

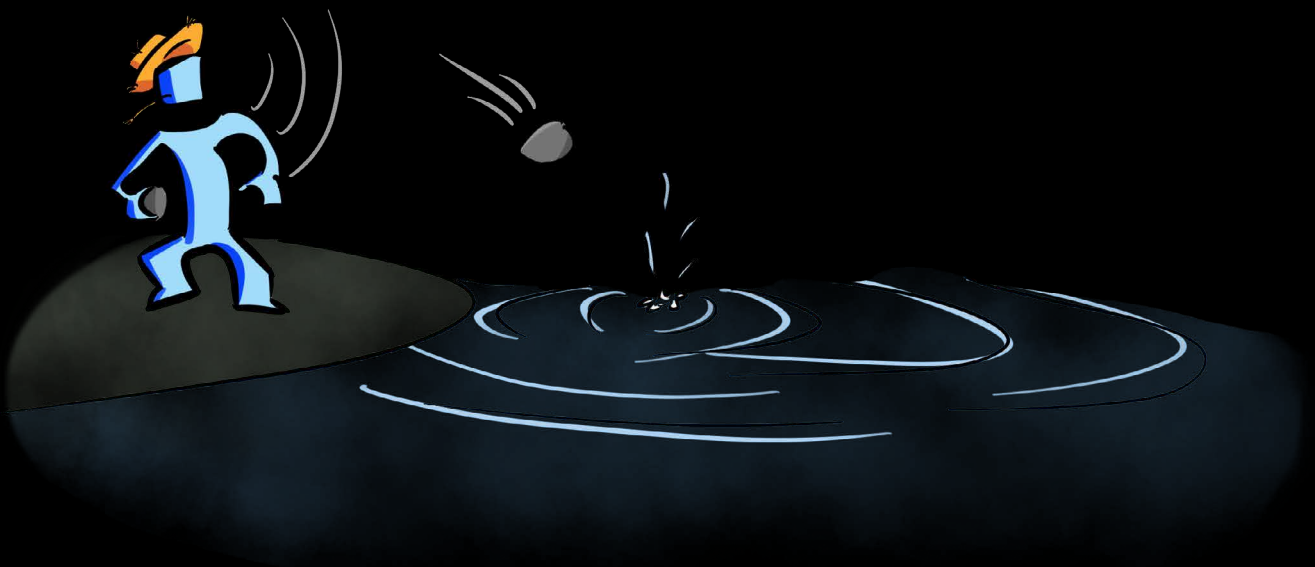


Food and Agriculture  
Organization of the  
United Nations

# THE PROGRAMME CLINIC

## DESIGNING CONFLICT-SENSITIVE INTERVENTIONS

Approaches to working in fragile and conflict-affected contexts



Facilitation guide



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### **Facilitation guide**

## REQUIRED CITATION

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# Foreword

Conflicts are on the rise. Since 2013 the number of crises related to armed conflict has doubled. Today, an estimated two billion people live in fragile and conflict-affected areas of the world, where they are vulnerable to the impact of conflicts and disasters. There are more crises, affecting more people, and lasting longer today than a decade ago. It is estimated that, today, 80 percent of annual humanitarian funds are directed to countries impacted by conflict. In turn, armed conflict is among the most significant obstacles to the achievement of Zero Hunger – as it is for most of the other Sustainable Development Goals (SDGs). There is a clear and urgent need to shift the way we operate in these settings in order to prevent the need for humanitarian assistance, in line with the UN Secretary-General’s Sustaining Peace Agenda.

In 2018 FAO approved its *Corporate Framework to Support Sustainable Peace in the Context of Agenda 2030*, committing FAO to more deliberate impact on sustaining peace within the scope of its mandate. The underlying objective is “conflict-sensitive programming” through which we hope to understand the dynamics of the context in which the FAO work will unfold, in order to—at a minimum—not do any harm but also to contribute to social cohesion and sustaining peace. Our goal is that all that we do (by ourselves or through partnerships) should follow this approach. Especially in fragile and conflict-affected contexts we need to systematically ensure that our work avoids contributing to divisions, disputes and violent conflict, rooted in robust theories of change.

FAO recently partnered with the international organization Interpeace to develop jointly corporate tools, guidance and training on conflict sensitivity and context analysis, strictly limited to the areas of work and mandate of FAO. FAO’s ongoing partnership with Interpeace brings together FAO’s technical and programmatic knowledge with Interpeace’s 25 years of experience in peacebuilding and conflict prevention.

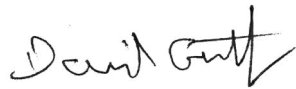
Through this collaboration, we have developed new ways of applying these concepts to make them accessible to practitioners and adaptable to different contexts, minimizing time and effort but still yielding a meaningful result – i.e. to minimize negative effects and maximize positive ones.

One result of this ongoing collaboration is the publication of this *Programme Clinic Facilitation Guide*, following a year of testing in field offices. This approach provides a self-explanatory guide that walks users through a series of steps to help make their project or programme conflict-sensitive.

FAO is investing in and improving its capacities in this regard, and conflict-sensitive approaches are increasingly reflected in programme development, including the European Union-funded Global Network against Food Crises Partnership Programme.

This *Programme Clinic Facilitation Guide* is the starting point of an ongoing process that will continue to evolve. The intent is to continue improving the approach to make it as user friendly, helpful and actionable as possible. Practitioners as well as researchers are invited to provide feedback.

I trust you will find this Guide useful in your work, helping to bring a more systematic conflict-sensitive lens to FAO's work.

A handwritten signature in black ink, appearing to read "Daniel Gustafson". The signature is fluid and cursive, with a prominent vertical stroke at the end.

**Daniel J. Gustafson**

FAO Deputy Director-General,  
Programmes



# Both a methodology and an approach to developing capacity

Fragile and conflict-affected contexts are inherently complex. Fragile contexts are mostly dependent on agriculture as a means of income and conflict disproportionality impacts rural areas with sharply negative consequences for survival, agricultural production and rural livelihoods. For FAO to intervene in such contexts mandates a systematic understanding of the local context integrated into the design, implementation and monitoring and evaluation framework of an intervention.

