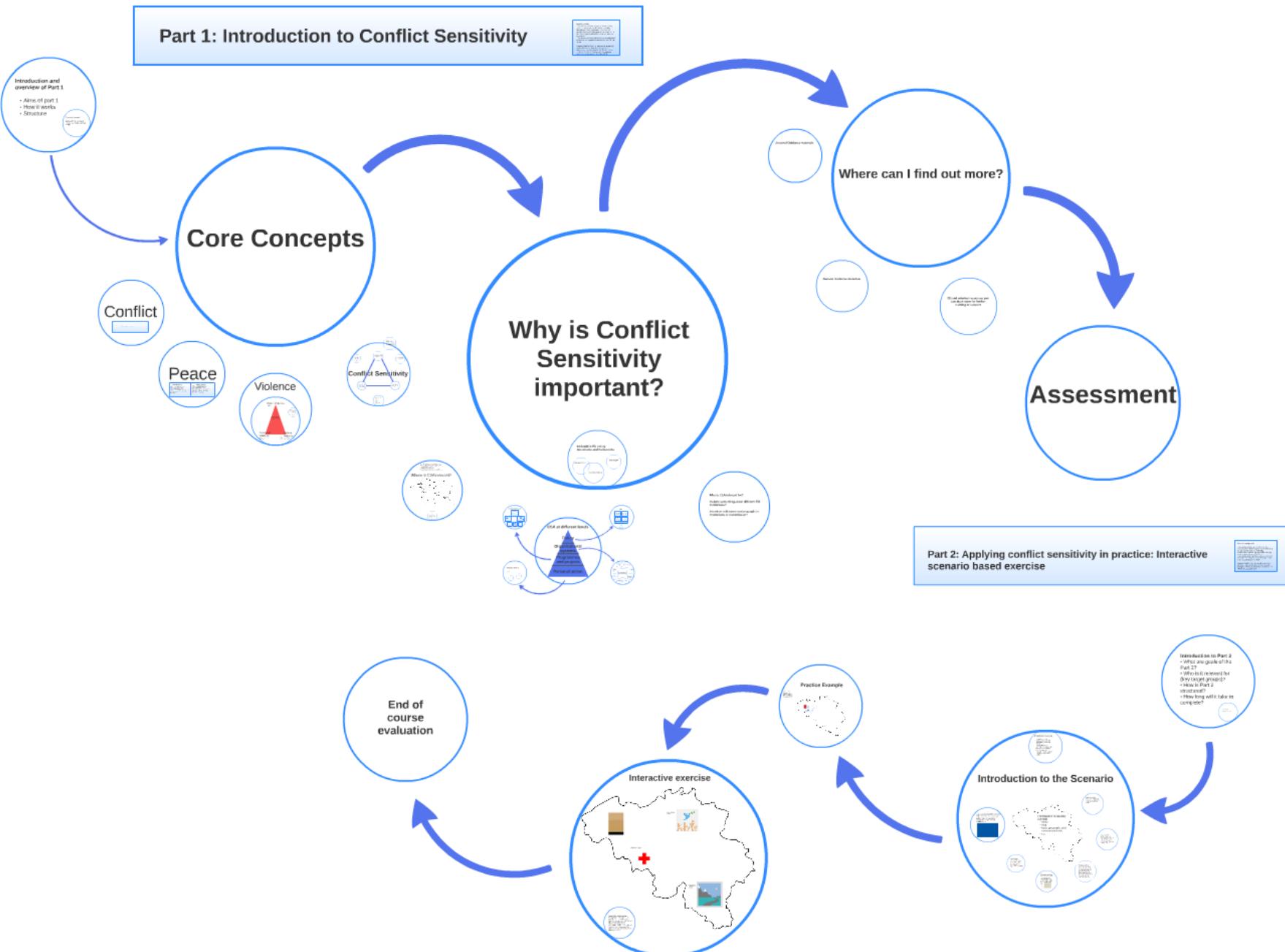
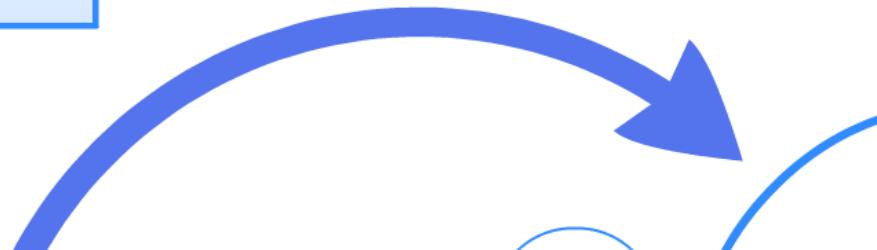
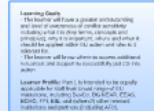


EU online training course on Conflict Sensitivity: proposed outline



EU online training course on Conflict Sensitivity: proposed outline

Introduction to Conflict Sensitivity

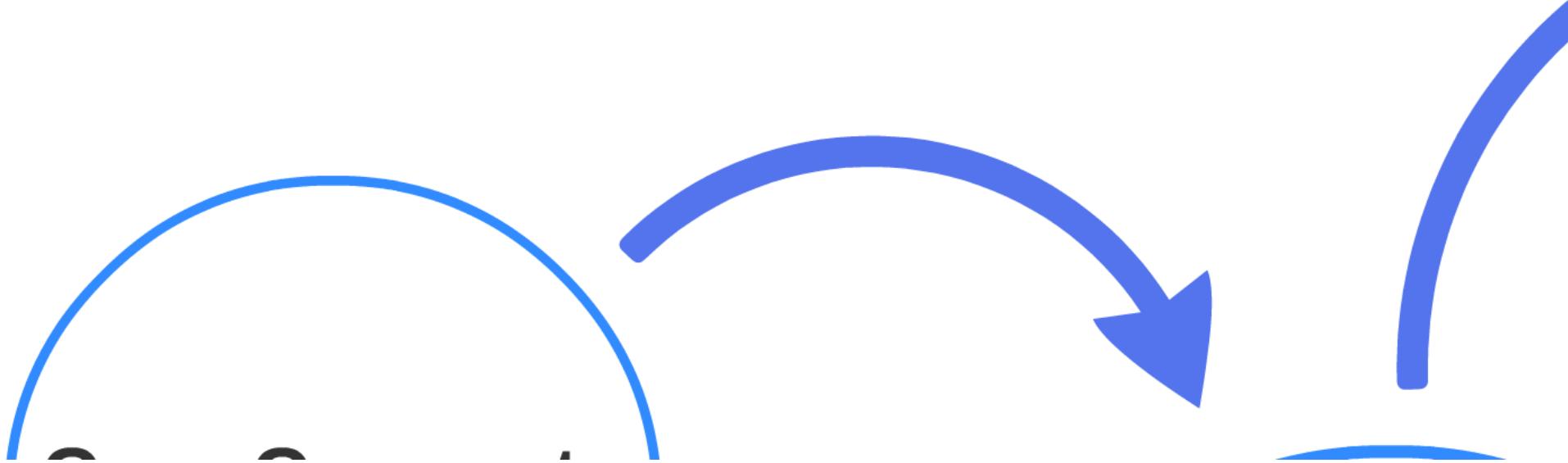


EU online training course on Conflict Sensitivity proposed outline

Part 1: Introduction to Conflict Sensitivity

Learning Objectives
- Learners will gain a greater understanding and level of awareness of conflict sensitivity, including what it is, why it matters, concepts and principles, and how it can be applied in practice when it should be applied within EU actions and why is it.
- The learner will know where to access additional resources and support to successfully put CS into practice.

Learning Profile Part 1: Learners will be regularly updated via email from broad range of EU institutions (EU Commission, EIB, ECA, EASG, ECHO, EPP, ESD, and others) & other relevant stakeholders and partners (including APT).



Learning Goals

- The learner will have a greater understanding and level of awareness of conflict sensitivity, including what it is (key terms, concepts and principles), why it is important, where and when it should be applied within EU action and who is it relevant for.
- The learner will know where to access additional resources and support to successfully put CS into action

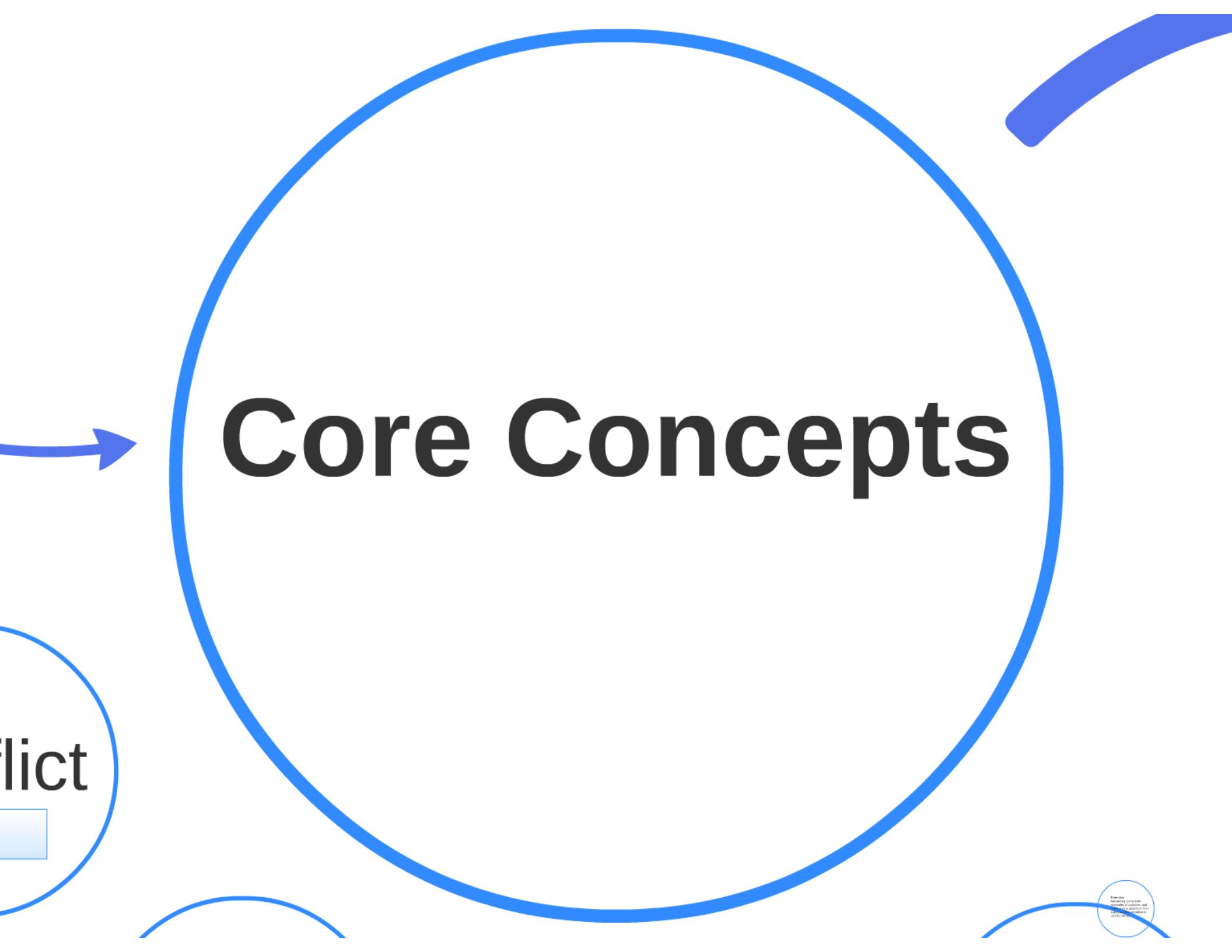
Learner Profile: Part 1 is intended to be equally applicable for staff from broad range of EU institutions, including DevCo, DG NEAR, EEAS, ECHO, FPI, EIB, and (others?) other relevant institutions and partners (including AFD).

Introduction and overview of Part 1

- Aims of part 1
- How it works
- Structure

Pre-course Assessment

Series of questions to assess base line of knowledge. Can then be compared against final assessment findings



Why is Conflict Sensitivity important?

CSA within EU policy documents and frameworks

CSA in donor policy documents

CSA in recipient countries

The Comprehensive Approach

Where is CSA relevant?





Where can I find out more?



Assessment

Introduction and overview of Part 1

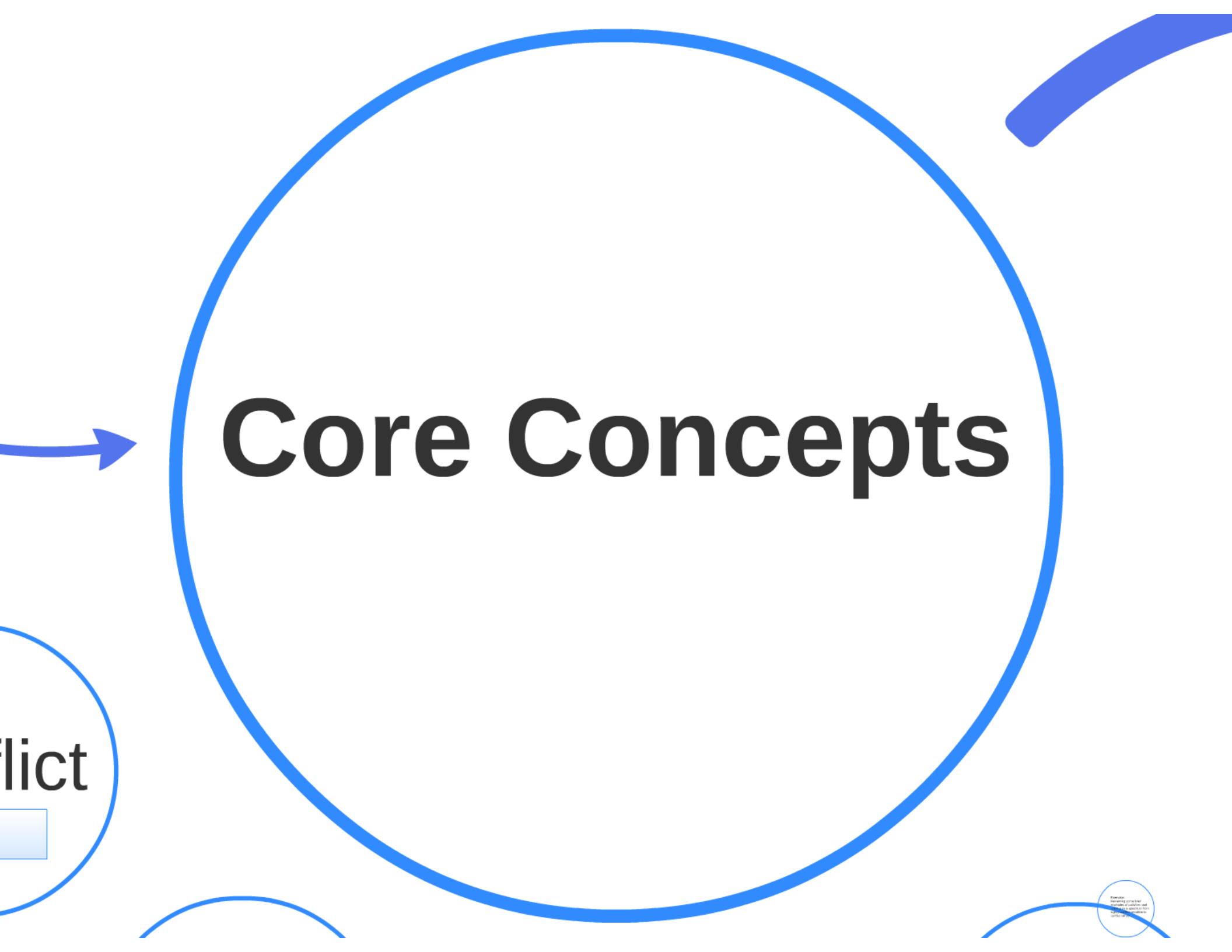
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Pre-course Assessment

Series of questions to assess base line of knowledge. Can then be compared against final assessment findings



Conflict

Definitions, explanation of what conflict is etc.

Peace

Positive Peace

What is positive peace?
What does it look like?
Links to case studies/ examples?
why we need to build positive
peace etc.

Negative Peace

What is negative peace?
What does it look like?
Examples (Syria pre-conflict etc.)
Why we need to go beyond
negative peace etc.

Violence

Direct Violence

Definition of what it is:
Types of violence you can see
Physical attack or force

Exercise etc.

Exercise:
Think of a context you know well,
either from own experience or the
news. Does it experience direct
violence? structural violence?
cultural violence? List examples.

OR
draw out examples from a
provided case study

Structural Violence

Unjust systems and structures that hurt people
through human-made causes, such as lack of access
to food or medical care

Cultural Violence

Cultural factors, beliefs or attitudes that can
lead people to legitimise or overlook
structural and direct forms of violence

Direct Violence

Explanation of what it is:
Types of violence you can see
Physical attack or harm

Examples etc.

