Appendix I

A manual conceptualised to be reader-friendly and user-friendly, containing quick check-lists, diagrammes, examples, question-answer boxes, and worksheets. Please note that recent versions are always available directly from the author at: kbush@ustpaul.ca or kbush@iprolink.ch.

Appendix II

St. Paul University, MA in Conflict Studies, Faculty of Human Sciences
ECS 5330: “Peace and Conflict Impact Assessment (PCIA) of Interventions in Conflict-Prone Settings”, Fall 2004
Course outline and bibliography.

Appendix III

Université Saint-Paul, Maîtrise des Arts, Études de Conflits, Faculté des sciences humaines.
ECS 5730 : Résolution des conflits: résultats et évaluation – « l’évaluation d’impact sur les situations de la paix et de conflit (EIPC) » Winter 2005
Course outline and bibliography.

* Disclaimer: The Berghof Handbook editorial team does not assume editorial responsibility for the content of the appendices.
HANDS-ON

PCIA

A Handbook for Peace And Conflict Impact Assessment (PCIA)

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November 2004
In war zones, theory is either useful or useless. There is no middle ground. And there is rarely the luxury of time or space to mull over and contemplate abstractions, however erudite or elegant. If PCIA works for you, use it. If not, throw it out. We all have much more important things to do with our very limited and precious time. This much I can tell you: where PCIA has been used, and where it appears to have been successful, it was because PCIA was fully appropriated by communities themselves. They took it; they changed it; they used it so that it worked for them in their communities, in their realities. They certainly were not depending on some foreign white guy to tell them how to use their own tool.

Kenneth Bush, Things I learned about PCIA in Habarana and Mindanaoa

©Kenneth David Bush

"The main battlefield for good is not the open ground of the public area, but the small clearing in each heart."

-- Yann Martel, The Life of Pi

Acknowledgments

The Current document builds on an intensive two-year collaboration with the Local Governance Support Programme (LGSP) in the Philippines, who organized two workshops and devoted boundless energy and enthusiasm to the development of a user-friendly manual for PCIA. Working with their partners, they have made PCIA their own and pioneered its use in Mindanao. The current document builds on this work and incorporates the experience and insights generated in the OXFAM-Asia Foundation workshop in Habarana. Very special thanks go to the organizers and resource persons of the workshop: Aruna Dayaratna and Vaithia I am particularly indebted to Myn Garcia (LGSP), Madett Gardiola (CO Multiversity, Minadanao), and Abdul Jim (LGSP) who served as Co-facilitators and much more during the workshop. Special thanks go to Phil Esmonde of OXFAM and Nilan Fernando of Asia Foundation Sri Lanka for supporting and guiding the exercise to fruition. And most of all, I thank the participants for their commitment and energy inside and outside the workshop. The original HANDS-ON PCIA Publications were supported by the Federation of Canadian Municipalities and the Canada-Philippines Local Government Support Programme (LGSP) in the Philippines in 2003.
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I. INTRODUCTION

There are many tools to monitor and evaluate the developmental impacts of development projects, such as an irrigation project in eastern Sri Lanka, a health clinic in Bosnia or an education project in Gaza. We use indicators such as increased water access, agricultural production, public health, literacy, and so on. Yet, when a project is situated in a conflict-prone region, there are more than just developmental impacts to consider. Initiatives such as these affect, and are affected by, the dynamics of peace and conflict within such regions. At the moment, we can evaluate the developmental impact of an initiative, but we do not have the means of understanding or measuring peace and conflict impacts in a comprehensive or systematic way. Peace and Conflict Impact Assessment (PCIA) is a response to this problem.

PCIA is a means of anticipating, monitoring, and evaluating the ways in which an intervention may affect or has affected the dynamics of peace or conflict in a conflict-prone region.

PCIA is a process, similar to Gender Analysis and Environmental Impact Assessment, which helps identify and understand the impact of an initiative on peace or conflict. PCIA can be used in a broad range of conflict-prone settings, i.e. places where there is a risk that non-violent conflict may turn, or return, to violence. PCIA must be integrated into every stage of the project cycle - design, implementation and evaluation - if it is to help us in our work.

PCIA is an extremely important and useful process that will help you ensure that the initiatives you are working on do not aggravate violent conflict and, as far as possible, contribute to building peace within and between communities.

How is this hand-book organized?

This handbook is a "hands-on," working document which seeks to be practical and applicable. As a perpetual "work in progress", it is also a "working document" to be used and modified by users to suit the particular needs - as long as changes are true to the guiding principles outlined in the text, and are shared using the feedback mechanism noted below. In an effort be reader-friendly, the handbook follows a "PCIA for Dummies" format, using quick checklists, question-answer sections, and illustrative tables, diagrams, and so on. In an effort to be user-friendly, the handbook includes "Worksheets" that may be used (1) in the Capacity Building Exercise (the Tugal Case Study) prepared to complement the current document, and (2) in other cases of the user's choice.

How to use this Handbook

This Handbook is organized into two parts:

- Part I consists of a handbook which introduces the idea of PCIA and tools for conducting one.

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Real Life Experiences

-- a cautionary tale --

One day, a development agency from a rich developed country decided that it would like to help rebuild water tanks in a war-affected country. The water reservoirs broke down long ago, but had never been repaired because of 20 years of war. However, peace talks had created an opportunity to do some much needed development work in areas that it had not been able to reach during the war.

So, following its usual rules, the development agency did what it always does: it asked interested companies to send in proposals to rebuild a particular tank in a rebel-controlled area. After reviewing all of the proposals, the agency chose the lowest bid – which was half the price of any other bid. Eight months later, the agency received an report to let them know that the project had been completed according to the original proposal. The company was paid in full, and the agency was happy in the belief that it had completed a cost-effective water project that would benefit the local community. However, when rainy season arrived the "rebuilt" tank completely fell apart! What happened?

The company which won the bid was controlled by the main rebel group. One of the reasons that it was able to "do" the work so cheaply was because the project used "volunteer" labour -- farmers who owned tractors were forced to donate their time and equipment, and villagers were forced to work for free. None of the labour costs in the project budget went to the labourers. (Hmm, I wonder where this money went?) Furthermore, the tank did not follow the technical plan in the proposal. It did not include the water-proof skirt needed to make sure the tank held water! When the first engineer refused to give the rebels simply found another engineer who was more "agreeable."

In the end, contrary to the positive assessment of the development agency, the result of the project was: (1) a significant financial contribution to the rebels; (2) strengthening of the authoritarian control of rebels over civilians; (3) the abuse of the rights of labourers and children who were forced to work on the project; (4) no positive or sustainable developmental impact. In short, the project had negative developmental and peacebuilding impacts.

Did this project really take place? Yes, it did. Maybe a pre-project PCIA might have helped?
Part II consists of a facilitator’s manual for holding a capacity building workshop which applies the material in Part I to actual initiatives and programmes chosen in advance of the workshop by participants from their own areas of work.

This Handbook is written for all individuals and organizations that are working, or are planning to work, in countries, regions, or communities that may be affected by violent conflict. It has been designed to increase your capacity to undertake an assessment that: (i) identifies and assesses the ways in which the peace and conflict environment may affect an initiative or project; and (ii) identifies and assesses the ways in which an initiative or project may affect the peace and conflict environment.

We hope you find this Handbook and the process of using PCIA useful, and that it makes a positive contribution to the ways you understand and undertake your work.

Feedback mechanism

The version of Peace and Conflict Impact Assessment contained in this handbook is the product of many ongoing conversations. It is neither the first, nor the last, version of PCIA. Its worth can be measured only according to its utility. To be useful, it needs to be adjustable to suit different needs, in different environments. Since the introduction of the term “PCIA” (Bush 1996, 1998), there have been a number of attempts to further develop and operationalize the concept. Unfortunately, these have tended to be compartmentalized efforts - where the work and lessons of one group may, or may not, be shared with others struggling with similar challenges. There is a pressing need to pull together all of these various efforts into a more participatory learning process. We would very much like to learn from your efforts to use and adapt this Handbook so that we can continue to: build a network of like-minded people and organizations; learn from relevant experiences; and prepare and share useful PCIA material. We welcome your comments and suggestions. Please send them to: Kenneth Bush (kbush@iprolink.ch or kbush@ustpaul.ca) or Myn Garcia (mgarcia@lgsp.org.ph)

II. THINGS TO KNOW BEFORE YOU START

A Word about words

Peace and conflict impact assessment (“PCIA”) is a means of assessing the ways in which an intervention may affect, or has affected, the dynamics of peace or conflict in a conflict-prone region. PCIA focuses on: 1) Peacebuilding Impact -- those factors that strengthen the chances for peace and decrease the chances that violent conflict will breakout, continue, or start again; and; 2) Conflict-Creating Impact -- those factors that increase the chances that conflict will be dealt with through the use of violence, (Bush 1998).

PCIA is a process, not an add-on or a single-use “tool”.

Peacebuilding consists of two inseparable parts: (1) the construction of the structures of peace, and (2) the deconstruction of the structures of violence. It is not about the imposition of solutions, but the creation of space within which indigenous actors can identify problems and formulate their own solutions.

Impact refers to the actual effects of an intervention - both intended and unintended - on the lives of its “beneficiaries” and others beyond the immediate outputs (e.g., # of wells dug, # of people trained, people serviced, and so on). In popular usage, “effect” and “result” is sometimes used in stead of impact.

Conflict is not necessarily negative or destructive. Problems arise when non-violent conflict(s) violent turn (or re-turn) violent. The “surprise” about the violent conflict is not that it occurs, but that we watch it develop for so long, and do nothing about it -- e.g., the disintegration of governments and the rule of law, increasing abuses of human rights, the imposition of conflict-creating terms of trade or economic conditionalities, the acceptance of (or participation in) corrupt business practices, the selling of weapons to illegitimate and violent regimes, etc.

Development is inevitably conflictual, destabilizing and subversive because it challenges existing political, economic, and social power structures that stop individuals and groups from attaining their full potential.
Words that can – and should – be applied to peace and conflict impact assessment

- Flexible
- Interpretive
- Consistent
- Long-term timeframe
- Appropriate
- Participatory
- Liberating
- Coherent
- Timely
- Independent
- Connected
- Accountable
- Balanced (external & internal resources)
- Trust-building
- Shared
- Commitment
- Learning Tool
- Action Oriented/Change-inducing
- Multi-Layered Realities
- Empowering

Words that should not apply to peace and conflict impact assessment

- IN-Flexible
- Descriptive/shallow
- Ad hoc/One-time-only
- Short-term
- Irrelevant (to local needs)
- NON-Participatory
- Imprisoning
- IN-Coherent
- After-thought
- Biased
- DIS-Connected
- UN-Accountable
- UN-Balanced (external & internal resources)
- Trust-DESTROYING/suspicion-creating
- Secretive
- Flavor-of-the-month
- Check list
- Bureaucratic requirement
- EXTERNALLY-Imposed “Realities”
- DIS-empowering

Where should you "do" PCIA?