To be conflict-sensitive is to integrate this understanding of the context into a FAO intervention to reduce potential negative impacts and where possible, to accentuate positive impacts in the community. Interventions that are not conflict-sensitive risk reversing the desired impact of improving food security, livelihoods and resilience. The Programme Clinic approach is a result of “field testing” in several FAO decentralised offices and incorporating feedback into the design of the approach and presentation of this document.

It is our belief that once staff have participated in several Programme Clinics, the very experience of doing so will lead to the formation of new ‘ways of working.’ **The Programme Clinic is both an approach for informing conflict-sensitive design and an experience that contributes to building the capacity in participants to more naturally engage in conflict-sensitive thinking.**



# Acknowledgements

This Facilitation Guide is the product of a collaborative effort between Interpeace/International Peacebuilding Advisory Team (IPAT) and the Conflict Peace and Analysis Unit (CPU) in FAO.

The Facilitation Guide draws on the technical expertise of Julius Jackson (FAO), Phillip Priestley (FAO) and Philip Thomas (IPAT). Additional support was provided by Bernardo Arevalo de Leon (IPAT) and Maria Norton de Matos (FAO).

The development of the Programme Clinic approach benefited from the inputs, discussions and feedback of staff from a number of FAO decentralized offices during the field-testing process, including colleagues in Iraq, Jordan, Kenya, Lebanon, Mauritania, Nigeria, Palestine, Somalia, Sudan, Syria, Turkey and Yemen, as well as the Regional Office in Cairo and the SP5 Resilience Team in East Africa.

Graphic design and layout support was provided by Giulia Ramadan El Sayed (FAO) and Giorgia Wizemann (FAO), both with the Knowledge Sharing Platform on Resilience (KORE). Illustrations were drawn by Jean-Simon Rioux (IPAT Associate).

**This Facilitation Guide is dedicated to the memory of Philip Thomas, who passed away suddenly in December 2018. He was instrumental in shaping the approach, and it would not exist without his experience, insights, guidance and support. We could not have been luckier than to work with Phil, and keenly feel his loss as a friend and colleague.**

# Introduction

Conflict has strong and unambiguous adverse effects on hunger, nutrition and overall sustainable development. Conflict is a major driver of food insecurity and chronic and acute malnutrition. Conflicts reduce food availability, disrupt access to foodstuffs, and undermine non-formal as well as established social protection systems. Significantly, contexts considered extremely fragile or fragile are also those that rely mostly on agriculture.

Particularly relevant for FAO is that most conflicts strike hardest in rural areas, with sharply negative consequences for survival, agricultural production and rural livelihoods. Conflict causes vulnerable people and at risk communities to lose access to the range of resources necessary for food and agriculture production, thereby undermining household and community-level resilience. Some – but certainly not all – conflict drivers specifically relate to FAO’s mandate and competencies.

In fragile and conflict-affected contexts, FAO, broadly speaking, intervenes across two programmatic areas:

- **Working in conflicts (conflict impacts):** developing and implementing interventions to offset the impacts of conflicts on food security, nutrition, agriculture and natural resources, by saving lives and supporting livelihoods directly impacted by conflict(s)
- **Working on conflicts (conflict drivers):** identifying ways to minimize, avoid, positively transform and resolve conflict(s) where food, agriculture or natural resources are (or hold the potential to serve as) conflict drivers, including reducing the potential for a relapse into conflict in the context of strategic post-conflict reconstruction and recovery

As **Figure 1** on the following page illustrates, FAO interventions, at a minimum, should be doing no harm and where possible examining ways to positively influence local conflict dynamics (‘doing some good’).

At the other end of the spectrum, the unintended negative impacts of an intervention are manifold. Interventions can fuel tensions, disputes and conflict, erase livelihoods and food security gains, for example, while increasing the risk to beneficiaries, staff and implementing partners.

Understanding and monitoring the interaction between an intervention and the local context, therefore, is integral to adaptive programming and ensuring potentially negative impacts are promptly addressed.

**Figure 1**  
FAO's interventions in fragile and conflict-affected contexts



**WAY OF WORKING**



<b>IMPACT</b>	Negatively effect the context/community relations	Conflict blind	Minimise negative effects	Reinforce positive effects (connectors)/minimise negative effects (dividers)	Building local peace by addressing conflict drivers and supporting peace drivers
<b>PROCESSES</b>					<b>Peacebuilding</b>
				<b>Sustaining peace</b>	
			<b>Conflict sensitivity</b>		

Action to identify and support structures, which will tend to strengthen and solidfy peace in order to avoid a relapse into conflict

Activities aimed at preventing the outbreak, escalation, continuation and recurrence of conflict

Incorporating a systematic understanding of the interaction between the local context and a project into the design, implementation and evaluation framework with a view to reducing potentially negative impacts and accentuating positive impacts in the community

# Programme Clinic FAQs

## What is it?

The Programme Clinic is a structured participatory analysis designed to identify and integrate “conflict-sensitive” strategies into the design and implementation of FAO interventions. The objective is to minimise the risk of any negative or harmful impacts as well as maximise any positive contributions towards strengthening and consolidating conditions for sustainable peace.

## How does it work?

The Programme Clinic is designed in a way that empowers staff from the decentralised offices to facilitate the process effectively without needing to rely on external expert facilitation. The Programme Clinic is an intuitive multi-step process that enables participants to effectively engage in conflict-sensitive analysis and design thinking even if they have no previous training in conflict sensitivity. The process itself, when done effectively, has a secondary effect of building greater awareness of and competence in conflict-sensitive thinking in those participating in Programme Clinics.

Both a detailed facilitator’s as well as participants guide have been produced to support the Programme Clinic approach.

## When is it useful?

The Programme Clinic is intended to inform the design, planning and implementation phases of an intervention. The Programme Clinic should be conducted during the project design phase or during the inception period when activities and implementation modalities are refined.

The Programme Clinic can also be useful as a monitoring tool during implementation as well as part of a mid and/or end-term evaluation.

