

Trainers Guide

A. 3-day ToT

with adaptations for 2-day Training

B. 2h Induction

INTRODUCTION

Welcome to the BPI Training Programme!

The purpose of the training is to familiarize participants with the basic concepts of the Better Programming Initiative (BPI) and in Kit A ToT/Training, to teach them relevant methodologies and tools to navigate many evolving dynamics while carefully promoting conflict sensitive program management (CSPM)¹. The main learning objective is for participants at many levels to **build keen awareness and master the necessary skills to teach others to improve programs and projects by “Applying BPI”**.

Acknowledgements: *this BPI training programme was funded by Swiss Red Cross and inspired by the Conflict Sensitive Program Management (CSPM) which has been tested over the past few years under the guidance of Verena Vieland, designer and lead Trainer. The BPI package also benefitted from expert review by Ch. Choe, Bruno Haghebaert, Knud Falk, Atta Durrani, Gavin White, Liesa Sauerhammer, Stephen Wainwright, Gurminder Singh, Charlotte Tocchio, Angelica Jessica Uccellatori and others (Chiranjeet, Richard, Paco).*

This document contains all the information a trainer/facilitator will need to stage the following BPI training packages:

- A. a 3-day BPI **Training of Trainers** (ToT) Workshop Kit plus an adaptation of the 3-day kit to stage a 2-day BPI **Training** Workshop; and
- B. a 2-hour BPI **Induction** Kit: “Applying BPI”.

The package is made up of a Trainers Kit (guide and PPTs) and a Participant Packet (readings and handouts). While this main document holds the Introduction and the Trainers Guide (TG) for both kits, the Participant Package (PP), other resources are archived in module-specific folders and hyperlinked to this document.

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¹ A large part of the present BPI ToT training was developed and has been delivered in multiple languages across the globe by Swiss Red Cross (the SRC) since 2014 under the name of Conflict Sensitive Program Management (CSPM). BPI training developers are extremely grateful for the knowledge brought to this package by SRC staff. While re-aligning conflict sensitivity under the wider 'BPI' did not make it possible to give it the exact same attention, the importance of conflict sensitivity is not questioned and runs through the entire training package.

<ul style="list-style-type: none"> Module 5: Own the Process Module 6: BPI-Step 1/Analyse the Context Module 7: BPI-Step 2/Examine Interactions and BPI-Step 3/Propose Alternatives Module 8: Integrate BPI into PPP Module 9: Making MEAL “BPI-fit” Module 10: Consolidate BPI Learning 	32 35 50 60 65 70	PPT Module 5 PPT Module 6 ; Case Study Folder PPT Module 7 PPT Module 8 PPT Module 9 PPT Module 10 ; BPI Applications PP Folder and 3R Sub-Folder ; Course Evaluation
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2-day BPI Training Workshop		
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A. 3-day BPI Training of Trainers (ToT) Workshop Kit

TRAINERS GUIDE: OVERVIEW

The training uses a modular approach. Most of the modules can be held as stand-alone sessions. If a trainer wishes to focus on only one particular topic s/he can pick the respective module and use it as a stand-alone session, with or without group work. Experienced trainers are free to choose aspects of a module or to modify them. Inexperienced trainers or those less familiar with BPI are recommended to use the sessions as they are in order to ensure a certain quality standard.

Each module contains a **warmup**, **theory session**, **application** (pair, group work or other application of the concept) and **wrap up**. Depending on the purpose and time available, applications can be dropped or assigned for individual work. It is important to note that applications were designed to enforce and contribute to learning.

Sample agenda for a full 3-day BPI Training of Trainers

While 4 days is ideal to provide enough time for meaningful applications and discussions and in-depth learning, the table below describes the flow of **three ToT days**. This entails three very full days of minimum 8 hours of “class time” plus up to 90 minutes working in groups (without the involvement of a trainer) each evening, for a total of approximately **27 hours investment in BPI**.

Period	Day 1	Day 2	Day 3
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<i>Trainees to prepare before AM session (i.e., evening)</i>	<i>Read BPI before coming (see Participant Package)</i>	<i>Groups continue app. 2h (evening/morning) to complete Tools 1 & 2</i>	<i>As needed, groups finish Steps 2/3; Read 2 Case Studies</i>
AM SESSION (app. 4h)	0: Opening (0h30) 1. Background (1h) 2. Why BPI? (1h30) 3. What's In a Context? (1h30)	Step 1 continued: Tools 1 2 plenary (1h) D2/Tool 3 and 1 more (3h)	Steps 2/3 continued: Plenary (2h) 8. Integrate BPI into PPP (1h30) <i>NB: 30min padding added here</i>
PM SESSION (app. 4h)	4. Words Matter: Conflict-specific (1h15) 5. Own the Process (0h45) 6. Step 1: Analyse the Context (2h) Analyse the Context	<i>NB: 2h padding added in this session</i> 7. Step 2. Examine Interactions and Step 3. Propose Alternatives (2h)	9. Make MEAL "BPI-fit" (2h) 10. Learning Outcomes plus Training Evaluation (2h)

The schedule is heaviest on Day 1 (when trainees have the most energy) and gets lighter. While duration times are estimates, the intention was not to schedule more than 4h each morning and 4h each afternoon (even though most IFRC trainings permit 9+ hours during such settings). A portion of time in the afternoon of Day 2 and morning of Day 3 (2h30 all together) called 'padding' has been intentionally added to allow more flexibility when group work or discussions are worth waiting for. In the opposite case, when timings are less than those actually estimated/planned, it is proposed that start time or lunch/ breaks be more leisurely. It is expected that the Trainer (and her/his team) arrive to the site at least one full day prior to plan with organisers, prepare the training hall and arrange materials.

