



C2 REVEALING GOOD PRACTICE

Planning projects and actions - a conflict sensitivity checklist



Why use this tool?

It is important to use this tool when working in communities where there are existing tensions or conflicts. Our work can either help or cause harm when we work in a conflict setting. Sometimes, a project that is not directly linked to the conflict can unintentionally make a conflict situation worse. We do not want this to happen! This tool helps to ensure that in planning or carrying out any project, we are being sensitive to the conflict context at all times.



A brief description

A list of questions for a community to consider as they plan and carry out a project. The questions help a group to think through the intended and unintended impacts that a project might have on a conflict.



Time taken

It will take 1-2 hours to work through the questions. If things need to change as a result of considering the questions, time will be needed to make these changes.



You will need

A quiet room or space where the group can discuss the questions without being disturbed.

There are several *Reveal* tools to help plan projects in conflict settings. We suggest they are carried out in the following order:

- C2 - Conflict analysis
- C2 - Conflict sensitivity assessment
- C2 - Planning projects and actions - a conflict sensitivity checklist

Awareness-raising

Children & youth

Climate & environment

Conflict & peacebuilding

Corruption & governance

Disaster risk management

Discrimination & inclusion

Food & livelihoods

Gender & sexual violence

Health & HIV

Influencing decision-makers

Migration & trafficking

Water, sanitation & hygiene



What to do

Use this checklist to help ensure that your actions and activities are 'conflict sensitive'. It is best to go through this checklist as you plan your project, but it will also be useful to ask the questions once your project has begun. Where you answer no to a question, think about how you might reduce this risk.

	Question	Yes/No
	Initial thinking	
	1. Have we carried out a conflict analysis that provides us with: <ul style="list-style-type: none"> - an understanding of what makes tensions worse (the conflict drivers), - what brings communities and groups together (the connectors), - who the main people or groups of people are (the conflict actors), and their motivations and agendas? See Tool C2: Conflict analysis for more information.	
	2. Have we carried out a conflict sensitivity assessment to understand how our proposed action/activity will affect these conflict drivers, connectors, actors, motivations and agendas? See Tool C2: Conflict sensitivity assessment for more information.	
	3. Did a broad enough group of people take part in these discussions? Were there people of different ages present? Were different ethnicities represented? Did both men and women take part? This is important to ensure that the perspectives of all groups have been taken into account. It may be helpful to use Tool A2: Understanding the people affected by conflict and the relationships between them (Stakeholder matrix)	
	4. Is this analysis being regularly reviewed and updated?	
	Programme design	
	5. Does the way that our project is designed take account of what the analysis and assessment found? Have the drivers, connectors, actors, motivations and agendas identified in our analysis impacted the way the project is planned and will be (or is being) carried out?	
	6. In our project/action are we supporting or assisting certain groups? Are we ensuring that this selection will not make existing differences or tensions between groups worse?	
	7. Are we making sure that our project/action does not make tensions over access to resources (such as land or water) or services (such as education or healthcare) worse?	

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8. Does our project/action take account of any threats or opportunities that might arise from any social, cultural, political or religious events and festivals?	
9. Does our project/action take into account seasonal changes or patterns of behaviour such as planting, harvest, dry or rainy seasons?	
10. Are we putting measures in place to prevent any of the factions or key conflict actors taking control of our project to further their own political or security agendas?	
11. When the project ends have we thought about how its closure might create a gap in the provision of a service or increase tensions?	
12. Does the way in which we are collecting data to help monitor or demonstrate our progress reopen painful memories, create tensions or raise areas of conflict?	
Communication and accountability	
13. Have we communicated our project goals, our approach and our reasons for doing the project to all groups involved in or affected by the project?	
14. Are certain people selected to benefit from our project? Is the way in which we select these people understood by all groups involved in, or affected by, the project?	
15. How are we perceived? Do we know? Can we ask different types of people in different parts of the community and nearby communities so that we have a good understanding of whether our role and intentions are understood and well received? Should we meet with people to clarify any of this?	
16. Will any changes to the project be communicated to groups involved in, or affected by, the project in a timely manner?	
17. Will this information be communicated at regular intervals throughout the life of the project?	
18. Do we have a process for reporting, recording and following up on requests and complaints connected to the project? Is this process being used, and are those raising issues being told about the outcome of their question?	
Behaviour and procedures	
19. Do our actions and ways of behaving suggest that we judge different groups or factions in the same way regardless of who they may be? Are we consistent in how we respond to different groups?	

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Awareness-raising	20. If we are buying resources for the project, does the way in which we decide who to buy from have a positive or neutral impact on local markets? Have we made sure that we are not undercutting local suppliers or depending too heavily on people who are aligned with one of the conflict factions or groups?	
Children & youth	21. If we are engaging with government officials, does the way this is done reflect and reinforce their accountability, legitimacy and transparency?	



Finding out more

- Tearfund (2013) *Footsteps 92 – Conflict and peace*
http://tilz.tearfund.org/en/resources/publications/footsteps/footsteps_91-100/footsteps_92/
- Tearfund (1998) *Footsteps 36 – Coping with conflict*
<http://tilz.tearfund.org/~media/Files/TILZ/Publications/Footsteps/Footsteps%2031-40/36/FS36.pdf>
- Tearfund (2006) *Footsteps 68 – Forgiveness and reconciliation*
<http://tilz.tearfund.org/~media/Files/TILZ/Publications/Footsteps/Footsteps%2061-70/68/FS68.pdf>
- Tearfund (2003) *Roots 4 – Peacebuilding within our communities*
http://tilz.tearfund.org/~media/Files/TILZ/Publications/ROOTS/English/Peacebuilding/Peace_E.pdf

Related tools:

- A1 – Revealing conflict: information for facilitators [*A1: Conflict & peacebuilding-1*]
- A2 – Do people feel safe? [*A2: Conflict & peacebuilding-1*]
- A2 – Revealing how conflict has changed over time - conflict timeline [*A2: Conflict & peacebuilding-2*]
- Understanding the people affected by conflict and the relationships between them - stakeholder matrix [*A2: Conflict & peacebuilding-3*]
- A2 – Understanding conflict attitudes, behaviours and context (ABC triangle) [*A1: Conflict & peacebuilding-4*]
- A2 – Conflict map [*A2: Conflict & peacebuilding-5*]
- B – Christ triumphs over conflict [*B: Conflict & peacebuilding-1*]
- B – Love your enemies (Bible study) [*B: Conflict & peacebuilding-2*]
- B – Unity in Christ (Bible study) [*B: Conflict & peacebuilding-3*]
- C2 – Conflict analysis [*C2: Conflict & peacebuilding-1*]
- C2 – Conflict sensitivity assessment [*C2: Conflict & peacebuilding-2*]