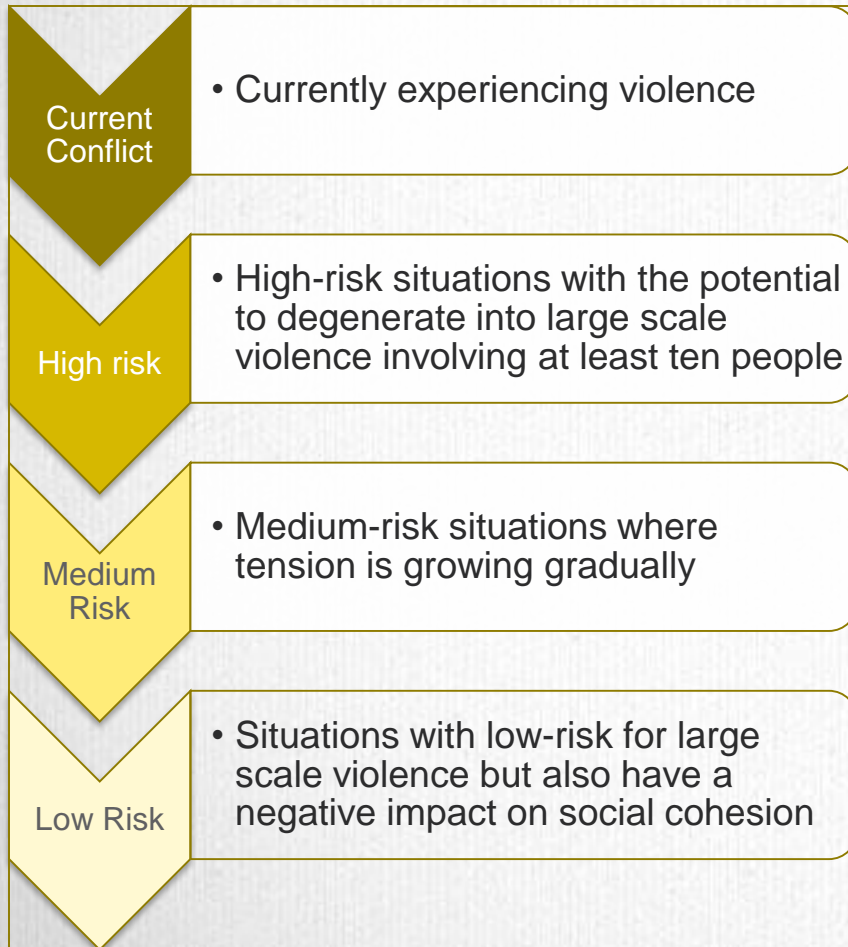
- *Ongoing violence more than 10 people*
- *Very high tension, the situation can easily degenerate into violence*
- *Tension is building up*
- *The Incident has little potential for large scale violence but negatively impact social cohesion*



To understand differences between types of incidents or conflict, graphs outlining the frequency of events can be helpful.

CONFLICT ANALYSIS

Risk Assessment



Color coding risk analysis is very helpful, and coming up with clear codes for what you are discussing.

You can then create a table with the different events, situations, etc. that are at each level.

Make sure everyone understands the same level of risk for different situations.



COMMUNITY MAPPING

COMMUNITY MAPPING:

Leadership Mapping Activity

Keep in mind:

- *What do we want to know? What information is missing?*
- *Why are we doing the study?*
- *Who do we need to work with?*



Make introductions

Before starting, introduce the objective of the mapping, the organization you work for, and how it will be used. It's important that the participants feel comfortable speaking. It is possible that the participants will see an opportunity to ask for financial aid. Therefore, it is important that the facilitator is clear.



Obtain clear consent of all participants

It is imperative to obtain oral or written consent from all participants. The same is true of children. Clear consent ensures they understand why they were asked to participate, the topics and themes to be discussed, the kinds of questions that will be asked, as well as the risks and advantages of their participation.



Give everyone an opportunity to express himself or herself

A few individuals should not dominate the group: In FGD, avoid including people with political influence (preferable to hear from in separate interviews). But participation is voluntary. If someone doesn't feel comfortable, he/she is free to leave the discussion at any time. Choose a calm, neutral and private location to avoid curious onlookers.