PCIA should certainly be embedded in initiatives located in "hot" war zones. However, they should also apply to initiatives in a far wider range of conflict-prone settings—that is, places where there is a risk that non-violent conflict may turn (or return) to violence. This includes areas:

- where the control over, or use of, territory or resources is disputed;
- where the socio-economic gap between groups is increasing; or
- where unemployment is rising while living standards and human security are declining.

In each of these examples, violence and bloodshed may not have occurred. However, the likelihood that violence may occur is significant – especially if the tools for resolving conflict non-violently are weak or absent (e.g., where the political and legal systems have collapsed or become corrupt). In these settings, PCIA is essential.

When should you "do" PCIA?

Ideally, PCIA should be undertaken at all stages of a project, programme or initiative. However, as the table below illustrates, it may be used for different purposes at different stages.

The different uses of PCIA at different phases of a project or initiative:

<table>
<thead>
<tr>
<th>PHASE OF INITIATIVE OR PROJECT</th>
<th>How is PCIA used?</th>
<th>Objective</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN-INITIATIVE</td>
<td>Performance Monitoring and Management tool</td>
<td>Monitoring Immediate Impacts</td>
<td>Peace and Conflict Impact Assessment (Worksheet II)</td>
</tr>
<tr>
<td>POST-INITIATIVE</td>
<td>Strategic Planning for future phases</td>
<td>Evaluation, Institutional Learning</td>
<td>Peace and Conflict Impact Assessment (Worksheet II)</td>
</tr>
</tbody>
</table>
Guiding Principles

PCIA is a process -- not a tool. While some people would like a “PCIA Tool Kit” that can be applied everywhere to fix everything, PCIA will not make a difference unless it challenges and changes the way we do our work in conflict zones. We may not have to do different work, but will have to do our work differently. PCIA challenges us all to fundamentally rethink all of our work in areas prone to militarized violence.

PCIA helps us to understand the specific rather than the general. "We know a lot of things to be true about social violence, we just don’t know when they will be true." (James Rule) PCIA help us to see, and to understand, when, why, and how a particular factor, in a particular situation, is likely to contribute to peace, or violent conflict. For example, many believe that poverty leads to violent conflict. However, when we look closely at different cases, we see that sometimes it appears related, and sometimes it does not. Peace and Conflict Impact Assessment helps to identify and understand when, why, and how poverty may contribute to violent conflict, for example, when a collective sense of injustice, indignity, and hopelessness is added to conditions of impoverishment. As importantly, PCIA helps us to make the changes to our initiatives to improve the likelihood that they achieve both their developmental impacts and peacebuilding impacts.

PCIA is not static. PCIA is an on-going and dynamic approach taken before, during, and after a particular intervention in a conflict-prone region.

PCIA Needs to be transparent, shared, and People-Centred. The real experts of PCIA are those women, men, girls, and boys living in conflict zones. If they are not centrally involved in peace and conflict analysis and interpretation, then the exercise will fail, or worse, will disempower communities – that is, it will remove them from decisions that fundamentally affect their lives. If a community does not believe a PCIA is genuine or legitimate; if they believe that it is not in their interests; if they believe that it will be used for force unwanted initiatives or decisions on them; then they are completely justified in rejecting the process and its outcomes. PCIA is too important to leave in the hands of so-called “experts.”

As a colleague in Mindanao put it, “don’t rely on documents, live in the community.”

Building peace includes “un-building” the structures of violence. Just as the removal of the structures of violence does not automatically bring peace, neither does the simple adding (or strengthening) of peace capacities automatically stop violence. For this reason, peacebuilders must strategically consider how to unbuild the structures of violence as well as to build the capacities for peace – otherwise they risk seeing their hard work washed away in the next flood of violence.

Neither Development nor peacebuilding on their own will magically create peace. Development and peacebuilding activities can make important positive contributions to peace and unity (or they can increase existing tensions). However, on their own they will not create peace. Full, genuine, and lasting peace requires substantive and on-going efforts by a wide range of actors (local, national, regional, international) in a broad range of activities (military, trade, development and humanitarian assistance, diplomatic, and so on).

Haste makes waste – PCIA takes time. Despite the time pressures that always affect the planning and implementation of a project or initiative, there needs to be time for genuine dialogue, learning and capacity-building. A rushed PCIA is a doubtful PCIA.
Questions to ask about PCIA

If development equals peace, why does conflict sometimes increase when a country or region “develops”?

If ‘development equals peace,’ then conflict should decrease as a country or region ‘develops.’ But this does not always happen. In fact, we often see that violence increases as the living conditions for some groups in a region improve. In many cases, development itself creates conflict. The critical issue is whether conflict created (or aggravated) by developmental interventions is dealt with violently or non-violently.

It is more accurate to say that development initiatives sometimes contribute to peace and sometime contribute to conflict. PCIA can help make sure that a project or initiative does not create violent conflict, and, as far as possible, makes a positive contribution to peace.

How Development can Create Conflict
- By increasing socio-economic inequalities – or fueling the belief that such inequalities are increasing
- By benefiting certain groups more than others
- By increasing competition for development resources & political control
- By introducing new structures & institutions that challenge existing ones (social, political or economic)

How Can a development initiative have a peacebuilding or conflict-creating impact?

Imagine a municipal water project that seeks to improve access to clean water in an area where there have been tensions between communities.

We could say that this initiative has had a positive peacebuilding impact if
- it helped to bring members of the communities together because of their shared interest in clean water and the benefits this has for public health and general quality of life
- it created the communication channels and opportunities for diverse members of different communities to work together on issues beyond water management
- it increased inclusion and participation of both women and men from violence-affected groups in decision making at the community level on issues they consider a priority
- professional or interpersonal relationships began to grow across community lines and perhaps encouraged communities to work together in other areas of activity

That same water project could have a conflict-creating impact if, for example, one community starts to think that the other community is benefiting more than its own – or worse, if it believes that the other community will benefit by “stealing” its water. Or, conflict may be created (or worsened) if some members of the population are excluded from decision-making, participation, and so on (women, marginalized social, economic, ethnic, linguistic, religious, cultural groups).

In order to identify and understand the peace or conflict impact of this example, we must ask questions that are different from the ones that usually get asked about the impact of initiatives. We need to know more than just the total number of “beneficiaries,” or the increase in water access, or the decreased costs. PCIA helps us to change the ways we think about, carry out, and evaluate work in conflict-prone areas so that we can reinforce peacebuilding impacts and avoid the conflict-creating impacts.

HANDS-ON PCIA
Kenneth Bush, 12/04
How should we integrate peace and conflict issues into our work in conflict-prone areas?

Peace and Conflict Impact Assessment is different from the way planning, monitoring, and "evaluation" is usually done, because it focuses on impacts far beyond the stated outputs, outcomes, goals and objectives of an initiative or programme. It looks for impacts on the peace and conflict environment – in areas that an initiative may not have been designed to affect. We need to 'read between the lines' of what is happening or has happened.

PCIA tries to learn from the successes and failures of efforts to "mainstream" gender and environment into our work. Until we developed the tools to see and to measure the impact of our development work on women, girls and the environment, all we had were short, disconnected, stories of how a particular intervention seemed to have an impact. We did not have the full story; we did not have a larger understanding that could help those of us working in the field. For example, someone might have a story of how an initiative increased household access to clean water, but removed the opportunity for women to socialize, mobilize, and organize around the community well. Someone else, might mention the story of how the introduction of a tractor into a community increased production, but removed women from their traditional role as cultivators and reduced their economic independence.

PCIA also collects and learns lessons from the stories told by those working "on the ground" in conflict-prone areas. For example: the story about parents burning down a new village school because rebels were using it to forcibly recruit children; or the story of how the negotiations between rebels and government to hold vaccination campaigns eventually created the personal relationships and space to negotiate longer ceasefires and peace talks. By listening to these stories, and learning from them, it is possible to develop and apply the analytical and programming tools necessary to make sure our work in conflict-prone areas contributes to peace, not war.

Don't we already "do" PCIA under the name of 'Risk Assessment'?

The diagramme below shows the differences between "Risk Assessment" and Peace and Conflict Impact Assessment. Risk Assessment focuses on how a conflict might get in the way of a project or initiative – making it less effective than it could be, or worse, a complete failure. In some cases, Risk Assessment looks for new opportunities in the local and national environments that might help an initiative meet its objectives. The central point of reference in Risk Assessment is the stated developmental objectives of an initiative (such as the improved health in an area through delivery of a health programme, increased mobility through the building of a road, increased agricultural production through training and technical inputs.) Risk Assessments basically ask the questions: "Is this initiative possible within the current conflict, and what can I do to reduce the risk of failure caused by that conflict?" PCIA, on the other hand, includes Risk Assessment, but looks beyond the stated objectives of an initiative to ask: "How might (or has) this initiative create conflict or build peace -- directly and indirectly -- and what changes might be made to ensure sustainable positive impact and minimize negative impact?"
COMPARISON OF RISK ASSESSMENT AND PEACE & CONFLICT IMPACT ASSESSMENT

**Guiding Questions**

**Risk Assessment**
- Is this initiative possible within the current conflict, and what can I do to reduce the risk of failure caused by that conflict?

**For Example**
- Are conditions in the project area stable enough to launch the project?
- Will project personnel be specifically targeted?
- Have peace initiatives opened space for, and increased chances of, an initiative’s success?
- Will do peace or conflict conditions affect the initiative’s ability to acquire and use necessary material or distribute benefits?

**Guiding Questions**

**PCIA**
- How might this initiative create conflict or build peace directly or indirectly – and what changes might be made to ensure positive impact and minimize negative impact?

**For Example**
- Will the initiative’s benefits generate tensions or build bridges between groups in conflict?
- Will beneficiaries be specifically targeted because of the project?
- Will the initiative support (directly or indirectly) groups using violence, or groups using genuine dialogue and participation?

**Central Point of Reference:**
- Stated objectives of initiative

**Central Point of Reference:**
- Un-stated impacts of initiative

**PEACE AND CONFLICT ENVIRONMENT**
--Levels and dynamics of violence/ Capacities for peace--

**Risk Assessment**
- Assessment of degree to which conflict may affect the functioning and success of an initiative; consideration of how to avoid impact of conflict on project; and possibly identification of opportunities to achieve project goals created by decreased violent conflict or increased peacebuilding space (e.g., access to new areas, populations)

**PCIA**
- Assessment of possible/actual impact of an initiative of peace and conflict environment

**PROJECT/ PROGRAMME/ INITIATIVE**
- Assessment of degree to which conflict may affect the functioning and success of an initiative; consideration of how to avoid impact of conflict on project; and possibly identification of opportunities to achieve project goals created by decreased violent conflict or increased peacebuilding space (e.g., access to new areas, populations)

**For Example**
- Are conditions in the project area stable enough to launch the project?
- Will project personnel be specifically targeted?
- Have peace initiatives opened space for, and increased chances of, an initiative’s success?
- Will do peace or conflict conditions affect the initiative’s ability to acquire and use necessary material or distribute benefits?
III. PCIA IN PRACTICE

Now that you have learned about PCIA and its underlying principles, you are ready to begin the five step process involved in using PCIA.