Additional Module details:

MODULE NAME	AIMS of MODULE	Timing Total	Timing App. Only ²
0.OPENING	<ul style="list-style-type: none"> Official opening (if planned) Introductions Expectations, rules, materials 	30 min	0
1.BACKGROUN D	<ul style="list-style-type: none"> Introduce the BPI, "Do No harm" and CSPM Anchor learning in the organisational history of the IFRC 	1h00	0h20

² "Application only" time is when participants are exchanging in pairs, groups or feeding back in plenary from the same. Evening work by participants in groups is not included here. This is where the 2-day Training makes the most cuts. This column sums to more than 14 hours of a 28hr training (so, 50%) invested in participants applying the concepts.

	<ul style="list-style-type: none"> Explain evolution of the BPI and its fundamental principles 		
2. <u>WHY BPI?</u>	<ul style="list-style-type: none"> Understand rationale of BPI, conflict sensitivity, and Do No Harm Establish why the BPI is fundamental to the Movement's work Recognise which scenarios may be context-insensitive 	1h30	0h50
3. <u>WHAT'S IN A CONTEXT?</u>	<ul style="list-style-type: none"> Discover and apply 6 dynamics pertinent to your context Explore how to determine when to consider each dynamic 	1h15	0h50
4. <u>WORDS MATTER</u>³	<ul style="list-style-type: none"> Conflict Specific: Create a common understanding of the concepts and terminologies relevant to the BPI 	1h15	0h35
5. <u>OWN the PROCESS</u>	<ul style="list-style-type: none"> Introduce BPI Process flow with an energizer to remember the 3 steps 	0h45	0h45
6. <u>Step 1: ANALYSE THE CONTEXT</u>	<ul style="list-style-type: none"> Learn Step 1 of the BPI-Cycle: understand what a context analysis is and how to conduct it Master tools used to conduct a context analysis focused on Dynamic 1/ Gender & Diversity and D2/Conflict Be aware of tools that can reflect the 4 other dynamics when deemed important to your context 	8h00 (through lunch on Day 2)	5h10 (4 tools) NB: not counting indep. grp time
7. <u>Step 2: EXAMINE INTERACTION S</u> and <u>Step 3: PROPOSE ALTERNATIVE S</u>	<ul style="list-style-type: none"> Examine how the context impacts our intervention and how our intervention impacts the context Adjust the intervention to make it sensitive to given context, and to make informed choices that ensure the intervention is "BPI-proofed" Be able to determine if an intervention is "BPI-proofed" 	4h00	3h00
8. <u>INTEGRATE BPI</u> into PPP (Project/ Prog. Planning)	<ul style="list-style-type: none"> Determine how/where to integrate the BPI into the project management cycle Establish how the BPI contributes to programme planning Highlight existing IFRC tools that can be incorporated 	1h30	0h40
9. <u>Make MEAL BPI-FIT</u>	<ul style="list-style-type: none"> Understand the rationale and approach of BPI-proofed MEAL methods (or PMER) Experiment with ways BPI can be an integral part of monitoring, evaluation, accountability and learning, types of BPI indicators and baselines 	2h	1h20

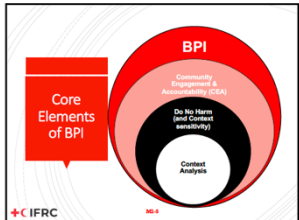
³ This is the only module proposed that focuses exclusively on CSPM. All other modules aim to include CSPM as much as possible while respecting and giving participants grounding in the wider scope of BPI.

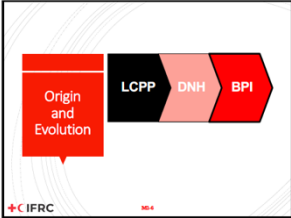
10. LEARNING OUTCOMES	<ul style="list-style-type: none">• Critique real applications of the BPI• Consolidate lessons learned from BPI Implementation to date	2h	0h40
COURSE EVALUATION	<ul style="list-style-type: none">• <i>To be used at the end of Module 10</i>	Included above	Included above

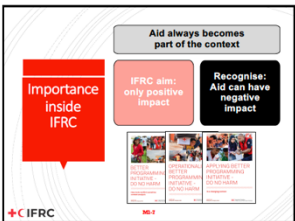
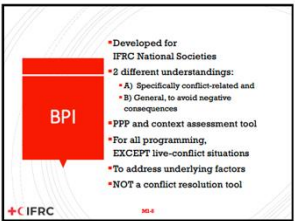
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MODULE 1		BPI BACKGROUND	
Objectives	<ul style="list-style-type: none">Introduce the BPI, “Do No harm” and CSPMAnchor learning in the organisational history of the IFRCExplain evolution of the BPI and its fundamental principles		
Key Learnings	<ol style="list-style-type: none">The BPI evolved from important humanitarian principles to meet the need of evolving contexts and gaps in humanitarian programmingIt is an integral and comprehensive approach of responsible and effective humanitarian programming.Conflict sensitivity is a critical element of the BPI		
CHOREOGRAPHY	Additional details in PPT below		Duration (55 min)
Warm Up	Ask participants if they’ve heard of the BPI, conflict sensitivity and Do No Harm before. Ask them to turn to their neighbour and discuss what they know about this topic. Discuss this as a group, writing input on a flipchart.		10 min
Theory	<p>13 slides (all-inclusive i.e. title, transitions, Q&A, etc):</p> <ol style="list-style-type: none">Explain the core elements of the BPIDefine what is meant by Better Programming Initiative and why the IFRC developed itDescribe Fundamental Principles of the IFRCExplain how conflict sensitivity is critical in responsible humanitarian intervention		20 min
Application	Pair work: Have participants pair up and choose a Fundamental Principle to illustrate with a real-life example.		10 min
Plenary/feedback	Share real-life examples of Fundamental Principles		10 min
Wrap Up	Ask participants to express their opinions and doubts about the BPI		5 min
Materials needed:	Projector, Flipchart or any other chart, Marker, Scotch tape		
Participants receive or should access:	<ol style="list-style-type: none">Power point deck for Module 1In PP: Handout A (Mod1_HANDOUT_History.doc)In PP: Handout B (Mod1_HANDOUT_Fundamental Principles.doc)2016 Applying BPIAid: supporting or undermining recovery paper		
Notes to facilitator	This session sets the tone, style, and expectations of the training. Participants should have been provided 2016 Applying the BPI document for study prior to arrival.		
Legend	If used below: method advice , key attention , examples		
SLIDE DECK: PowerPoint			