Structural Violence

Unjust systems and structures that hurt people through human-made causes, such as lack of access to food or medical care

Cultural Violence

Cultural factors, beliefs or attitudes that can lead people to legitimise or overlook structural and direct forms of violence

Conflict prevention requires going beyond preventing direct physical violence. It must take active steps towards addressing the social and political factors and economic factors that make certain groups vulnerable to exploitation, whilst concurrently building the capacity and credibility of conflict-mitigating institutions. Failure to address these issues will, ultimately, manifest themselves in direct violence, even in contexts which appear to be relatively peaceful.

Exercise:
Think of a context you know well, either from own experience or the news. Does it experience direct violence? structural violence? cultural violence? list examples.

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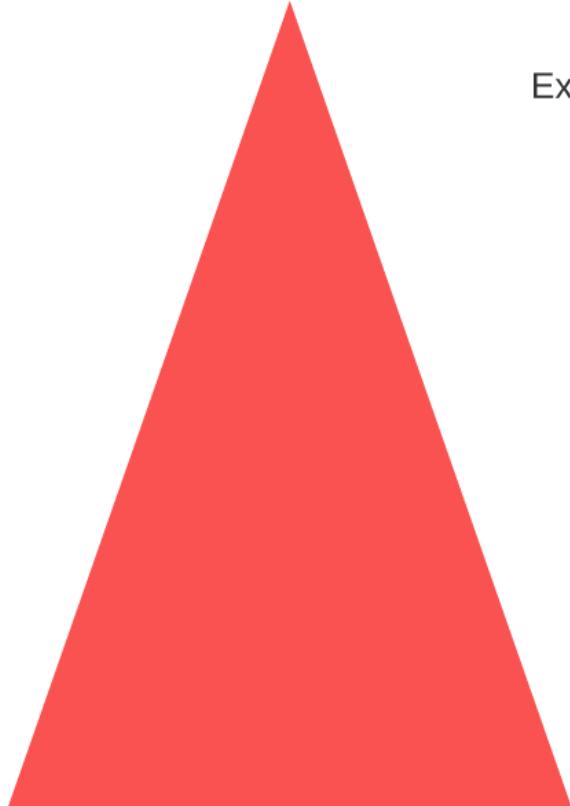
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Types of violence you can see

Physical attack or harm

Examples etc.



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Conflict Sensitivity

Underlying principles of CSA:

- Responsibility
- Participation
- Inclusiveness
- Impartiality
- Transparency
- Accountability
- Respect
- Partnership, coordination and complementarity
- Timeliness

Understanding the potential interaction between any planned action/intervention and the context – how will interventions affect the context; how will the context affect interventions

Revising/ adapting planned interventions in order to minimise negative and maximise positive impacts on conflict and peace.

Understanding the conflict context (history, social and demographic composition, political system, economy and security)

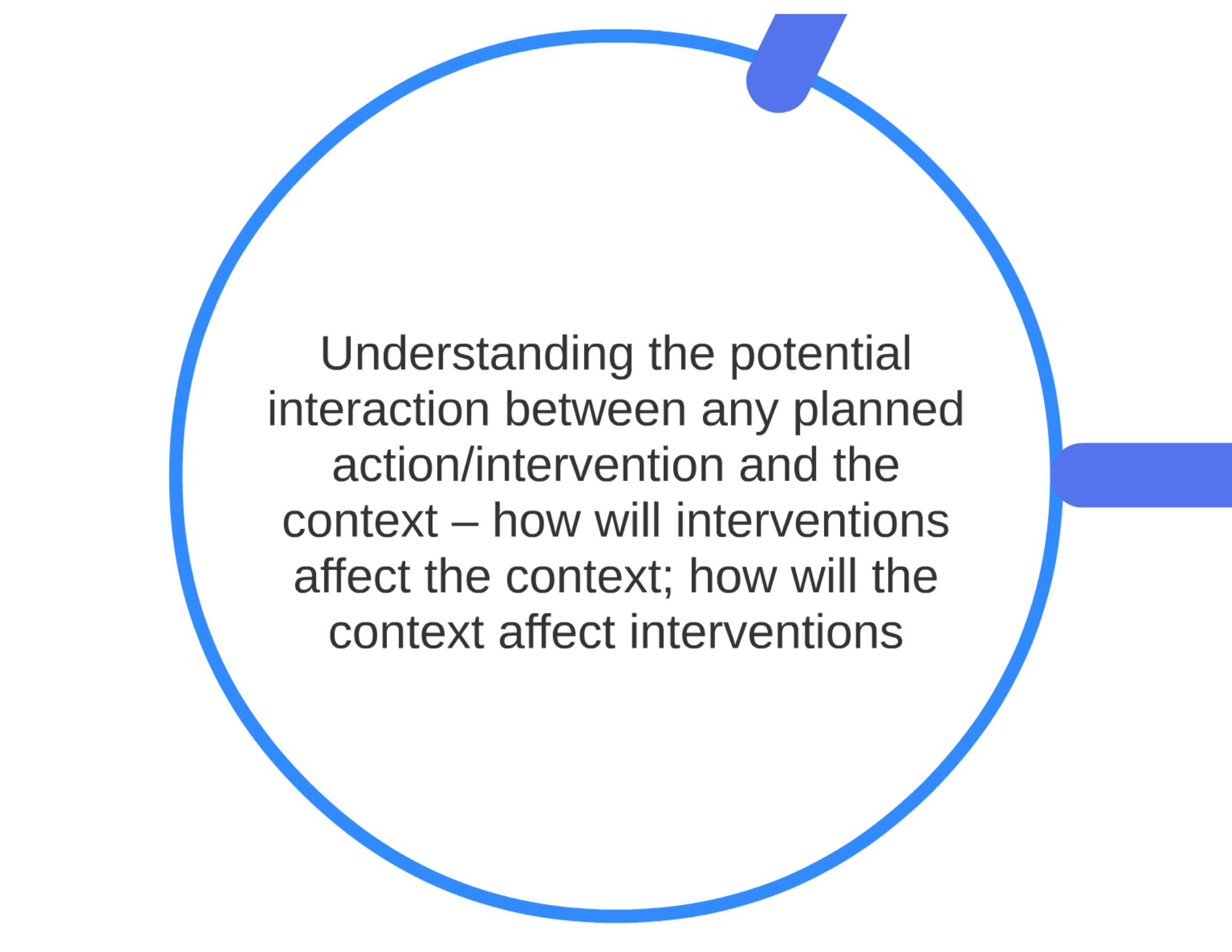
Case studies:
could include series of short case studies here?

Brief history of CSA:
Include some content on evolution of the concept (short video maybe? Swisspeace Prep?), where it came from etc.

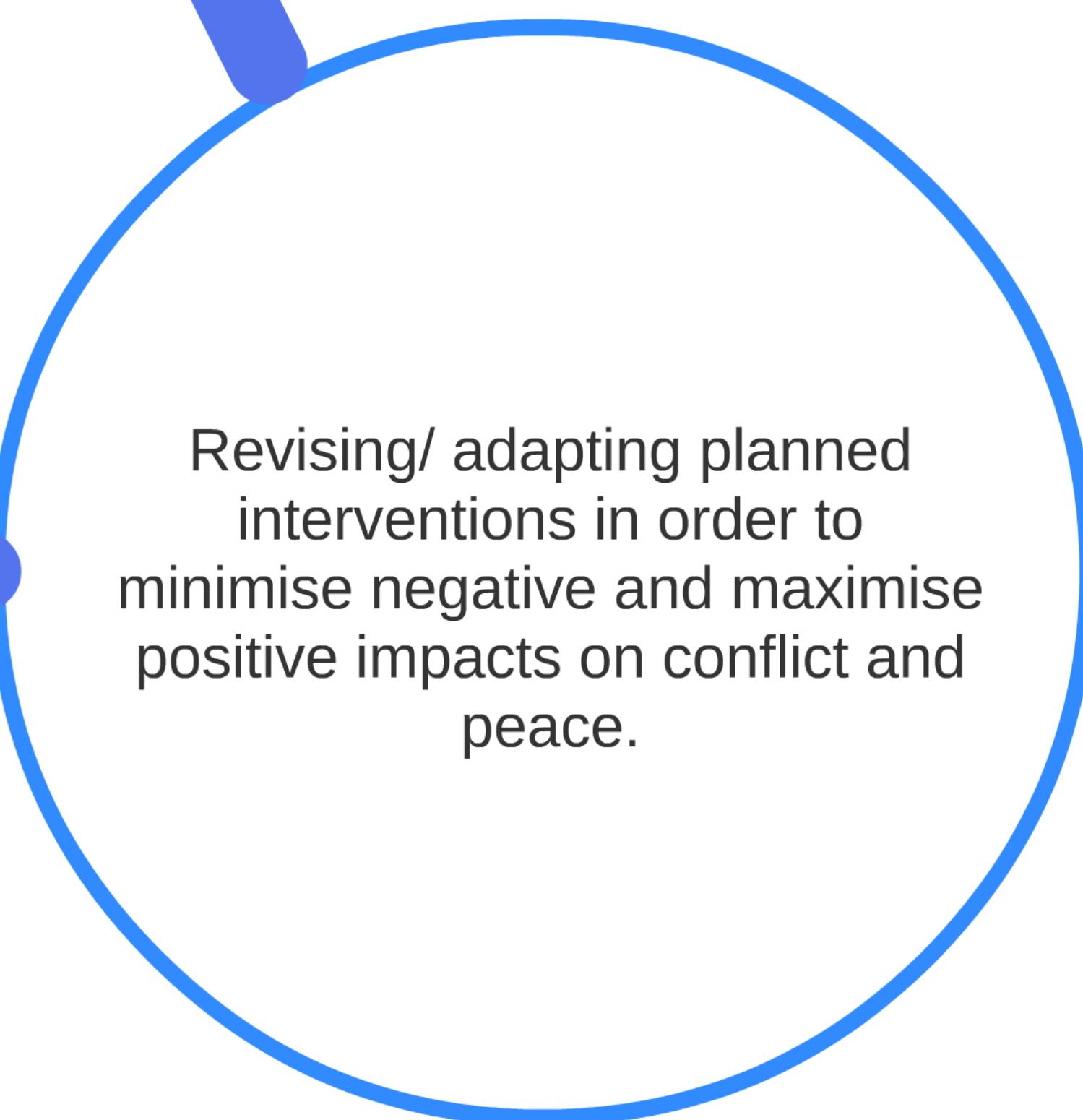
Exercise:
Reviewing some brief examples of activities and scoring on a spectrum from highly conflict sensitive to conflict blind?



Understanding the conflict context
(history, social and demographic
composition, political system,
economy and security)



Understanding the potential interaction between any planned action/intervention and the context – how will interventions affect the context; how will the context affect interventions



Revising/ adapting planned interventions in order to minimise negative and maximise positive impacts on conflict and peace.

Underlying principles of CSA:

- Responsibility
- Participation
- Inclusiveness
- Impartiality
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Underlying principles of CSA:

- Responsibility
- Participation
- Inclusiveness
- Impartiality
- Transparency
- Accountability
- Respect
- Partnership, coordination and complementarity
- Timeliness

All projects in conflict-affected contexts are a part of the conflict dynamics. Conflict-sensitive programmes accept the responsibility that comes with this and do their best to have a positive impact on peace – even if it means making fundamental changes to themselves and their approach

Underlying principles of CSA:

- Responsibility
- Participation
- Inclusiveness
- Impartiality
- Transparency
- Accountability
- Respect
- Partnership, coordination and complementarity
- Timeliness

elaborate on what each
of the principles mean

Underlying principles of CSA:

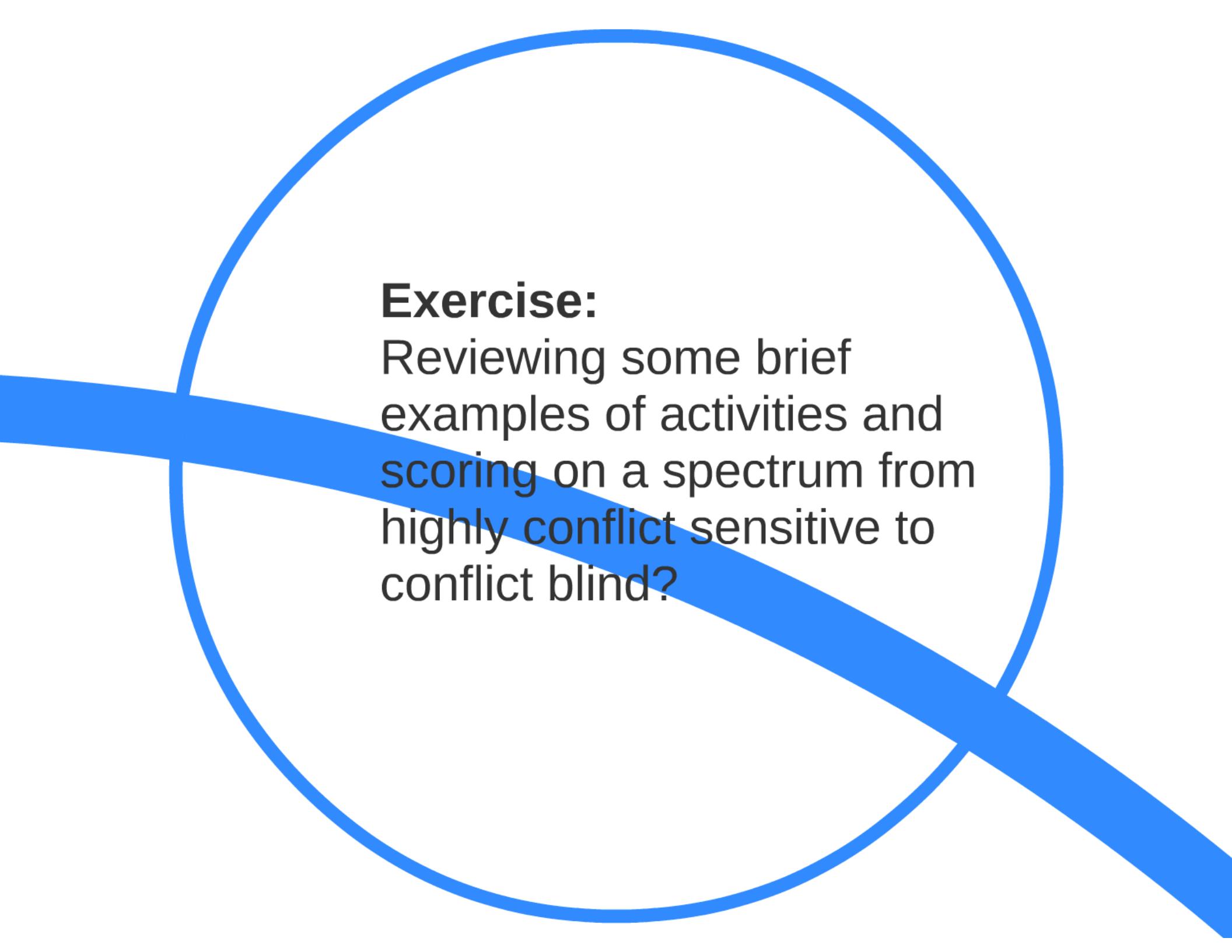
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Exercise:
Reviewing some brief
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Why is Conflict Sensitivity important?

CSA within EU policy documents and frameworks

Links to relevant policy documents and frameworks

Example on incorporating CSA into EU policies

CSA within EU policy documents and frameworks

Links to relevant policy frameworks and documents

The Comprehensive Approach

Exercise on recognising relevant EU frameworks?

- Conflict affects many countries – not only those in crisis.
Conflict dynamics can be overt (e.g. armed violence taking place on a large scale) or latent (e.g. underlying divisions with the potential to give rise to violence)
- All societies face conflict in some ways
- Conflict sensitivity is relevant in all contexts, everywhere
- The approach should be adapted to the local context however

Where is CSA relevant?



Exercise

Some sort of interactive exercise to reinforce key message about applicability of conflict sensitivity in broad range of contexts

- Conflict affects many countries – not only those in crisis. Conflict dynamics can be overt (e.g. armed violence taking place on a large scale) or latent (e.g. underlying divisions with the potential to give rise to violence)
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Where is CSA relevant?



Exercise

Some sort of interactive exercise to reinforce key message about applicability of conflict sensitivity in broad range of contexts





good examples from
Sri Lanka from SW
EU evaluation

Kenya CSC examples?

Maybe add examples/ interviews
relating to how CSA has been adapted
in different contexts?