## How much time does it take?

The Programme Clinic is designed as a six to eight-hour workshop that can be implemented as a single working session or divided into two or three separate sessions.

The conflict-sensitive analyses produced from the Programme Clinic can also be utilised and updated for similar projects within the same area of intervention, thereby reducing the time needed for future Programme Clinics. When this is possible, the work of the group will be to review and update the previous analysis as needed.

## Who and how many can participate?

This depends on the context. In some cases, participation may be limited to FAO staff only. In other situations where conditions are favourable, participation would also be encouraged from implementing partners, local stakeholders and other UN agencies.

The number of participants for a Programme Clinic can range from a minimum of 4–6 to a maximum of 10 – 12. While a Programme Clinic can be conducted with a larger group, it would likely require extending the time allotted for the methodology in order to ensure active engagement and participation from all.

## Assumptions/conditions for an effective Programme Clinic

- A context analysis is conducted by a dedicated focal point ahead of the programme clinic, to inform the process and establish an institutional understanding of the operating environment (see FAO Guide to Context Analysis).
- The effectiveness of a Programme Clinic requires that within the group there is sufficient knowledge on the local context dynamics (governance and politics; socio-economic; community and identity groups; the environment and natural resources and conflict and security) and the technical expertise related to the project itself.
- Participants are focused on the Programme Clinic and are not obliged to undertake other work whilst the clinic is underway.
- The Programme Clinic facilitator (be they internal or external) possesses a well-developed understanding of the approach and exercises and is able to challenge and develop ideas among participants.
- Management is supportive of the Programme Clinic and the process is clearly linked with a deliverable, such as the formulation of a concept note or programme document.

## Programme Clinic documentation

The Programme Clinic is supported by documentation that includes:

- Guide to Context Analysis: (guidance on how to undertake a “good enough” conflict analysis of the area of intervention).
- Facilitator’s Guide (guidance on how to facilitate each session along with useful facilitation tips).
- Participant’s Workbook (a document with description of each exercise together with blank exercise templates, as well as examples of completed exercises).

*An internal FAO eLearning tool on conflict-sensitivity will be developed during 2019.*



# Programme and context overview

## Purpose

To establish a shared understanding about the objectives and modalities of the FAO intervention as it is currently conceived and provide an initial overview of what is known about the local context.

If the intervention is still very much in the design stage, it is likely that some of the questions are not yet fully answerable and may be influenced by the outcomes of the Programme Clinic. The intent of this step is to understand the current thinking about this intervention, even if some of this thinking is still only tentative.

## Process

The below questions should be posed to the project manager or focal point so as all participants are familiar with the project's objectives and planned activities. Time should also be provided for participants to question any aspect of the project.

PROJECT OVERVIEW	
SUMMARY OF THE PROGRAMME	<ul style="list-style-type: none"> <li>• Timeframe: Key dates related to the project formulation and inception (if applicable)</li> <li>• Geographical Focus: Where will it be implemented?</li> </ul>
OBJECTIVE	<ul style="list-style-type: none"> <li>• What is the need this intervention seeks to address?</li> <li>• What will happen if the project is successfully concluded?</li> </ul>
DESIGN AND IMPLEMENTATION	<ul style="list-style-type: none"> <li>• Who has been involved to date in the decision making and design?</li> <li>• With what role and why?</li> <li>• What local authority structures were involved?</li> </ul>
ACTIVITIES	<ul style="list-style-type: none"> <li>• What are primary activities?</li> <li>• How are the activities linked?</li> </ul>
BENEFICIARIES	<ul style="list-style-type: none"> <li>• What are the main resources or benefits generated by the intervention?</li> <li>• Who will be the direct (immediate) beneficiaries and how will they benefit?</li> <li>• Who will benefit indirectly and how?</li> </ul>
IMPLEMENTATION	<ul style="list-style-type: none"> <li>• What implementation challenges do you foresee?</li> <li>• How do they differ by area?</li> </ul>

## Context overview

Within these fragile and conflict-affected contexts, societal relations may be fractured, governance and the provision of services weak or non-existent while economic activity and food systems can be vulnerable to disruptions. A context analysis borrows from political economy and livelihoods analysis to deconstruct the local dynamics within a defined area. The analysis examines contemporary history, causality and conflict drivers, stakeholders and local conflict lines.

Conducting a context analysis using *FAO's Guide to Context Analysis* prior to the Programme Clinic is recommended to support and inform the Programme Clinic. *FAO's Guide to Context Analysis* is intended as an accessible and practical learning tool to analyse the local context for a specific project, programme or decentralised office initiative.

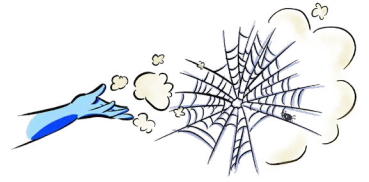
**In those cases where a structured context analysis is not feasible prior to a programme clinic, it is essential to ensure that among the proposed programme clinic participants there is a detailed understanding of the below themes within the project(s) area of intervention.**

CONTEXT OVERVIEW	
CAUSAL UNDERSTANDING	<ul style="list-style-type: none"> <li>• What are the deep seated or structural causes of disputes, divisions and conflict?</li> <li>• What are the more apparent or visual drivers of disputes, divisions and conflict? How are they linked with the deeper structural causes?</li> </ul>
STAKEHOLDERS	<ul style="list-style-type: none"> <li>• What are the entities, institutions or groups with positions and interests capable of influencing, positively or negatively, the context within a given area?</li> <li>• What is the ability of a stakeholder to effectuate a course of action through power (coercive action) or influence (persuasive and accepted voluntarily)?</li> </ul>
CONFLICT LINES	<ul style="list-style-type: none"> <li>• What are the objectives of one or more stakeholders to a dispute or conflict?</li> <li>• How are these different conflict lines (economic, ideological, political, status) interrelated so as to understand the broader conflict dynamic and the stakeholders involved?</li> </ul>
CONFLICT IMPACT ON FAO AREAS OF INTERVENTION	<ul style="list-style-type: none"> <li>• What is the direct and indirect impact of conflict on rural communities?</li> <li>• How do different stakeholders influence or control rural economic activity?</li> <li>• What are the adaptive capacities of rural livelihoods group (farmers, fisher folk, pastoralists etc)?</li> </ul>





# Understanding conflict dynamics



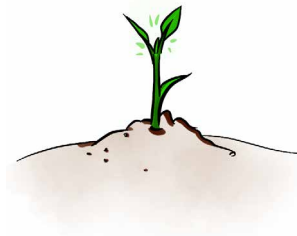
## Purpose

To provide an introductory snapshot of the current and emerging context for the FAO intervention. This snapshot will serve as an entry-point to understanding the context, including a cursory understanding of both drivers of conflict and engines of peace. At this stage the focus is on the big picture, i.e. a picture that is painted in broad strokes to highlight the key factors and dynamics in the context that have the effect of either exacerbating conflict (*conflict driver*) or contributing to localised peace (*peace driver*).