I: Mapping & Risk and Opportunity Assessment

- **STEP 1** Assessing the environment - peace & conflict mapping
- **STEP 2**: Completing a risk and opportunity assessment

II: PCIA

- **STEP 3**: PRE-INITIATIVE -- Assessing potential peace and conflict impacts during the design process
- **STEP 4**: IN-INITIATIVE -- Assessing peace and conflict impacts during implementation
- **STEP 5**: POST-INITIATIVE -- Assessing peace and conflict impacts as part of post-initiative evaluation

### Real Life Experiences

**When does a kidney transplant have a peacebuilding impact?**

Secret peace talks were being delayed by the poor health of the leading ideologue and negotiator for the main rebel group in Sri Lanka. He was unable to endure the long meetings required to work out the details of a possible peace process. The waiting list for a kidney transplant in the UK, where he was living, was very long. The Norwegian Government, who had been quietly supporting the peace process, stepped in and arranged for him to have the necessary surgery. As a result, the negotiator was able to fully participate in the secret peace process which subsequently became a public peace process.

### Assessing the Environment

The first step is to look at the environment with which you are dealing and establish whether it is conflict-prone. There are two important reasons why you need to be able to tell whether or not an area is conflict-prone:

1) **PCIA is required only in conflict-prone areas**: it would be burdensome, unnecessary and possibly counter-productive to apply PCIA to every project, program or initiative. The ability to tell the difference between a conflict-prone and a non-conflict-prone area (or more and less conflict-prone areas) allows you to decide when and where PCIA is necessary.

2) **Different types of conflicts have different patterns, intensities, and impacts**. The ability to analyze conflicts is essential for anticipating and responding to possible impacts on a project or initiative.

**How to tell you are in conflict-prone setting - before it is too late**

<table>
<thead>
<tr>
<th>Taking place, or has taken place (conflict zones, post-conflict settings, transitional settings)</th>
<th>The right to have, govern, or use the same piece of land</th>
<th>That they have been “wronged” or exploited, and, possibly, the presence of a leader who is trying to use this feeling to fight for “justice.” Or, the absence of a leader able to harness dissent constructively</th>
</tr>
</thead>
<tbody>
<tr>
<td>(such as: water, agricultural land, and fish; grazing lands; access to education, public employment, or housing)</td>
<td>Over the allocation of the benefits of newly discovered resources (oil, diamonds, strategic minerals, etc.)</td>
<td>Tensions (e.g., workers vs plantation owners; labourers vs land owners; unemployed vs corrupt government officials)</td>
</tr>
<tr>
<td>Management and resolution mechanisms</td>
<td>If you are working, or plan to work, in areas affected by these tensions, then PCIA should be used, and you should undertake a collective mapping exercise of the peace and conflict environment using the following worksheets.</td>
<td></td>
</tr>
</tbody>
</table>
**Mapping the Conflict(s)**

**Stakeholders:** Who is the group or person involved (in the broadest sense) in this conflict?

**Interests:** What are the interests (& worries) of the group or person involved? (e.g., Economic gain, political or territorial control, self-protection, cultural survival, employment, economic livelihood, etc.)

**Objectives:** What does the group or person seek to achieve?

**Means:** How is the group or person trying to achieve their objectives?

**Causes:** What are the underlying causes of the conflict(s)? What triggered the Conflict(s)? What continues/ fuels the conflict (fill in the middle box)

---

**Hands-On PCIA**

Kenneth Bush, 12/04
**STAKEHOLDER:** Who is the group or person involved (in the broadest sense) in building peace?

**OBJECTIVES:** What does the group or person seek to achieve? **What do they want** to make happen?

**INTERESTS:** What are the interests (desires, fears, & concerns) of the group or person involved? **Why** are they involved?

**MEANS:** How is the group or person trying to achieve their objectives? **That is,** how and where are they building peace & "un-building" violence?

**OBSTACLES:** What **problems/obstacles** get in the way of the peace efforts of a group or person?

**OPPORTUNITIES:** Are there **new openings** for peace?

**SUPPORT:** What can be done to support these efforts AND increase their impact?

### PEACE STAKEHOLDER/WHO?

<table>
<thead>
<tr>
<th>OBJECTIVES/WHAT WANT?</th>
<th>INTERESTS/WHY?</th>
<th>MEANS/HOW GET?</th>
<th>OBSTACLES/CLOSED DOORS</th>
<th>OPPORTUNITIES/OPENNING DOORS</th>
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### SUPPORT

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<th>MEANS/HOW GET?</th>
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<th>MEANS/HOW GET?</th>
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**PEACE STAKEHOLDER/WHO?**

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Now that you have determined that a location is conflict-prone, the second step is to undertake a Risk and Opportunity Assessment. This will help you to better understand how the peace and conflict environment may affect a project or initiative.

Before starting an initiative or project we need to decide whether it makes sense to try to work in a particular conflict environment, i.e., is there room to work in the area, or are the levels of violence too high and peace opportunities too low? Is the initiative appropriate - that is, does it have the right ingredients for success (personnel, operating procedures, peace and conflict sensitivities)? What needs to be done to reduce the chance of failure of an initiative cause by conflict? To answer these questions, we need to do a basic Risk and Opportunity Assessment of the ways in which the conflict may hinder a proposed initiative and to determine whether (and how) existing or newly-emerging peace capacities and resources may help it.

While Risk and Opportunity Assessment needs to be undertaken before starting an initiative or project, it should be repeated throughout the life of an initiative. As a peace and conflict environment changes, and an initiative matures, it is important to return to these questions in order to monitor the on-going feasibility and appropriateness of the initiative. The worksheet below should help you to scan the peace and conflict environment in a systematic fashion, so that you may identify the risks and opportunities that may affect the success of your project/initiative.
# WORK SHEET # 1
## RISK AND OPPORTUNITY ASSESSMENT

<table>
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<tr>
<th>ISSUE AREA (Where to look)</th>
<th>RISK &amp; OPPORTUNITY INDICATORS (What to look at)</th>
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</table>
| 1.1 LOCATION              | • Geographical extent of the initiative (where are the boundaries between areas of more violence & areas of less violence, & where is the initiative located within this geography of violence?)  
• Status of territory where initiative is located (Ambiguous? Contested? Newly accessible?)  
• Level of infrastructure & accessibility (Roads & transport? Water? Electricity? Housing?) |

**What are the possible impacts of the location on the proposed project/ initiative?**

**What is happening in the peace and conflict environment (related to location) that may affect the project/ initiative?**

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<th>RISKS</th>
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**Is more information needed? If so, what is it, and how do you get it?**

**What changes or clarifications are needed before you would start or continue the initiative?**
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<thead>
<tr>
<th>ISSUE AREA</th>
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<tr>
<td>(Where to look)</td>
<td>(What to look at)</td>
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- Current or future political, economic, social-cultural developments that might affect the initiative (e.g., trade agreements, changes to commodity prices, elections, arrival/departure of military forces, changes in size/composition of local populations)
- Increasing or decreasing opportunities to work in the area? (Are others working in or leaving the area? If so, why?)

**How might the timing of the proposed project/initiative, affect its chances of success?**

**What is happening in the peace and environment (related to timing) that may affect the project/initiative?**

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**Is more information needed? If so, what is it, and how do you get it?**

**What changes or clarifications are needed before you would start or continue the initiative?**
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</table>
| **1.3 POLITICAL CONTEXT** | • Relationship between local communities, political, and military authorities? (cooperative? Difficult? Distrustful? Conflict-creating. Who are the allies, “enemies,” scapegoats, beneficiaries, ignored? How will this affect the initiative?  
  • Level of political support for the initiative/project locally, regionally, nationally?  
  • Predictability (or stability) of the political, legal, & security environments?  
  • Presence or absence of peace initiatives (formal & informal/local & national) Are they inclusive? If not what are the major omissions?  
  • Nature of the political system & possible impact on initiative. Are leaders’ accountability? What are the levels and patterns of corruption? How is force/fear used politically (e.g., against women, opponents, and marginalized groups)? Are politically, economically, or socially sensitive issues affected by the initiative?  
  • External conditions (Structural Adjustment Programmes; Poverty Alleviation Programmes, “Wars on Terror”; Trade or Defence Treaties) |

**RISKS**

**OPPORTUNITIES**

Is more information needed? If so, what is it, and how do you get it?

What changes or clarifications are needed before you would start or continue the initiative?
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<th><strong>1.4 MILITARY CONTEXT</strong></th>
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<td>• Relationship between armed actors (e.g., feuding within &amp; between armed groups? Black market cooperation?)</td>
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<td>• Intensity, targets, &amp; patterns of violence in initiative/project area? (How might this affect the initiative?) How might it affect male and female beneficiaries?)</td>
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What is the possible impact of militarized conflict on the proposed project/initiative?  
What is happening in the peace and conflict environment militarily that may affect the project/initiative?

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<td>What changes or clarifications are needed before you would start or continue the initiative?</td>
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<tr>
<td>ISSUE AREA (Where to look)</td>
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<td>• Relations between and within main communities in initiative site (Cooperative? Inter-dependent? Competitive?) What are the dynamics within these relationships – e.g., gender, religious, cultural, economic, etc.?</td>
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<td></td>
<td>• Cultural factors that may affect the initiative (fear of external control; politicized rejection of &quot;Western&quot; or particular &quot;religious&quot; values; gender roles)</td>
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<td>• Impact of conflict on local resources (resourcefulness &amp; creativity; leadership capacities; enterprising spirit; hope; gender equity in tapping human resources)</td>
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**What socio-economic factors might affect on proposed project/ initiative? How?**
What is happening in the peace and conflict environment socio-economically that may affect the project/ initiative? Are there any exclusionary barriers that prevent inclusion and participation of certain category of populations?

**RISKS**

**OPPORTUNITIES**

**Is more information needed? If so, what is it, and how do you get it?**

**What changes or clarifications are needed before you would start or continue the initiative?**
<table>
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<tr>
<th>PARTNERS/STAKEHOLDERS</th>
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<tr>
<td>• Capacity of implementing organization, including qualified &amp; suitable staff</td>
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<td>• Involvement of implementing organization in conflict or peace processes &amp; its &quot;political&quot; position or acceptability within the area of the initiative</td>
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<tr>
<td>• Choice of 'beneficiaries': the political implications, inclusion of marginalized members of the community. Are there any gender disparities?</td>
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<tr>
<td>• Conditions for effective implementation (leadership; coordination; access; trust; technical capacities; gender sensitivity)</td>
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<tr>
<td>• Ability of stakeholders to make choices &amp; willingness to make changes. Are there any exclusionary barriers negatively affecting the ability of male and/or female beneficiaries to participate?</td>
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<td>Is the project/initiative appropriate (structure, objectives, process, etcetera)? What is happening in the peace and conflict environment that may affect the ability of partners or stakeholders to complete the project/initiative successfully?</td>
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<th>1.6 PARTNERS/STAKEHOLDERS</th>
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<td>Is there more information needed? If so, what is it, and how do you get it?</td>
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| What changes or clarifications are needed before you would start or continue the initiative? |
### ISSUES AREA

(Where to look)

### RISK & OPPORTUNITY INDICATORS

(What to look at)

- Since every initiative location is unique, there are probably other factors that may affect it.