Something from a country
not normally thought of as
conflict context would be
good too

Exercise

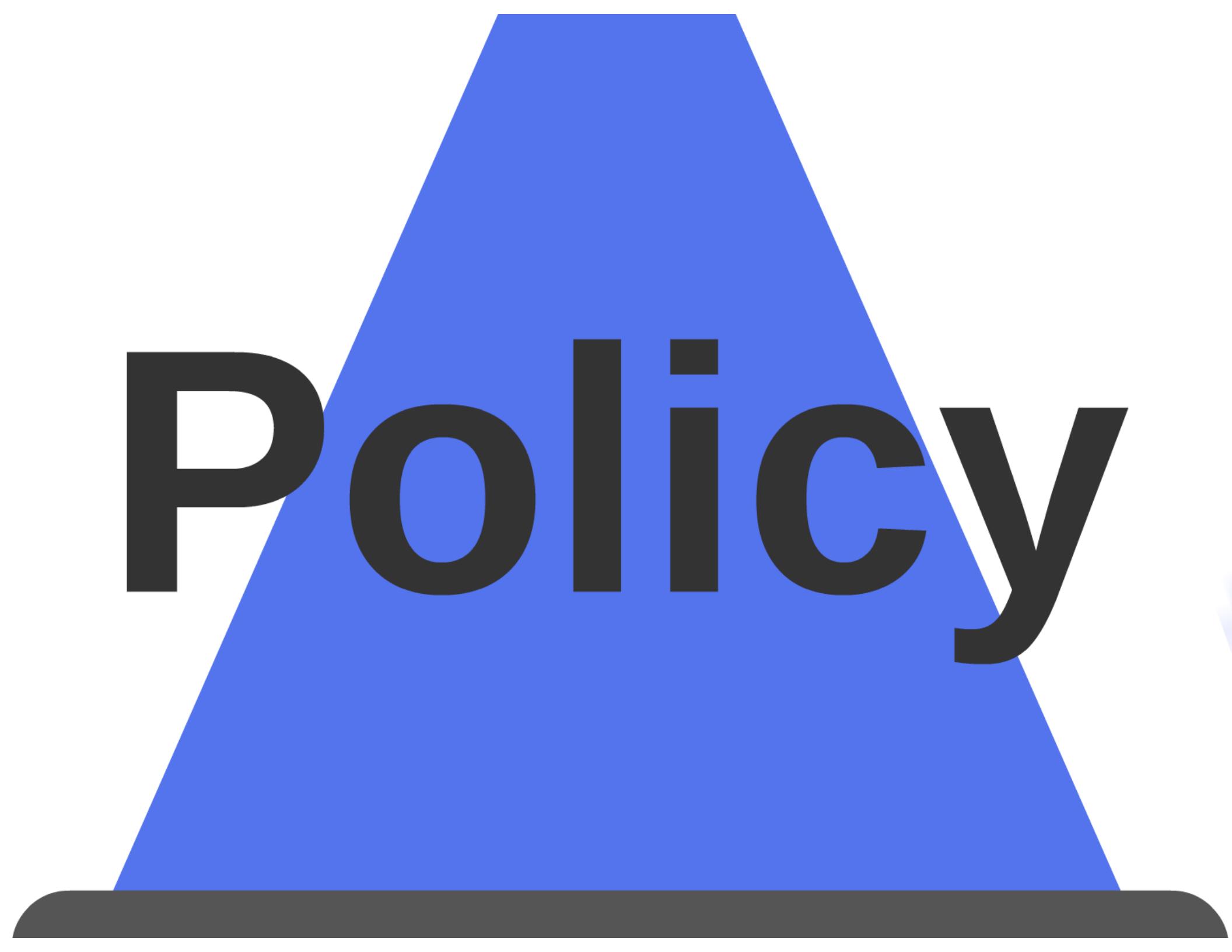
Some sort of interactive exercise to reinforce key message about applicability of conflict sensitivity in broad range of contexts

CSA at different levels

Policy
Organisational
systems

Programmes
and projects

Personal action



Policy

Policy

Explanation why CSA matters for Policy

Interview with someone talking about how important CSA is for policy development

Positive example:
where CSA has helped policy maximise impact on peace

Negative example:
where lack of CSA has had negative impact on peace

Links to additional resources and tools for integrating CSA into policy development

Exercise:
something to illustrate why conflict sensitivity matters at policy level



Explanation why CSA matters for Policy

Positive example:
where CSA has helped
policy maximise impact on
peace

Negative example:
where lack of CSA has had
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**Interview with someone
talking about how important
CSA is for policy development**

Exercise:

something to
illustrate why conflict
sensitivity matters at
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Positive example:

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Exercise:

something to
illustrate why conflict
sensitivity matters at
policy level



Policy

Organisational
systems

Programmes
and projects



Human Resources:

- Explanation about why important for HR (recruitment policy etc.)
- Example
- Interview?

Procurement:

- Explanation
- Examples



Communications



Security



Financial Management?



Others?



Interviews?

CSA at different levels

Policy
Organisational
systems

Programmes
and projects

Personal action



**Organisational
systems**

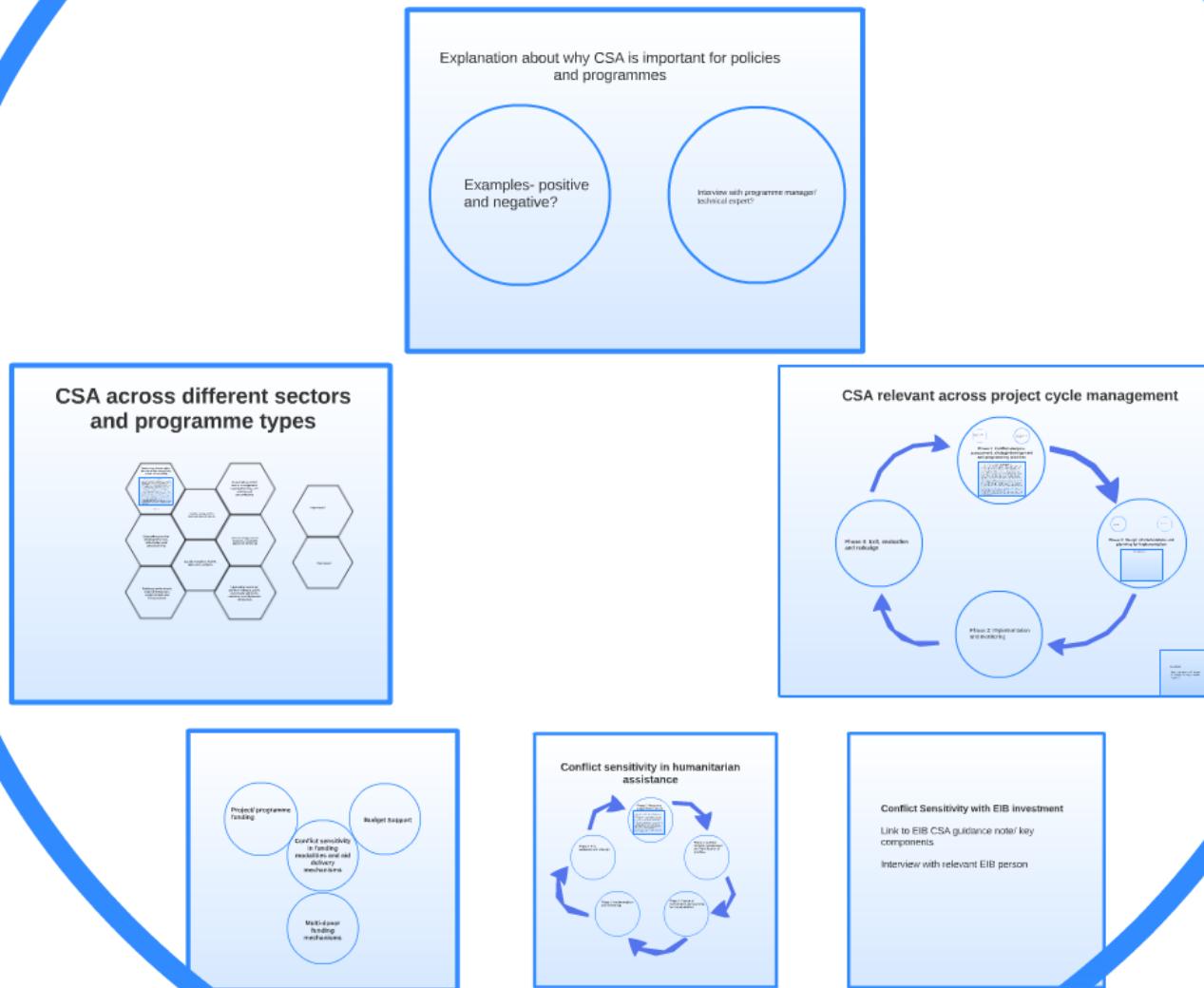


**Programmes
and projects**



Personal action

Programmes and Projects

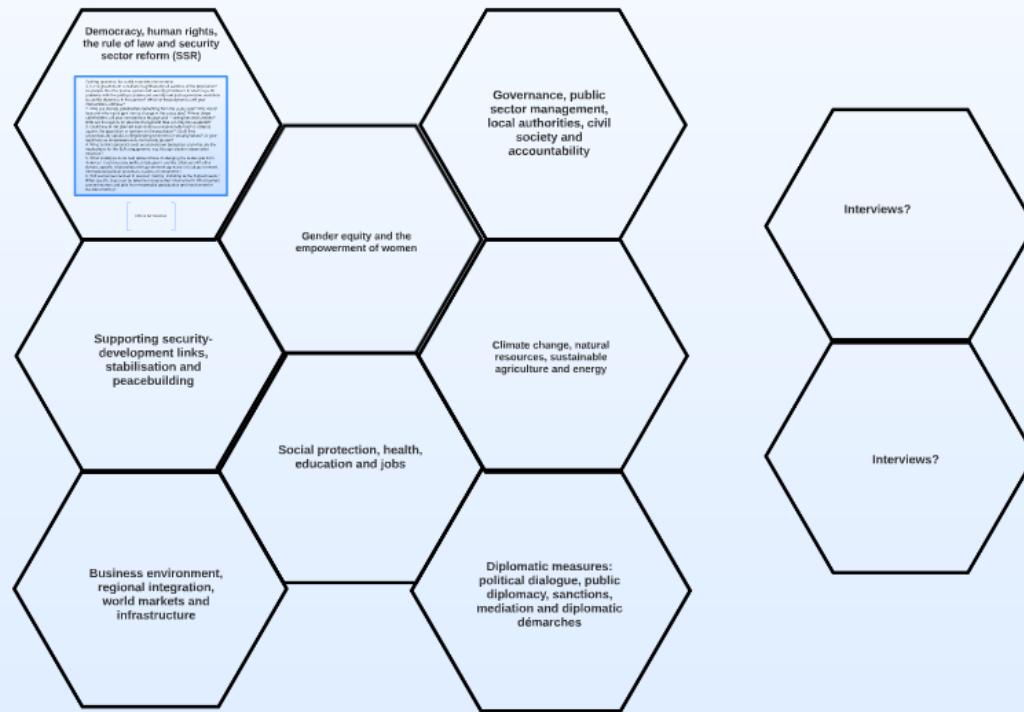


Explanation about why CSA is important for policies and programmes

Examples- positive and negative?

Interview with programme manager/technical expert?

CSA across different sectors and programme types



Democracy, human rights, the rule of law and security sector reform (SSR)

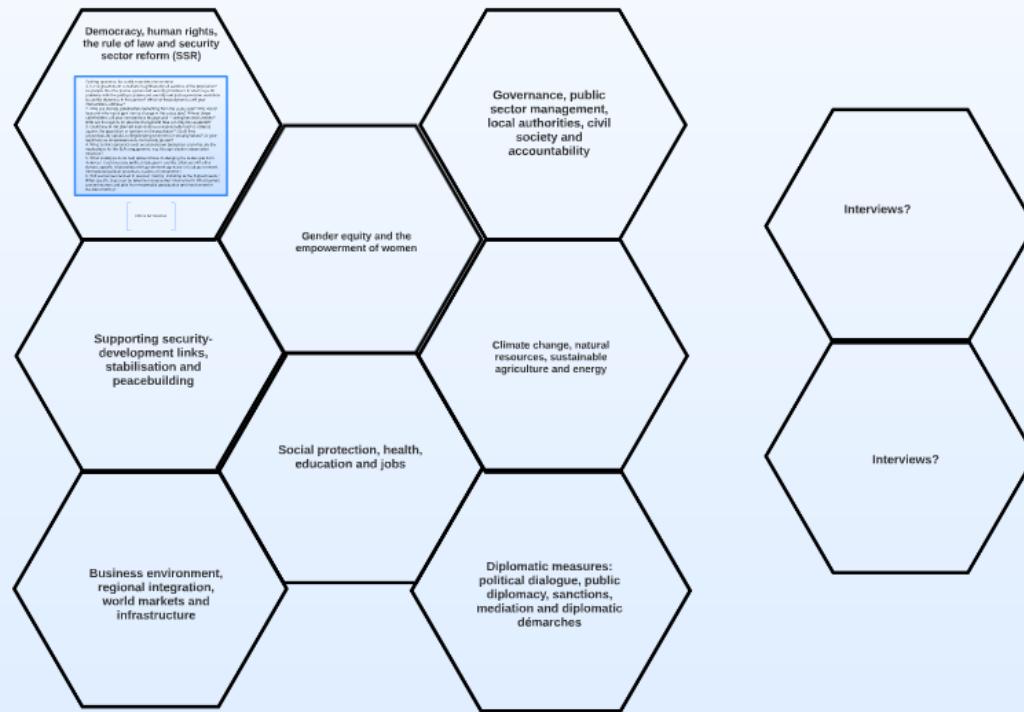
Guiding questions for conflict-sensitive intervention

1. Is the government considered legitimate by all sections of the population? Do people trust the justice system and security providers? In what ways do problems with the political system and security and justice provision contribute to conflict dynamics in the context? Which of these dynamics will your interventions address?
2. Who are the key stakeholders benefiting from the status quo? Who would lose and who would gain from a change in the status quo? Who of these stakeholders will your interventions engage with – strengthen and weaken? Who are the agents for positive change and how can they be supported?
3. Could any of the planned interventions unintentionally lead to violence against the population or sections of the population? Could they unintentionally uphold an illegitimate government or security forces? Or give legitimacy to unrepresentative civil society groups?
4. What conflict dynamics exist around election processes and what are the implications for the EU's engagement, e.g. through election observation missions?
5. What could you do to help protect those challenging the status quo from violence? Could you use political dialogue in country; alliances with other donors; specific relationships with government agencies or local government; international political processes, bodies or instruments?
6. Will women be involved in decision-making, including at the highest levels? What specific steps can be taken to increase their involvement? What barriers prevent women and girls from meaningful participation and involvement in decision-making?