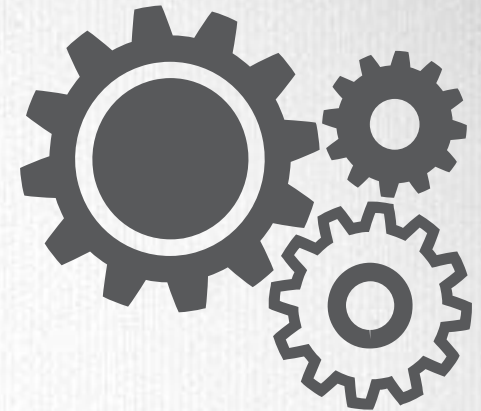
Don't influence responses

Ask questions in an open manner, avoid closed questions like “A gun is necessary, right?”. A participant’s response may also surprise you, in these cases, do not try to ask the question again or ask, “Are you sure?” This is also a means of influencing their opinion. Try to simply write the first response a person gives you.



Don't be defensive

Sometimes NGO staff may not like to research and share information on the way their work can create conflicts. Always remember the objective of the analysis is not to criticize, but to learn and improve. The neutrality of the facilitator needs to be guaranteed (consultants?) but an internal analysis has the advantage of directly informing the team.



Look around you

To triangulate questions about tensions or dividers in the area, you need to verify participants’ responses. Do not hesitate to use your senses to understand the credibility of your data. If you ask “Do you have a plastic chair?” and someone responds “No” despite that he is seated on one, you can verify his response by asking him to whom the plastic chair belongs.

COMMUNITY MAPPING:

Leadership Mapping Activity

Keep in mind:

- Active listening
- Neutrality and open ended questions
- Validation of information (and reframing into conflict sensitive terms)

COMMUNITY MAPPING:

Leadership Mapping Activity

Keep in mind:

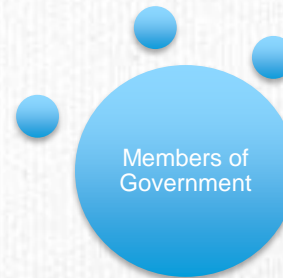
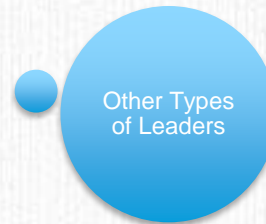
- Note taking is NOT EASY! To make sure you are capturing good information and can share with communities later on, find ways to use tables or pictures that you can use to make sure everyone's ideas are represented and you can understand your notes afterward.

COMMUNITY MAPPING:

