

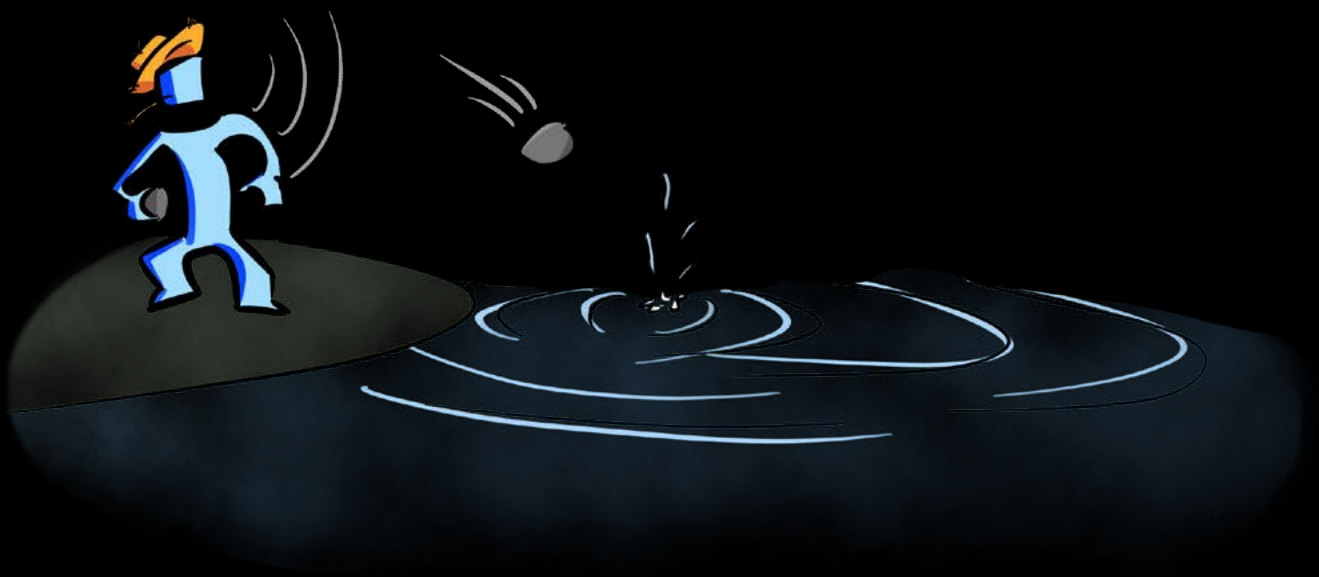


Food and Agriculture
Organization of the
United Nations

THE PROGRAMME CLINIC

DESIGNING CONFLICT-SENSITIVE INTERVENTIONS

Approaches to working in fragile and conflict-affected contexts



Participant's workbook

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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 Participant’s workbook*, 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 Participant's workbook* 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 *Workbook* 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

