



Building Conflict Sensitive Interventions Facilitator Guide

Management and Support Staff



PRACTICAL
LEARNING
for
INTERNATIONAL
ACTION

Building Conflict Sensitive Interventions

Facilitator Guide - Management and Support Staff

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How to Facilitate this Course

This course is designed to explain principles and application of **conflict sensitivity** to staff who participate in planning and managing humanitarian and development aid programs.

This course can be delivered in two ways:

- As an e-learning course which participants complete on their own.
- As a “blended” training course where participants complete the e-learning modules, then meet as a group (online or in-person) to discuss the materials and complete additional activities with an instructor.

The course consists of four topics:

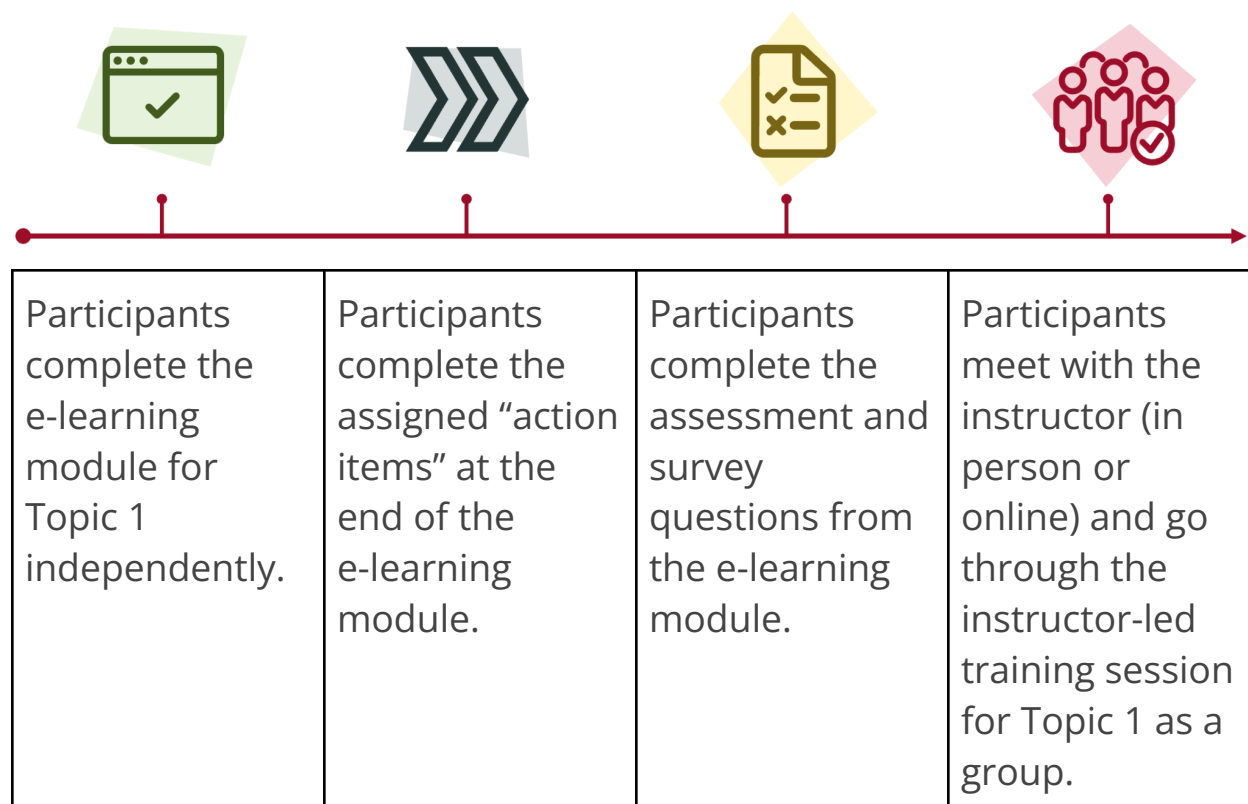
- Analyzing the Conflict
- Listening to the Community
- Assessing the Impact
- Applying Principles of Conflict Sensitivity

Course materials include:

- An **online e-learning course** with modules for each topic
- A **PowerPoint presentation deck** for each topic to help instructors facilitate group training sessions
- A **toolkit** with resources that are referenced throughout the course
- **Participant guides, facilitator guides, and an agenda spreadsheet** for the entire course

There are multiple ways to deliver the sessions as a “blended” training:

Option 1: Participants go through each topic one at a time



Repeat for Topic 2, 3, and 4. Reference the toolkit as necessary.

Sessions should be scheduled with enough time between sections for participants to complete action items.