### Conflict drivers

What current or emerging key trends or dynamics have the potential to contribute to tensions, disputes and/or violent conflict?



### Peace drivers

What current or emerging initiatives and trends have the potential to contribute to improved prospects for localised sustainable peace?

Drivers are defined as actions or processes that create or have the potential to create the conditions for peace or conflict. Drivers are intrinsically linked with more deep-seated or structural causes that can result in violent conflict or peace once exposed to a triggering event or incident.

The first exercise on Peace and Conflict Drivers is provided to facilitate reflection on both **contextual levels** and **thematic groups** of drivers of peace and conflict.

- **Contextual levels** refer to both the local context of the FAO intervention as well as the broader contexts in which it is located (including national, regional and international).
- **Thematic groups** are identified to ensure consideration is given to the political/governance, economic, social, environmental, and security dynamics in these contexts that work either against or for peace and social cohesion.

Examples of the kind of drivers from each of the thematic areas are described on **pages 9–10**.



Recognize that analysis can often feel messy and tedious. The challenge is to ensure sufficient rigour while at the same time remembering the goal is to achieve analysis that is **'good enough'**, not perfect. Analysis is a dynamic and on-going process that requires continued monitoring throughout project implementation in order to update and adapt as required.

## Process

1. Review the purpose of this exercise with the group and the two core questions this exercise aims to answer. Explain that the group is to focus on the following two levels of drivers:



### Local context

The drivers that are specific to the local geographic area where the intervention is taking place.



### Broader context

The broader geographic area surrounding and influencing the local context. This includes relevant sub-national, national, regional and/or international dynamics that related to and have influence on the local context.

2. Using note cards or 'sticky notes', begin working through each of the thematic areas and have the group identify the drivers they consider most relevant for each level and area. The groups should ask **“What are the key issues and dynamics relating to the thematic area that are currently producing tensions and driving conflict or helping to create and strength conditions for peace?”** Identify one driver per sticky note and post in the corresponding cell on the flipchart paper. As you work through each area, begin by reviewing the description and examples provided as a way of clarifying and focusing the attention on the thematic area. The examples given are not meant to be exhaustive, but simply to offer some illustration of types of drivers that fall within the given thematic area.
3. Once you have finished identifying and posting the drivers using the template provided, you should have a richer perspective or 'snapshot' of the context of the FAO intervention, as well as the broader context in which it takes place. Based on your understanding of the FAO intervention and now the context, identify the drivers you consider most relevant in terms of how likely aspects of the FAO intervention could affect, or be affected by, these drivers. Circle or highlight these drivers as they will be discussed later in step 5.



*It is important to emphasize that the goal here is not to identify as many ideas as possible, but to only focus on what you consider **the most significant** factors or dynamics in the context that work as drivers of peace or conflict. In some contexts, it is likely that some cells remain empty because there are no significant peace or conflict drivers.*

# GUIDE EXERCISE 1: PEACE AND CONFLICT DRIVERS

CONFLICT DRIVERS		PEACE DRIVERS	
POLITICAL/ GOVERNANCE	<ul style="list-style-type: none"> <li>• How responsive and accountable are governance systems?</li> <li>• Do centre-periphery relations contribute to perceptions of marginalization? How?</li> <li>• Does political mobilization occur around identity?</li> <li>• What are the relations between formal and informal governance systems?</li> </ul>	<ul style="list-style-type: none"> <li>• Are there local, sub-national or national peace initiatives?</li> <li>• Are there local CBOs or institutions that work for peaceable outcomes?</li> <li>• Are there accepted customary conflict management mechanisms?</li> <li>• Do initiatives exist to improve accountability and limit corruption?</li> </ul>	POLITICAL/ GOVERNANCE
ECONOMIC	<ul style="list-style-type: none"> <li>• What barriers exist in accessing the job market?</li> <li>• What are the causes of inequality?</li> <li>• Is the area vulnerable to economic shocks?</li> <li>• Do youth have viable livelihoods options?</li> </ul>	<ul style="list-style-type: none"> <li>• Are economic policies and programmes inclusive?</li> <li>• Are women able to equally pursue economic opportunities?</li> <li>• Are there youth entrepreneurial programmes?</li> <li>• Is there investment public and rural infrastructure?</li> </ul>	ECONOMIC
SOCIAL	<ul style="list-style-type: none"> <li>• Is there ethnic or identity group mobilization around grievances?</li> <li>• Are there patterns of social exclusion of women, youth and minority groups?</li> <li>• Has displacement contributed to local tensions?</li> <li>• Has there been an erosion of the acceptance of conflict management structures?</li> </ul>	<ul style="list-style-type: none"> <li>• Are there institutions or practices that integrate different identity groups?</li> <li>• Do women engage in direct or indirect conflict resolution?</li> <li>• Is there support for customary conflict management structures?</li> <li>• CSO initiatives focused on bridging divides?</li> </ul>	SOCIAL