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<td><strong>RISKS</strong></td>
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Are there any other factors that might affect the project or initiative? How might they help or hurt?

**Is more information needed? If so, what is it, and how do you get it?**

**What changes or clarifications are needed before you would start or continue the initiative?**
### Example from "Tugal" Capacity Building Exercise  (See Parts II & III)
(A Basic Needs Project undertaken by the National Association of Farmers (NAF))

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**What socio-economic factors might affect proposed project/ initiative?** How? What is happening in the peace and conflict environment socio-economically that may affect the project/initiative?

**RISKS**
- Socio-Economic Environment may be, or may become too unstable to sustain initiative
- Legacy of distrust/ silence may inhibit community participation; "Social infrastructure" (trust, willingness to participate, communication channels, etc.) may not be ready for the initiative
- the rebels may not be interested in giving up governance by force for more democratic and participatory forms of governance
- Rebels may to take control of the initiative
- Black market forces and mafia may inhibit initiative
- insufficient local resources for the initiative

**OPPORTUNITIES**
- Returnees may bring useful resources for the initiative (skills, understandings, etc.)
- If all communities are equally affected by the war, then common needs might encourage common interests to support initiative activities
- Neighbouring Country of Sylvania may be a source of additional resources for reconstruction
- post-war optimism (by communities and political actors) may give the initiative an initial boost

**Is more information needed? If so, what is it, and how do you get it?**
- How high are levels of corruption and extortion? How do other development initiatives deal with this?
- Who within the Rebel Groups and within community groups are representative leaders that the initiative can work with/ through? Who are natural allies and peace advocates? [Source of info: field trips, consultation]
- How open will the communities be to this initiative? [Source of info: field trips, consultation]
- how will oil and mineral development affect the initiative? [Source of info: focused participatory study]

**What changes or clarifications are needed before you would start the initiative?**
- Initiative may need to build in space and time for trust building among partners. Draft plan for doing so
- Initiative should formulate very specific responses to possible negative developments (war escalation; attempts to extort resources from the initiative; instances of intimidation; etc.)
Having analysed ways in which the peace or conflict environment might affect a proposed initiative, the next task is to assess how the proposed initiative may affect peace or conflict both in the immediate area in which it will be working and beyond.

They key to a successful PCIA is ensuring it is applied at every stage of the project cycle. Worksheet 2 (below) will help you through Steps 3, 4 and 5. You will notice that each step involves similar activities, but are done at different stages of an initiative:

**Step 3:** Pre-initiative PCIA. This step involves looking for the potential peace and/or conflict impact of an initiative before an initiative begins, during the design and planning stage. Use the Peace and Conflict Impact Assessment worksheet provided below to guide you through completing a comprehensive pre-initiative PCIA.

**Step 4:** In-initiative PCIA. This step involves looking for peace and/or conflict impact while an initiative is underway, during initiative implementation. At this stage you are monitoring immediate impacts, both formally and informally, and making changes to initiative design and direction as necessary. Use the Peace and Conflict Impact Assessment worksheet provided below to guide you through completing a comprehensive in-initiative PCIA.

**Step 5:** Post-initiative PCIA. The fifth step involves looking for the peace and/or conflict impact after an initiative has been completed. PCIA should be integrated into formal initiative evaluations, though an assessment can be done outside of the evaluation process as well. Use the Peace and Conflict Impact Assessment worksheet provided below to guide you through completing a comprehensive post-initiative PCIA.

**TIP:** Before jumping into these crucial steps of PCIA, you may wish to review the table found following Worksheet #2, entitled “Where to Look for Peace and Conflict Impact,” to make sure that we all share the same understanding of the words and terms used in the Worksheet. The table:

1. provides examples of peace impacts and conflict impacts drawn from “real life” examples; and
2. suggests some sample indicators of peace and conflict impact.
**TIP**

**Telling the Difference Between:**
- Development Indicators
- Peace Indicators, and
- Conflict Indicators

Participants often mistake development indicators for peace or conflict indicators. While it is important to learn from mistakes, this may take up limited workshop time. In order to clarify the differences between different types of indicators, the following examples might be used:

**Example 1: Water Project in a Conflict-Prone Setting**
- **Development indicator:** Increased number of hectares under irrigation
- **Conflict Indicator:** Number of conflicts over water distribution
- **Peace indicator:** Number of cooperative relationships between farmers of different ethnic/religious groups OR increased levels of involvement in joint management of the project

**Example 2: Health Initiative in a Conflict-Prone Setting**
- **Health/development indicator:** Change in prevalence of disease
- **Conflict Indicator:** Conflict over access to new health services
- **Peace indicator:** Level of support within conflicted communities for non-partisan health services OR degree to which staff reflects all communities and sub-groups.

Participants might then be asked to offer similar examples of the three different types of indicators.
## AREAS OF POTENTIAL PEACE & CONFLICT IMPACT

### 2.1 Conflict Management Capacities

Capacity of state or civil society: (1) to manage or resolve conflict without the use (or threat) of violence, and without supporting authorities that use unlawful violence; and (2) to promote genuine and sustainable peace.

Impact on capacity to identify and respond to peacebuilding opportunities and conflict-creating challenges. This might include formal instruments (such as strengthening legal mechanisms or creating dispute resolution boards) or more informal mechanisms (such as low-key meetings, community leader interventions, creating channels for local level dialogue, tapping the peacebuilding abilities of neglected segments in the community such as women).

Conflict management capacities might include:
1. the ability to think about and identify peacebuilding challenges and opportunities;
2. the ability of organizations to restructure themselves to respond peacebuilding challenges and opportunities; and
3. to change how they normally work so that they can respond more effectively and efficiently in ways that have a hard, positive, peacebuilding impact on the ground - for example, in ways that improve fairness, equity (including gender equity), “even-handedness,” accountability, and transparency.

### Sample Questions

- Did/does/may the initiative help – or hinder – individuals or groups (with civil society, the state, or the private sector) to identify and respond to peacebuilding opportunities and conflict-creating challenges? Who did/does/may this affect?
- How did/does/may it affect them – and why? Did/does/may the initiative increase or decrease the ability to imagine, describe and create options that nurture peace?
- What were/are/might be the obstacles to a positive peacebuilding impact?
- How were/are/might the beneficial impacts be increased and made more sustainable both during and following the initiative?

### Peace Impact (potential or actual)

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### (1) Is more information needed? If so, what is it, and how do you get it?

### (2) What changes would you make to the initiative to increase its peacebuilding impact and decrease conflict-creating impact?
Direct and indirect impact on (1) patterns and levels of violence by militarised forces; and (2) an individual’s and community’s sense of security or insecurity – including physical and mental well-being and sense of individual or group identity.

“Patterns of Violence”: Different groups in society experience different levels (and types) of violence and therefore have different levels of insecurity and vulnerability, e.g., women, children, minority groups, marginalized groups, and returnees and other marginalized groups.

“Militarised forces” may include national armed forces, rebels, paramilitaries, war lords, militias, bandits, organized crime rings, vigilante groups, police – when they use military weapons, structures, and tactics.

“Community” includes both resident populations and returning populations.

Sample Questions

1. Did/does/may the initiative or project affect the individual’s sense of security, positively or negatively?
2. Did/does/may the initiative affect the military/paramilitary/criminal environment - directly or indirectly, positively or negatively? If so how?
3. Will there be/ was there real improvements in the political, economic, physical, food, security among women and men? If so, what are they? Who will benefit, and who will not benefit from improvements? Will this create conflict? How can benefits be more broadly or more fairly distributed?
4. Did/does/may the initiative deepen our understanding, or increase the ability to deal with non-military causes violent conflict - e.g., environmental degradation, resources scarcity, political manipulation, disinformation, mobilization and politicization of identity, etc.?

**Peace Impact** (potential or actual)

**Conflict Impact** (potential or actual)

(1) Is more information needed? If so, what is it, and how do you get it?
(2) What changes would you make to the initiative to increase its peacebuilding impact and decrease conflict-creating impact?
### AREAS OF POTENTIAL PEACE & CONFLICT IMPACT

**2.3 Political Structures & Processes**

Impact on formal and informal political structures and processes – this could apply from the local municipal level through to the national level. It refers to both the strengthening/weakening of the governance capacities of different levels of government, and the ability/inability of civil society actors to participate in the political process actively and constructively.

This might be seen in: increased (or decreased) transparency, accountability, and participation in decisions affecting the public; the strengthening (or weakening) of the rule of law and representative government; increased/decreased (and more/less inclusive) levels of participation participation (in terms of geographic and sectoral group representation, especially the participation of women and other marginalized groups); the strengthening (or weakening) of the capacities of legitimate leaders; and the strengthening (or weakening) of anti-democratic forces.

**Sample Questions**

- Did/does/may the initiative or project help or hinder the strengthening of peacebuilding relationships within and between state and civil society?
- Did/does/may the initiative or project have an positive or negative impact on political structures and processes - either in the formal arena of politics (e.g., policy making and implementation, law making, constitutional politics) or in the informal arena of civil society (such as traditional authority structures)? If so, how? Did/does/may the initiative or project help or hinder the ability of individuals or groups to participate in democratic political processes? Did/Will it contribute to increasing the transparency, accountability, representativeness, and appropriateness of public decision-making?
- Did/does/may the initiative or project influence government (or civil society) priorities, or the way its policies are made? If so, in what ways?
- Did/does/may the initiative or project help defuse inter-group tensions? If so, how?
- What was/is/may be the impact of the project on human rights conditions within a country or region? (*e.g.*, awareness, legislation, promotion and protection)

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(1) Is more information needed? If so, what is it, and how do you get it?
(2) What changes would you make to the initiative to increase its peacebuilding impact and decrease conflict-creating impact?
### 2.4 Economic Structures and Processes

**Impact on:**
- strengthening or weakening equitable socio-economic structures and processes;
- distortion/conversion of war economies;
- economic infrastructure; conflicts over access to scarce basic goods;
- availability of investment capital to create economic and employment alternatives to war-fighting;
- the stability of the banking system; increasing or decreasing the economic dependence on military (or military-related) employment;
- productivity and the equitable distribution of non-war/peace benefits; training; income generation;
- production of commercial products or services; food insecurity; the exploitation, generation, or distribution of resources, esp. non-renewable resources and the material basis of economic sustenance or food security.

**Sample Questions**

Did/do/may the initiative or project contribute to or detract from efforts to "re"-construct damaged economic and social infrastructure? Specifically:

- strengthening or weakening equitable socio-economic structures/processes;
- distortion/conversion of war economies;
- economic infrastructure;
- supply of scarce basic goods;
- availability of investment capital to create economic and employment alternatives to war-fighting for men and women;
- the stability of the banking system with equitable access to men and women;
- increasing or decreasing the economic dependence on military (or military-related) employment;
- productivity and the equitable distribution of non-war/peace benefits; training; income generation;
- production of commercial products and services; food insecurity;
- the exploitation, generation, or distribution of resources, esp. non-renewable resources and the material basis of economic sustenance or food security.