Links to key resources

Gender
empower

CSA across different sectors and programme types



the status quo? Who would support the status quo? Who of these actors – strengthen and weaken? How can they be supported? How could they potentially lead to violence or escalation? Could they support or undermine security forces? Or give them resources? What election processes and what are the challenges through election observation? Challenging the status quo from within the country; alliances with other national and local agencies or local government; political movements? Including at the highest levels? Women's involvement? What barriers to participation and involvement in

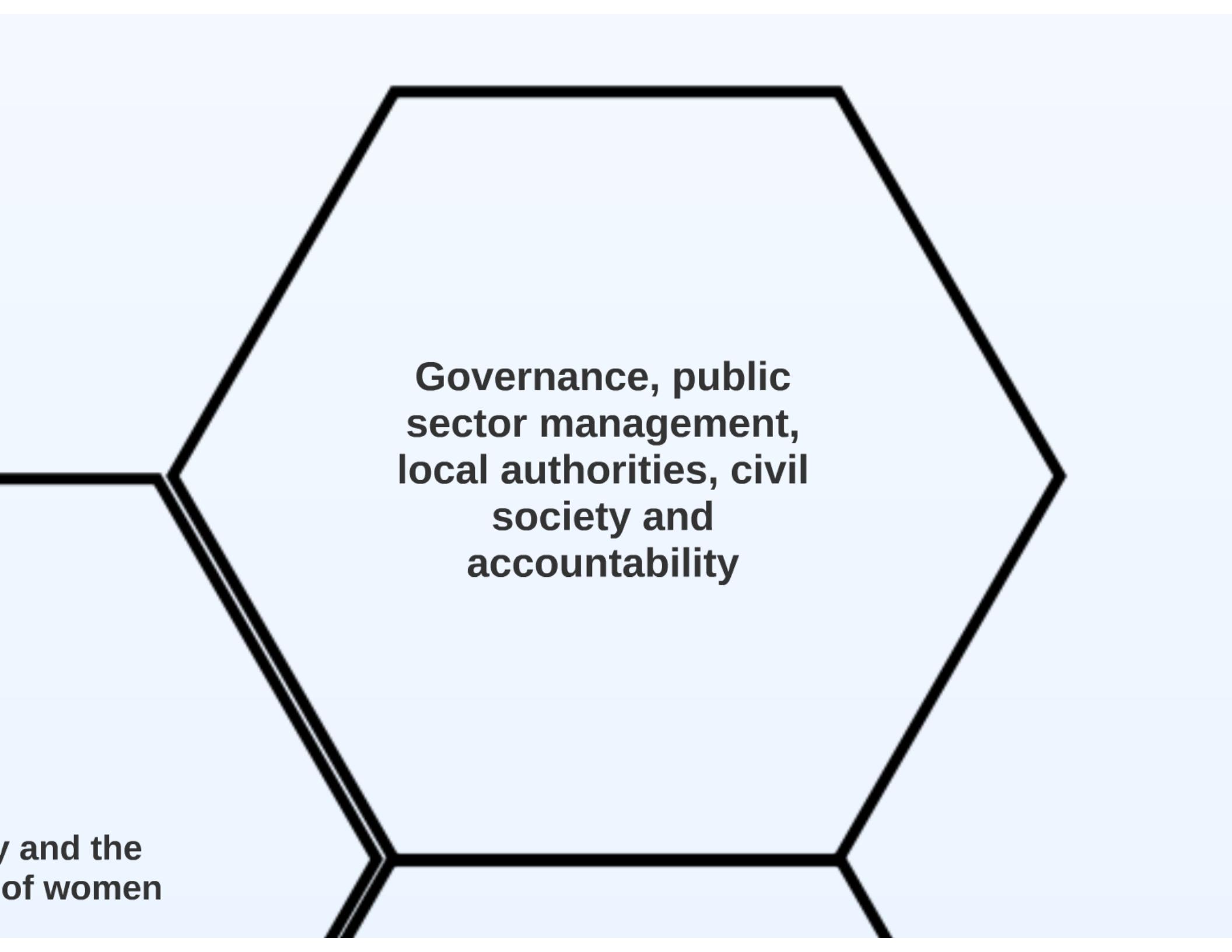
]

security-links, protection and

Gender equity and the empowerment of women

sector
local authority
social
accountability

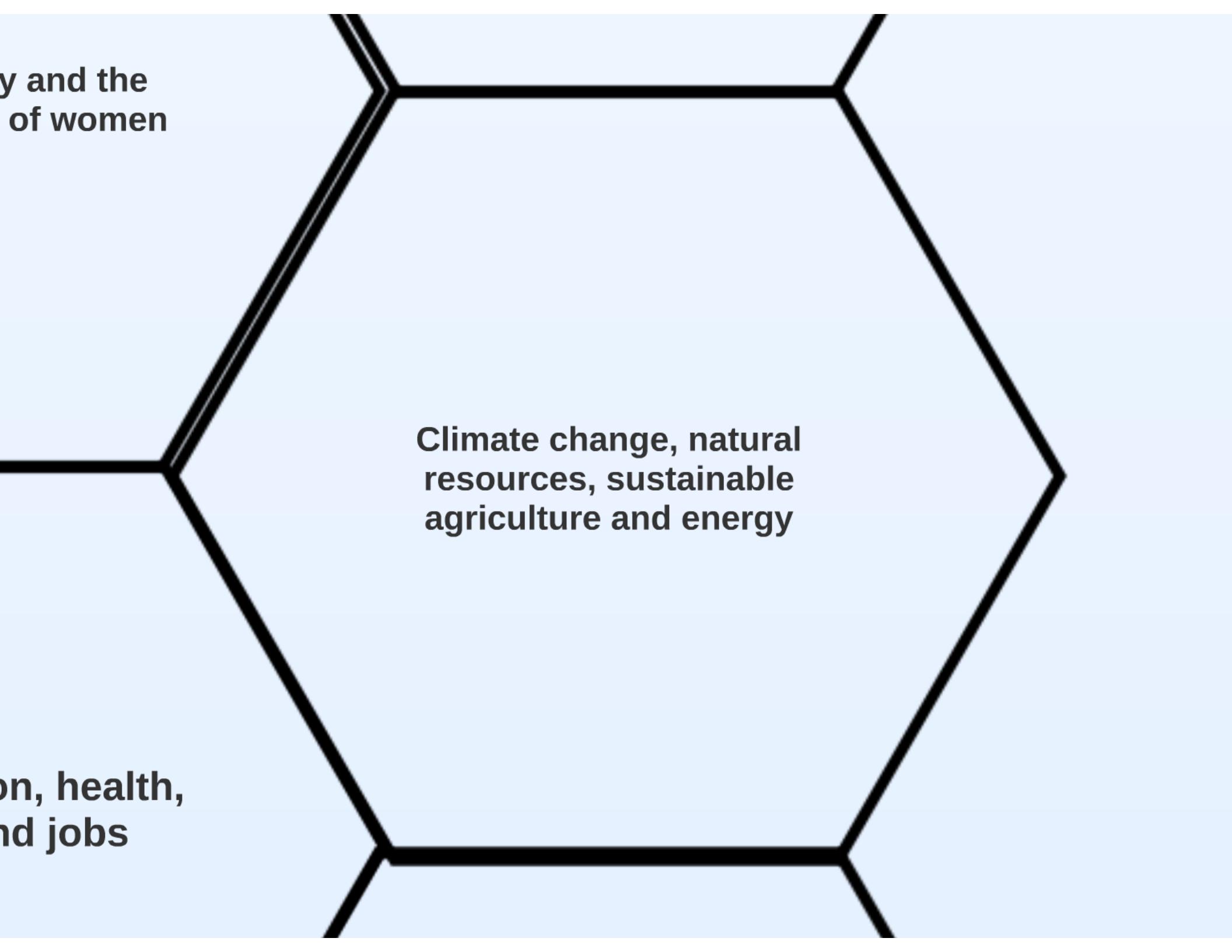
Climate
resource
agriculture



**Governance, public
sector management,
local authorities, civil
society and
accountability**

**y and the
of women**

y and the
of women



**Climate change, natural
resources, sustainable
agriculture and energy**

on, health,
and jobs

Gender
empowe

**Supporting security-
development links,
stabilisation and
peacebuilding**

**Social pro
education**

Social protection
education



**Business environment,
regional integration,
world markets and
infrastructure**

security-links,
on and
lding

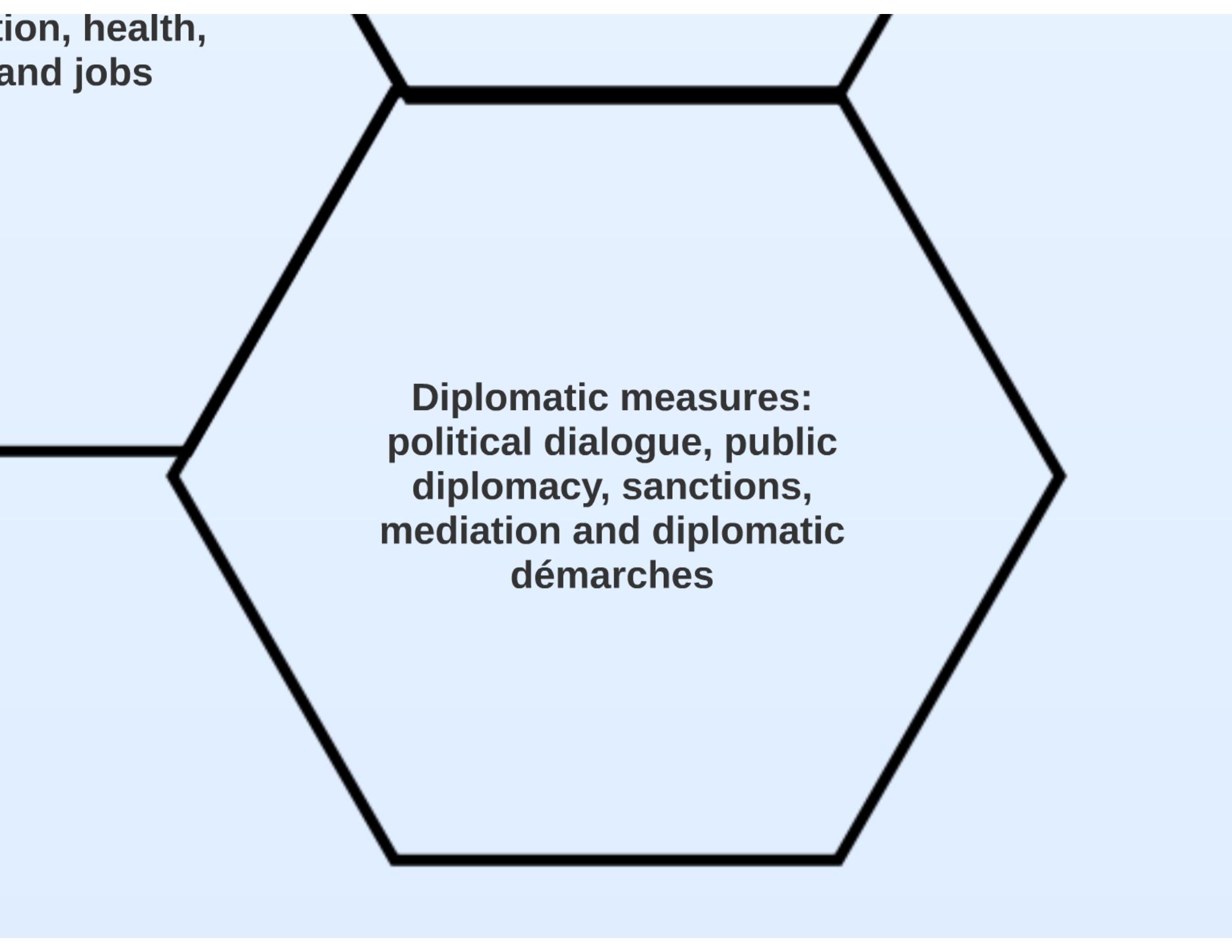
Climate
resources
agriculture

**Social protection, health,
education and jobs**

vironment,
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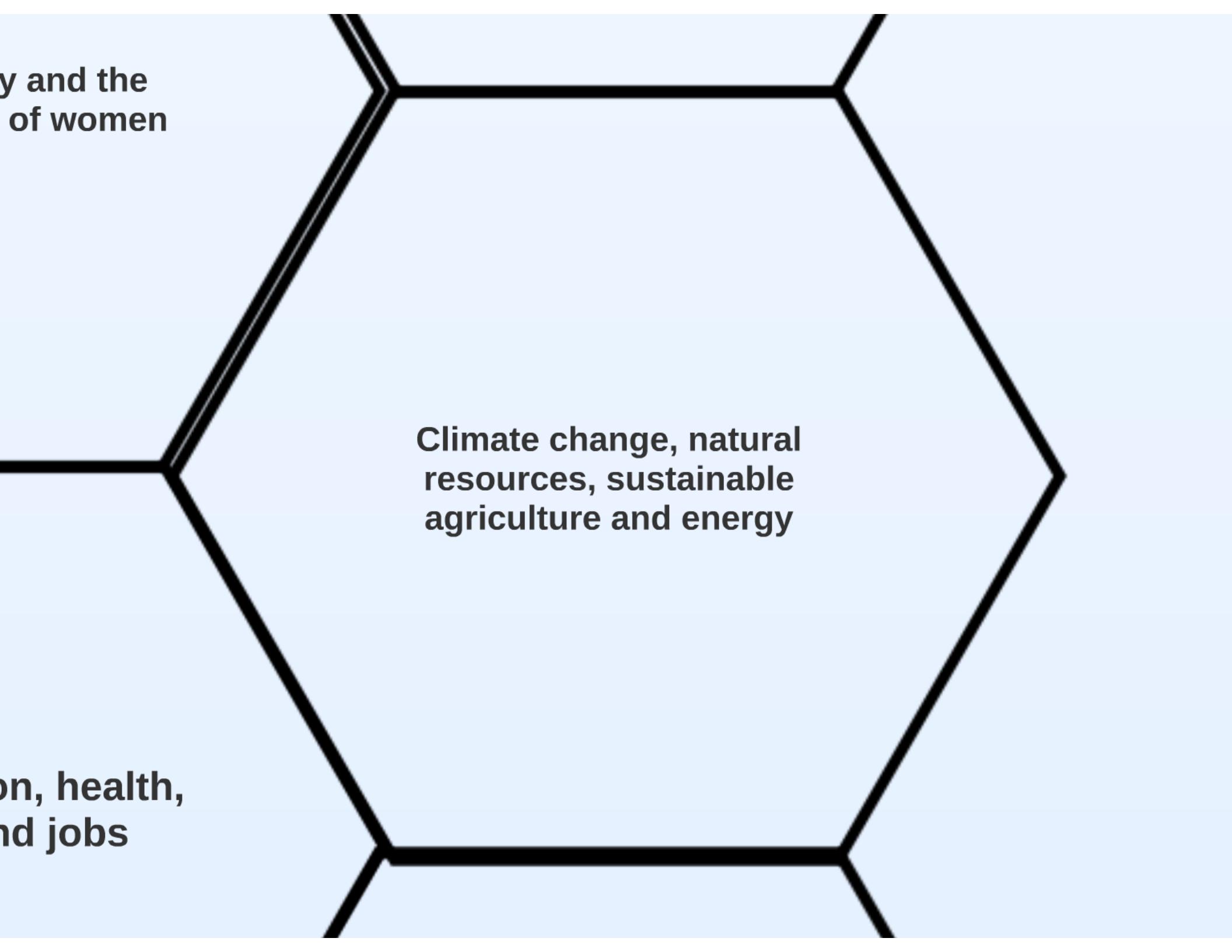
Diplomatic
political
diplomatic

tion, health,
and jobs



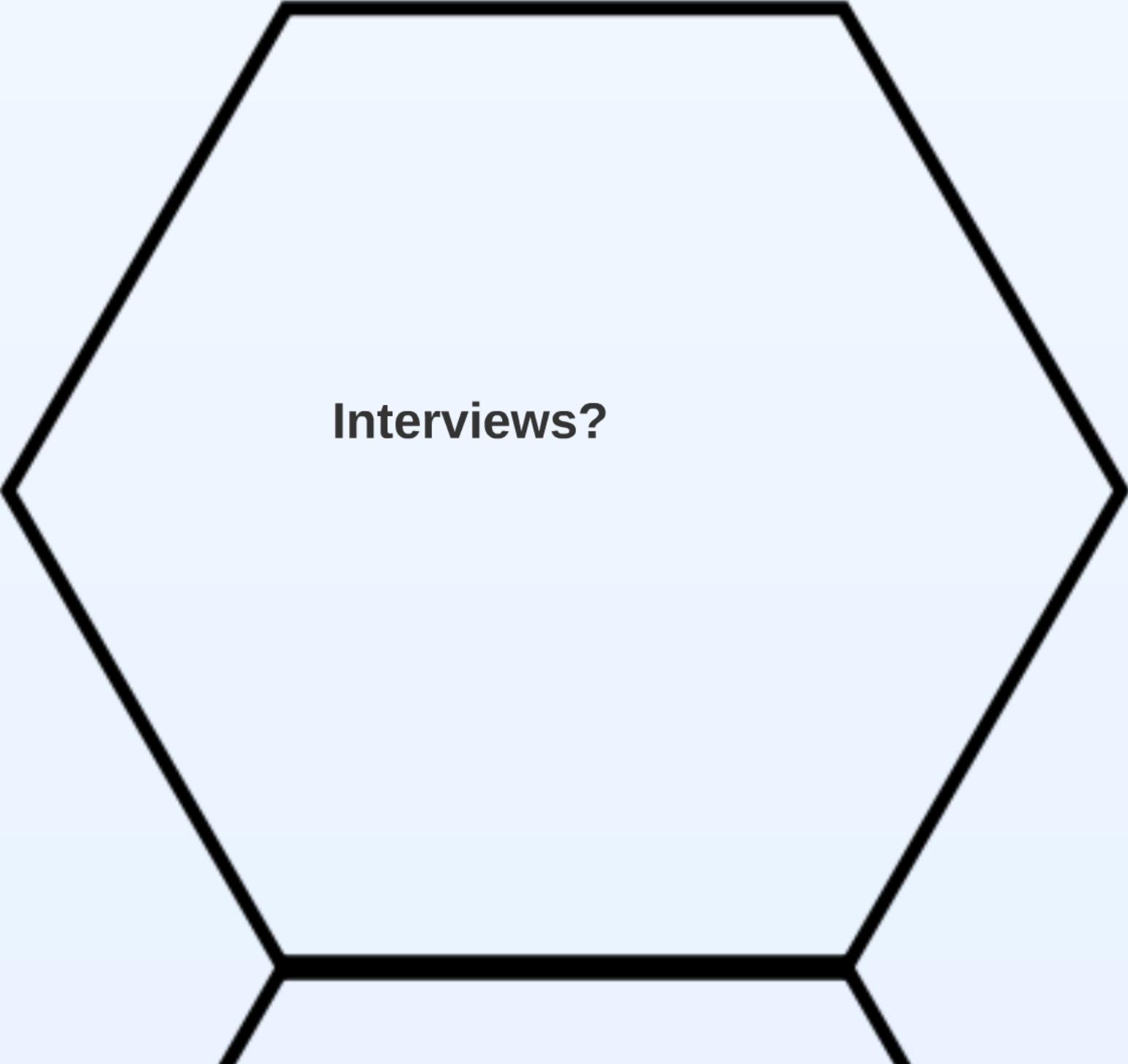
**Diplomatic measures:
political dialogue, public
diplomacy, sanctions,
mediation and diplomatic
démarches**