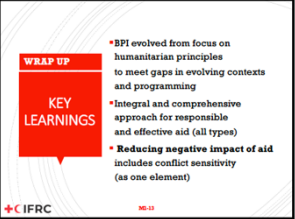
<p>1</p>	<p>Slide 1. Welcome to the beginning of your training on the IFRC's Better Programming Initiative training. To begin, I will share some information on the origin of BPI and how it has evolved into what it is today, the analytical framework that you will learn about and apply.</p>
<p>2</p>	<p>Slide 2. <i>Facilitator summarizes the messages below: below (bullets are animated on click)</i></p> <p>There are three learning objectives of this section on the background of BPI.</p> <p>(CLICK) 1. To introduce the BPI, "Do No harm" and Conflict Sensitivity Programme Management (CSPM)</p> <p>(CLICK) 2. Anchor your learning of the BPI within the organisational history of the IFRC and humanitarian principles preceding and related to the BPI</p> <p>(CLICK) 3. Explain the origin and evolution of the BPI and share the fundamental principles behind it</p>
<p>3</p>	<p>Slide 3. Ask the participants to stand up if you have already heard of any of these three topics.</p> <p>List off the topics:</p> <p>(CLICK) The BPI (prior to having been assigned to attend the ToT)</p> <p>(CLICK) Conflict sensitivity</p> <p>(CLICK) Do No Harm.</p> <p>Tell participants to look around and introduce themselves to the person standing /sitting closest to them and spend 5 minutes discussing what they know about these topics.</p> <p>Time: 10 minutes</p>
<p>4</p>	<p>Slide 4. <i>Facilitator says (in own words):</i> The IFRC describes its Better Programming Initiative, or BPI for short, as (CLICK) "An initiative born of the conviction that in communities affected by heightened vulnerability, fragility, conflict or violence, well-planned aid programming with alternative and creative implementation options can support local capacity"</p> <p><i>Facilitator summarizes and/or encourages participants to read quietly :</i></p> <p>The main aim of the Better Programming Initiative (BPI) is to develop the International Federation's capacity to plan and implement any programming which encourages longer-term, sustainable results. It does this by providing a tool that supports systematic context analysis to help ensure that programmes strengthen local capacities for DRR, response and recovery and</p>

	<p>avoid reinforcing systems of inequality. Additionally, it also aims to consolidate opportunities for peace through better analysis and understanding of relationships between people in conflict-affected communities.</p>
<div data-bbox="203 386 500 604">  </div> <div data-bbox="203 611 212 625">5</div>	<p>Slide 5. <i>Facilitator summarises the below in his/her own words:</i></p> <p>A main method employed by BPI is context analysis. While conflict Sensitivity remains at the heart of this approach, the latest thinking expands BPI to include other “dynamics” also changing rapidly. This approach acknowledges our involvement in the context and calls for specific working approaches to mitigate harm and contribute to positive impact on context.</p> <p>The core elements of the BPI are:</p> <ul style="list-style-type: none"> - Community Engagement & Accountability (a common theme in many IFRC / NS trainings) - The original Do No Harm principle /conflict sensitivity, and ... - A thorough and iterative context analysis with consideration for influential dynamics and a focus on conflict-sensitivity. <p>These elements coalesce in the form of the BPI as an integrated part of IFRC’s work in enhancing community resilience, together with a broader approach to do no harm through operationalization and adherence to humanitarian principles, mainstreaming of protection, gender and inclusion principles, and community engagement and accountability.</p> <p>The principle of do no harm is at the essence of all IFRC work, and consequently is prominent in a number of tools, resources and trainings. These include Protection, Gender and Inclusion (PGI) work broadly, and its main sub-components, including training and guidance on</p> <ul style="list-style-type: none"> - SGBV - Child Protection - Disability inclusion - Trafficking in persons - Inclusive programming. <p>The present guidance builds on the existing CEA guidance, but with a particular emphasis on the possible unintended negative consequences of our interventions (e.g. discrimination, exclusion or violence). The BPI emphasizes the need to understand the connections in a community and how our presence and activities influence them. It also helps National Societies integrate a do no harm approach into all aspects of planning and programming. The</p>