# GUIDE EXERCISE 1: PEACE AND CONFLICT DRIVERS

CONFLICT DRIVERS		PEACE DRIVERS	
ENVIRONMENT	<ul style="list-style-type: none"> <li>• Does access to natural resources produce disputes, tensions or conflict?</li> <li>• Is there inequitable access to natural resources?</li> <li>• Do natural hazards (flooding, for example) contribute to disputes?</li> <li>• Do decreasing agricultural yields (climate variability, damage) threatening food security and increase community tensions?</li> </ul>	<ul style="list-style-type: none"> <li>• Are there inclusive institutions focused on NRM?</li> <li>• Are climate adaptation strategies in place or being developed?</li> <li>• Are there policies supporting women's ownership of land?</li> <li>• Do natural resource users groups (forestry, fisheries, water) cooperate among themselves?</li> </ul>	ENVIRONMENT
INSECURITY	<ul style="list-style-type: none"> <li>• Are formal security forces or non-state armed groups (NSAG) accused of abuses, exploitation and/or the recruitment of children?</li> <li>• Have there been an increase in the number of armed groups (non-state and state-linked)?</li> <li>• Are there reports of SGBV?</li> <li>• Does criminality or the threat of it restrict the movement of women, boys or men?</li> </ul>	<ul style="list-style-type: none"> <li>• In post-conflict settings, are there functioning Disarmament Demobilisation and Reintegration (DDR) programmes?</li> <li>• Are there effective demining or Explosive Remnant of War (ERW) removal initiatives?</li> <li>• Are there any community initiatives that improve local security?</li> <li>• Are there any negotiated agricultural or livestock initiatives that preserve livelihoods and the safety of farmers and herders during times of insecurity?</li> </ul>	INSECURITY

## STEP 3

# Understanding stakeholders

## Purpose

To identify and analyse key stakeholders in a given context that are relevant to the FAO intervention. Within this framework, the term 'stakeholders' refers to individuals, groups and institutions engaged in, as well as being affected by, the FAO intervention, the outcomes it seeks and the results it produces. Specifically, the stakeholder analysis seeks to identify potential issues that could arise by who is involved, who is not involved, who may benefit and how these decisions about involvement and engagement are made.

## Process

Review the purpose of this step with the group. Explain that this analysis will involve working through the following two exercises:

- **Exercise 2: Categories of stakeholders:** Identification of relevant key actors or stakeholders. The specific aim of this step is to think through and identify, (a) the individuals and groups that may benefit directly or indirectly from either the implementation process or the results the FAO intervention intends to achieve; (b) how they will benefit; and (c) other individuals or groups who may become disgruntled and/or feel marginalised by how they perceive themselves to be affected by the intervention and possibly react in ways that have a negative impact on the intervention or context.
- **Exercise 3: Exploring potential for opposition:** Analysis of potentially disgruntled actors identified in the first step with the aim of understanding more comprehensively, (a) the perspectives these individuals or groups may have that cause them to believe that they are negatively affected; (b) their own interests and concerns; and (c) the level of power and/or influence they possess.

Identification of key actors or stakeholders: Begin by having the group identify the actors (individuals, groups, institutions) they believe are important to consider because of their potential influence (direct or indirect) on project implementation or the outcomes it aims to produce. Use the categories and table below to consider all potentially relevant actors.

Using note cards or sticky notes write down each actor identified (one per post-it) and place in the corresponding column in **Exercise 2: Categories of stakeholders**.



The goal is not to produce an exhaustive list of all possible actors, but to identify an initial list of those considered **most relevant** because of their role vis-à-vis the FAO intervention and their potential for influence on the context.

# GUIDE EXERCISE 2: CATEGORIES OF STAKEHOLDERS

INTENDED BENEFICIARIES	OTHERS BENEFITING DURING IMPLEMENTATION	INVOLVED IN DECISION-MAKING	POTENTIALLY DISGRUNTLED ACTORS
<ul style="list-style-type: none"> <li>• <b>Who are the immediate and direct beneficiaries of the intervention?</b></li> <li>• <b>Who else does this intervention intend to benefit further 'downstream'?</b></li> </ul> <p><i>Consider the possibility that some may benefit in ways that are unintended by the intervention.</i></p>	<ul style="list-style-type: none"> <li>• <b>Who are the non-beneficiaries benefiting from the intervention?</b></li> </ul> <p><i>This includes implementing partner organizations, suppliers, contractors, and service providers that will receive economic benefits from their role in the implementation.</i></p> <p><i>Others benefiting may also include formal and informal leaders who receive support or advantage through the project affording visibility and recognition (status).</i></p>	<ul style="list-style-type: none"> <li>• <b>Who participates in decision-making on key aspects related to project design and implementation?</b></li> <li>• <b>How are these decisions made?</b></li> </ul> <p><i>These key decisions may include HR, procurement, intervention area and beneficiary targeting.</i></p>	<ul style="list-style-type: none"> <li>• <b>Which individuals or groups could potentially oppose the intervention due to a perception of exclusion?</b></li> <li>• <b>Similarly, which individuals or groups could oppose the project due to a perception of being negatively affected?</b></li> </ul> <p><i>Exclusion of key, influential or powerful stakeholders could incentivize opposition to the intervention.</i></p> <p><i>Negative effects, whether actual or perceived, may result from economic loss or a reduction in status or power.</i></p>

## Exploring potential for opposition



1. Once all relevant actors have been identified using the template above, circle those identified in the “disgruntled” column who could potentially undermine or disrupt the project and/or who could fuel tensions and create conflict. Ideally, you should have no more than 3-5 stakeholders (individual or groups) circled here.
2. Using **Exercise 3 ‘Exploring potential for opposition’**, begin by writing down those circled actors from Exercise 2 in the first column (under ‘Stakeholder’) in the Exercise 3 table. For each stakeholder, continue working across the table providing answers to the corresponding questions in each column (described below).

- **Stakeholder perspective:**

What perspectives may the stakeholders have that could produce frustration and motivation to actively oppose the intervention in any way? What does the stakeholder want? And why? What are the underlying fears, concerns, needs or interests that are compelling the actions or potential actions of this stakeholder?

- **Stakeholder power:**

What are the currencies or sources of power and influence this actor has and how is it currently being used or could to be used in ways that relate to this intervention and the impact it has? It is important to differentiate the influence that originates from positions of power, and the power that is derived from the ability to influence.