y and the
of women



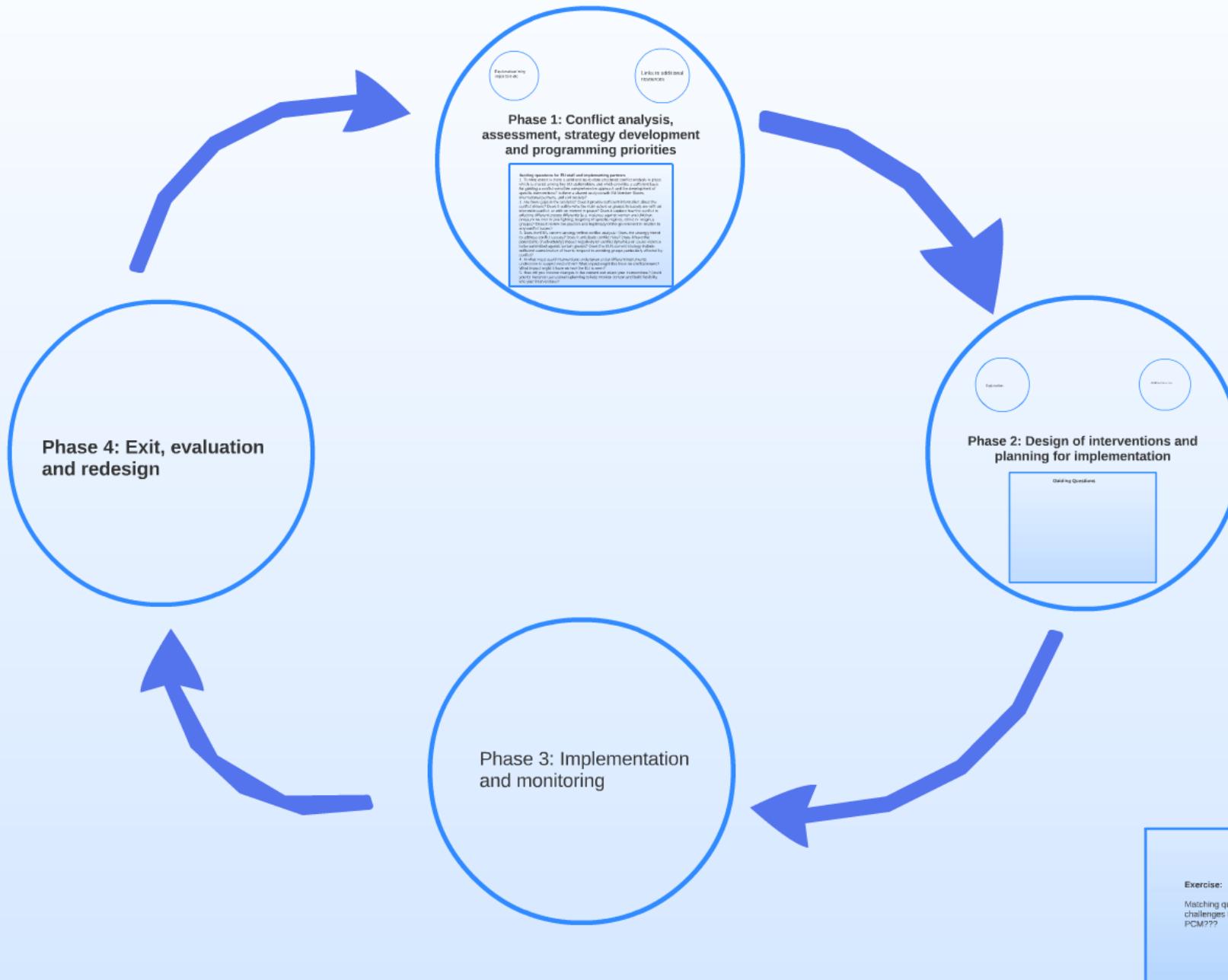
**Climate change, natural
resources, sustainable
agriculture and energy**

on, health,
and jobs



Interviews?

CSA relevant across project cycle management

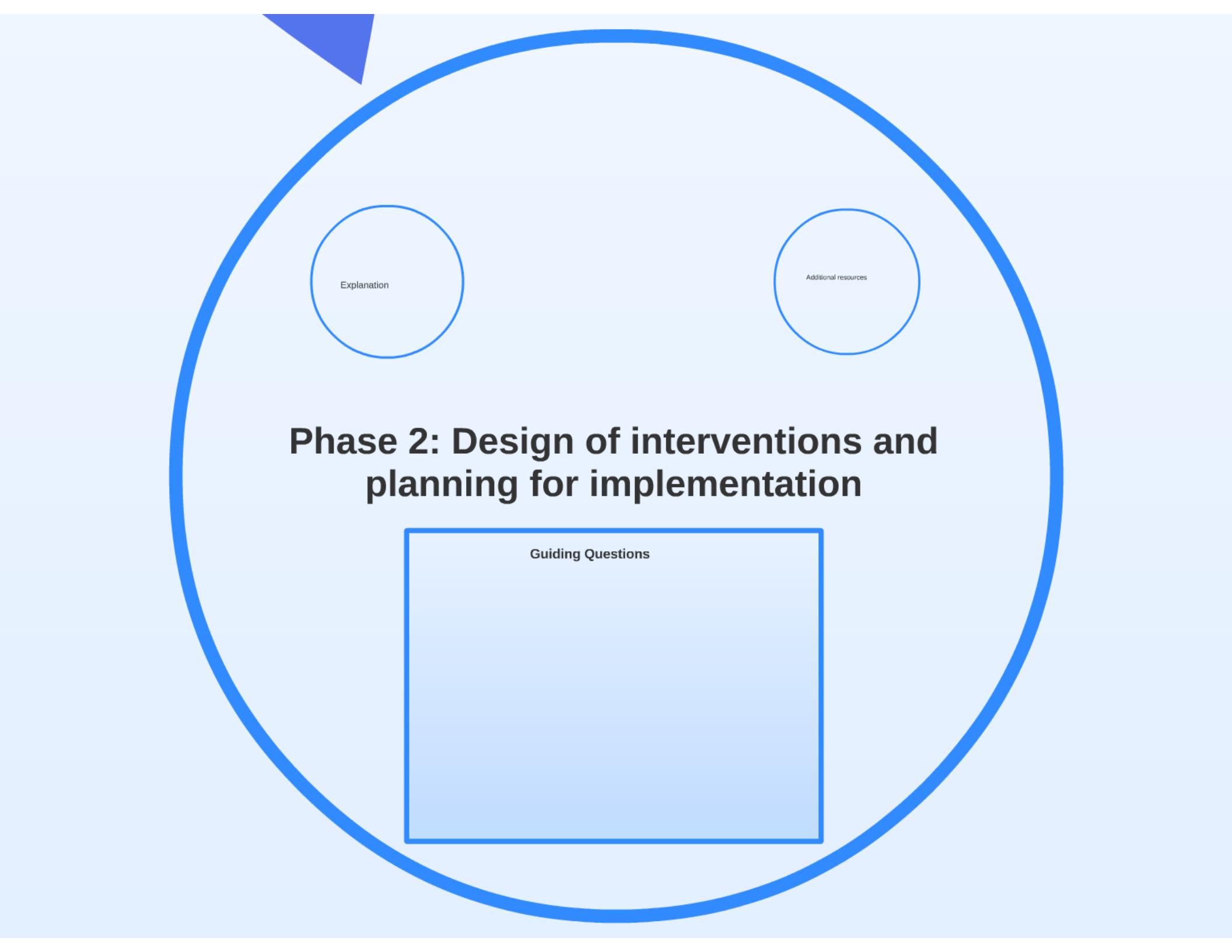




Phase 1: Conflict analysis, assessment, strategy development and programming priorities

Guiding questions for EU staff and implementing partners

1. To what extent is there a solid and up-to-date structured conflict analysis in place which is shared among key EU stakeholders and which provides a sufficient basis for guiding a conflict-sensitive comprehensive approach and the development of specific interventions? Is there a shared analysis with EU Member States, international partners, and civil society?
2. Are there gaps in the analysis? Does it provide sufficient information about the conflict drivers? Does it outline who the main actors or groups in society are with an interest in conflict, or with an interest in peace? Does it capture how the conflict is affecting different groups differently (e.g. violence against women and children; pressure on men to join fighting; targeting of specific regions, ethnic or religious groups)? Does it review the position and legitimacy of the government in relation to any conflict issues?
3. Does the EU's current strategy reflect conflict analysis? Does the strategy intend to address conflict causes? Does it anticipate conflict risks? Does it have the potential to (inadvertently) impact negatively on conflict dynamics or cause violence to be committed against certain groups? Does the EU's current strategy include sufficient consideration of how to respond in assisting groups particularly affected by conflict?
4. In what ways could interventions undertaken under different instruments undermine or support each other? What impact might this have on conflict issues? What impact might it have on how the EU is seen?
5. How will you monitor changes in the context and adapt your interventions? Could you for instance use scenario planning to help monitor context and build flexibility into your interventions?



Phase 2: Design of interventions and planning for implementation

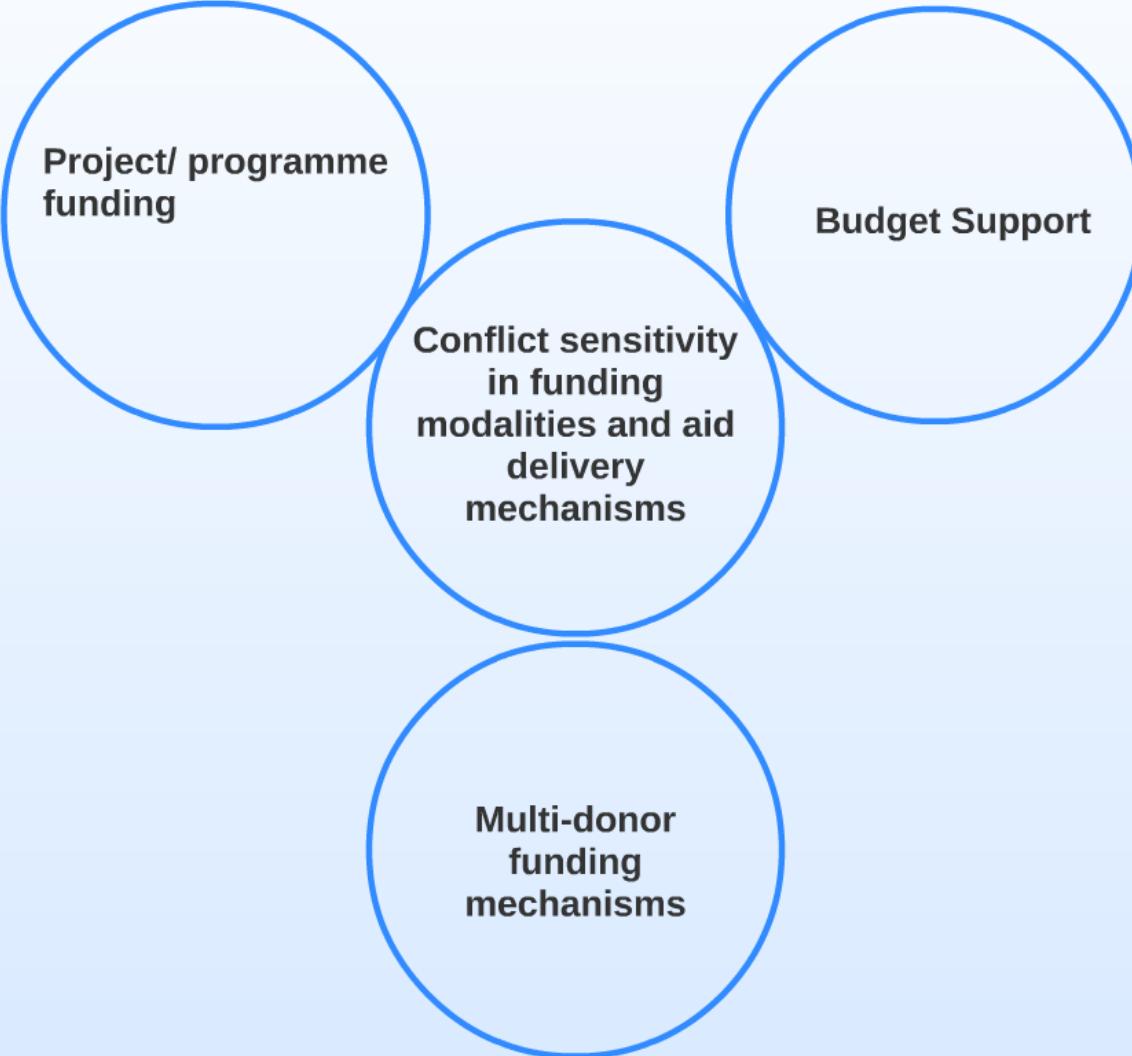
Guiding Questions

Phase 3: Implementation and monitoring

Phase 4: Exit, evaluation and redesign

Exercise:

Matching questions/ issues/
challenges to stages within
PCM???