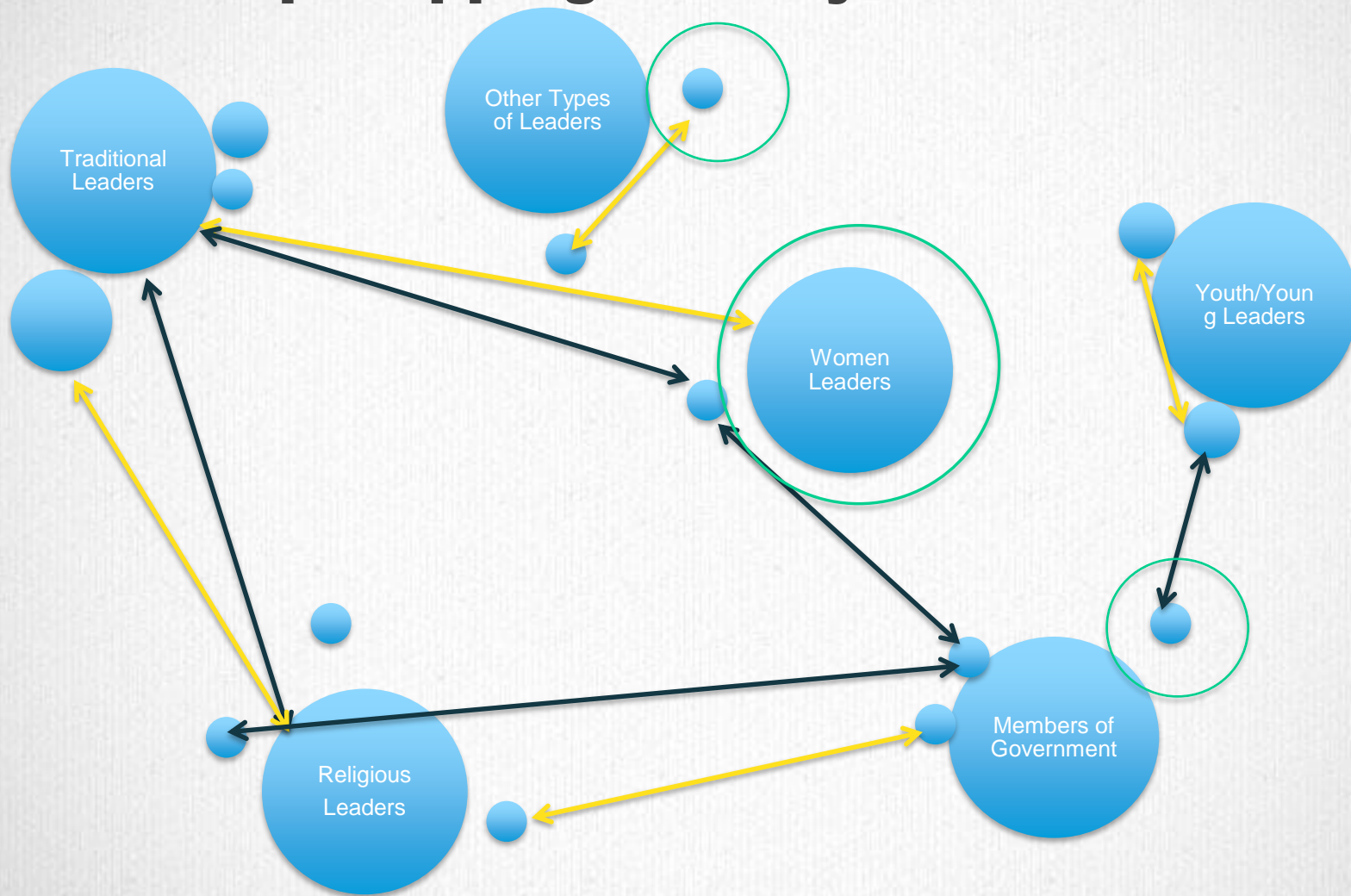
Leadership Mapping Activity

“I like..., I see..., and would like to see... ” is an activity where people will be asked to define their communities. Everyone can go around the room to say one thing they see that is good about the community they live in – a source of pride (I like), one problem or challenge they see facing the community (I see), and one thing they think can change to improve the community (I would like to see).

COMMUNITY MAPPING: Leadership Mapping Activity



COMMUNITY MAPPING: Leadership Mapping Activity



COMMUNITY MAPPING:

Leadership Mapping Activity

	Police	Army	Local Church	Community leaders	Local authority	Armed group	Etc.
Theft/ Infractions	xx	x					
Murder/ crimes							
Mass attack/ massacre							
SGBV							
Land conflict							
Domestic conflict							
Etc.							