- **Strategy:**

What actions or strategies could be taken to help satisfy the concerns and interests of the stakeholder in order to minimize the risk of resistance and conflict and maximize support for the FAO intervention and the results it produces? How could the way decisions are made and the intervention implemented help move this stakeholder from potential position of resistance to one of support?



*The intent here is to “step into the shoes” and take the perspective of the actor in order to try and understand how and why that stakeholder could perceive themselves negatively affected and therefore frustrated or angered. It is important to suspend judgement about what is real or perceived, right or wrong, and simply try to understand how things could look from the stakeholder’s point of view.*

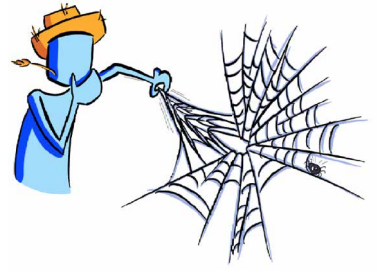
# GUIDE EXERCISE 3: EXPLORING POTENTIAL FOR OPPOSITION

STAKEHOLDER	STAKEHOLDER'S PERSPECTIVE	STAKEHOLDER'S POWER	FAO STRATEGY
<ul style="list-style-type: none"> <li>Identify stakeholders who could potentially disrupt the project, fuel tensions or create conflict and place them vertically in this column.</li> </ul>	<ul style="list-style-type: none"> <li>What is the viewpoint of the stakeholder?</li> <li>Why would they potentially undermine the project?</li> <li>What does the stakeholder want? And why?</li> <li>Do they have legitimate concerns?</li> </ul>	<ul style="list-style-type: none"> <li>What is the source of the stakeholder's power?</li> <li>Do they have the ability to mobilize, block or influence access to intended beneficiaries or resources important for the intervention?</li> <li>Do they have informal or formal leadership and influence (political, social, religious) and the ability to inspire, organize and mobilize individuals and groups?</li> <li>Can they use coercive power – the ability to use force or the threat of forceful means?</li> </ul>	<ul style="list-style-type: none"> <li>What management and project options are available to address potential opposition to the intervention?</li> <li>Could the intervention strengthen and broaden engagement with stakeholders on decision-making or as part of a project committee?</li> <li>Could the intervention be more inclusive? Broaden activities or introduce training to excluded community members?</li> <li>If opposition to the project is irreconcilable and could threaten the safety of staff, partners and beneficiaries, consider changing the location of the intervention.</li> </ul>



## STEP 4

# Understanding potential peace and conflict impacts



## Purpose

The peace and conflict impact assessment is intended to identify the potential secondary impacts (intended or unintended) the intervention could have on the local context. Like the multiple ripples that are produced as a pebble is thrown into water, any intervention that aims to affect one thing, inevitable also produces other impacts or ripples. These secondary impacts or ripples could be negative in terms of exacerbating existing or latent conflict, or positive in terms of contributing to localised peace. Ideally an intervention will be designed in a way that leverages its potential for maximizing a positive impact on peace, while minimizing the risk of contributing to conflict escalation or violence.

## Process

Review the purpose of this step with the group.



1. Begin by brainstorming possible secondary impacts or “ripples” this intervention could have on the local context, in addition to the desired impact the intervention is intended to produce. For each of the five categories included in the table below, begin brainstorming responses to the following two questions:

- What are some potential negative dynamics this intervention could set in motion or reinforce that could create or intensify conflict dynamics in the current context?
- What are some potential positive dynamics this intervention could set in motion or help reinforce dynamics that would contribute to greater peace and stability?

Capture responses to these questions on note cards or Post-it notes (one idea per card) and clearly indicate whether the identified potential impact is either negative (contributing to conflict dynamics) or positive (contributing to peace).

Once the group has finished brainstorming potential secondary impacts in each category, review the handout provided below that also lists some potential impacts that have been identified in other. If any on these lists seem relevant for this intervention and has not yet been identified, capture these ideas as well on note cards.

2. Once the group has finished each category, identify those potential impacts that seem most important to incorporate into the design and implementation plan of the intervention and post these on the template provided below.
3. Once the full template has been populated with the risks and opportunities identified in this process, have the group reflect on these results and identify (circle) those peace or conflict impacts (regardless of category) that seem most significant given their level of risk or opportunity.

Some of the potential impacts identified in this process may already be sufficiently taken into consideration in the current design of the intervention. Identify those where there is greater uncertainty about whether or how they have been sufficiently built into the design and implementation plan.



*If disagreement arises about the relative importance of any of the potential impacts, avoid spending too much time trying to reach agreement. What is important is capturing those ideas that some, if not all, perceive as important (simply indicate there was some disagreement).*

*Once the group has finished brainstorming potential impacts in each category, distribute the handout on the following pages to stimulate further discussion.*



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Sustainable Peace

# HANDOUT EXERCISE 4: PEACE AND CONFLICT IMPACT ASSESSMENT

CONFLICT		PEACE	
Could the intervention inadvertently:		Could the intervention:	
POLITICAL/ GOVERNANCE	<ul style="list-style-type: none"> <li>• Reinforce power imbalances and/or exclusion and marginalisation?</li> <li>• Create or increase tensions between local leaders and decision-makers or fuel existing power struggles?</li> <li>• Be perceived by some as being aligned with a political or social movement or party?</li> <li>• Undermine formal and informal governance mechanism by creating new institutions?</li> </ul>	<ul style="list-style-type: none"> <li>• Help strengthen the relationships within and among groups in society?</li> <li>• Have a positive impact on formal/informal governance structures and processes?</li> <li>• Contribute to greater representation for women and marginalised groups in localised representative decision making?</li> <li>• Contribute to increasing the transparency, accountability, representativeness, and responsiveness of local authorities and services?</li> </ul>	POLITICAL/ GOVERNANCE
ECONOMIC	<ul style="list-style-type: none"> <li>• Deepen a narrative of economic marginalization through targeting criteria?</li> <li>• Produce a negative or distorting impact on local markets?</li> <li>• Provide economic benefits (cash or in-kind assistance) that benefits armed groups or contribute to a conflictual environment?</li> <li>• Put beneficiaries at risk of being targeted due to the economic benefits of assistance provided?</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute, directly or indirectly, to the creation of economic alternatives to recruitment into an armed group?</li> <li>• Help decrease economic dependence on the conflict economy (economic, logistic and market activities in support or related to conflict)?</li> <li>• Improve long-term community resilience and reduce the need dependency on assistance?</li> <li>• Economically empower women through livelihoods support, the creation of associations, or any other way?</li> </ul>	ECONOMIC