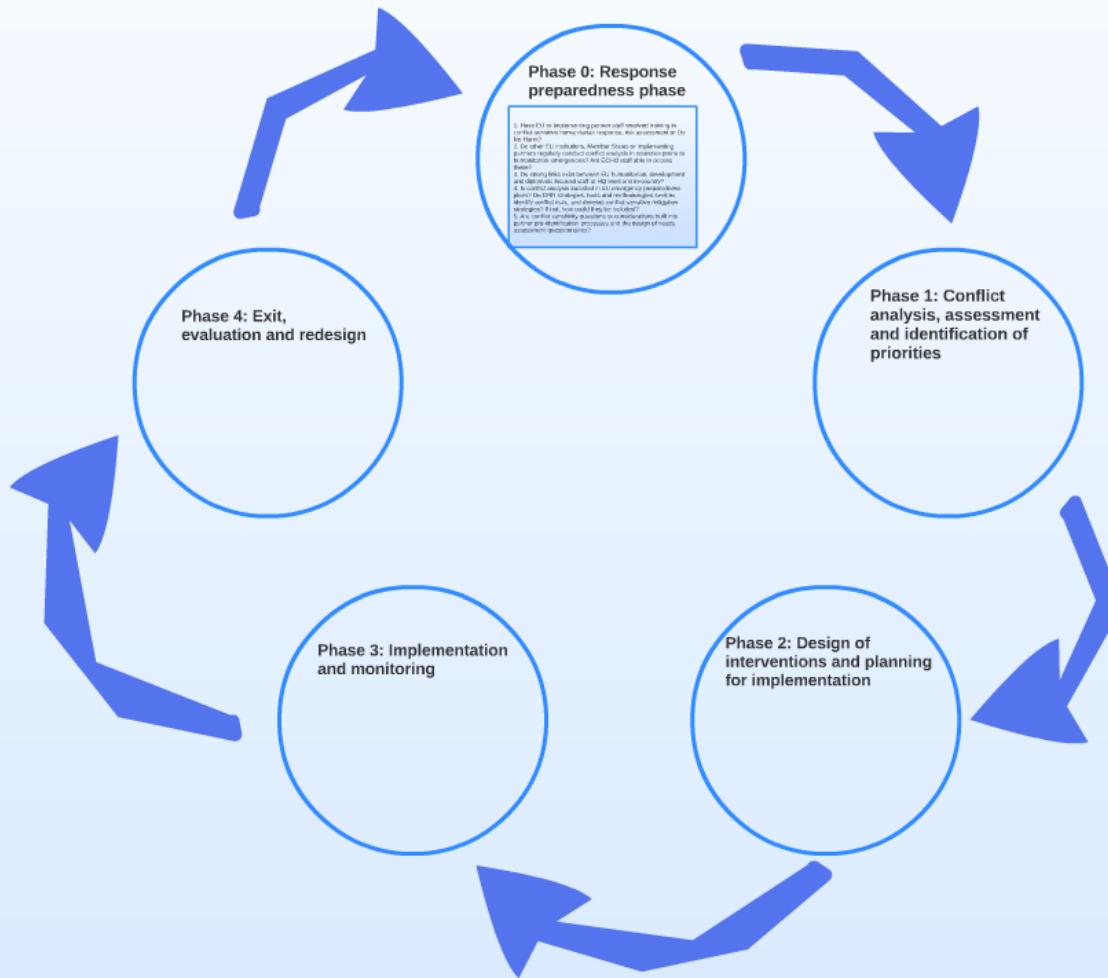
Project/ programme funding

Budget Support

Conflict sensitivity
in funding
modalities and aid
delivery
mechanisms

Multi-donor
funding
mechanisms

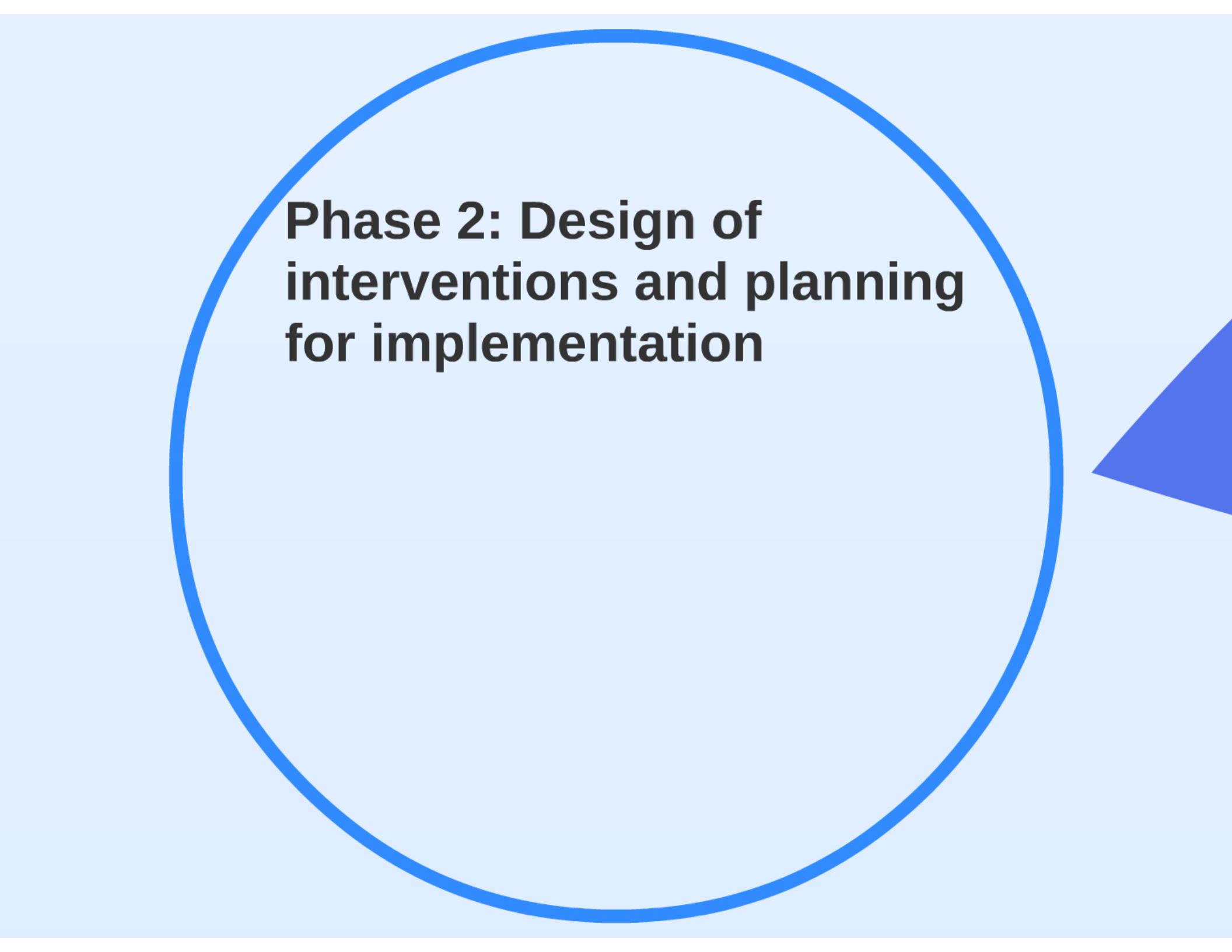
Conflict sensitivity in humanitarian assistance



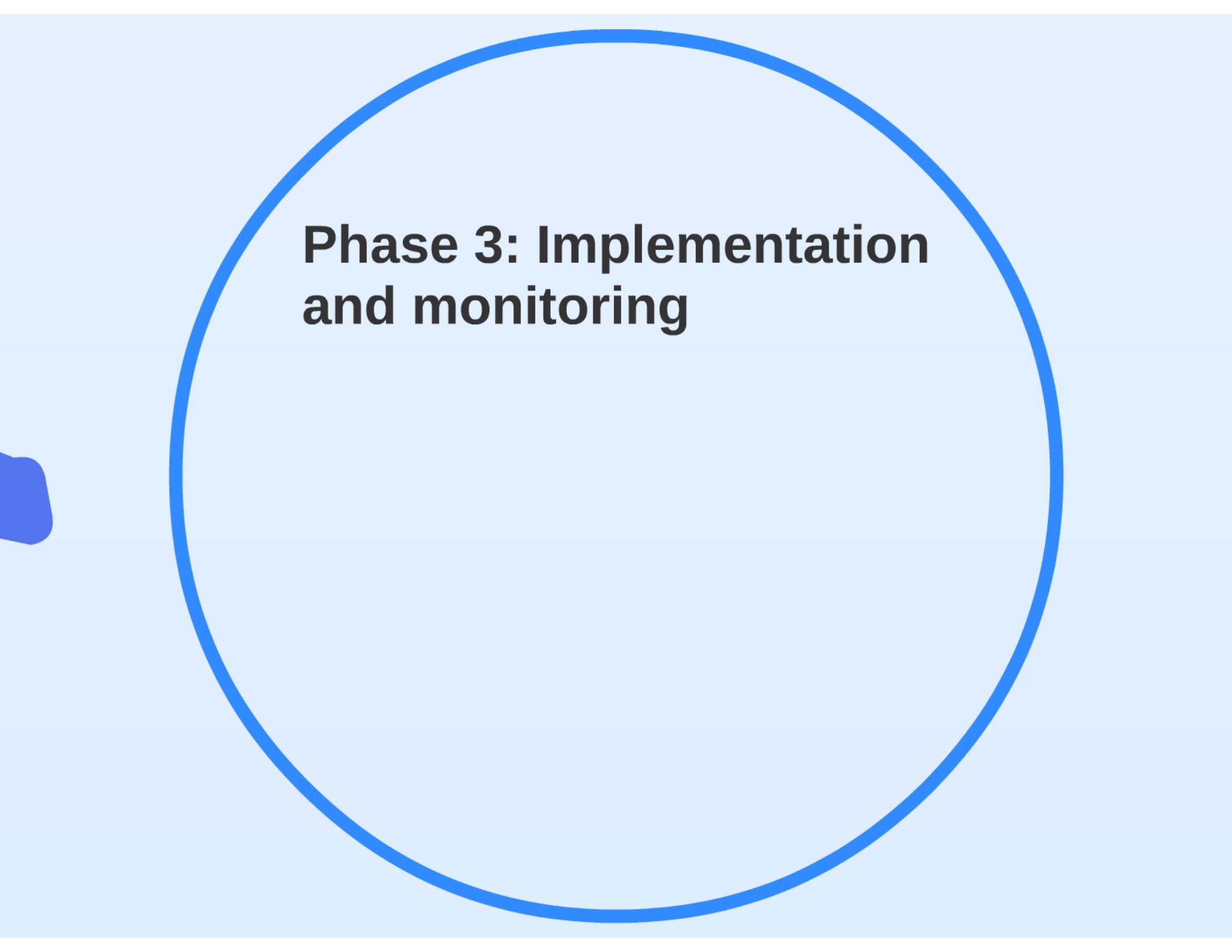
Phase 0: Response preparedness phase

1. Have EU or implementing partner staff received training in conflict-sensitive humanitarian response, risk assessment or Do No Harm?
2. Do other EU institutions, Member States or implementing partners regularly conduct conflict analysis in countries prone to humanitarian emergencies? Are ECHO staff able to access these?
3. Do strong links exist between EU humanitarian, development and diplomatic focused staff at HQ level and in-country?
4. Is conflict analysis included in EU emergency preparedness plans? Do DRR strategies, tools and methodologies seek to identify conflict risks, and develop conflict-sensitive mitigation strategies? If not, how could they be included?
5. Are conflict sensitivity questions or considerations built into partner pre-identification processes and the design of needs assessment questionnaires?

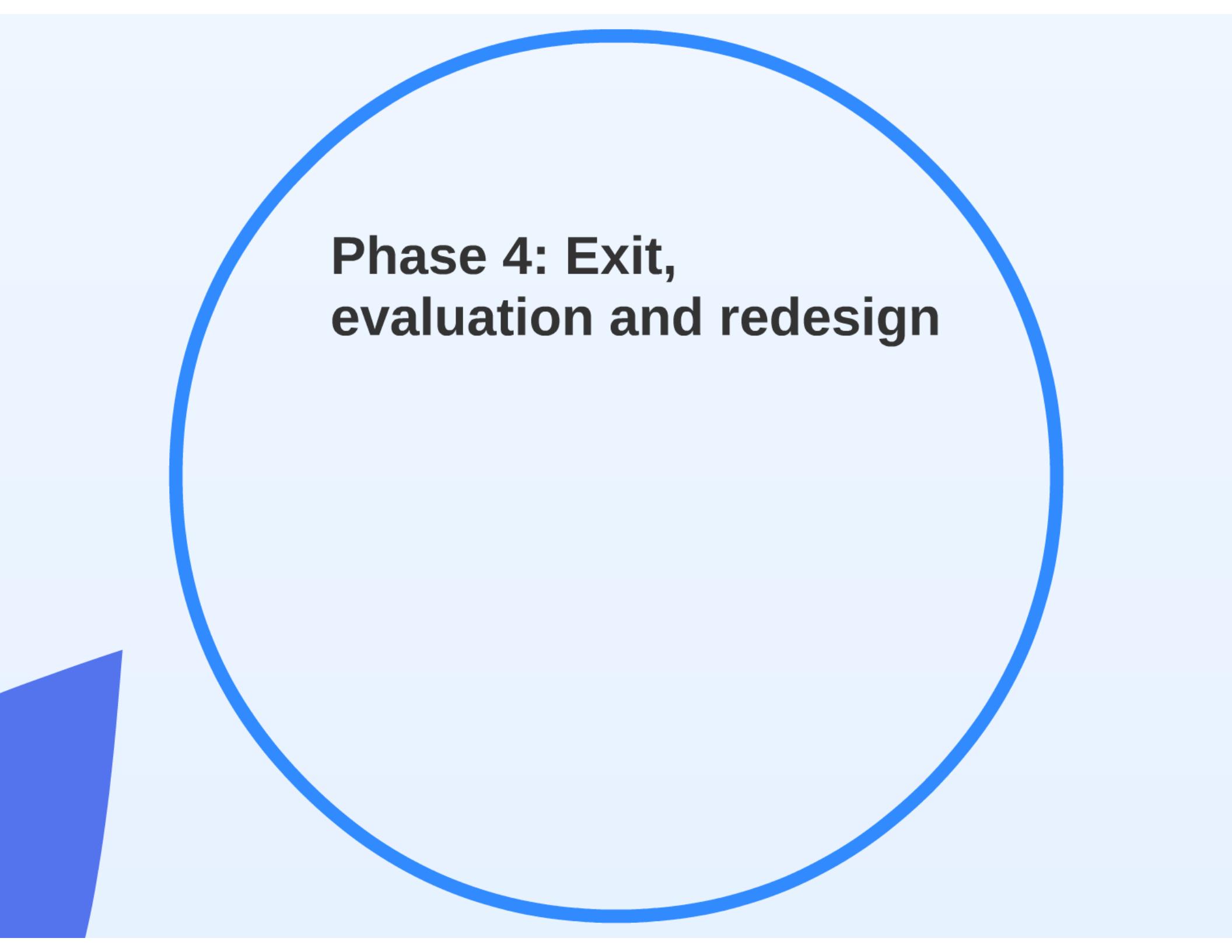
Phase 1: Conflict analysis, assessment and identification of priorities



