



# CONFLICT SENSITIVITY: DO NO HARM

Rajendra Adhikari  
NASC



# Outline

- Definition of conflict
- Kinds of conflict
- Stages of conflict
- Violence and conflict: forms
- Nature of conflict: positive & Negative



# Background

3

- “Development is not only affected by conflict – it often has an effect on conflict too.” (Safer World et al, as cited in TRoCAIRE, 2011)



# Definition of conflict

Wasmuth (1996): Conflict is a social fact in which two parties are involved and:

- ❑ Strive for **incompatible goals** to begin with
- ❑ Strive for the **same goal** which can only be reached by one party or
- ❑ Want to employ **incompatible means** to achieve a certain goal.



# Definition of conflict

- Working definition:
  - ▣ Conflict is defined as a relationship between two or more parties (individuals or groups), who have or think they have, incompatible goals.



# Kinds of Conflict

## **superficial conflict**

compatible goals  
incompatible behaviors

## **open conflict**

incompatible goals  
incompatible behaviors

## kinds of conflict

## **no conflict**

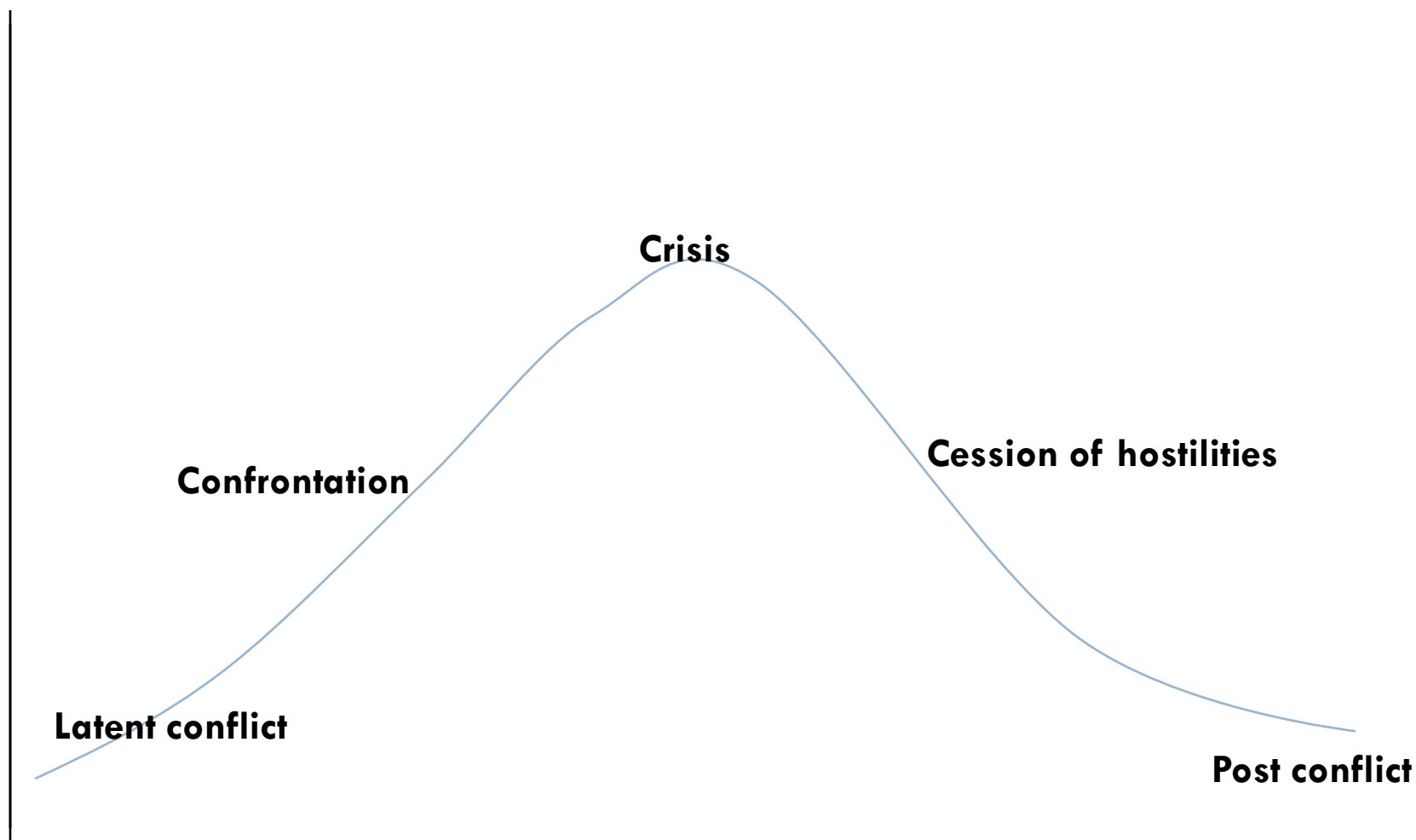
compatible goals  
compatible behaviors

## **latent conflict**

incompatible goals  
compatible behaviors



# Stages of conflict





# Conflict and Conflict sensitivity (CS)

8

- Conflict: The results of parties disagreeing and acting on the basis of **perceived incompatibilities**.
- Conflict Sensitivity is defined as the capacity to:
  - ▣ Understand the conflict (context) in which it operates;
  - ▣ Understand the interactions between its operations and the context; and
  - ▣ Act upon the understanding of this interaction in order to avoid negative impacts and maximize positive impacts on the context and intervention.





# Conflict Sensitivity Analysis Tools

9

- **Do No Harm (DNH)**
- **Peacebuilding Tool (PBT)**



# Do No Harm

10

- A simple and widely accepted instrument of CS.
- It was developed from the experience of development and humanitarian workers.
- Developed by Mary B. Anderson and Collaborative for Development Action (CDA).