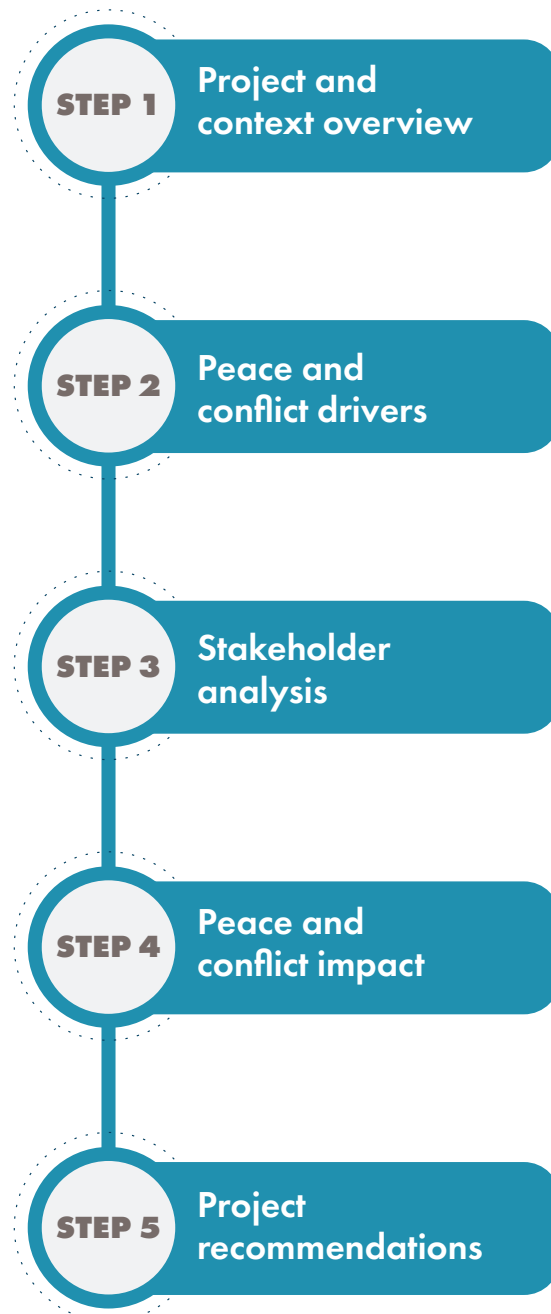
FAO Deputy Director-General,
Programmes

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 *Participant's workbook* 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 *Participant's workbook* 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 Bekhzod Makhkamov (FAO) in collaboration with 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 Participant's workbook 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



IMPACT	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
PROCESSES					

 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 guide as well as a participants workbook 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. It is strongly advised that at least half of the participants collectively possess a detailed understanding of the local context, which includes governance (formal and informal), economic activity, the different community and identity groups, patterns of natural resource management as well as the origins and prevalence of insecurity and conflict. It is equally important that there is a gender balance among participants to ensure the position of women are represented.

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).
- 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, pro-doc or a conflict sensitivity assessment.

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 descriptions 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 2020.



Step 1: 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">• Timeframe: Key dates related to the project formulation and inception (if applicable)• Geographical Focus: Where will it be implemented?
OBJECTIVE	<ul style="list-style-type: none">• What is the need this intervention seeks to address?• What will happen if the project is successfully concluded?
DESIGN AND IMPLEMENTATION	<ul style="list-style-type: none">• Who has been involved to date in the decision making and design?• With what role and why?• What local authority structures were involved?
ACTIVITIES	<ul style="list-style-type: none">• What are the primary activities?• How are the activities linked?
BENEFICIARIES	<ul style="list-style-type: none">• What are the main resources or benefits generated by the intervention?• Who will be the direct (immediate) beneficiaries and how will they benefit?• Who will benefit indirectly and how?
IMPLEMENTATION	<ul style="list-style-type: none">• What implementation challenges do you foresee?• How do they differ by area?

2

Step 2: 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 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

The key trends or dynamics that have the potential to contribute to tensions, disputes and / or violent conflict.



Peace drivers

The current or emerging initiatives and trends that 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.

Questions intending to provoke discussions or thinking on relevant thematic drivers are found in Exercise 1 on **pages 7-9**. You may find it easier to write down your ideas first and then discussing with colleagues in your group.



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. With other participants, ensure that there is a collective understanding of the definitions of peace and conflict drivers and then discuss the different contextual levels; local and broader:



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. Work through each of the thematic areas (governance, economic, etc) and identify the drivers you consider most relevant for each contextual level and thematic area. You should be asking **“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?”**
3. As you work through each area, begin by reviewing the description and guiding questions on the following pages that are provided as a way of clarifying and focusing the attention on the thematic area. The guiding questions are by no means exhaustive, but simply to offer illustrations of the types of drivers that fall within the given thematic area. Either write down your ideas in the workbook or discuss directly and then identify one driver per sticky note and post in the corresponding cell on the flipchart paper.



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.



4. Once your group has finished identifying and posting the drivers using the flipchart provided, you should have a richer perspective or ‘snapshot’ of the context of the FAO intervention. 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.