	<p>CEA training and resources also provide tools and approaches to ensure that all of our work adheres to the 'do no harm principles'.</p> <p>Furthermore the Youth as Agents of Behavioural Change, humanitarian education and the work under the strategic framework on education also have the essence of Do No Harm at their core.</p>
 <p>6</p>	<p>Slide 6. <i>Facilitator summarizes the text below:</i></p> <p>"The "Do no Harm" (DNH) concept is borrowed from medical practice and traces its origins to the Hippocratic Oath. It was then developed for humanitarian action by Mary Anderson in the 1990s, as an approach to working effectively in conflict-affected situations. (...)</p> <p>The potential negative effects of aid emerged as a subject of discussion during emergency situations including the genocide in Rwanda (1994) and following the major natural disasters of 2000 to 2010 (the tsunami in South East Asia and the earthquake in Haiti). This awareness led to an increased interest in preventing the negative effects of various types of intervention. In the 2000s, DNH became central to thinking on intervention in fragile states."</p> <p>The Do No Harm principle, the essence of which is derived from medical ethics, requires humanitarian and development actors to strive to minimize the harm they may do inadvertently by their presence and by providing assistance and services. Unintended negative consequences may be wide-ranging and extremely complex. Remaining aware that we do not avoid harm by avoiding action; doing nothing when people are in need and you are capable of helping is essentially causing harm.</p> <p>In 1999, The Plan of Action for 2000–2003 called for IFRC to develop a strategy to guide post-conflict relief and rehabilitation programming based on National Societies' capacity for social mobilization and service programming. Taking DNH, and its methodology of connectors and dividers analysis, on as one of its core elements, the IFRC's Better Programming Initiative, the BPI, was born.</p>

 <p>7</p>	<p>Slide 7. <i>Facilitator presents the notions below in his/her own words:</i></p> <p>Do no harm, as an approach, was developed by Mary Anderson in the 1990s, as a result of her work on the Local Capacities for Peace Project (LCPP). The IFRC adapted the DNH approach and its methodology of connectors and dividers analysis to the Red Cross and Red Crescent in the early 2000s. It was named the Better Programming Initiative (BPI) and was initially used in conflict situations like Sierra Leone, Liberia and Afghanistan, as well as to analyse post-conflict recovery situations. The transition from DNH to BPI leads us towards a more neutral, empirical approach, in line with IFRC's mission (post conflict situations).</p> <p>In 2003, the IFRC analysed the implementation of the BPI in six National Societies (Bangladesh, Colombia, Kosovo, Liberia, Nigeria, Tajikistan) and discovered that the BPI was mainly being used as a tool to assess the positive and negative impacts of IFRC and the National Societies supported activities in post-conflict contexts. Its value as a participatory planning process had quickly and widely been recognized, but the methodology was used primarily to analyse existing activities in order to test their usefulness. In most cases, it began as an analytical tool and then became a platform for engaging staff and community members to provide information and to participate in the revision of existing activities and the planning of new ones. However, trained field delegates and National Society staff recognized that this tool could also be used in other contexts. The BPI provided an element of analysis that links humanitarian and longer-term actions.</p> <p>The IFRC recognized the need to revise and update BPI in line with current humanitarian trends and approaches and revive its use within the IFRC and its member National Societies. Conflict sensitivity, and the methodology for conflict sensitive program management, as well as the principle of Do No Harm and its methodology remain highly relevant.</p>
 <p>8</p>	<p>Slide 8. <i>Facilitator presents the text below in his/her own words:</i></p> <p>The evolution of the BPI from its predecessor, LCPP, has resulted in a few noteworthy differences.</p> <p>The BPI was developed as a tool to support participatory planning, specifically for the IFRC.</p> <p>During 2002, the BPI was successfully introduced in other, non-conflict-related contexts and integrated with other planning and</p>

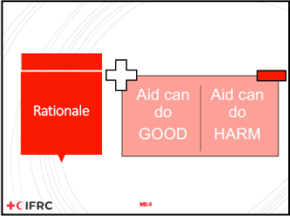
	<p>assessment tools in the project management cycle to promote a more holistic approach to programming. In 2013 the BPI was revised and adapted to the modern context of humanitarian cooperation and in 2019 the BPI was further enhanced to include the CSPM framework. Another goal of the latest revision of the BPI was to explicitly consider the work that has been developed to support the IFRC area of focus on protection, gender and inclusion. Now the BPI provides an element of analysis that links humanitarian and longer-term actions and consistently addresses fragility and conflict factors in all contexts.</p> <p>While there are 2 very different understandings:</p> <ul style="list-style-type: none"> ▪ A) Specifically conflict-related and ▪ B) General, to avoid negative consequences <p>BOTH could be critically important, depending on your context.</p>
	<p>Slide 9. <i>Facilitator summarizes the text below:</i> <i>The IFRC's fundamental principles are humanity, impartiality, neutrality, independence, volunteer service, unity and universality. These principles, along with preceding important humanitarian frameworks like Do No Harm, shaped the BPI. To learn more about these principles please refer to the Participant handout.</i></p>
	<p>Slide 10. Ask participants to pair up with the person that they discussed the subject matter with at the beginning of the session. Ask them to work together to choose a Fundamental Principle to illustrate with a real-life example linked directly to BPI, or explain how they are linked.</p> <p>Time: 10 minutes</p>
	<p>Slide 11. In plenary, select one pair to share their real-life BPI example of each of the unique Fundamental Principle.</p> <p>Time: 10 minutes</p>