- It does not and can not make things simpler rather, it helps in handling complexity of the conflict environment.



# Do No Harm

11

- It is possible – and useful – to apply DNH in conflict-prone, active conflict and post-conflict situations.
- It can be used to plan/design, monitor and evaluate public service, humanitarian and development assistance programmes.
- It helps us see how decisions we make affect intergroup relations.



# Seven steps of DNH Framework

12

1. Understanding the context
2. Analyzing dividers or sources of tension
3. Analyzing connectors or local capacities for peace
4. Analyzing the assistance programme
5. Analyzing the assistance programme's impact on D & C (using RT and IEM)
6. Considering (and generating) programming options
7. Test programming options and redesign project



# Step I: Understanding the context

13

- Societies have groups with different interests and identities that contend with other groups.
- Impacts on the socio-political context that cause, or have the potential to cause, destruction or violence between groups.
- There are many tools to analyze the context. The three most useful are timeline, actor mapping and conflict tree

## Step II: Analyzing dividers or sources of tension

14



- Factors that people are fighting about or cause tension among individuals or groups.



# Different values and interests

15



- Religious values and beliefs
- Political values
- Social values
- Interests of the actual leader or government

# Symbols and special occasion

16



- Flag , colours, festivals and identity-based songs
- Religious holidays



# Different experiences

17



- Different lifestyles of those from different regions
- Different experiences

# Attitudes and actions

18



- Blaming others but not take one's own responsibility
- Attitude of mistrust and suspicion



# Systems and institutions

19



- Social, historical, traditional or legal systems of discrimination, exclusion or dominance in jobs, the education system, access to health facilities
- Supply systems which can be controlled by one group.