Exercise 1: Peace and conflict drivers



CONFLICT DRIVERS	PEACE DRIVERS
POLITICAL/GOVERNANCE	
<ul style="list-style-type: none"> • How responsive and accountable are governance systems? Why? Are there perceptions of marginalization? • Does political mobilization occur around identity and if so, what is the impact? <p style="text-align: center; color: #ccc; font-style: italic;">local/broader</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> • Are there local, sub-national or national ceasefire, reductions in violence and/or peace initiatives? • Do customary conflict management mechanisms exist and what is their level of acceptance? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
ECONOMIC	
<ul style="list-style-type: none"> • What barriers exist in accessing the job market? Why? Do youth have viable livelihoods options? • What are the causes of inequality? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> • Are economic policies and programmes inclusive of youth and women? • What is the level of access to public services? Why? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Exercise 1: Peace and conflict drivers



CONFLICT DRIVERS	PEACE DRIVERS
SOCIAL	
<ul style="list-style-type: none"> • Is there identity group mobilization around grievances/marginalization? Why? • Has displacement contributed to local tensions? How? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> • Are there institutions or practices that promote cooperation among different identity groups? • Are women or youth engaged in local conflict management or resolution structures or practices? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
ENVIRONMENT	
<ul style="list-style-type: none"> • Does access to natural resources produce disputes, tensions or conflict? Why? • Do natural hazards (flooding, for example) and climate variability contribute to community disputes and/or food insecurity? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> • Are there inclusive institutions focused on Natural Resource Management (NRM)? • Are there policies in place to address climate variability and its impacts? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Exercise 1: Peace and conflict drivers



CONFLICT DRIVERS	PEACE DRIVERS
INSECURITY	
<ul style="list-style-type: none"> • Have there been an increase in the presence of armed groups (state and non-state)? Have there been allegations of human rights violations? • Does criminality or the threat of it restrict the movement of women, boys or men? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> • In post-conflict settings, are there functioning Disarmament Demobilisation and Reintegration (DDR) programmes? • Are there any negotiated agricultural or livestock initiatives that preserve livelihoods and the safety of farmers and herders during times of insecurity? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

3

Step 3: Understanding stakeholders

Purpose

To identify and analyse key stakeholders in a given context that are relevant to the FAO intervention. 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.

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.

This step involves working through the following two exercises:

- Exercise 2, Categories of Stakeholders:** The specific aim of this step is to think through and identify:
 - The individuals and groups that may benefit directly or indirectly from either the implementation process or the results the FAO intervention intends to achieve;
 - Who and to what degree were stakeholders involved in decision making on the project;
 - Individuals or groups who may become disgruntled and/or feel marginalised by how they perceive themselves to be negatively affected by the intervention.
- Exercise 3, Exploring potential for opposition:** Analysis of potentially disgruntled actors identified in Exercise 2 with the aim of understanding more comprehensively:
 - The perspectives these individuals or groups may have that cause them to believe that they are negatively affected;
 - The level of power and/or influence they possess;
 - The project strategy to address potential opposition.



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.

Process

Identify and discuss the actors (individuals, groups, institutions) that you believe are important to consider because of their potential influence (direct or indirect) on the project or its outcomes. Use exercise Table 2, which contains a number of guiding questions, to consider all potentially relevant stakeholders.

Using note cards or sticky notes write down each identified stakeholder (one per post-it) and place it in the relevant column.