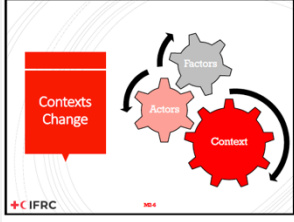
	<p>Slide 12. Address participants questions, concerns, or doubts.</p>
	<p>Slide 13. <i>Facilitator reviews key learnings.</i> (CLICK) The BPI evolved from important humanitarian principles to meet the need of modern context and gaps in humanitarian programming (CLICK) It is an integral and comprehensive approach of responsible and effective humanitarian programming. (CLICK) Conflict sensitivity is a critical element of the BPI. Time: 5 minutes</p>
<p>Application handouts</p>	<p>A. Fundamental Principles Handout (see PP)</p>
<p>Participant reading for before the session (see 3R folder)</p>	<p>1. 2016 Applying BPI 2. Aid: supporting or undermining recovery paper</p>
<p>HOLDING SPOT</p>	

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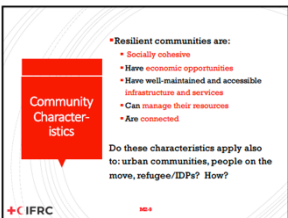

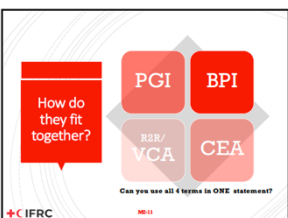
MODULE 2		WHY BPI?	
Objective	<ul style="list-style-type: none">Understand the rationale of BPI, conflict sensitivity, and Do No HarmEstablish why the BPI is fundamental to the work of the MovementRecognise context-insensitive scenarios		
Key Learnings	<ol style="list-style-type: none">Importance of/link to the seven Fundamental PrinciplesThe IFRC has a legal mandate for creating and implementing the BPIHumanitarian interventions become part of the context and can either cause harm, do good, or bothChanging contexts require a modernized and comprehensive methodology designed to enhance resilience		
CHOREOGRAPHY	Additional details in PPT below		Duration : 1h30
Warm Up	Ask participants to share 2-3 experiences of an intervention that they know caused harm		10 min
Theory	<div>14 slides (all-inclusive i.e. title, transitions, Q&A, etc):</div> <ol style="list-style-type: none">National Societies and the MovementIFRC MandateBPI Rationale (CS)Changing contexts and the resilience approach		25 min
Application	In 4 groups, review an intervention scenario and answer 3 questions: <ol style="list-style-type: none">Where might the program influence the context?How might the program be affected by the context?What does or should this mean for PPP?		30 min
Plenary/feedback	Present and discuss		20 min
Wrap Up	Address participant questions, comments or doubts		5 min
Materials needed:	Projector, Flipchart or any other chart, Marker, Scotch tape		
Participants receive:	<ol style="list-style-type: none">Participant PacketPower point slide deck for Module 2Handout: description of Context Scenarios		
Notes to facilitator	The facilitator of this session needs an in-depth knowledge and understanding of IFRC policy issues.		
Legend	If used below: method advice , key attention , examples		
SLIDE DECK: PowerPoint			

<p>1</p>	<p>Slide 1. <i>Facilitator says (in own words):</i> In this module we'll uncover the BPI and its relevance for better programming throughout the IFRC Movement.</p>
<p>2</p>	<p>Slide 2. <i>Facilitator summarizes the messages below: below the module objectives :</i></p> <p>The objectives of this session are to:</p> <ul style="list-style-type: none"> -Understand the rationale of BPI, Do No Harm and conflict sensitivity -Establish why the BPI is fundamental to the work of the Movement -Recognise context-insensitive scenarios
<p>3</p>	<p>Slide 3. Call on 2-3 participants to briefly share examples of interventions that they know of that caused harm to the beneficiaries they were meant to help or caused harm in another way.</p> <p>Time: 10 minutes</p>
<p>4</p>	<p>Slide 4. <i>Facilitator presents the text below in his/her own words:</i> Each component of the Movement has its own legal identity and role, but they are all united by the seven Fundamental Principles.</p> <p>National RCRC Societies act as auxiliaries to their national authorities. They provide a range of services including disaster preparedness, response and recovery, health and social welfare. In wartime, the ICRC and National Societies may assist the civilian population and support the medical services of the armed forces. The specific areas in which a NS acts as an auxiliary to its authorities in the humanitarian field need to be clarified together with the State. The right balance between the auxiliary role and the duty of the NS to preserve its autonomy of action and decision making in all circumstances, and in particular in sensitive and insecure contexts, must be struck.</p> <p>Not being conscious of the auxiliary role, NS may be tempted to overlook the BPI but this is not acceptable as it could lead to violations of the Do No Harm principle, and potential breaches in the application of the FPs.</p>


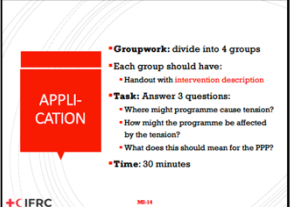
	<p>Ask participants to share an example of when this may have happened</p>
 <p>5</p>	<p>Slide 5 <i>Facilitator presents the text below in his/her own words:</i></p> <p>There are enormous difficulties in implementing effective programmes among people whose basic capacity to relate to one another has been diminished generally through fragile or vulnerable contexts, violent outbursts, or even destroyed entirely by the horrors of war. Humanitarian intervention cannot reverse or compensate for the suffering and trauma that has occurred during conflict or violence. It can be the first opportunity for fragile, or war-affected communities to experience an alternative to conflict as the sole basis for their relationship with opposing groups.</p> <p>The core of principled humanitarian action through Community Engagement & Accountability (CEA) is the realization that humanitarian assistance can do harm as well as good. Other organizations, such as the United Nations (UN), have also increased resources and attention on improving CEA, through initiatives such as communicating with communities (CwC), communication for development (C4D) and accountability to affected populations (AAP).</p> <p>The Do No Harm principle, a core element of the BPI, requires humanitarian and development actors to strive to minimize the harm they may do inadvertently by their presence and by providing assistance and services while taking strategic action to help.</p> <p>Do not neglect a thorough context analysis because of the complexity of the context. While Do No Harm is mainly about avoiding the negative impacts our interventions can have on the context, the BPI does this by looking also at the potential positive impacts of our work. The focus on conflict sensitivity that the BPI encompasses also takes into account the interaction between the context and our intervention.</p> <p>The beneficiaries we target, the staff we hire, the sources we use to inform needs assessments, the type of programmes we implement and the way we deliver assistance can add to tension and increase conflict. When we choose to intervene in a specific context, we become part of it. Thorough conflict sensitive context analysis and programme planning help us avoid negative impacts and, critically, enable us to consider all dynamics of a context, especially gender and other aspects of diversity, to identify better programme options that strengthen people's links to one another and promote recovery.</p>