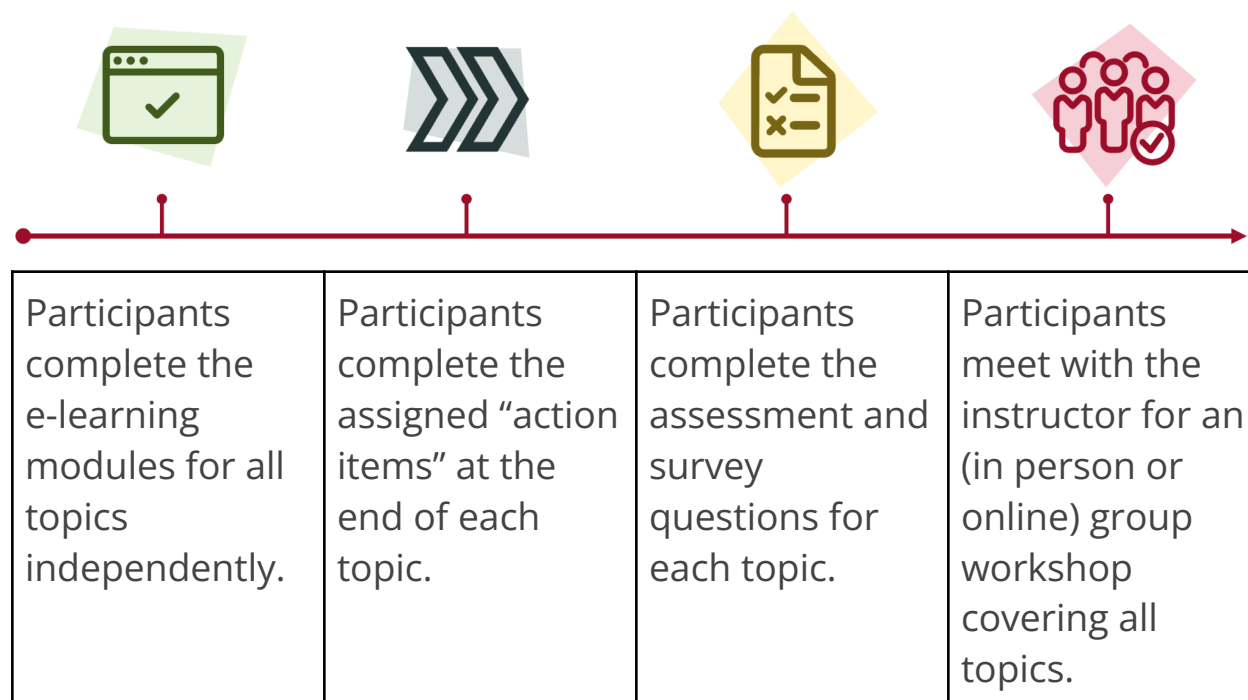
- 2-14 days between sessions is considered optimal.
- 1 day between sessions is the minimum.
- 1 month between sessions is the maximum.

Note: You may want to adapt the action items as there might not be time for participants to complete them as written between the e-learning and the instructor-led training.

Time estimates:

Topic	E-Learning	ILT
Analyzing the Conflict	15-35 min	45 min
Listening to the Community	20-40 min	30 min
Assessing the Impact	20-40 min	30 min
Applying Principles of Conflict Sensitivity	10-30 min	35 min