If the initiative or project addresses or affects the following, does it do so in a way that minimizes or avoids destabilization and conflict, while maximizing peacebuilding opportunities?

- high level of debt
- unsustainable high military budgets
- skewed distribution of wealth, income, and assets
- resettlement of displaced populations
- environmental degradation - particularly that which inhibits economic productivity
- damage assessment of social & economic infrastructure
- provide technical assistance for rehabilitation and reconstruction
- rehabilitate and reconstruct economic infrastructure
- reactivate smallholder agriculture with consideration of the role of women in the process
- rehabilitate the export sector
- rehabilitate key industries
- sharing the benefits of national wealth and resources?

### Peace Impact (potential or actual)

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(2) What changes would you make to the initiative to increase its peacebuilding impact and decrease conflict-creating impact?
AREAS OF POTENTIAL PEACE & CONFLICT IMPACT

2.5 Social Empowerment

Impact on: creation of a culture of peace – characterized by constructive social communication, tolerance, inclusiveness, justice, gender equity, participation, and respect. Confidence and capacity of all members of society (from the “weakest” to the “strongest”) to effectively overcome obstacles to living a life which is good and satisfying.

Sample Questions:

- Did/does may the initiative or project create or support equity and justice?
- Did/did/ will the benefits of the project be shared equitably by both genders?
- Did/does/ will the initiative include female and male members from all communities affected by violent conflict, or just one or some communities? Why and how were they chosen? How will tensions of non-benefiting groups be managed?
- Did/does will the initiative seek explicitly to “build bridges” between the different communities? If so, how? Effectiveness?
- Did/does/will it help to create an inclusive - rather than exclusive - sense of community? Did/does/will it facilitate the ability of individuals and groups to work together for the mutual benefit?
- Did/does/will the initiative contribute to positive communication/interaction between and within groups with no disparities due to gender? How can you ensure that this continues?
- Did/does/ will it provide/create/ strengthen the skills, capacity for individuals and communities to (1) identify and define problems and (2) formulate and apply solutions to those problems?
- Did/does/will the initiative or project incorporate/strengthen the views and interests of affected indigenous populations?
- Did/does/ may the initiative help to the “demilitarize minds”? That is, does it enable individuals to develop and use non-military means of thinking about and resolving conflicts and disagreements. This includes the cultural and socio-psychological tendency of individuals and groups to accept and use militarised ways of managing conflict and disputes (military rule; use of the military to “deal with labour disputes; media and movies that glorify military violence; and so on).

1) Is there more information needed? If so, what is it, and how do you get it?
(2) What changes would you make to the initiative to increase its peacebuilding impact and decrease conflict-creating impact?
### WHERE TO LOOK FOR POTENTIAL PEACE OR CONFLICT IMPACT

<table>
<thead>
<tr>
<th>AREAS OF POTENTIAL PEACE &amp; CONFLICT IMPACT</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conflict Management Capacities</strong></td>
<td>One of Kosovo's most experienced human rights activists who had been trained in Norway and Geneva had helped to establish a women's legal aid center in the 1990s. However, during the UN-driven reconstruction exercise she was reduced to a &quot;local employee&quot; of the Organisation for Security and Cooperation in Europe (OSCE) to translate for international staff with a fraction of her experience. Officially, she was unable even to take testimony from victims. This reservoir of local talent should have been the centerpiece of the UN reconstruction strategy. However, because of the reliance on foreign &quot;experts,&quot; the overall impact was a contribution to the incapacity -- rather than capacity -- of civil society to rebuild itself upon a foundation of tolerance and respect of its own creation. (Guest 2000)</td>
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<table>
<thead>
<tr>
<th>PEACE IMPACT</th>
<th>CONFLICT IMPACT</th>
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</thead>
<tbody>
<tr>
<td>(1) Gender-sensitive initiatives in conflict prone areas that hire, train, and keep local personnel--especially in administrative, technical, and management positions--are strengthening governance capacities which may be used in state &amp; societal institutions that deal with conflicts non-violently. Unfortunately, this is the technical and managerial capacity that flees when non-violent conflict turns (or re-turns) violent.</td>
<td></td>
</tr>
<tr>
<td>(2) Efforts by many organizations (international, governmental, and non-governmental) to include conflict resolution and peacebuilding workshops (and increasingly, PCIA) into their daily work is a substantive contribution to the development of capacities for peace.</td>
<td></td>
</tr>
<tr>
<td>(3) Initiatives that maintain effective &quot;outreach,&quot; &quot;public dialogue,&quot; or participatory activities help to keep stakeholders involved and build inter-group trust and understanding.</td>
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<tr>
<td>(4) Initiatives to tap the peacebuilding abilities of women in activities that focus on conflict resolution, mediation, and community peace promotion and advocacy.</td>
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</tr>
</tbody>
</table>

### SAMPLE INDICATORS*

- # of conflicts in which gov'tal/ non-gov'tal bodies are involved as mediators, facilitators, negotiators, etc.
- Perception of local mediators and aggrieved parties that conflict can be resolved without use of violence
- Number conflict resolution workshops – and follow-up
- Differences in the impact of conflict on men and women;
- # and types of interventions targeted to address both women and men considering the differences in the nature of conflict impact and priorities
- Respect for process and outcomes of dispute settlement through public institutions
- Belief in possibility of receiving fair treatment/ outcomes through public institutions
- Perception that violence is not a legitimate or effective means of resolving conflict
- Degree to which peace and conflict issues are considered in the formulation and operation of initiatives (‘Do No Harm,’ PCIA, Conflict-Sensitive Programming, etc)

(These indicators may or may not apply to specific cases. Quantitative and qualitative indicators should be developed. Communities should have complete latitude to identify indicators that make sense to them and their realities)
AREAS OF POTENTIAL PEACE & CONFLICT IMPACT

<table>
<thead>
<tr>
<th>PEACE IMPACT</th>
<th>CONFLICT IMPACT</th>
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<tbody>
<tr>
<td><strong>Militarized Violence and Human Security</strong></td>
<td>Working with, or through, groups which use illegitimate violence and abuse human rights – for example for the protection of convoys, compounds, and offices, or as middlemen for the provision of goods and services– is an obvious example of how an initiative can strengthen rule by force and violence (threatened and actual).</td>
</tr>
<tr>
<td>1. The inclusion of ex-combatants in peace and reconstruction work in both Nicaragua and parts of Mindanao were clear efforts to “deconstruct the structures of militarized violence” and to “construct the structures of peace.”</td>
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<tr>
<td>2. In many cases, the negotiations for humanitarian ceasefires (e.g., for National Immunization Days) have opened up communication channels that have later contributed directly to longer cease fires and even peace talks—as in Sri Lanka. (Bush 2000). In Somalia, the demand from the local population that their children be immunized led local leaders to de-mine roads to permit access for vaccination teams. Orders were issued to combatants that no weapons were to be displayed on the days of the immunization campaigns. Such initiatives have dampened militarized violence and increased human security.</td>
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</table>

**SAMPLE INDICATORS**

- Conflict-related deaths or injuries
- Disappearances
- Incidence of human rights abuses, including rape, sexual torture and violations of children’s rights – and effectiveness of official responses to reports of such violations
- Levels of domestic violence
- Number of riots or other uncontrolled expressions of dissent
- Demonstrations
- Number of displaced people
- Rate and patterns of repatriation/ displacement
- Arrests or detention without probable cause or warrant
- Incommunicado detention
- Cruel, unusual, or degrading treatment in detention
- Inhumane conditions of detention
- Dependence on private security forces
- Perceptions of individual and collective security
- Levels of criminality (effectiveness of state responses)
- Number of small arms in circulation (e.g., black market price of an assault rifle)
- Number of children, women and men involved in military activities
- Level of food security

(These indicators may or may not apply to specific cases. Quantitative and qualitative indicators should be developed. Communities should have complete latitude to identify indicators that make sense to them and their realities)
### Areas of Potential Peace & Conflict Impact

<table>
<thead>
<tr>
<th></th>
<th>Peace Impact</th>
<th>Conflict Impact</th>
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<tbody>
<tr>
<td>3</td>
<td>Political Structures and Processes</td>
<td>(1) In the late 1990s, the Group for Environmental Monitoring in South Africa undertook a far-reaching participatory, applied research initiative on the linkages between &quot;militarization and ecology.&quot; The positive peace impact was clear in (1) the word-for-word inclusion of its research and recommendations in government defense policy; and (2) the mobilization of non-English speaking peasants for the initiative enabled these groups to continue to express their concerns long after the initiative was finished, and to contribute to on-going dialogue with government on policies affecting their lives and livelihoods. (2) Sustained efforts by local groups in the southern Philippines to create Zones of Peace are inspirational examples of how the mobilization of ideas and people can begin to restructure the political and military structures to create peace from the ground up – even in the midst of ongoing violence.</td>
</tr>
</tbody>
</table>

**Sample Indicators**

- Freedom of speech/ media
- Presence of multi-communal political parties/ business groups/ civil society orgs
- Free and fair elections (levels of participation in elections)
- Levels of emergency rule in parts or all of the country
- Freedom of movement/public participation in, or influence on, the policy making process
- Perceptions and evidence of corruption
- Popular perceptions that the political, legal, and security systems are fair, effective, and responsive – or not

(These indicators may or may not apply to specific cases. Quantitative and qualitative indicators should be developed. Communities should have complete latitude to identify indicators that make sense to them and their realities)
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<tr>
<td><strong>Economic Structures and Processes</strong></td>
<td><strong>PEACE IMPACT</strong></td>
</tr>
<tr>
<td>(1) In Ethiopia, in the mid-1990s, water projects improved access of displaced pastoralists to water, and thus reduced a major sources of conflict with local populations.</td>
<td>Uneven distribution of public resources (jobs, water, pensions, etc.); payment of &quot;taxes&quot; to warrior organizations; discriminatory hiring practices; weakening private market forces by working through war economies.</td>
</tr>
<tr>
<td>(2) In Somalia in the early 1990s, shopkeepers and merchants were actually supporting violence and looting because their regular supplies of agricultural goods for their markets had been destroyed by the drought and clan conflict. In an attempt to resolve this problem, a development worker named Fred Cuny talked a number of a number of development agencies to implement programmes which involved selling food aid to these merchants on a regular basis at stable prices in order to reduce their dependence on looted supplies, and to return merchants to their traditional role as self-interested defenders of law and order seeking the stability necessary for normal commercial activity. The projects encouraged merchants to apply pressure on the militias to limit their disruption, and to cut off a source of funding to the militias who used the merchants' payments to purchase more weapons. (Source: Natsios 1997)</td>
<td>In the mid-1990s, many international actors sought to strengthen the economic security of Russia as a means of reducing instability in a country of war-prone regions. One particular area of activity was the re-writing of Russia's bankruptcy laws. By forcing companies that had been ignoring their creditors to finally pay their debts, the new legislation led to big increase in bankruptcies – which rose to 11,000 in 1999 from 4,300 in 1997. With weak, money-losing companies out of the market, analysts hoped that the Russian economy would become more competitive and &quot;robust.&quot; Instead, powerful politicians and &quot;businessmen&quot; (some with murky links to organized crime) often had their cronies named as court-appointed managers of troubled companies, allowing them to take over some of the firms and strip them of any prize assets, thereby contributing to economic insecurity, rather than security. (Maclean's, 20 May 2002, p. 65)</td>
</tr>
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</table>