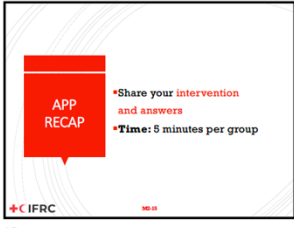
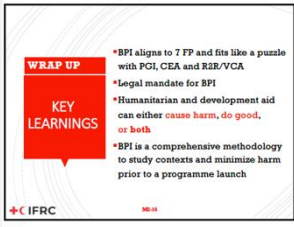
	<p><i>Facilitator asks trainees for examples of potential negative and positive impacts of humanitarian intervention</i> <i>(if they fall short, trainer can suggest those below):</i></p> <p><u>Potential negative impact of humanitarian intervention:</u></p> <ul style="list-style-type: none"> - Undermines existing positive social systems - Distorts market or trade relations - Fuels tensions among groups or plays into pre-existing divisions - Delegitimizes factors or institutions which restrain violence in a community - Transfers resources to groups or institutions that are prone to tension - Transmits negative ethical messages of mistrust, powerlessness, impunity - Reinforce negative gender stereotypes - Expose women, girls and all vulnerable groups to dangerous situations - Creates dependency <p><u>Potential positive impact of humanitarian intervention:</u></p> <ul style="list-style-type: none"> - Strengthens or reinforces systems of mutual benefit - Reinforces factors which limit violence - Brings communities together, reinforces dialogue - Strengthens traditions which bind groups together or prevent violence - Transmits positive ethical messages of trust, empowerment, equality, responsibility etc. - May empower groups - Active role of women in decision making - Safe access to health facilities for women, girls and all vulnerable groups
 <p>6</p>	<p>Slide 6. <i>Facilitator presents the text below in his/her own words:</i></p> <p>In recent years, new actors have entered the humanitarian and development scene. This is creating opportunities in terms of funding, learning and maximizing outcomes, but it also creates risks. Both on the donor and research and innovation side, as well as on the implementing side, there has been an increase in actors who are not aware of humanitarian principles and standards, or who are guided by other motives such as financial and quick political gains.</p> <p>The context changes due to developments within the Movement as well as the wider humanitarian and development sector. Since BPI came about there have been changes in both factors and actors.</p> <p>Vulnerabilities and hazards are shifting. Urbanization and its consequences are a major factor; another is climate change. Additionally, there is an increasing realization of the necessity to understand the intercon-nectedness of many factors in creating</p>

	<p>fragility, violence and conflicts as well as other destabilizing factors. Scarcity of funds and overlapping/cascading disasters add complexity. In this training we call these influential factors “dynamics.” In the next module we will learn about 6 important dynamics.</p>
 <p>7</p>	<p>Slide 7. <i>Facilitator presents the text below in his/her own words:</i></p> <p>For a long time, the symbiosis between humanitarian and development work was ignored in terms of how the international community responded to crises and disasters. The result was an institutionalized gap between humanitarian and development actors as well as within donors and funding structures.</p> <p>There has however been an increased recognition of the fact that rebuilding physical and social infrastructure, reintegrating returning populations, strengthening governance and civil society, maintaining security while developing a justice system, and protecting peoples' rights and dignity must be addressed simultaneously. Additionally, the need to think longer-term already in the relief phase, together with addressing risks through relief, recovery and development efforts have gained traction. Three approaches aim to bridge humanitarian and development efforts –recovery, resilience and risk reduction – and the three are interlinked.</p> <p>The IFRC recognized these developments and an important change from its Strategy 2010 to Strategy 2020 was an “enhanced focus on our development activities alongside our well-known disaster assistance efforts.” The strategy under strategic aim 2 emphasizes that the IFRC’s specific contribution to sustainable development is through strengthening community resilience. Reaffirming its contributions to major global humanitarian and development frameworks including the Sustainable Development Goals and the Sendai Framework for Disaster Risk Reduction, the Strategy 2030 has set out its strategic goals to enable people to: 1) anticipate, respond to and quickly recover from crises; 2) lead safe, healthy and dignified lives, and have opportunities to thrive; and 3) mobilise for inclusive and peaceful communities. Furthermore, building on the journey from Strategy 2020 in promoting a culture of non-violence and peace, it has confirmed its continued focus over the coming decade on protecting and promoting a positive change for humanity, based on humanitarian values and principles.</p>