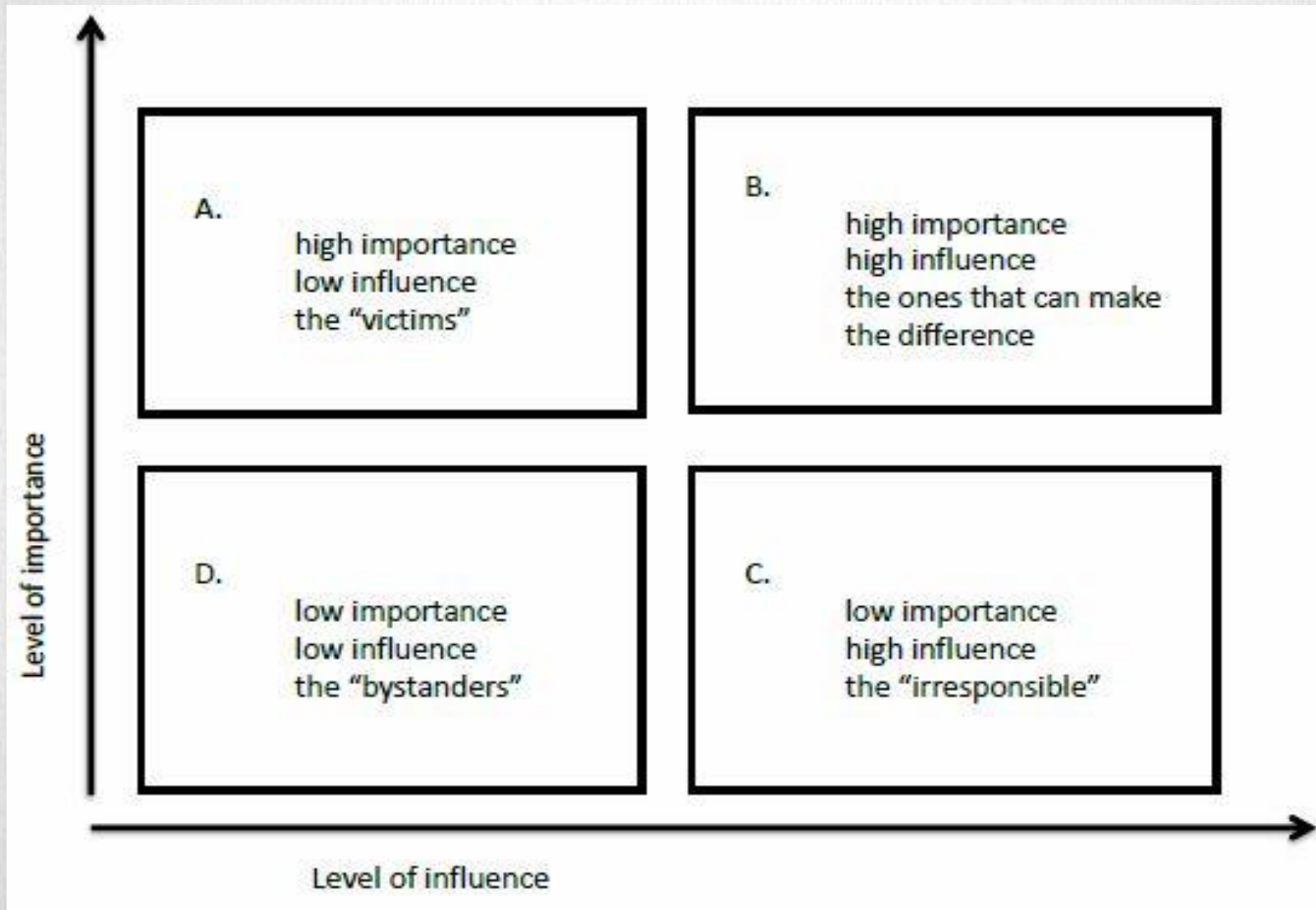
COMMUNITY MAPPING:

Leadership Mapping Activity

Type of conflict cited (+ specification : most frequent / most violent / most risky for the future)	Causes / reasons	Consequences/ Why it is an issue	Main actors / Division lines	Resolution Mecanisms : Current/Desired

CONFLICT ANALYSIS

Actor Analysis



COMMUNITY MAPPING:

Conflict Drivers

- Is there conflict in your community?
 - What does conflict mean to you?
 - How frequently do conflicts occur?
 - Who is most affected by conflict?
 - How much of the conflict is violent?
- What are the primary reasons for conflict?
(unprompted first, then prompts: lack of resources like land, fights between people, other?)
 - Can you give examples of how one of these reasons became a conflict, how it affected you, your family and your community?
 - What is the best way to end a conflict?
- Are leaders engaged in conflict? If so, why?

COMMUNITY MAPPING:

Opportunities for Peacebuilding

- Who is responsible for encouraging peace in your community?
- Are you given opportunities to help build peace in your community?
 - What kind of opportunities?
 - How often?
 - Do you wish you had more?
- What are the best “non-violent” ways to resolve conflict?
 - Is it preferable and effective in comparison to violent conflict?
- Do you have any opportunities to have dialogues with people from other communities with different opinions?
- Do you think it’s good to meet face to face and discuss about conflicts and disagreements
- Are people in your community (including you) engaged in inclusive dialogue on key issues relating to ongoing local conflicts?
- Can you give me examples of someone promoting peace and inclusion through dialogue



LESSONS LEARNED

***HOW CAN WE IMPROVE OUR
M&E APPROACH IN CONFLICT
SETTINGS?***

LESSONS LEARNED



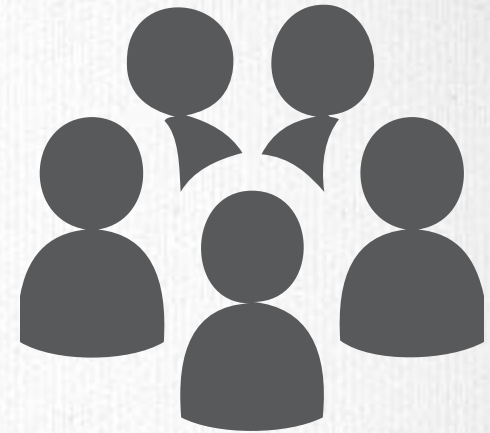
Improve focus on monitoring

Use innovative tools that respond to the realities and challenges of the setting. These are often lighter and more flexible than large-scale evaluations.