**SAMPLE INDICATORS**

• Dependence on war economies (e.g., use of black market; reliance on (para) military employment)
• # of jobs created in non-military related sectors
• Ratio of military expenditure to social expenditures by state
• Pre- versus post-conflict export (and investment) levels
• Level of economic control by local or national actors for local or national interests
• National unemployment rate versus rate among vulnerable populations (ex-combatants, returnee and displaced populations, war-disabled, widows, youth, war-affected regions)
• Dependence on external assistance
• Availability of basic goods to all communities
• Personal savings rates
• Regional and national inflation rates
• Strength of foreign currency
• # and size of new businesses

(These indicators may or may not apply to specific cases. Quantitative and qualitative indicators should be developed. Communities should have complete latitude to identify indicators that make sense to them and their realities)
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<tr>
<td>5 Social Empowerment</td>
<td>A project in Haiti to reconstruct the police force specifically recruited from communities which had suffered rights abuses, because it was felt that they were most sensitive to the need to protect and promote such rights. Mentoring relationships between urban planning professionals across inter-group boundaries in Bosnia Herzegovina supported the development not only technical capacities, but inter-group communication and understanding as well.</td>
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<td>It is increasingly common to &quot;consult&quot; with communities before launching an initiative (sometimes this is the first and only time of contact). To the extent that these meetings accept and work through the existing social power structure, then they may reinforce social inequities and tensions. For example, authority structures which dis-empower women, or certain social or economic groups.</td>
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**SAMPLE INDICATORS***

- Sense of local ownership over peace processes
- Levels of tolerance/distrust within cultural, social, ethnic, political, religious organizations
- Level and type of social interactions between groups
- Levels of inter-marriage
- Levels of bilingualism (where language is a political issue)
- Level of participation by "marginalized" or "dis-empowered" groups (women, the poor, the disenfranchised)
- Number of cross-cutting cultural or social organizations;
- Inclusive/exclusive schooling system
- Adult and children's perceptions of other groups/levels of Stereotyping; Role of the media/levels of censorship
- Levels of trust between groups
- Rejection of a gun culture/militarized culture (glorification military violence)
- Level of locally-initiated and run peacebuilding initiatives
- Level of dependence on outside support in conflict resolution and peacebuilding
- Number of families dislocated by conflict
- Number of families with at least one member who is "missing"
- Levels of "trauma" within communities and degree to which it interferes with normal activities. Effectiveness of responses to this trauma.
- Suicide rates (who? Where? Why?)

(These indicators may or may not apply to specific cases. Quantitative and qualitative indicators should be developed. Communities should have complete latitude to identify indicators that make sense to them and their realities)
Development Industry: refers to organizations, projects, and programs that treat development as a business, and as a result, lose sight of the human realities and consequences of their work. The Development Industry is based on:

- short-term/temporary rather than long-term interventions
- absence rather than presence
- “product” rather than “process”
- external control rather than internal control
- efficiency rather than effectiveness
- predictability rather than indeterminacy
- linearity rather than non-linearity
- mechanistic, recipe book approaches rather than organic, learning approaches
- pre-programmed rather than responsive approaches
- routine, boring approaches rather than creative approaches
- anonymity rather than friendship and relationship building
- checklists rather than stories
- budgets rather than people

Disempower/Dis-empowerment: An individual or community is “disempowered” when it is unable to participate in decisions that affect their lives and livelihoods, and when they lack the means to assert their rights — or have those means taken away.

Interpretation: “Facts” never speak for themselves. An event, an action, a statement, all require us to “make sense” of them. For example, in the worksheets in this handbook, you were asked to identify “indicators.” These may describe something, but they do not explain them. “Interpretation” is the process we use (1) to identify which events, actions, and statements are “important,” and (2) to understand and explain them.

Mainstream: “Mainstreaming” refers to the process by which ideas are integrated into the culture, operations, and objectives of an organization. By “integrated,” we mean non-removable and central to all aspects of an organization’s work. So, for example, in the case of gender, this would apply to organizations that consider gender in every dimension of its work from personnel policies (maternity/paternity leave, daycare, breast-feeding policies, affirmative action, promotion and training policies) to programming decisions and evaluation (being sensitive to gender impacts of its normal work). But, it would not apply to organizations that segregate gender issues in poorly funded and understaffed units with no chance of affecting the way the organization does its work.

Militarized violence: The term “militarized violence” is used rather than “war” because it conveys a more accurate sense of the nature of contemporary violent conflict. While it includes conventional military engagements between organized forces of war, it also encompasses the full spectrum of abuses that defines “dirty wars” around the world perpetrated by (primarily, though not exclusively) men, in or out of a uniform. It thus includes control through terror and the manipulation of fear, the systematic abuse of human rights, and a totalizing process by which all social, political, and economic problems come to be defined as military problems — and, as military problems, the most suitable response is deemed automatically to be the application of the weapons of war.
Referents in the Evolution of the idea of PCIA

1996
- "Local Capacities for Peace Project" launched by Mary Anderson's Collaborative for Development Action, Boston.
- Joint Evaluation of Emergency Assistance to Rwanda, The International Response to Conflict and Genocide: Lessons From the Rwanda Experience, 5 vols. Steering Committee of the Joint Evaluation of Emergency Assistance to Rwanda, Copenhagen (March)

1997
- Evaluation of Norwegian Assistance to Peace, Reconciliation and Rehabilitation in Mozambique, Astri Suhrke et al., Christian Michelsen Institute/ Nordic Consulting Group, Bergen, Norway.

1998
- A Measure of Peace: PCIA of Development Projects in War Zones, Kenneth Bush, International Development Research Centre (IDRC), Ottawa, Canada [http://www.idrc.ca/peace/p1/working_paper1.html]
- Workshop: "Do No Harm Meets PCIA," IDRC.
- Conflict Prevention and Post-Conflict Reconstruction: A Matrix of Analytical Tools Available Internationally for Peacebuilding and Donor Coordination, CIDA Peacebuilding Unit.

1998
- "Programming for Results in Peacebuilding: Challenges and Opportunities in Setting Performance Indicators," Anne-Marie Laprise, CIDA, Hull, Canada, May.
- "Igual" Capacity Building Exercise. IDRC

1999
- Do No Harm: How Aid Can Support Peace - or War, Mary Anderson, Lynne Rienner, Boulder and London
- The Limits and Scope for the Use of Development Cooperation Incentives and Disincentives for Influencing Conflict Situations (with Case Studies on Sri Lanka, Rwanda, Bosnia & Afghanistan)

2000

2002
- The Evaluation of Conflict Resolution Interventions: Framing the State of Play, INCORE [http://www.incore.ulst.ac.uk/home/publication/research/index.html]

2003
- "Good Practices by Local Governments in Peace and Unity - Case Studies and Tools," Federation of Local Municipalities, Ottawa, Canada (with case studies from Palestine, Bosnia Herzegovina, and the Philippines.)
References

Anderson (1999), Mary, Do No Harm: How Aid can Support Peace -- or War (Boulder and London: Lynne Reinner).


You tell me your indicators, and I’ll tell you what you’ll find.”

This course focuses on a new and evolving area of research and practice: Peace and Conflict Impact Assessment (PCIA). PCIA is a means of anticipating/monitoring and evaluating the ways in which an intervention in a violence-prone setting may affect/is affecting or has affected, the dynamics of peace or conflict. The term “intervention” is used in its broadest sense to include, for example, initiatives that are intended to have beneficial impacts on levels of social developmental, humanitarian conditions, economic development, or peace & security. PCIA is a process similar to Gender Analysis and Environmental Impact Assessment in that it is concerned with impacts beyond the stated outputs, outcomes, and objectives of an initiative.

This course sets PCIA (as well as related and derivative methodologies) within the context of the animated and very political debate over how we work in conflict-prone regions, and how we should understand and assess that work.

• This reading list will evolve over the course of the semester. Changes or additions will be announced in class and posted on the instructor’s office door.
• Readings for each week will be identified in the preceding class.

A WORD ABOUT WORDS

PEACE AND CONFLICT IMPACT ASSESSMENT ("PCIA") is a means of assessing the ways in which an intervention may affect, is affecting, or has affected, the dynamics of peace or conflict in a violence-prone setting. PCIA focuses on: 1) Peacebuilding Impact -- those factors that strengthen the chances for peace and decrease the chances that violent conflict will breakout, continue, or start again, and; 2) Conflict-Creating Impact -- those factors that increase the chances that conflict will be dealt with through the use of violence. (Bush 1998).

PCIA is a process, not an add-on or a single-use "tool".

PEACEBUILDING consists of two inseparable parts: (1) the construction of the structures of peace, and (2) the deconstruction of the structures of violence. It is not about the imposition of solutions, but the creation of space within which indigenous actors can identify problems and formulate their own solutions.

IMPACT refers to the actual effects of an intervention -- both intended and unintended -- on the lives of its "beneficiaries" and others beyond the immediate project outputs (e.g., # of wells dug, # of people trained, people serviced, and so on). In popular usage, "effect" and "result" is sometimes used in stead of impact.

CONFLICT is not necessarily negative or destructive. Problems arise when non-violent conflict turns (or re-turns) violent. Violent conflict is neither sui generis nor spontaneous. The "surprise" about the violent conflict is not that it occurs, but that we watch it develop for so long, and do nothing about it -- evident, for example in: the disintegration of governments and the rule of law; increasing human rights abuses; the imposition of conflict-generating terms of trade or economic conditionalities; the acceptance of (or participation in) corrupt business practices; the selling of weapons to illegitimate and violent regimes, etc.

DEVELOPMENT is inevitably conflictual, destabilizing, and (ultimately) subversive because it challenges existing political, economic, and social power structures that stop individuals and groups from attaining their full potential.
COURSE REQUIREMENTS

Grading

Seminar Presentations (20%)

The general format for each class will be an preliminary discussion of the week's topic by the instructor, followed by presentations of the assigned readings by individual seminar participants. The presentations should answer the following questions:

- **So What?** What is the principal point/argument/thesis of the reading? Why was it written? Was it responding to particular issues/arguments/events?
- **Is it proven?** How is the reading structured to make its point? What theoretical or empirical material is employed? Are you convinced? Would the book benefit from additional research, expansion, condensation or omission? Has it missed anything that might strengthen or weaken its argument? What would you challenge or change?
- **Now what?** Your comments and reflections on the implication of the reading. How might it be "used." What are the next steps that follow from the reading practically, or theoretically -- implicitly or explicitly?

Presentations (of no more than fifteen minutes) should represent the arguments of the author(s) accurately and fairly, while also provoking and stimulating discussion. Presenters should come prepared to set out an agenda for discussion of the assigned readings. The agenda should reflect the key ideas in the readings, controversies, points of clarification.