# Step III: Analyzing connectors or local capacities for peace

20

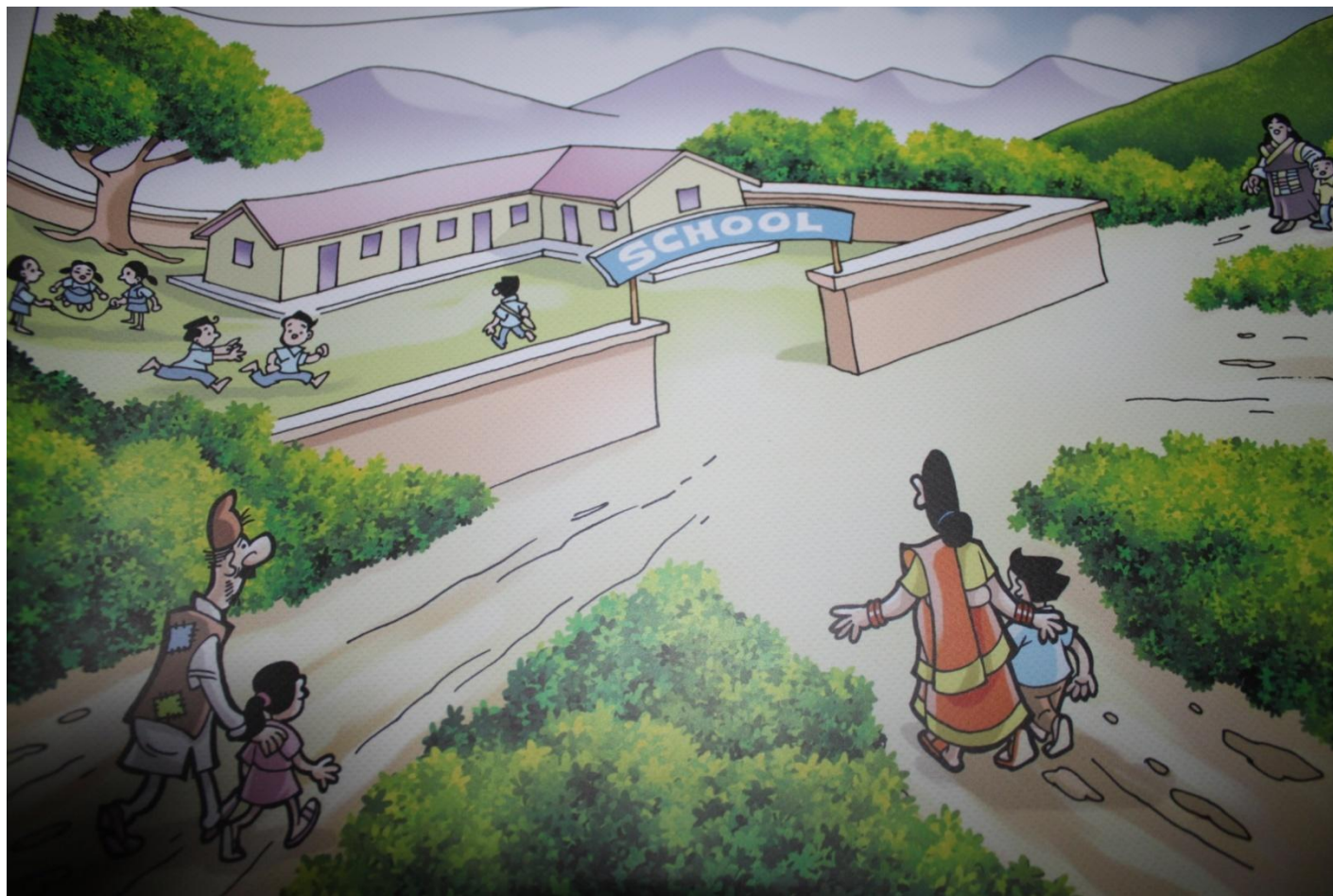


- Factors that bring people together and/or tend to reduce tension among individuals/groups.



# Systems and institutions

21



- Markets
- Educational institutions
- Infrastructure
- Communication system
- Hospitals
- Common village identity

# Attitudes and actions

22



- Nonviolent attitudes and actions even during time of instability
- Expression of tolerance, acceptance, love and appreciation for people on 'the other side'



# Shared values and interests

23



- Care for children during war
- Allowing space for impartial or humanitarian action
- Peace zone
- Religion

# Common experience

24



- Networking against violence
- Sad or traumatic experience of violence



# Symbols and occasions

25



- National festivals
- National anthem
- Sports

# Step IV: Analyzing the assistance programme

26

- Why?
- Where?
- What?
- When?
- With whom?
- By whom?
- How?





## Step V: Analyzing the assistance programme's impact on D & C (using RT and IEM)

27

- Assistance is a vehicle for providing resources to people who need them.
- Resource transfers
  - ▣ The transfers of resources (i.e. money, goods, and services) from one entity to another.
  - ▣ Resources in a conflict environment represent wealth and power and thus may become part of the conflict.
- Implicit ethical messages (IEMs)



# Theft

28



- Assistance can be stolen and support conflict efforts

# Market effects

29

- Assistance affects prices, wages and profits





# Distributional effects

30



- Assistance creates divisions among the population

# Substitution effects

31

- Assistance can substitute for local resources





# Legitimization effect

32

- Assistance legitimizes some people and actions and weakens or sidelines others.







# Implicit Ethical Messages (IEM)

33

- Assistance may carry IEMs determined by the way resources have been generated and distributed.
- IEMs are often unrecognized by the providers but could easily be misinterpreted by the recipients.
- These are the effects of institutional and individual behaviours, actions and attitudes on the context.

# Competition among assistance agencies: disrespect & mistrust

34



# Publicity

35





# Powerlessness

36



# Different values for different lives

37





# Assistance workers and impunity

38



# Suspicion: Tension

39





# Arms and powers

40







# Step VI: Considering (and generating) programming options

41

- We must think about how to provide the same programme in a way that eliminates or minimizes its negative, conflict-worsening impacts.
- If we find that we have overlooked the local peace capacities or connectors then we should redesign our programming in order to strengthen those connectors.



# Step VII: Test programming options and redesign project

42

- Once we have selected better programming options based on the previous exercise, it is crucial to re-check the impacts of our new approach on the dividers and connectors.



# Conclusion

43

Let's act conflict sensitively.