 <p>8</p>	<p>Slide 8. <i>Facilitator presents the text below in his/her own words:</i></p> <p>IFRC defines resilience as “the ability of individuals, communities, organizations, and countries exposed to disasters, crisis, and underlying vulnerabilities, to anticipate, prepare for, reduce, the impact of, cope with and recover from the effects of shocks and stresses without compromising their long-term prospects.” Although the definition recognizes that resilience can be observed and strengthened at multiple levels, for IFRC resilience relates to all activities that National Red Cross and Red Crescent Societies carry out, and the quality of the programmes and services that they deliver in response to the demands of their communities.</p>
 <p>9</p>	<p>Slide 9. <i>Facilitator presents the text below in his/her own words:</i></p> <p>According to IFRC’s Framework for Community Resilience, and its more recent Roadmap for Community Resilience (R2R), resilient communities are socially cohesive, have economic opportunities, have well-maintained and accessible infrastructure and services (including access to information and building capacity/training), can manage their natural assets, and are connected. Additionally, greater equality within communities is important to increase resilience.</p>
 <p>10</p>	<p>Slide 10. <i>Facilitator presents the text below in his/her own words:</i></p> <p>Community resilience is about a demand-driven, people-centred approach. This entails that all initiatives should recognize the capacities and strategies that women, girls, boys and men of all ages and abilities have and adopt to survive with dignity are integral to the design and approach of any developmental or humanitarian response. Such an approach seeks to improve local communities’ self-reliance and self-protection, social justice and participatory decision-making, building on self-assessments through an adapted VCA.</p> <p>A people-centred approach must be gender and diversity-sensitive to ensure that the key role of individuals and communities is supported through equal and meaningful inclusion of individuals and communities in procedural, resource and decision-making processes.</p>
 <p>11</p>	<p>Slide 11. While the core principles and methodology of the BPI are extremely relevant, there is a need to ensure that the methodology and tools are in line with the other current approaches in the sector at large and within RCRC. It is easy to conflate the four important APPROACHES visible here.</p> <p>PGI: “Protection, gender and inclusion” (PGI) is one of the seven strategic “areas of focus” of the IFRC. It is our approach to addressing protection and inclusion issues in a shared way, looking at immediate risks and consequences of violence, discrimination and exclusion, and</p>

	<p>the causes of those risks. It is based on a thorough analysis of how people's gender, disability, age and other diversity factors causes risk – affecting their vulnerability to harm and exclusion.</p> <p>Programme options are then designed to respond, remedy or prevent the risk of harm and/or exclusion. Protection, gender and inclusion concerns are equally present in humanitarian, development and peace-building work, so activities will vary according to context.</p> <p>Community Engagement and Accountability (CEA) is the process of and commitment to providing timely, relevant and actionable life-saving and life-enhancing information to communities. It should be an element of all programming.</p> <p>The BPI provides a methodology to open a dialogue and engage with communities with the purpose of minimizing unintended negative consequences and harm that development and humanitarian activities may be doing unintentionally. It does this through context analysis and a toolkit for understanding how external actors may be perceived; something that is crucial for ensuring access to local communities and affected populations, especially in conflict situations.</p> <p>The main defining feature of BPI that makes it different from the others on this slide is that it enables us to analyse potential triggers for tension or conflict, such as divisive factors. There is no evidence to suggest that ensuring humanitarian access, protection and minimizing unintended harm have become less important. In addition, there is a greater realization that we need to address underlying causes. Manoeuvring in new and complex contexts with new and diverse actors demands thorough analysis of the context and a good understanding of the impact of humanitarian and development activities and how these are perceived.</p> <p>Short SUMMARY: TERMS found verbatim in recent IFRC published materials:</p> <ul style="list-style-type: none"> • BPI: a pathway to better programming based on context analysis that carefully examines triggers for tension • CEA: a process/commitment to provide timely, relevant and actionable information to communities (to those involved in programs) • PGI: an approach to address protection/inclusion issues based on analysis of how diversity may increase risk
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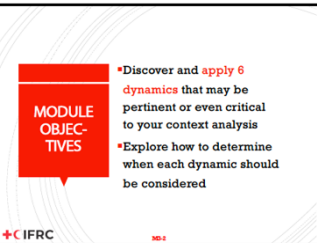
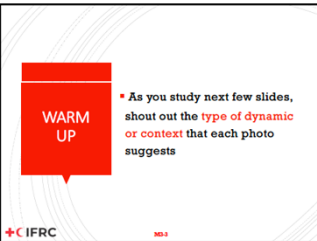

	<ul style="list-style-type: none"> • R2R/VCA: a process to help communities understand and act on risk <p>Ask participants: Can you use all 4 terms in ONE statement?</p> <p>Examples (on hidden slide 12):</p> <ul style="list-style-type: none"> • BPI's context analysis combined with a PGI-based analysis and CEA process form a solid foundation for planning for community-based projects, including the R2R/ECVA OR • A PGI-based analysis combined with BPI's context analysis form a solid foundation for a community-led R2R/VCA that leads to CEA-inspired programming to help communities understand and act on risk
	<p>Slide 13. Address participants questions, concerns, or doubts.</p>
	<p>Slide 14. Ask participants to divide into 4 groups and gather at separate tables. Method advice: You can have them count off 1-4 until each participant has announced a number then separate into groups based on the number they called out.</p> <p>Provide each group a handout with a unique intervention description (called "an intervention scenario"). The scenarios must be prepared before the session. The scenarios chosen should include at least one that is very similar to the local context (so it is discussed thoroughly without forgetting the training aim of being able to apply BPI concepts beyond one context). The set of scenarios should also contain a mix of man-made and natural hazard triggers. One option is to provide this in the Participant packet the night before.</p> <p>Ask participants to answer the following 3 questions (while they are general, it is expected that the answers will be very specific to the scenario, including varying impacts):</p> <ul style="list-style-type: none"> -Where might the program cause tension? -How might the program be affected by the tension? -What does this mean for the PPP? <p>Time: 30 minutes</p>