Class Participation (20%)

The following matrix will help to identify the types of student interventions which will be the basis for the participation grade

<table>
<thead>
<tr>
<th>STRIKE</th>
<th>REITERATIVE</th>
<th>DESCRIPTIVE</th>
<th>INTEROGATIVE</th>
<th>ANALYTICAL/CRITICAL</th>
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<tbody>
<tr>
<td>Off the Mark</td>
<td>Supporting or echoing a point that has been made</td>
<td>Bringing in a point from a reading</td>
<td>Questioning a point in a readings/or discussion</td>
<td>Challenging a point from a reading/or discussion</td>
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<tr>
<th>CRITICAL-EMPIRICAL</th>
<th>COMPARATIVE/INTEGRATIVE</th>
<th>COMPARATIVE/INTEGRATIVE</th>
<th>CREATIVE/INTERPRETIVE</th>
<th>SEERING A-HA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing on empirical evidence supporting/challenging a point in a reading/discussion</td>
<td>Comparing or connecting points in single reading</td>
<td>Comparing or connecting points in different readings</td>
<td>Reinterpretation of a point in a reading/or discussion</td>
<td>Novel insight</td>
</tr>
</tbody>
</table>

Mid-Term Assignment (30%) -- DUE 3 NOV

Critical Literature Review: Approximate length of assignment: 12-15 pages. Details to be presented in class.

Final Assignment (30%) -- DUE 9 DEC

An assessment of the Peace and Conflict Impact (potential or actual) of an intervention, selected in consultation with the instructor.
Participation and Preparation

Attendance is mandatory. The instructor should be notified directly if a student is unable to attend a class. Students are expected to arrive on time for each class. Active student participation is essential to the success of the class. Thus, students are expected to:

- have read the assigned material before the class and
- be able to actively and critically engage the central issues in the readings -- whether or not they are formally presenting a reading or set of readings in class. This may include being asked to respond to specific questions on specific readings during the class.

COURSE DEADLINES

1) Mid-Term Assignment/ Critical Literature Review: DUE Nov 3rd
2) Final Assignment: 9 December

WEEK ONE: INTRODUCTION

No assigned Readings

WEEK TWO: POLITICS OF, IN, AND AROUND EVALUATION


WEEK THREE: WHAT IS EVALUATION AND ASSESSMENT?


Æ Chapter Eight: “Review and Evaluation,” pp. 98-114

Mark Schacter, Means... Ends... Indicators: Performance Measurement in the Public Sector, Institute on Governance Policy Brief No. 3, April 1999, pp. 1-5 http://www.iog.ca/publications/policybrief3.pdf


WEEK FOUR: EVALUATION METHODOLOGY – NUTS AND BOLTS

CIDA, Project Evaluation – Perspective and Methodology (Hull: CIDA Evaluation Division, 1977)

→ Section 1.2: “Theoretical Aspects: The Logical Framework Approach in a Nutshell,” pp. 7-14
→ Section 2: “Project Evaluation,” pp. 15-46

Steve Knack and Nick Manning, Towards Consensus on Governance Indicators,” Draft. World Bank, 7 March 2000


CIDA, Guide to Gender-Sensitive Indicators (Hull: CIDA, 1997)


WEEK FIVE: PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA)


Mary Anderson, Do No Harm: How Aid can Support Peace -- or War (Boulder and London: Lynne Reinner, 1999).


• Martina Fischer & Oliver Wils, “Ploughing Through the Field: An Introduction to the PCIA Handbook Debate.”
• Mark Hoffman, “Peace and Conflict Impact Assessment: Evolving Art Form or Practical Dead-End”
• Manuela Leonhardt, “Towards a Unified Methodology: Reframing PCIA?”
• Christoph Feyen and Hans Gsaenger, “PCIA Methodology: A Development Practitioner’s Perspective”
• Marc Howard Ross, “PCIA as a Peacebuilding Tool”
• Jay Rothman, “Action Evaluation: A Response to Mark Hoffman’s Comments”

Swetha Rao Dhananka, Developing a Gender-Sensitive Approach to PCIA. MA Thesis Proposal, University of Fribourg, Switzerland.


PCIA APPLICATION


UNDP, Conflict Related Development Analysis (CDA) at Programme Level: Bougainville Planning and Community Support Programme, July 2004 (Draft 1.0)

WEEK SIX: “CONFLICT-SENSITIVE” PROGRAMMING

http://www.incore.ulst.ac.uk/home/publication/research/index.html

Cheyanne Church and Julie Shouldice (2003) The Evaluation of Conflict Resolution Interventions. Part II Emerging Practice and Theory (INCORE: Derry/ Londonderry)

Cynthia Gaigals with Manuela Leonhardt), Conflict-Sensitive Approaches to Development, A Review of Practice (London: Saferworld and International Alert, 2001)


WEEK SEVEN: DEVELOPMENT INTERVENTIONS IN VIOLENCE-PRONE SETTINGS


**Sector-Specific Material**

COWIConsult, Evaluation of Norwegian Support to Psycho-Social Projects in Bosnia-Herzegovina and the Caucasus, Final Evaluation Report, Evaluation Report 3.99 (Oslo: Royal Ministry of Foreign Affairs, 1997);


http://www.who.int/disasters/hbp/genera/1BM_peace_through_health.pdf


Health as a Bridge to Peace Bibliography:
http://www.who.int/disasters/hbp/genera/hbp_bibliography.htm


**RECONSTRUCTION (SC)**

CIDA, Conflict Prevention and Post-Conflict Reconstruction: A Matrix of Analytical Tools Available Internationally for Peacebuilding and Donor Coordination, CIDA Peacebuilding Unit.

**International Financial Institutions**


WEEK EIGHT: HUMAN RIGHTS & WRONGS


CIDA, Government of Canada Policy for CIDA on Human Rights, Democratization and Good Governance

WEEK NINE: DEMOCRACY & GOVERNANCE


WEEK TEN: HUMANITARIAN INTERVENTIONS


INTRC (The International NGO Training and Research Centre), Consultation with, and Participation by, Beneficiary and Affected Populations in Planning, Managing, Monitoring and Evaluating Humanitarian Aid: The Case of Sri Lanka. Prepared by Jo Boyden with Tanja Kaiser and Simon Springett & Commissioned by ALNAP (Active Learning Network for Accountability and Performance in Humanitarian Assistance), August 2002

MILITARIZED INTERVENTIONS


WEEK ELEVEN: PEACEBUILDING INTERVENTIONS

(also labeled conflict prevention, conflict resolution, peace implementation interventions)

Chr. Michelsen Institute in association with Nordic Consulting Group, Evaluation of Norwegian Assistance to Peace, Reconciliation and Rehabilitation in Mozambique, Evaluation Report 4.97 (Oslo: Royal Ministry of Foreign Affairs, 1997)


CIDA, “Programming for Results in Peacebuilding: Challenges and Opportunities in Setting Performance Indicators,” Anne-Marie Laprise, CIDA, Hull, Canada, May.

Private Sector


WEEK TWELVE: ASSESSING THE UN-ASSESSABLE: THE LIMITS OF EVALUATION

Butterfly Peace Garden of Batticaloa

SUPPLEMENTARY READINGS


Ce cours offrira une présentation et une discussion de plusieurs approches employées dans l'analyse et l'évaluation d'initiatives qui sont situées dans les zones de conflits militarisées.

Dans l'établissement d'un Cadre pour l'édification et la consolidation de la paix, il faut reconnaître d'emblée que les initiatives (locale, nationale, et internationale) exercent une influence sur la dynamique de la paix et des conflits et qu'il est lui-même influencé par cette dynamique. L'objectif premier de la cour est de mieux saisir comment ces initiatives peuvent jouer un rôle dans l'édification de la paix et d'apprendre comment le renforcement des capacités des acteurs dans les zones prédisposées aux conflits peut éviter la violence tout en contribuant à la paix et à l'unité.

La pierre angulaire du cours est l'évaluation d'impact sur les situations de la paix et de conflit (EIPC) [Anglais : Peace and Conflict Impact Assessment/ PCIA] : un moyen d'anticiper, de surveiller et d'évaluer comment une intervention peut influencer ou a influencée la dynamique de la paix dans une région susceptible de connaître des conflits. L'EIPC est un processus à multiples facettes semblable à l'analyse comparative entre les sexes et à l'étude d'impact sur l'environnement, qui facilite la détermination et la compréhension de l'impact d'une initiative sur la paix ou un conflit. L'EIPC peut être appliquée dans un large éventail de zones prédisposées aux conflits, c'est-à-dire dans des endroits où il existe un risque qu'un conflit non-violent devienne violent.

**ORGANISATION**

Le cours sera composé de 12 sessions en classe de trois heures chacune (sauf l'introduction). Les absences non-justifiées au cours seront pénalisées. Le professeur introduira le sujet de la semaine et une discussion sur les textes au programme suivra. Chaque texte sera présenté par un étudiant.

Les étudiants devront faire les lectures obligatoires à chaque semaine, parce qu'ils seront évalués sur (1) leurs présentations et (2) leurs contributions aux discussions.

**ÉVALUATION**

(1) Participation en classe (20%)

La note de participation sera basée sur la quantité et la qualité des interventions des étudiants au cours des discussions sur les textes obligatoires – selon la matrix suivant:

<table>
<thead>
<tr>
<th>STRIKE</th>
<th>REITERATIVE</th>
<th>DESCRIPTIVE</th>
<th>INTEROGATIVE</th>
<th>ANALYTICAL/CRITICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off the Mark</td>
<td>Supporting or echoing a point that has been made in class or in reading</td>
<td>Bringing in a point from a reading in a descriptive fashion</td>
<td>Questioning a point in a reading/ or discussion</td>
<td>Challenging/ analyzing/ assessing a point from a reading/ or discussion</td>
</tr>
<tr>
<td>CRITICAL-EMPIRICAL</td>
<td>Use of empirical evidence (examples) to support or challenge a point in a reading or discussion</td>
<td>COMPARATIVE/ INTEGRATIVE</td>
<td>Comparing or connecting points in different readings/ discussions</td>
<td>CREATIVE/ INTERPRETIVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEERING A-HA</td>
<td>Novel insight</td>
<td></td>
</tr>
</tbody>
</table>
(2) Présentations (20%)

Les présentations doivent couvrir un des thèmes ou sous-thèmes d’un texte. Les présentations doivent répondre à des questions suivantes :

- **So What?** What is the principal point/argument/thesis of the reading? Why was it written? Was it responding to particular issues/ arguments/ events? Pourquoi?

- **Is it proven?** How is the reading structured to make its point? What theoretical or empirical material is employed? Are you convinced? Would the book benefit from additional research, expansion, condensation or omission? Has it missed anything that might strengthen or weaken its argument? What would you challenge or change?

- **Now what?** Your comments and reflections on the implication of the reading. How might it be “used.” What are the next steps that follow from the reading practically, or theoretically – implicitly or explicitly?