# HANDOUT EXERCISE 4: PEACE AND CONFLICT IMPACT ASSESSMENT

CONFLICT		PEACE	
Could the intervention inadvertently:		Could the intervention:	
SOCIAL	<ul style="list-style-type: none"> <li>• Be perceived as unfairly benefiting some community groups over others?</li> <li>• Work with stakeholders who are negatively viewed in the communities?</li> <li>• Escalate social tensions or conflict between groups through giving assistance or recognition to some individuals or groups over others?</li> <li>• Ignore the specific needs and concerns of women, or possibly have a negative impact on women?</li> </ul>	<ul style="list-style-type: none"> <li>• Help facilitate positive interactions, diffusing tensions or conflict, between different communities or social groups?</li> <li>• Contribute to an inclusive - rather than exclusive - sense of community?</li> <li>• Strengthen capacities to engage in more effective processes for problem-solving and decision-making?</li> <li>• Explicitly incorporate the views and interests of youth, minority groups and other vulnerable groups (politically, economically or socially marginalised groups)?</li> </ul>	SOCIAL
ENVIRONMENT	<ul style="list-style-type: none"> <li>• Deepen or intensify disputes over access to or the management of natural resources?</li> <li>• Undermine or replace local institutions dedicated to natural resource use?</li> <li>• Favour one stakeholder in the access to natural resources or rural infrastructure (water, cold chain, slaughterhouse) over another?</li> <li>• Place beneficiaries at risk through their adherence to the project activity (farming, fishing, forestry), where protection risks exist?</li> </ul>	<ul style="list-style-type: none"> <li>• Support local institutions and communities in the inclusive management of natural resources?</li> <li>• Involve women and youth in rural livelihoods development and natural resource management?</li> <li>• Contributes, directly or indirectly, to the strengthening of accessibility to key value chains?</li> <li>• Supports institutions or practices that improve resilience to climate variability?</li> </ul>	ENVIRONMENT

# HANDOUT EXERCISE 4: PEACE AND CONFLICT IMPACT ASSESSMENT

CONFLICT		PEACE	
Could the intervention inadvertently:		Could the intervention:	
INSECURITY	<ul style="list-style-type: none"> <li>• Benefit military, paramilitary, armed group or criminal interests?</li> <li>• Negatively impact (directly or indirectly) an individual's or group's sense of security?</li> <li>• Bring tangible improvements in livelihoods and/or socio-economic standing for some though not all, and therefore result in any social tensions?</li> <li>• Result in a change in practices that could lead to exposing members of the community (men, women, boys and girls) to a higher level of risk (e.g. through movement, transportation, etc.)?</li> <li>• Incentivise livelihood practices that may directly or indirectly expose community members to increased risks?</li> </ul>	<ul style="list-style-type: none"> <li>• Help diffuse inter-group tensions, e.g. through collective action or communications?</li> <li>• Have a positive impact (directly or indirectly) an individual's or group's sense or perception of security?</li> <li>• Deepen local understanding, or increase the ability to deal with the causes of violent conflict - e.g. environmental degradation, resources scarcity, political manipulation, mobilization and politicization of identity, etc.?</li> <li>• Reduce the potential exposure of individuals or community members to violence or conflictual situations?</li> <li>• Improve the human security of women, girls and boys?</li> </ul>	INSECURITY

# STEP 5

## Conflict-sensitive project recommendations

### Purpose

The purpose of this exercise is to identify the concrete implications emerging from the previously completed steps, and to make recommendations on how to strengthen the conflict-sensitive design and implementation plan. This is where it all comes together; where the analyses undertaken previously can be translated into concrete programmatic options.

### Process

Review the purpose of this exercise with the group and explain that they will now return to each of the previous exercises in the order outlined below to identify key implications and suggest strategies for strengthening the design and implementation plan.



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Encourage participants to be both as precise and realistic as possible. The recommendations are intended to be presented to the project manager, if they are not present, and subsequently incorporated into the project design and implementation. If recommendations are either vague or lack detail they may be rejected by the project as not being practical or project relevant.

# GUIDE EXERCISE 5: PROJECT RECOMMENDATIONS

PROJECT RECOMMENDATIONS	
EXERCISE	RECOMMENDATIONS
STAKEHOLDER ANALYSIS	<ul style="list-style-type: none"> <li>• What issues emerge from the stakeholder analysis that should be taken into consideration in the design of the intervention?</li> <li>• Could decisions on project design and implementation be improved to minimise the risk of producing or aggravating disgruntled actors and maximising broader inclusion and ownership?</li> <li>• What other strategies, if incorporated in the implementation design, could help strengthen conflict sensitivity of this intervention?</li> </ul>
PEACE AND CONFLICT IMPACT ASSESSMENT	<ul style="list-style-type: none"> <li>• Where are the greatest risks of this intervention having a negative impact in terms of generating or intensifying conflict or doing harm in any other way?</li> <li>• What recommendations would you make to minimize these risks?</li> <li>• Where are the greatest opportunities for this intervention to also have a positive impact in terms of contribution to social cohesion and peace?</li> <li>• What recommendations would you make to maximize these opportunities?</li> <li>• Is there a need for further information in order to better understand these potential impacts and how best to address them? If so, where/how can this information be obtained?</li> </ul>
PEACE AND CONFLICT DRIVERS	<ul style="list-style-type: none"> <li>• Which, if any, of the identified drivers of peace or conflict are likely to influence or be influenced by our project? How?</li> <li>• Could the design of the intervention and implementation strategy explicitly incorporate awareness of these drivers to minimise the risk of contributing to localised tensions, disputes or violence? How could the intervention be designed and implemented to maximise the positive impact?</li> </ul>

# Conclusion: Insights and observations

## Purpose

The purpose of this exercise is to reflect on the experience of the Programme Clinic and capture any important insights or lessons learned that could inform and strengthen the design thinking of future FAO interventions.