Reduce number of evaluations and focus reflection

Focus your goals to a few core themes, and use scans to really dig deep into those larger themes. Look at barriers to access, and use scans to answer questions about trends over time.



Collaborate in research efforts as a community

There are often data being collected by different groups, and it remains unknown. Collaborating with others working on the same issues improves the quality of research, and project design.

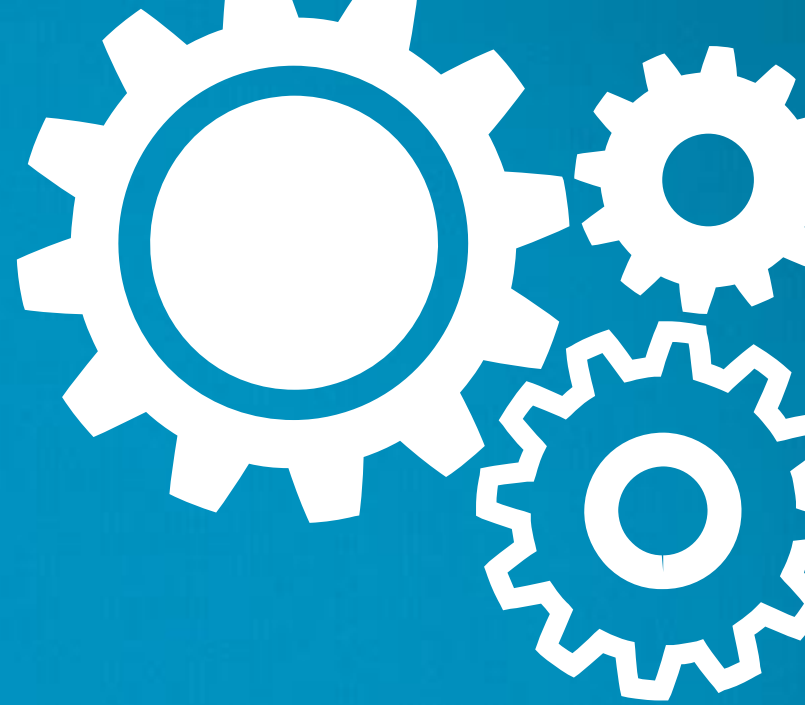
QUESTIONS - DISCUSSION



*How can we adapt these lessons
in the current context?*

What are the next steps?





PART 5: CONFLICT SENSITIVITY IN RESEARCH WORK

GROUP DISCUSSION



How can we ensure conflict sensitivity in the area of research?

What are the specific risks and challenges related to research?

And what are the particular risks and challenges in South Sudan?

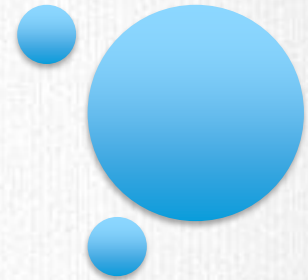
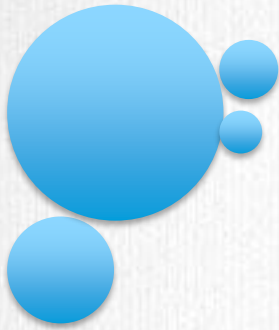


GROUP WORK – MAPPING SOURCES

In South Sudan:

- ❖ What are the different sources of knowledge? Of reflection on programs?
- ❖ Where are the gaps?
What information can't you find/access?
What information would you like to have?

SOURCES





PART 5: INFORMATION SHARING FOR CONFLICT SENSITIVITY

BRAINSTORMING QUESTIONS



*Where do we find data to inform our programming?
(own M&E / External)*

How do we share information from research and M&E within our sector? With other sectors?

How can we each contribute to the knowledge available to peacebuilders in our sectors?



DISCUSSION



What are the opportunities for better coordination and collaboration on

· Conflict monitoring?

· Design of cohesive programming?



DISCUSSION

List 3 concrete next steps we can take to ensure that we continue to collaborate and share better information with each other.

List 3 concrete next steps we can take to work together in our program design, implementation and reflection.



Thank you!

Questions? Comments?

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