Les étudiants devront rédiger des compte-rendus pour chacune de leurs présentations. Les compte-rendus devront compter de 2 pages (pas plus).

(3) Les compte-rendus de lecture (30%)

Les compte-rendus de lecture doivent consister en une discussion approfondie d’au moins 5 textes qui ne sont pas au programme des lectures obligatoires. Les compte-rendus devront compter de 12-15 pages (pas plus).

(4) Final Assignment (30%)

Utilisation des outils de l'EIPC/PCIA sur un projet qui est choisi par l'étudiant et la professeur.

CALENDRIER ET LECTURES:

**PREMIÈRE PARTIE : LE CONTEXTE**

**SESSION 1: INTRODUCTION AU COURS**

**SESSION 2: LE CONTEXT POLITIQUE**


- Don Hubert et Michael Bonser, « Intervention militaire à caractère humanitaire, » Rob McRae et Don Hubert, Sécurité Humanie et Nouvelle Diplomatie(Montréal & Kingston, London, Ithaca : McGill-Queen’s University Press, 2001) pp. 84-


Commission internationale de l'intervention et de la souveraineté des États (CIISE).


**SESSION 3: POLITICS OF, IN, AND AROUND EVALUATION**


1. Il est possible que le professeur ajoute certaines lectures obligatoires pendant la session. Les autres sources sont offertes à titre indicatif et ne peuvent pas être considérées comme une bibliographie suffisante pour préparer les compte-rendus de lecture.


SESSION 4: LES NOTIONS ELEMENTAIRES


Chapitre 1 : Introduction & Les Notions Elémentaires (1-12)
Chapitre 2 : L'accent à Mettres sur les Résultats (13-20)
Chapitre 3 : Le Contexte Particuler aux évaluations (21-26)
Chapitre 4 : Répondres aux attentes (27-32)
Chapitre 5 : Développer la capacité d'évaluer l'investissement (33-36)
Chapitre 6 : Les règles à observer (37-40)
Chapitre 10 : La collecte et analyse des données


Mark Schacter, Means... Ends... Indicators: Performance Measurement in the Public Sector, Institute on Governance Policy Brief No. 3, April 1999, pp. 1-5 http://www.iog.ca/publications/policybrief3.pdf


SESSION 5: METHODOLOGIE - Le Cadre logique


* ACDI, Le Cadre logique : L'Orienter vers le succès (Hull : ACDI, 1997)

→ en anglais: ACDI, The Logical Framework: Making it Results-Oriented (Hull: ACDI, 1997)

CIDA, Guide to Gender-Sensitive Indicators (Hull: CIDA, 1997)


SESSION 6: L’INFLUENCE DE L’AIDE DANS DES SITUATIONS DE CONFLITS VIOLENT


Collaborative for Development Action, Inc., Do No Harm/ Local Capacities for Peace Project, “Indications for Assessment Aid’s Impact on Conflict.” (1997?)


Internationale

http://www.oecd.org/dataoecd/33/59/18280198.pdf

Mary Anderson, Do No Harm: How Aid can Support Peace – or War (Boulder and London: Lynne Reinner, 1999).

Local


→ Études de cas sur la gouvernance local et la consolidation de la paix:
  • Bosnie-Herzégovine
  • Territoires Palestiens
  • Mindanao, Philippines (Zones de paix)
  • Mindanao, Philippines (Genpeace)


**Peace Through Health**


COWI Consult, Evaluation of Norwegian Support to Psycho-Social Projects in Bosnia-Herzegovina and the Caucasus, Final Evaluation Report, Evaluation Report 3.99 (Oslo: Royal Ministry of Foreign Affairs, 1997);


Health as a Bridge to Peace Bibliography: http://www.who.int/disasters/hbp/general/hbp_bibliography.htm


**Reconstruction**


**SESSION 7: L’ÉVALUATION D’IMPACT SUR LES SITUATIONS DE LA PAIX ET DE CONFLIT (EIPC) [Anglais: Peace and Conflict Impact Assessment/ PCIA]**


SESSION 8 : LES DEBATS DE BERGHOF


Sweeta Rao Dhananka, Developing a Gender-Sensitive Approach to PCIA. MA Thesis Proposal, University of Fribourg, Switzerland.


BPC en Pratique


SESSION 9: “CONFLICT-SENSITIVE” PROGRAMMING


Cheyanne Church and Julie Shouldice (2003) The Evaluation of Conflict Resolution Interventions. Part II Emerging Practice and Theory (INCORE: Derry/ Londonderry)

Cynthia Gaigals (with Manuela Leonhardt), Conflict-Sensitive Approaches to Development, A Review of Practice (London: Safeworld and International Alert, 2001)


SESSION 10: SESSION: LA DÉMOCRATISATION & DROITS DE L'HOMME

Droits De L'homme


CIDA, Government of Canada Policy for CIDA on Human Rights, Democratization and Good Governance


Démocratisation & Governance


Steve Knack and Nick Manning, Towards Consensus on Governance Indicators,” Draft. World Bank. 7 March 2000


Robin Luckham et al., Democratic Institutions and Politics in Contexts of Inequality, Poverty, and Conflict – A Conceptual Framework, IDS Working Paper 104 (Institute of Development Studies, University of Sussex), n.d..


SESSION 11: INTERVENTIONS HUMAINTE


INTREC (The International NGO Training and Research Centre), Consultation with, and Participation by, Beneficiary and Affected Populations in Planning, Managing, Monitoring and Evaluating Humanitarian Aid: The Case of Sri Lanka. Prepared by Jo Boyden with Tania Kaiser and Simon Springett & Commissioned by ALNAP (Active Learning Network for Accountability and Performance in Humanitarian Assistance), August 2002


SESSION 12: MILITARIZED INTERVENTIONS


Commission internationale de l'intervention et de la souveraineté des États (CIISE), La Responsabilité de Protéger – Rapport de la Commission internationale de l'intervention et de la souveraineté des États (CIISE), December 2001 (Ottawa : IDRC/ CRDI)


SESSION 13: L’ÉDIFICATION ET LA CONSOLIDATION DE LA PAIX

(also labeled conflict prevention, conflict resolution, peace implementation interventions)


OECD DAC, Prévenir les conflits violents : quels moyens d’action?
IIDEA, La réconciliation après un conflit violent (Stockholm, Suède, 2004)

UN, Un Monde Plus Sur, notre affaires à tous – Rapport du Groupe de personnalités de haute niveau sur les menace, les défi et le changement UN 2004
http://www.un.org/french/secureworld/

CIDA, Conflict Prevention and Post-Conflict Reconstruction: A Matrix of Analytical Tools Available Internationally for Peacebuilding and Donor Coordination, CIDA Peacebuilding Unit.


CIDA, “Programming for Results in Peacebuilding: Challenges and Opportunities in Setting Performance Indicators,” Anne-Marie Laprise, CIDA, Hull, Canada, May.


Chr. Michelsen Institute in association with Nordic Consulting Group, Evaluation of Norwegian Assistance to Peace, Reconciliation and Rehabilitation in Mozambique, Evaluation Report 4.97 (Oslo: Royal Ministry of Foreign Affairs, 1997)


CIDA08799 revue operationnelle - ACDI appui au dialogue inter congolais analyses de cas. (Négociation et Transformation des Conflits) - Décembre 2002.; 2002-12
CIDA CANADA - CANADIAN INTERNATIONAL DEVELOPMENT AGENCY
http://www.dac-evaluations-cad.org/abstracts_e.htm

CIDA08753 Peace in Progress: Canada’s Peacebuilding Initiative/ Évolution de la paix: Initiative canadienne de consolidation de la paix; 1998-01-01
CIDA CANADA - CANADIAN INTERNATIONAL DEVELOPMENT AGENCY
http://www.dac-evaluations-cad.org/abstracts_e.htm

Private Sector

No 1 - Les préliminaires (PDF 129 Ko, 9 pages)
Cette brochure décrit les premières étapes à franchir une fois la décision prise par la direction de faire effectuer une évaluation. Particulièrement, le cadre de référence et la sélection de l’évaluateur.

No 2 - Le modèle de CR (PDF 121 Ko, 13 pages) | Texte modèle (PDF 67 Ko, 11 pages)

No 3 - L’évaluation participative (PDF 208 Ko, 9 pages)

No 4 - L’égalité entre les sexes (PDF 213 Ko, 9 pages)
Ce guide doit aider les gestionnaires et évaluateurs de l’ACDI de même que ses partenaires à intégrer l’évaluation des résultats en matière d’égalité entre les sexes à toutes les étapes de l’évaluation. On y traite de ce que l’ACDI a appris sur la façon de s’y prendre pour connaître les progrès accomplis sur le plan de l’égalité entre les sexes et pour évaluer les résultats atteints.

No 5 - Le plan de travail (PDF 147 Ko, 9 pages) | Le modèle de plan de travail (PDF 242 Ko, 33 pages)
Dans ce guide, nous expliquons ce que l’ACDI attend de l’évaluateur à l’étape de la préparation de son plan de travail. Nous décrivons en détail les points à aborder, en indiquant élément par élément quels renseignements l’évaluateur doit fournir.

No 6 - La collecte et l’analyse des données (PDF 204 Ko, 9 pages)
Les gestionnaires de l’ACDI et leurs évaluateurs verront dans ce guide comment doivent se faire la collecte et l’analyse des données afin de faciliter la prise de décisions éclairées. Notre objectif consiste à obtenir la meilleure valeur ajoutée possible selon les circonstances.

No 7 - Le rapport d’évaluation (PDF 227 Ko, 9 pages)
Ce guide aidera l’évaluateur à préparer son rapport d’évaluation. On y met l’accent sur l’importance :

- de savoir ce que l’ACDI s’attend à trouver dans ce rapport,
- d’adopter une démarche axée sur les résultats et
- de renforcer la valeur ajoutée du produit final.

No 8 - Le modèle de sommaire (PDF 260 Ko, 13 pages)
Savoir dire l’essentiel... C’est souvent le sommaire que les gens commencent par lire pour savoir ce que l’évaluation a permis d’apprendre. Et c’est parfois la seule partie qu’ils liront faute de temps pour lire le rapport au complet.

Un bon sommaire offre un survol du rapport d’évaluation qui renseigne bien et rapidement des auditeurs clés. Les principaux éléments de l’évaluation y sont exposés de façon logique, claire et intéressante, dans un document indépendant, en tenant compte des résultats escomptés.

No 9 - Le modèle de résumé (PDF 166 Ko, 7 pages)
Ce guide permettra aux évaluateurs d’y trouver un modèle de résumé où abondent les conseils pour faire de bons résumés, et qui établit les attentes à combler, section par section (point de vue à adopter, contenu, niveau de détail, etc.).

No 10 - La communication des résultats (PDF 560 Ko, 9 pages)
Nous abordons ici la communication des résultats sous deux angles différents. Nous commençons par proposer des façons de tirer profit de l’évaluation proprement dite, pour ensuite présenter différentes méthodes de communication des résultats. L’évaluateur voit ainsi comment il doit structurer son évaluation pour ne faire une contribution à la fois utile et durable.