Phase 2: Design of interventions and planning for implementation



Phase 3: Implementation and monitoring



Phase 4: Exit, evaluation and redesign

Conflict Sensitivity with EIB investment

Link to EIB CSA guidance note/ key components

Interview with relevant EIB person

CSA at different levels

Policy
Organisational
systems

Programmes
and projects

Personal action

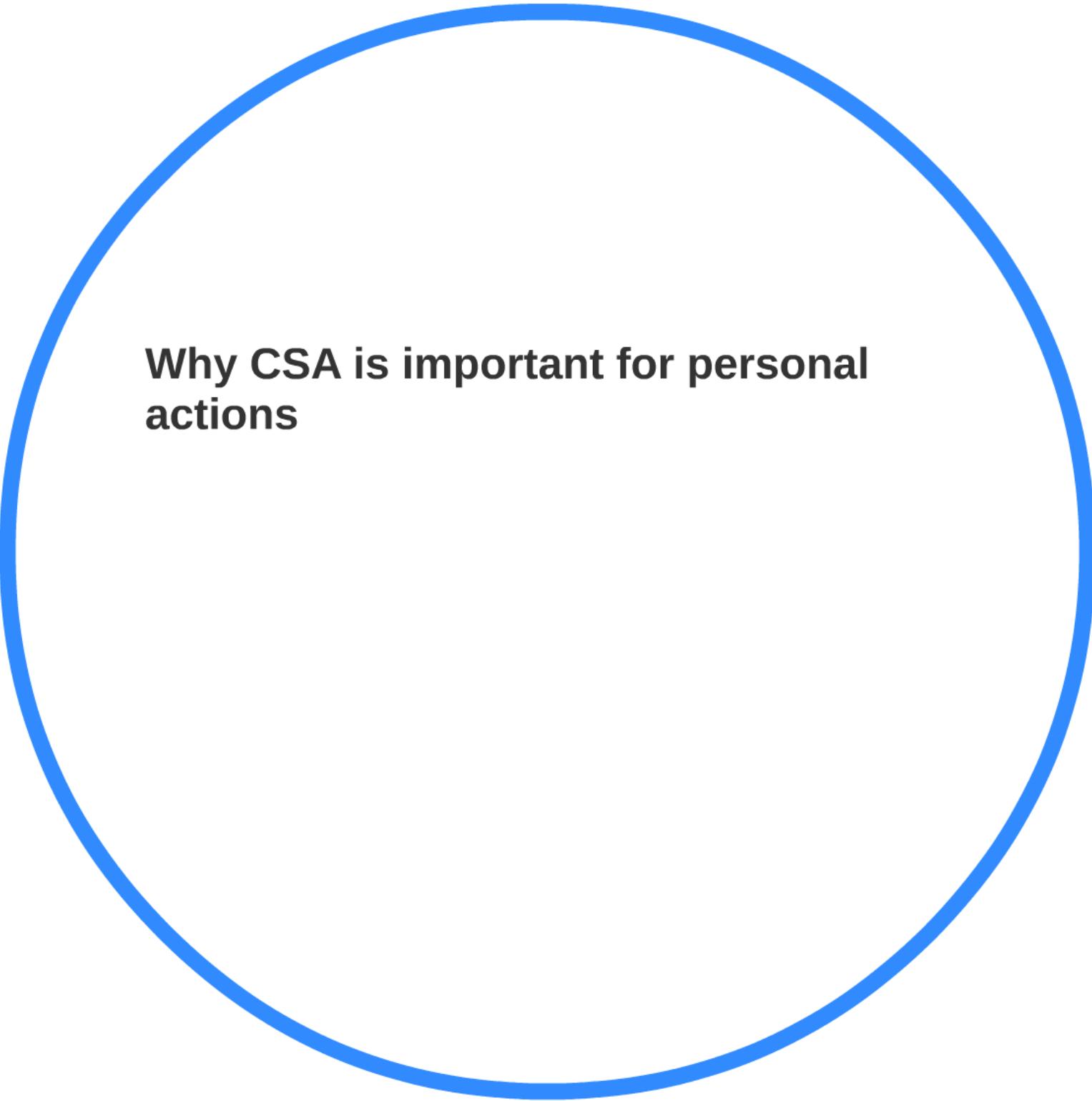
Personal Actions

Why CSA is important for personal actions

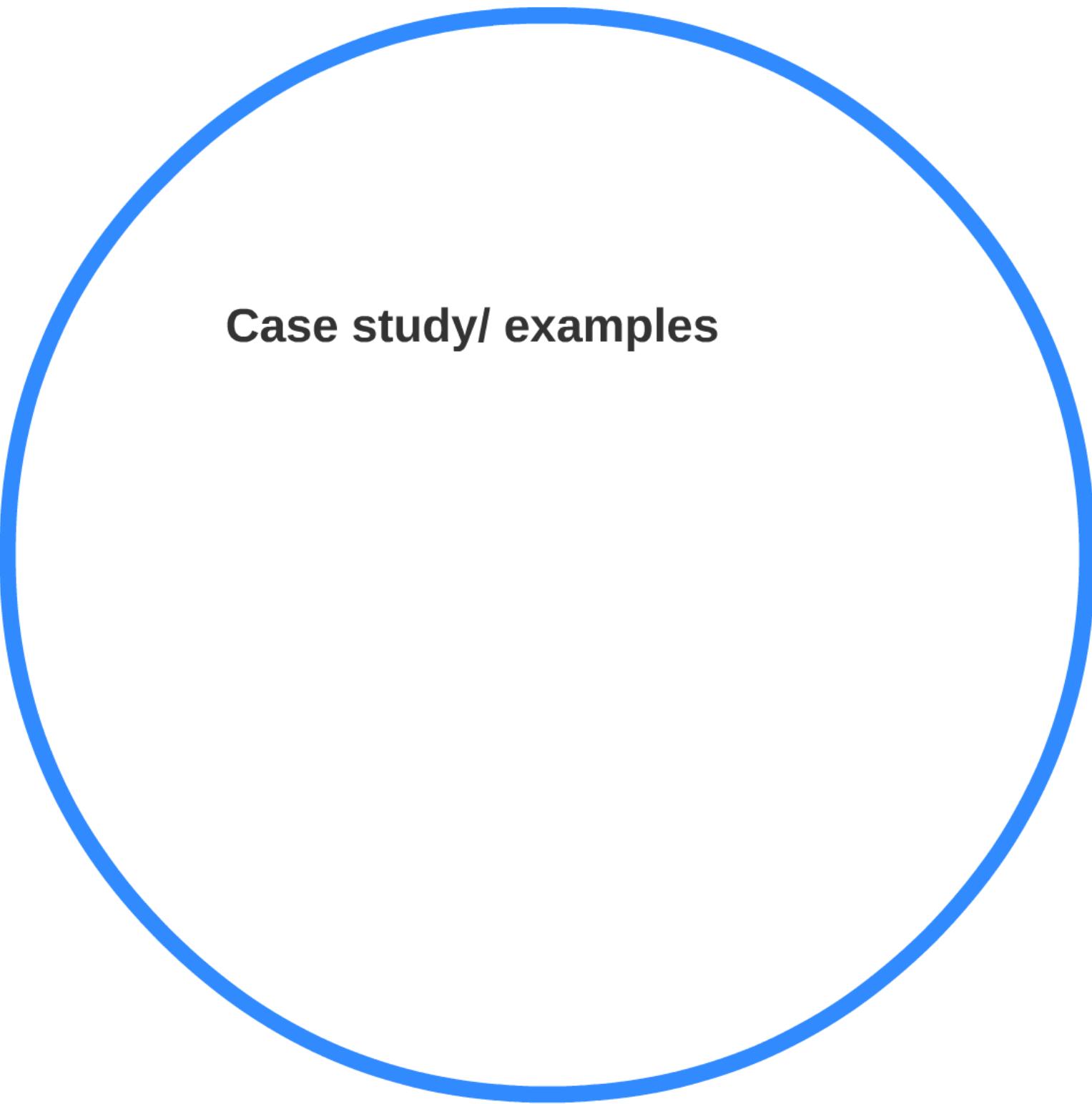
Exercise?

Case study/ examples

Interview



Why CSA is important for personal actions



Case study/ examples



Interview



Exercise?

Who is CSA relevant for?

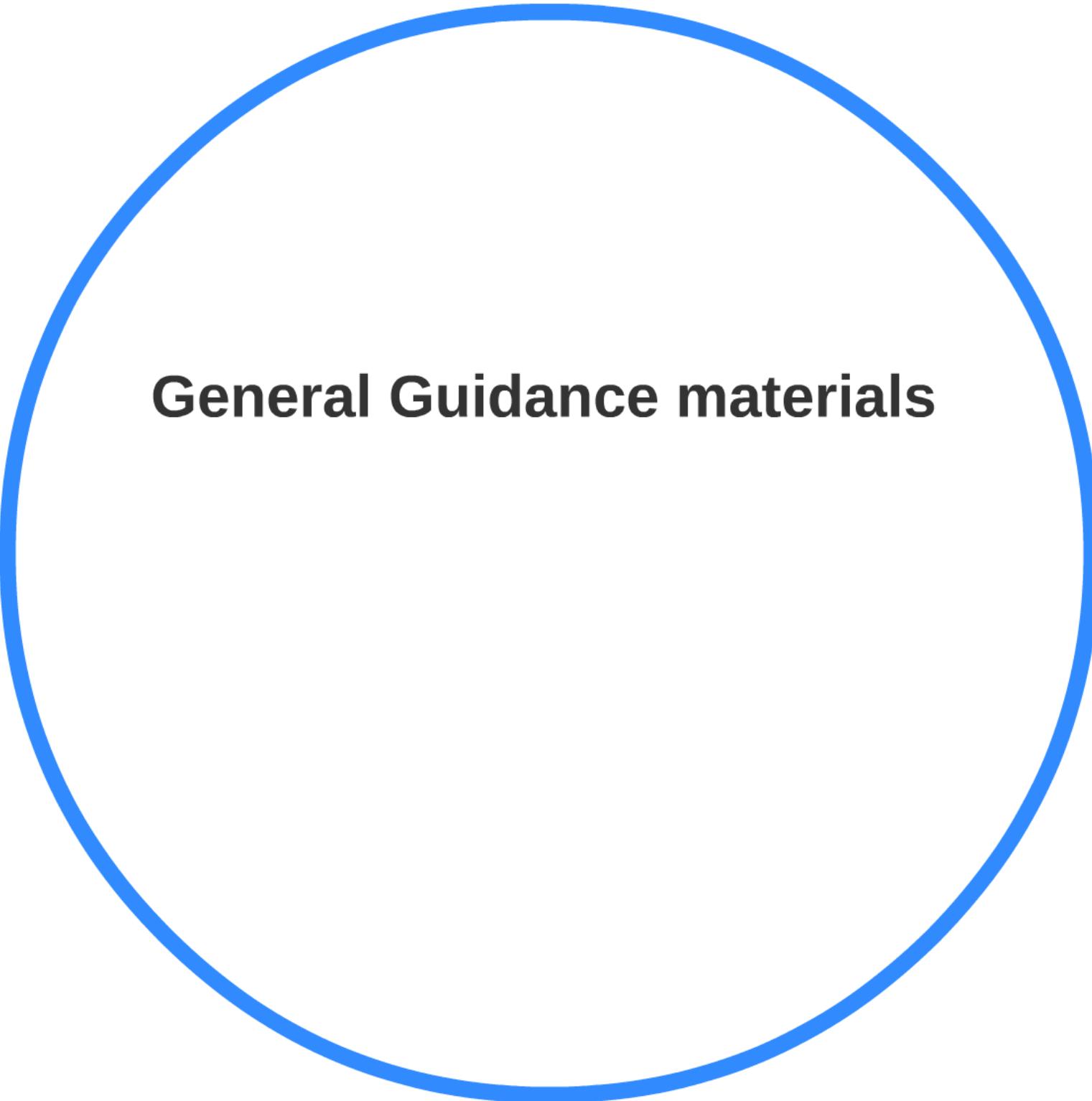
Include something about different EU institutions?

Interview with some senior people in institutions or Commission?



Where can I find out more?

Sectoral Guidance materials



General Guidance materials



**EU and external resources you
can draw upon for further
training or support**



Assessment

Part 2: Applying conflict sensitivity in practice: Interactive scenario based exercise

Part 2: Learning Goals

- The learner will be able to apply a 'conflict-sensitivity lens' when designing and implementing the PCPM, including the ability to demonstrate an understanding how to interpret conflict sensitivity across various phases of the PCPM.
- This will enable the learner to access additional resources and support to successfully put CS into action at each stage in the PCPM.

Learner Profile: Part 2 is primarily targeted at technical level staff (project officer/ programme manager/ technical advisor level) from DevCo, DGS, NEAR and delegating staff.

Introduction to Part 2

- What are goals of the Part 2?
- Who is it relevant for (key target groups)?
- How is Part 2 structured?
- How long will it take to

Part 2: Learning Goals

- The learner will be able to apply a 'conflict-sensitivity lens' when designing and implementing EU projects/interventions , including understanding how to integrate conflict sensitivity across various phases of the PPCM.
- The learner will know where to access additional resources and support to successfully put CS into action at each stage in the PCM

Learner Profile: Part 2 is primarily targeted at technical level staff (project officer/ programme manager/ technical advisor level) from DevCo, DG NEAR and delegation staff.

Introduction to Part 2

- What are goals of the Part 2?
- Who is it relevant for (key target groups)?
- How is Part 2 structured?
- How long will it take to complete?

Some Learning tips
some tips for how to complete the exercises

Some Learning tips

some tips for how to complete the exercises

Introduction to the Scenario

Introduction to the exercise:

- Introduction to the character the learner will be playing, e.g. job title, key roles and responsibilities etc.
- E.g. Participant takes role of newly arrived project officer/programme manager in EU delegation in a fictitious case study country

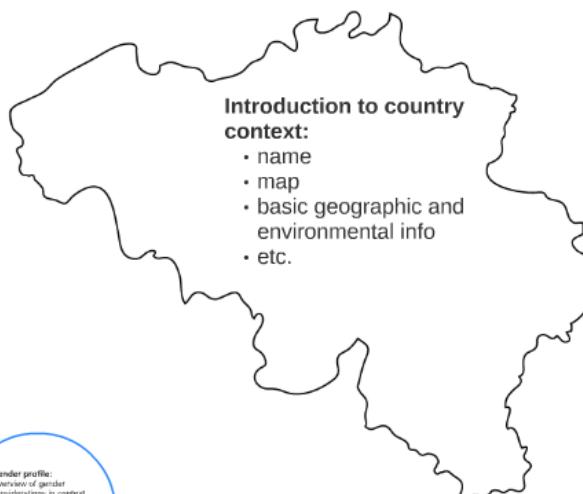


Overview of EU programme in country
Including info about size of mission, key sectoral and geographic priorities, EU institutions with active presence/ engagement in country, history of engagement etc.



Introduction to country context:

- name
- map
- basic geographic and environmental info
- etc.



Historical context:
Present brief history of the country, including episodes of violence and heightened tensions.



Social Context:
Present overview of important social dynamics: demography, caste, ethnicity, dominant ethnic groups, social systems (e.g. caste), religious groups etc.

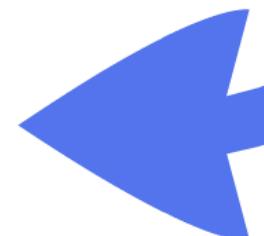
Gender profile:
Overview of gender representations in context, e.g. levels of gender equality, cultural norms towards women, conceptions of masculinity, etc.



Economic context:
Present overview of economic profile: e.g. key industries, common livelihoods, levels of inequality, etc.



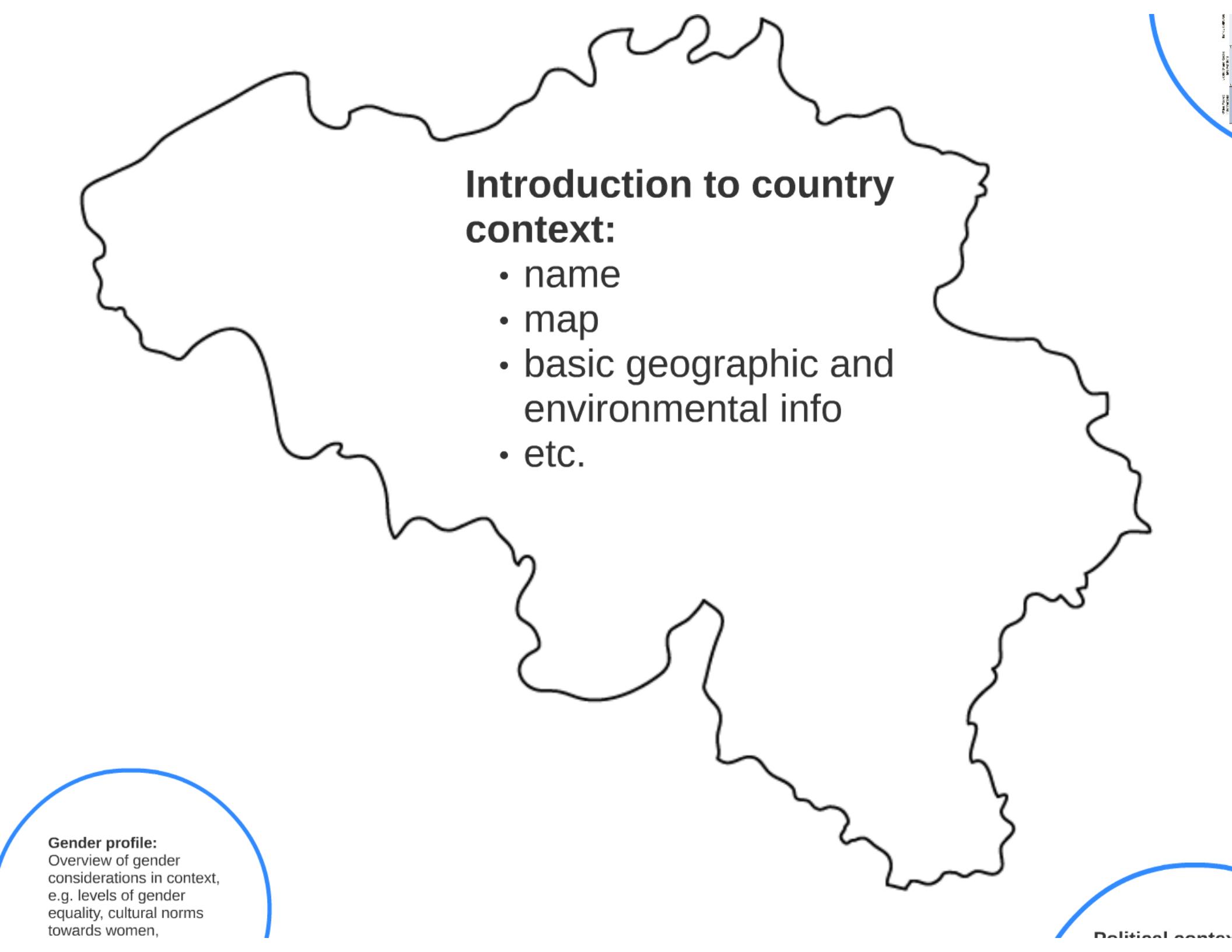
Political context:
Present overview of political and administrative system: main political parties and support base, concentration of power (centralisation of decision making), electoral cycles etc.



Introduction to the exercise:

- Introduction to the character the learner will be playing, e.g. job title, key roles and responsibilities etc.
- E.g. Participant takes role of newly arrived project office/ programme manager in EU delegation in a fictitious case study country





Introduction to country context:

- name
- map
- basic geographic and environmental info
- etc.

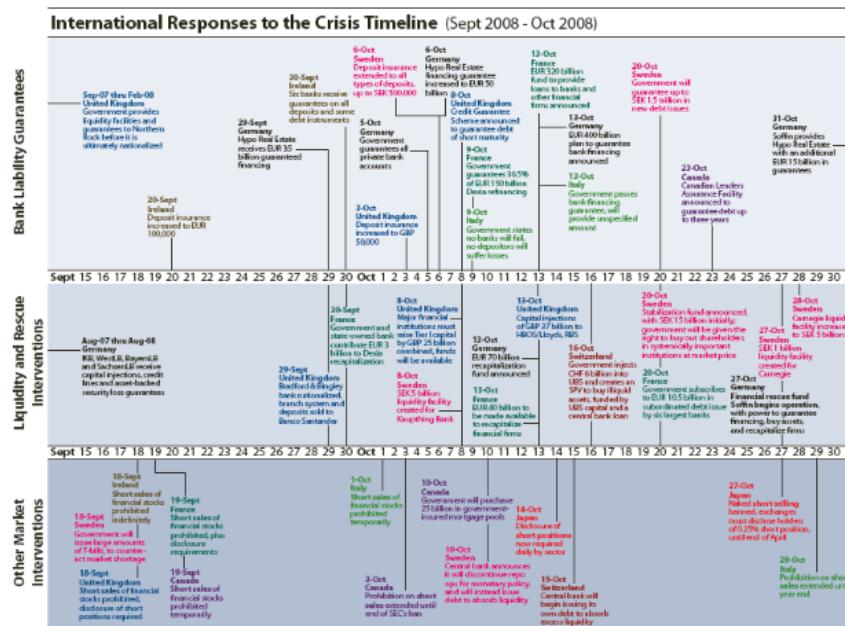
Gender profile:
Overview of gender considerations in context, e.g. levels of gender equality, cultural norms towards women,

Political context

Introduction to country context:

- name
- map
- basic geographic and environmental info
- etc.