Exploring potential for opposition



1. Once all relevant actors have been identified using Exercise 2, 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 (individuals 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



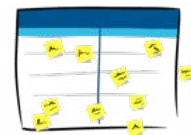
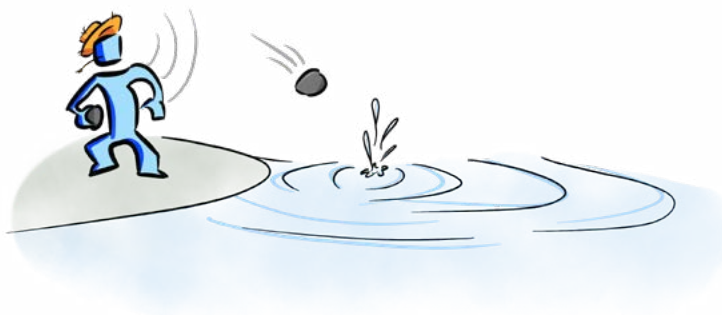
STAKEHOLDER	STAKEHOLDER'S PERSPECTIVE	STAKEHOLDER'S POWER	FAO STRATEGY
<ul style="list-style-type: none"> Identifying the more relevant "disgruntled" stakeholders from Exercise 2 and list them here. 	<ul style="list-style-type: none"> What is the stakeholder's viewpoint and why? 	<ul style="list-style-type: none"> What is the source of the stakeholder's power and influence? How could this affect the project? 	<ul style="list-style-type: none"> What options are available to address potential opposition to the intervention?
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4

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 discussing 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).

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

Do also try and imagine the best and worst case impact that the intervention can have on the local context. From this perspective, you may be able to better understand the unintended consequences of an intervention!



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Support Sustainable
Peace

Exercise 4: Peace and conflict impact assessment



CONFLICT Could the intervention inadvertently:	PEACE Could the intervention:
GOVERNANCE & POLITICS	
<ul style="list-style-type: none"> Undermine and/or replace existing functioning governance institutions and/or be perceived as taking a political side? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> Support more inclusive localised decision making? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
ECONOMIC	
<ul style="list-style-type: none"> Deepen inequality through the project's outputs and outcomes? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> Support greater economic inclusion with sustainable pathways for marginalised populations? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Exercise 4: Peace and conflict impact assessment



CONFLICT Could the intervention inadvertently:	PEACE Could the intervention:
SOCIAL	
<ul style="list-style-type: none"> • Contribute to social divisions and tensions by perceptions of favouring one social group over another? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> • Support platforms or interactions between social groups that result in reductions in miscommunications, tensions and disputes? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
ENVIRONMENT	
<ul style="list-style-type: none"> • Favour more visible or influential stakeholders' access to natural resources (irrigation water, forestry, fisheries, pasture, etc)? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> • Support the incorporation of marginalised groups in local natural resource management institutions? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Exercise 4: Peace and conflict impact assessment



CONFLICT Could the intervention inadvertently:	PEACE Could the intervention:
HUMAN SECURITY	
<ul style="list-style-type: none"> Undermine the safety and security of direct and indirect beneficiaries through an adherence to the project's activities? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> Provide alternative pathways to recruitment into armed or criminal groups? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

5

Step 5: Conflict-sensitive project recommendations

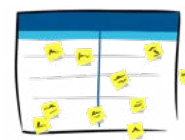
Purpose

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

This exercise involves returning to the previous steps to harvest the more relevant ideas to identify key implications and suggest strategies for strengthening the project's conflict sensitive design and implementation.



Review Exercise 5 on the following page and discuss possible responses to the questions provided. As much as possible provide succinct and actionable recommendations that are informed by the exercises you have already completed.



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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.

Exercise 5:

Project recommendations



CONFLICT SENSITIVE PROJECT RECOMMENDATIONS	
EXERCISE	RECOMMENDATIONS
STAKEHOLDER ANALYSIS	<ul style="list-style-type: none"> • What issues emerge from Exercise 2 (<i>CATEGORIES OF STAKEHOLDERS</i>) that should be taken into consideration in the design of the intervention, particularly around stakeholder engagement? • From Exercise 3 (<i>EXPLORING POTENTIAL FOR OPPOSITION</i>), what strategies to counter or mitigate potential opposition to the project should be incorporated into the project design and implementation? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
PEACE AND CONFLICT IMPACT ASSESSMENT (Exercise 4)	<ul style="list-style-type: none"> • Where are the greatest risks of this intervention having a negative impact on conflict dynamics and what are the greatest opportunities for this intervention to also have a positive impact in terms of contribution to social cohesion and peace? • What recommendations would you make to minimise the harm and maximize the contributions to localised peace? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Exercise 5:

Project recommendations



CONFLICT SENSITIVE PROJECT RECOMMENDATIONS	
EXERCISE	RECOMMENDATIONS
PEACE AND CONFLICT DRIVERS (Exercise 1)	<ul style="list-style-type: none"> • Could the design of the intervention and implementation strategy explicitly incorporate awareness of conflict 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? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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 share with other participants of the Programme Clinic.

- 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)

“

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: Programme clinic self-assessment checklist



The below checklist is intended as a self-assessment of the main learning outcomes of the Programme Clinic, which includes the key skills and competencies and the commitments required for undertaking conflict sensitivity work.

Participant (Tick as appropriate):

FAO Government INGO Civil Society Organization UN Agency Other

Job type:

(Please tick Yes or No in response to the questions listed below)

KEY SKILLS, KNOWLEDGE AND COMMITMENTS		Yes	No
INTRODUCTION: UNDERSTANDING OF KEY CONCEPTS			
1	Understanding of what conflict is		
2	Understanding of what sustaining peace means		
3	Understanding of what peacebuilding is		
4	Knowledge of the Do-No-Harm principle		
5	Knowledge of the conflict sensitivity concept, and its importance		
STEP 1: PROJECT AND CONTEXT OVERVIEW			
1	Do you have a good understanding of the context in which this programme/project is being implemented?		
2	Do you know the objectives, activities and targeted beneficiaries of the programme/project?		
3	Do you emphasize clear beneficiary and location selection criteria during programme design and implementation?		
4	Do you ensure beneficiaries' participation in the making of decisions on programme/project design and implementation?		
5	Do you ensure the participation of local authorities in decision making on programme/project design and implementation?		
6	Do you understand the implications of selecting particular programme/project locations over another?		
STEP 2: UNDERSTANDING PEACE AND CONFLICT DYNAMICS			
1	Are you able to identify the main local conflict drivers?		
2	Are you able to identify the primary local drivers of peace		
STEP 3: UNDERSTANDING STAKEHOLDERS			
1	Do you know who the direct beneficiaries of this programme/project are?		
2	Does this programme/project benefit other people?		

Annex 1: Programme clinic self-assessment checklist (continued)



KEY SKILLS, KNOWLEDGE AND COMMITMENTS		Yes	No
3	Do some stakeholders feel left out by this intervention?		
4	Do you think that some stakeholders could potentially undermine this programme/project?		
STEP 4: UNDERSTANDING POTENTIAL PEACE AND CONFLICT IMPACTS			
1	Have you been involved with programmes/projects that have had unintended negative effects?		
2	Are you aware of projects (FAO or otherwise) that have had unintended negative effects?		
3	Do you believe that conflict sensitivity is relevant for the FAO programme/project that you are implementing or about to implement?		
4	Have any of the programmes/projects that you have been involved with had a peace impact?		
5	Do you think that this programmes/project has potential to promote peace?		
BROADER INFLUENCE: INTEGRATING CONFLICT SENSITIVITY INTO SECTORAL APPROACHES			
1	Do you participate in government-led sector meetings to identify community priority needs?		
2	Do you participate in sector coordination meetings (sharing information and analysis)		
3	Do you provide support to any national level frameworks and policies that aim to influence the practice of conflict-sensitive development?		
4	Do you ensure local participation in policy discussions at national level?		
COMMITMENT TO CONFLICT-SENSITIVITY: INSTITUTIONAL CAPACITY BUILDING FOR CONFLICT SENSITIVITY			
1	Are you personally/Institutionally committed to applying conflict sensitivity in your work?		
2	Are you willing to support changes in the programme/project so that it is more cognizant of the conflict and peace dynamics in the context?		
3	Are you ready to participate, and or support capacity development initiatives?		



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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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