Option 2: Participants complete all topics at once

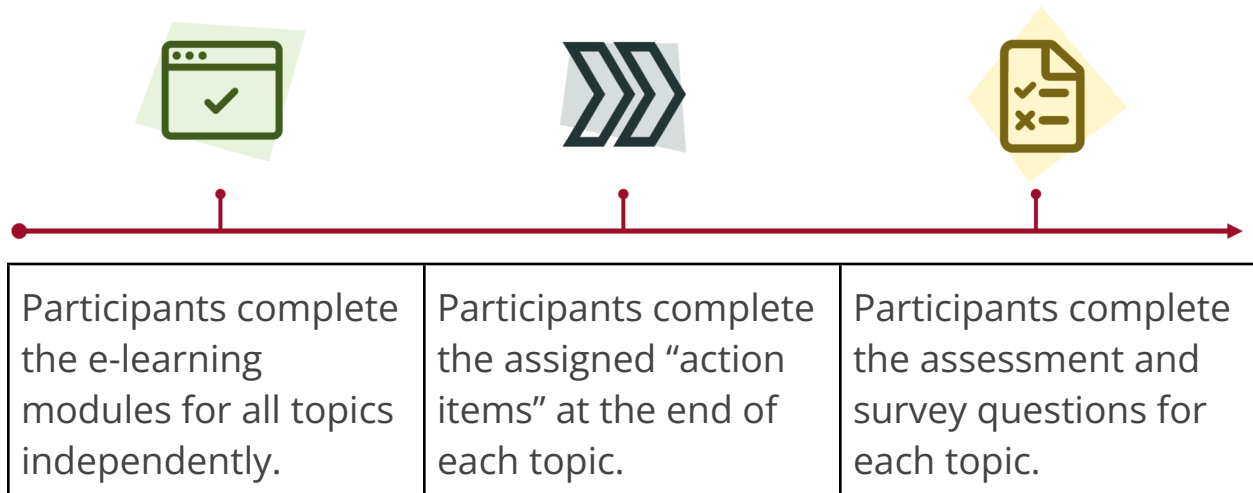


Reference the toolkit as necessary.

Time estimates:

E-Learning	ILT
65-145 min	140 min

Participants can also complete e-learning individually without instructor-led training.



Reference the toolkit as necessary.

Topic	Time Estimate
Analyzing the Conflict	15-35 min
Listening to the Community	20-40 min
Assessing the Impact	20-40 min
Applying Principles of Conflict Sensitivity	10-30 min

How to Facilitate Instructor-Led Sessions

In order to ensure everyone has time to participate in discussions and receive attention from the facilitator, **the recommended group size for this course is 8-16 participants.**

Before the Session: Prepare

1 week before the session:

- ☐ Study the materials
- ☐ Rehearse for time
- ☐ Compile list of attendees and email addresses
- ☐ Secure location and tech needs for training
- ☐ Send calendar invitations
 - ☐ Include links to e-learning sections
 - ☐ Specify which section to prepare

1 day before:

- ☐ Send reminder email to attendees
 - ☐ Remind them to go through the e-learning for the scheduled section
 - ☐ Attach Participant Guide and Toolkit to email
 - ☐ Remind them to download or print out their Participant Guide and Toolkit (also available in Introduction section of e-learning module)
- ☐ Review materials

- ☐ Print out extra copies of the Participant Guide and Toolkit
- ☐ Update presentation deck to suit any specific needs for the training
- ☐ Confirm location and tech needs for training

After the Session: Follow up with Resources

- Share contact details for follow-up questions
- Remind the participants of upcoming sessions, events
- Follow up on any issues raised during the session
- Distribute feedback survey, if you have developed anything specific to your intervention or session

Session Format

The presentation deck provides an outline for how to deliver the course, including discussions, activities, and surveys.



DISCUSSION

Analyzing Conflict Action Items

How did you do with the action items?

- Complete *Conflict Analysis Template*
- Determine the time / resources to be allocated for conflict analysis
- Start conversation about integrating conflict analysis into intervention with relevant partners / donors
- Make list of diverse range of sources to speak with

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Discussions

- Give the prompt on the slide, then encourage the participants to think of as many possible responses as they can.
- If there are desired responses, they will be found in the slide deck notes. This list is not exhaustive – there may be other valid responses – but will give examples of correct answers. Adapt and review these notes thoroughly prior to the training session.
- Summarize key points before moving on.

Activities

- Review the activity instructions with the class
- Let participants know how much time they have to complete the activity
- Observe the groups, answer questions that arise, provide clarification/direction as needed
- Ensure that everyone is actively participating and no one is dominating the group
- Be mindful of time and remind groups of the time remaining as you near the end of the expected duration
- Ask questions and give participants time to reflect on the activity afterwards, during debriefing
- Summarize key points before moving on

Surveys

- Give the prompt on the slide
- Ask for participants to simply raise their hand if the prompt applies to them
- Summarize key points before moving on
- Move on quickly

Workshop Outline - Management & Support Staff

Course Level Objectives

By the end of this course, participants should be able to:

- Explain the importance of applying conflict sensitive strategies to aid work
- Conduct a conflict analysis
- Outline a process for community member interviews
- Assess the relationship between conflict and aid interventions
- Apply conflict sensitivity principles when implementing aid programs
- Minimize the negative effects and maximize the positive effects of aid programs on conflict

Analyzing the Conflict

Section Objectives

By the end of this section, participants should be able to:

- List the activities involved in conflict analysis
- Describe what causes conflict
- Identify dividers and connectors
- Outline an action plan for conducting a conflict analysis for your program
- Utilize conflict analysis tools

Action Items

Participants should complete the following action items by the beginning of the instructor-led session:

- Complete the conflict analysis template in the toolkit
- Determine the time and resources that can be allocated towards conducting a conflict analysis
- Start a conversation about integrating conflict analysis into the program with any relevant partners or donors
- Make a list of a diverse range of sources to talk to for analysis

Discussions

- Analyzing Conflict Action Items

- Debrief

Surveys

- Conflict Sensitivity in Your Work

Activities

- “RAFT” Principles
- Personal Connectors and Dividers
- Connectors and Dividers Analysis (see *Rapid Connectors and Dividers Analysis* in Toolkit)

Toolkit Resources

- *Do Not Harm Worksheet*
- *Sample Terms of Reference & Guidelines for a Conflict Analysis*
- *Conflict Analysis Template*
- *Conflict Analysis Tools*
 - *Conflict Tree*
 - *Conflict Onion*
 - *Actor Map*
- *Root Causes of Conflict*
- *Applying a Gender Lens to Dividers and Connectors*
- *Mitigating Bias*
- *Rapid Conflict Analysis Template*
- *Rapid Connectors and Dividers Analysis*

Listening to the Community

Section Objectives

By the end of this section, participants should be able to:

- Outline a process for conducting interviews and focus groups with community members
- Develop a list of groups and individuals to speak with
- Develop a set of questions for the community in their area of operations
- Identify ways to demonstrate active listening

Action Items

Participants should complete the following action items by the beginning of the instructor-led session:

- Determine their objective for an interview or focus group
- Develop a list of who to talk to
- Develop a set of questions
- Identify who they could practice the interview with
- Set up interview session (if applicable to current phase of the intervention)

Discussions

- Conducting Community Interviews and Focus Group Action Items

- Poor Listening
- Active Listening
- Debrief

Activities

- Poor Listening
- Active Listening

Toolkit Resources

- *Developing Questions*
- *Gender Sensitivity for Trainers and Facilitators*
- *Possible Interviewee Groups*
- *Field Notes Template for Data Collection*
- *Active Listening Techniques*

Notes

Assessing the Impact

Section Objectives

By the end of this section, participants should be able to:

- Assess the interaction between an aid intervention and local context
- Identify risks associated with the intervention
- Propose conflict sensitive adaptations for their intervention

Action Items

Participants should complete the following action items by the beginning of the instructor-led session:

- Begin filling out the assessment for their intervention
- Fill out a risk matrix for their intervention
- Generate as many adaptations as possible
- Identify three realistic adaptations they could make based on their assessment
- Set a date to begin implementing these changes
- Determine if adaptations require budget changes or conversations with donors

Discussions

- Assessing the Impact Action Items
- Debrief

Activities

- Generating Adaptations 1 of 2
- Generating Adaptations 2 of 2
- Generating Adaptations for your Intervention

Toolkit Resources

- *Impact Assessment Template*
- *Program Impact Gender Analysis*
- *Gender Dimensions to Impacts*
- *Risk Matrix*
- *Conflict Sensitivity in the Program Cycle*

Notes

Applying Principles of Conflict Sensitivity

Section Objectives

By the end of this section, participants should be able to:

- Describe conflict-sensitive approaches to:
 - Hiring and training staff
 - Working with partners
 - Ongoing program management

Action Items

Participants should complete the following action items by the beginning of the instructor-led session:

- If they have a **senior management role**, or **supervise colleagues** working in a program, they should:
 - Develop a conflict sensitivity reporting system if they don't have one
 - Include:
 - Who to report successes/challenges to?
 - When to report them?
 - How to follow up?
- If they have a **Director's** role, they should:
 - Complete the *Conflict Sensitivity Capacity Assessment* for their organization

- If they **assess impact**, or **conduct research and analysis**, they should:
 - Identify one M&E indicator for conflict sensitivity for conflict sensitivity in each program you support
 - Create a one-page summary from an existing conflict analysis
- If they **engage with the community**, or **interact with partners**, they should:
 - Start a conversation about conflict sensitive strategies with partners
 - List out existing channels of communication with communities for their current intervention

Discussions

- Applying Principles of Conflict Sensitivity Action Items
- Debrief

Activities

- Applying Principles of Conflict Sensitivity: People
- Applying Principles of Conflict Sensitivity: Partnerships
- Applying Principles of Conflict Sensitivity: Processes

Toolkit Resources

- *Detailed Conflict Sensitivity Checklist*
- *Program Participant Identification and Selection Questions*
- *Dealing with Trauma and its Aftermath*

- *Vicarious Trauma*
- *When to Work in Partnerships*
- *Ten Principles of Partnership*
- *Conflict Sensitivity Capacity Assessment Tool*

Notes