Historical context:
Present brief history of the country, including episodes of violence and heightened tension



Social Context:

Present overview of important social dynamics: demographic make-up, dominant ethnic groups, social systems (e.g. caste), religious groups etc.

Political context:
Present overview of political profile: political system, main political parties and support base, concentration of power (centralisation of decision making), electoral cycles etc.

Economic context:
Present overview of
economic profile:
e.g. key industries,
common livelihoods,
levels of inequality,
etc



Gender profile:
Overview of gender considerations in context,
e.g. levels of gender equality, cultural norms towards women, conceptions of masculinity, etc.



Overview of EU programme in country

Including info about size of mission, key sectoral and geographic priorities, EU institutions with active presence/engagement in country, history of engagement etc

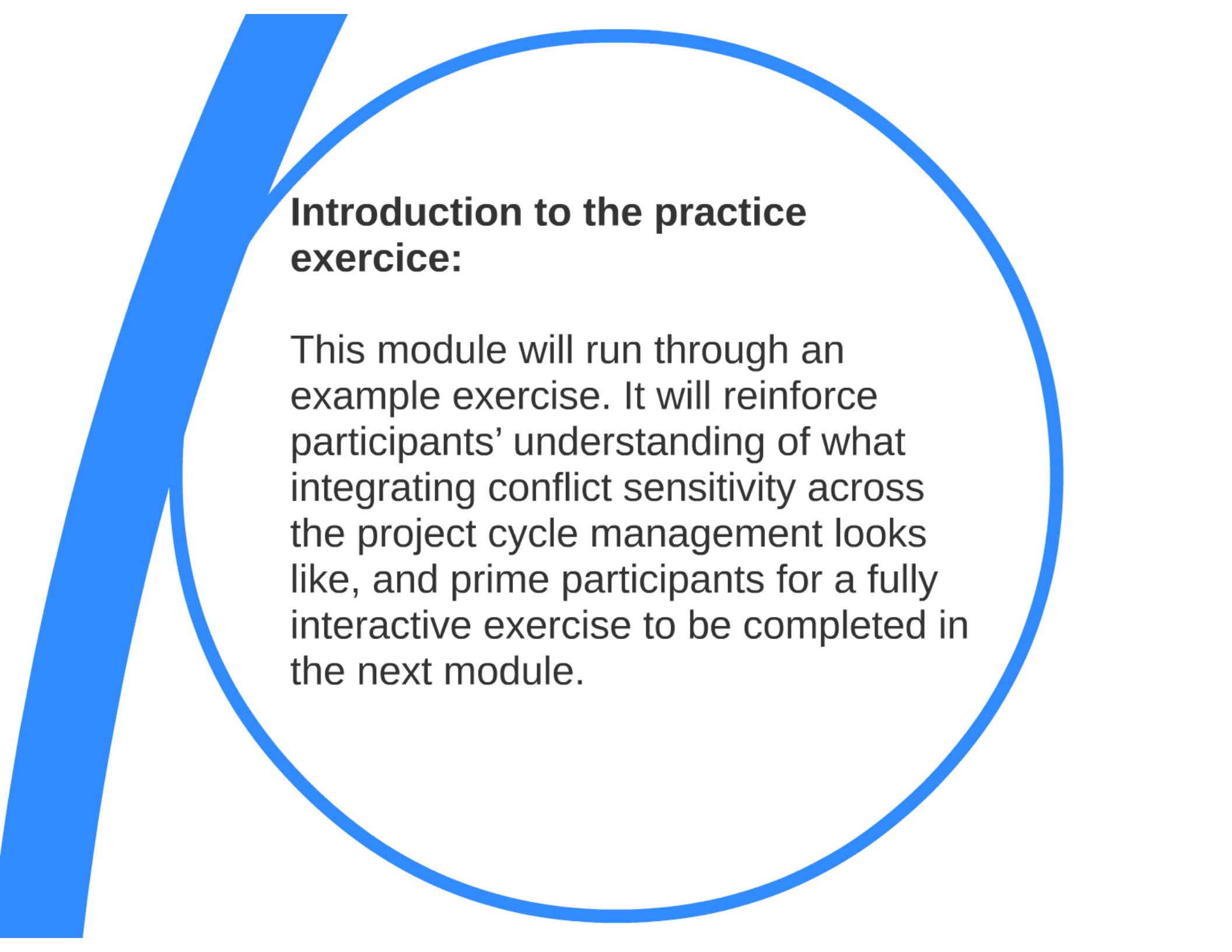


Practice Example

Introduction to the practice exercise:

This module will run through an example exercise. It will reinforce participants' understanding of what integrating conflict sensitivity across the project cycle management looks like, and prepare participants for a fully interactive exercise to be completed in the next module.





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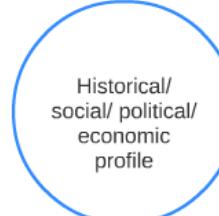


Introduce Case study project:

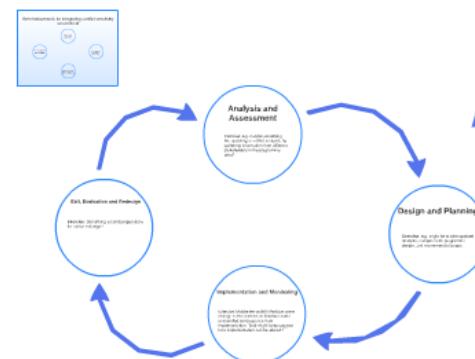
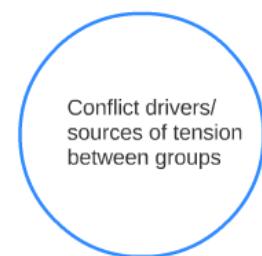
E.g. Education project in western province

Present key project data
• Key aims of project
• Main activities
• Staff levels and profile
• Etc.

Perhaps using simplified log frame or other relevant EU programme design documents



Present Overview of local context and conflict dynamics





Introduce Case study project:

E.g. Education project in western province

Present key project data

- Key aims of project
- Main activities
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- Etc.

Perhaps using simplified log frame or other relevant EU programme design documents



Historical/
social/ political/
economic
profile

Present Overview of
local context and conflict
dynamics

Key actors with
influence/ actor
map

Conflict drivers/
sources of tension
between groups



Historical/
social/ political/
economic
profile



Key actors with
influence/ actor
map



Conflict drivers/
sources of tension
between groups

Re-introduce tools for integrating conflict sensitivity across PCM

Exit, evaluation and redesign

Analysis and Assessment

Implementation and Monitoring

Design and Planning

Exit, Evaluation and Redesign

Exercise: Something around preparations for exit or redesign?

Analysis and Assessment

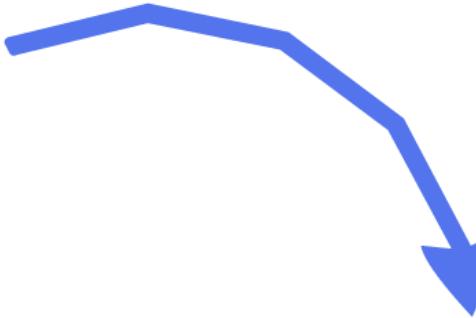
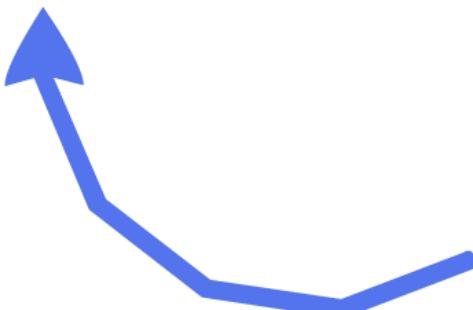
Exercise: e.g. maybe something like updating a conflict analysis, by gathering information from different stakeholders in the programme area?

Design and Planning

Exercise: e.g. might be to take updated analysis, compare with programme design, and recommend changes

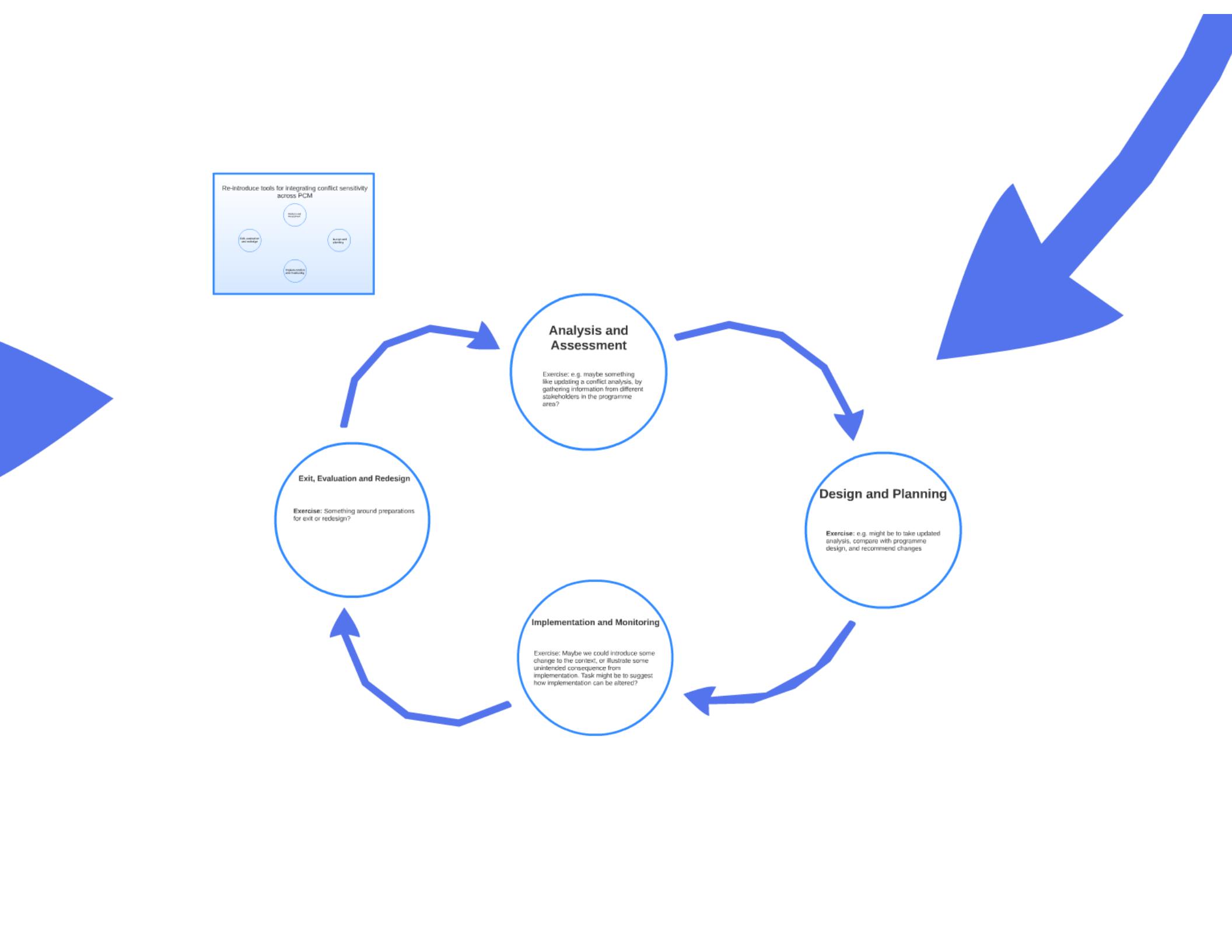
Implementation and Monitoring

Exercise: Maybe we could introduce some change to the context, or illustrate some unintended consequence from implementation. Task might be to suggest how implementation can be altered?



Re-introduce tools for integrating conflict sensitivity across PCM





Analysis and Assessment

Exercise: e.g. maybe something like updating a conflict analysis, by gathering information from different stakeholders in the programme area?

Design and Planning

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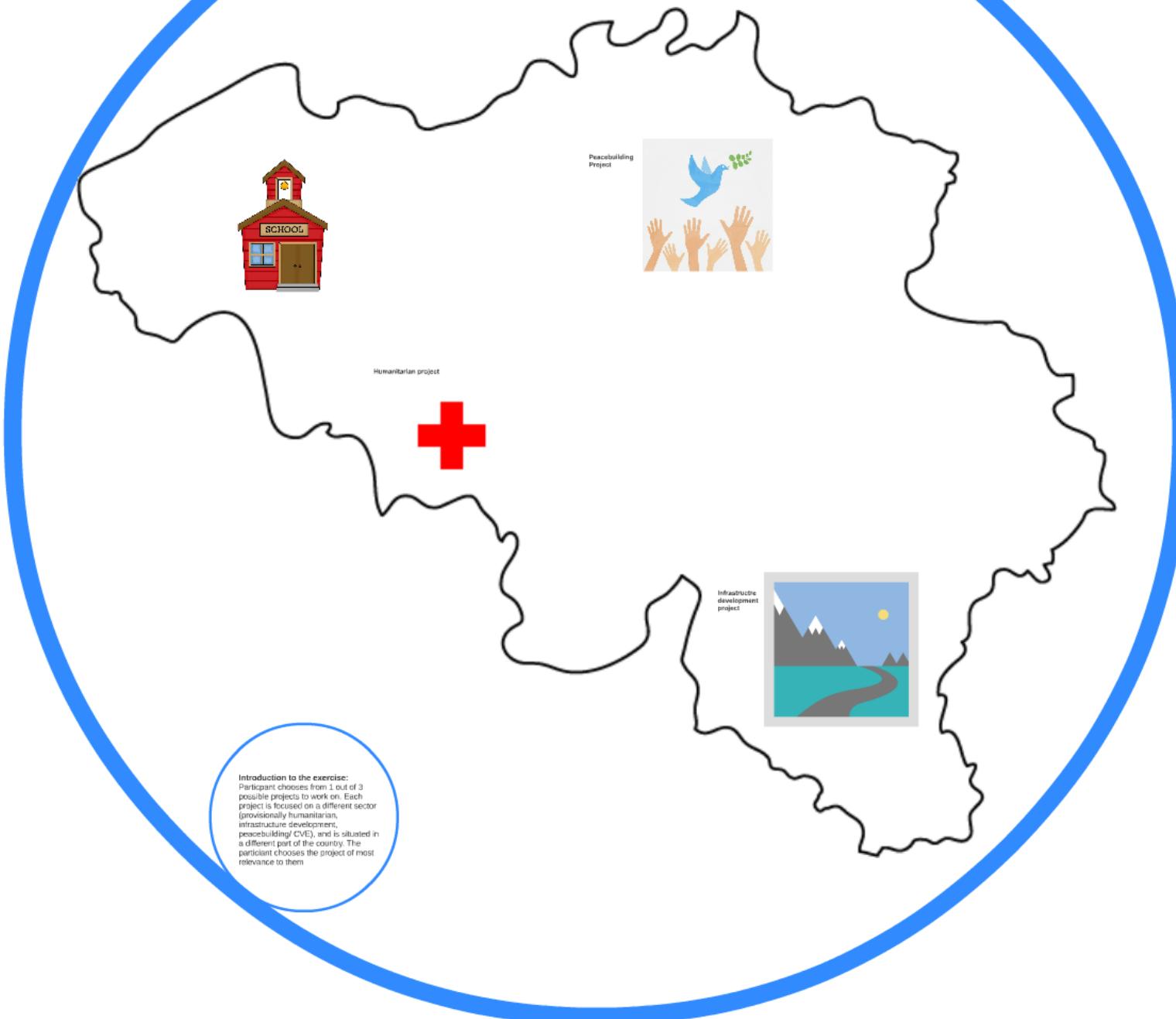
Implementation and Monitoring

Exercise: Maybe we could introduce some change to the context, or illustrate some unintended consequence from implementation. Task might be to suggest how implementation can be altered?

Exit, Evaluation and Redesign

Exercise: Something around preparations for exit or redesign?

Interactive exercise



Introduction to the exercise:

Participant chooses from 1 out of 3 possible projects to work on. Each project is focused on a different sector (provisionally humanitarian, infrastructure development, peacebuilding/ CVE), and is situated in a different part of the country. The participant chooses the project of most relevance to them

Humanitarian project



Peacebuilding Project



Infrastructure development project





**End of
course
evaluation**