## Project overview

Reflect on the following questions and capture key ideas and insights.

- In what ways has this process help make visible aspects about the context and the intervention that you feel can help strengthen the intervention in important ways?
- In what ways, if any, has this process influenced your own thinking and how you approach your work with FAO?
- What ideas do you have about how the method of the Programme Clinic and the exercises it uses could be strengthened?

“

The approach is great, the main reason being that it really is **learning by doing**. It is not extremely complicated to do, nor is it extremely time consuming and **the process is approachable** for non-experts.

**Cyril Ferrand**

Team Leader  
Resilience Team in East Africa (RTEA)

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What I like about this particular process, is that in a very simple way **it allows someone to put in a lot of complex issues and get a strong result**. The simplicity of it is in fact my main take home message. You can follow this process and come up with very **concrete conflict-sensitive recommendations** factoring in many different elements.

**Michael Gitonga**

Land, Water and Irrigation Officer  
FAO Kenya



# Annex 1: Aide memoire

<b>PREPARATION</b>	
Are senior FAO country management supportive of the programme clinic and the need for FAO projects to be conflict-sensitive?	
Have projects been identified and relevant staff made available? (not limited to project staff, but also M&E, procurement, administration & HR)	
Are there sufficient number of participants (staff or partners) who possess a sufficient knowledge of the local context and dynamics within the intervention area?	
Has a context analysis been undertaken that is directly linked to the project intervention area?	
Are implementing partners invited, e.g. local NGOs, local authorities, other UN agencies etc.?	
Have focal points been identified before the programme clinic, who could potentially conduct future programme clinics for the office?	
Are staff able to participate without the requirement to undertake other work? (except extremely urgent responsibilities)	
Is a conference room (and, if relevant, breakout rooms) available for the workshop with a projector, flipcharts and post-it notes?	
<b>PROCESS</b>	
For each exercise, has the necessary focus been given to the differing effects on women, girls, boys and men?	
Exercise 1: Have participants sufficiently probed the five thematic areas and asked why key factors and dynamics drive conflict or contribute to localized peace?)	
Exercise 2: For the disgruntled stakeholders' column, have participants properly documented all potential stakeholders who may have reason to be unhappy or aggrieved by the intervention?	
Exercise 3: Have participants provided sufficient detail on the strategy to counter potential opposition to the intervention?	
Exercise 4: Have participants captured both the worst and best case potential impacts of the intervention?	
Exercise 5: Are the proposed recommendations realistic? Are they sufficiently refined to be implemented by project staff?	
Feedback: Have feedback forms been distributed and completed? Suggestions and critical appraisals should be carefully considered to constantly improve the programme clinic approach.	

<b>NEXT STEPS</b>	
Has it been decided who will consolidate the outputs to produce a brief consolidated report focused on project recommendations?	
Do any of the programme clinic participants have sufficient confidence to conduct another programme clinic in the coming weeks or months? If so, whom? Is additional mentoring required (e.g. from sub-regional resilience hub or HQ?)	
Are there project plans to monitor the intention context on a regular basis? (i.e. is there a dedicated focal point?)	
Have conflict-sensitive considerations been incorporated into the M&E framework for the intervention? (e.g. in terms of whether FAO is being conflict-sensitive in implementation, e.g. information from grievance mechanisms; and whether M&E indicators have been defined for contributions to local peace)	
Are participants aware of the technical support available at the sub-regional, regional or HQ-level?	

# Annex 2: Exercise tables

EXERCISE 1: PEACE AND CONFLICT DRIVERS						
	POLITICAL/ GOVERNANCE	ECONOMIC	SOCIAL	ENVIRONMENT	INSECURITY	
BROADER CONTEXT	CONFLICT					BROADER CONTEXT CONFLICT
	PEACE					
LOCAL CONTEXT	CONFLICT					LOCAL CONTEXT CONFLICT
	PEACE					

EXERCISE 2: CATEGORIES OF STAKEHOLDERS			
INTENDED BENEFICIARIES	OTHERS BENEFITING DURING IMPLEMENTATION	INVOLVED IN DECISION-MAKING	POTENTIALLY DISGRUNTLED ACTORS

**EXERCISE 3: EXPLORING POTENTIAL FOR OPPOSITION**

STAKEHOLDER	STAKEHOLDER'S PERSPECTIVE	STAKEHOLDER'S POWER	FAO STRATEGY

# EXERCISE 4: PEACE AND CONFLICT IMPACT ASSESSMENT

CONFLICT		PEACE	
How might this intervention negatively affect surrounding conflicts dynamics in the following areas?		How might this intervention be leveraged to positively influence peace / conflict management opportunities in the following areas?	
POLITICAL/ GOVERNANCE			POLITICAL/ GOVERNANCE
ECONOMIC			ECONOMIC
SOCIAL			SOCIAL
ENVIRONMENT			ENVIRONMENT
INSECURITY			INSECURITY

EXERCISE 5: PROJECT RECOMMENDATIONS	
EXERCISE	RECOMMENDATIONS
STAKEHOLDER ANALYSIS	
PEACE AND CONFLICT IMPACT ASSESSMENT	
PEACE AND CONFLICT DRIVERS	



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Interpeace is an international organization for peacebuilding, initially established by the United Nations in 1994. Headquartered in Geneva, Interpeace strengthens societies' capacities to manage conflict without violence and engages with the international community to integrate peacebuilding principles in their policies and practice to foster sustainable peace. At the heart of those principles is a commitment to locally-owned, inclusive peace(bUILDING) processes.

We would very much welcome any feedback on your experience with the Programme Clinic. We would like to hear about your thoughts on the methodology, the participatory steps, the clinic's recommendations and the overall applicability for your work. Any suggestions on ways we could improve the process or outcomes, please do get in touch.

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