 <p>15</p>	<p>Slide 15. Ask a representative from each group to share a brief description of the intervention they were provided and their answers to the three questions.</p> <p>Facilitator will moderate discussion of the participant's answers.</p> <p>Time: Each group has 5 minutes, 20 minutes total</p>
 <p>16</p>	<p>Slide 16. Remind participants of the key learnings:</p> <ul style="list-style-type: none"> • BPI aligns to 7 FP and fits like a puzzle with PGI, CEA and R2R/VCA • Legal mandate for BPI • Humanitarian and development aid has potential to either cause harm, do good, or both • BPI is a comprehensive methodology to study contexts and minimize harm prior to a programme launch
<p>HANDOUTS</p>	
<p>Application</p>	<p>Handout C with a unique intervention scenario description</p>
<p>Participant reading</p>	<p>No reading required, unless the intervention scenarios are complex and require more thought (in this case need to include them in the welcome or participant packet)</p>
<p>HOLDING SPOT</p>	




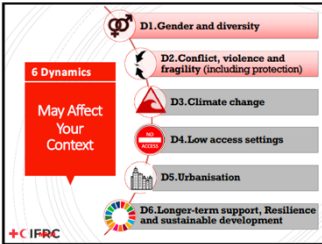
Go to [INTRODUCTION](#)

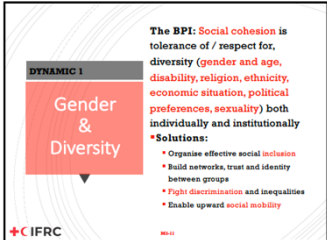
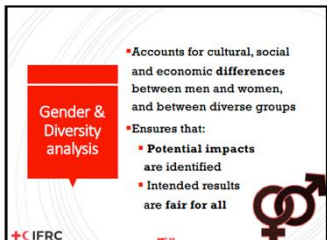
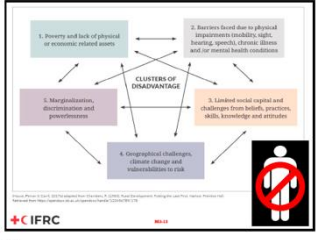
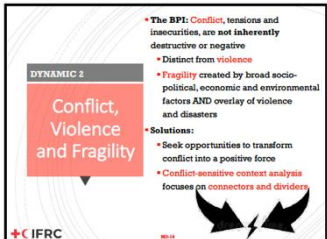
MODULE 3		TITLE: What's <u>in</u> a context?
Objective	<ul style="list-style-type: none"> Discover/apply 6 dynamics pertinent to your context analysis Explore how to determine when each dynamic should be considered 	
Key Learnings	<ol style="list-style-type: none"> Understand the context we are working in and how key dynamics and actors influence it <ul style="list-style-type: none"> Contexts change We influence context A changing context influences risks and vulnerabilities Continuously analyse the context; learn and adjust <ul style="list-style-type: none"> Include all pertinent dynamics (and actors) Data gathering and knowledge management is key 	
CHOREOGRAPHY	Additional details in PPT below	Duration: 90 min
Warm Up	<ul style="list-style-type: none"> To demonstrate the vast variety of contexts in which we work (inspired by those in BPI), show series of 6 slides, each with an animated photo collage (see slide descriptions below) Ask trainees to shout out which context or dynamic may be represented in the photos Method advice: The 6 dynamics each have one photo collage, and can/should be edited to include some images from country/region/context in which training takes place 	5 min
Theory	23 slides exploring the 6 dynamics that may apply to any context: <ul style="list-style-type: none"> Gender and Diversity Fragility, violence, and conflict Climate change/natural hazard exposure Rural/low access Urbanisation Resilience, sustainable development 	25 min
Application	Groupwork: Divide into 6 groups <ul style="list-style-type: none"> Assign each group 1 dynamic and 3 context descriptions (same 3 scenarios for each) Task: each group comes to consensus on which of the 3 scenarios requires their dynamic to be considered 	20 min (est. 6 min per scenario * 3)

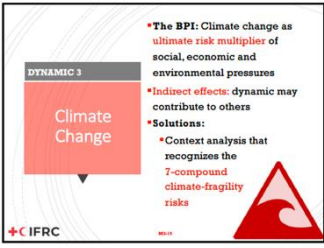
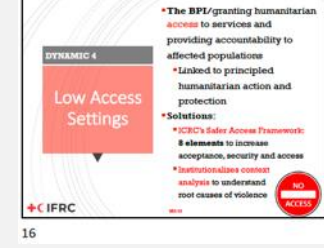

Plenary	<p>Method advice: Have 3 flipcharts in front, 1 for each scenario: A-B-C</p> <ul style="list-style-type: none"> Groups take turns; write their assigned dynamic on a flipchart and present their findings <p>As synthesis, ask each group the following open questions:</p> <ul style="list-style-type: none"> What trends can we identify across these 3 scenarios? <i>Method advice: Encourage trainees to see that Gender and conflict are the most pervasive dynamics. There are few scenarios in which these dynamics will not be important.</i> Which dynamics apply to all 3 scenarios? Why? Is there a dynamic that was not appropriate for any scenario? Why? 	<p>30 min total est. app. 3 min * 6 groups</p>
Wrap Up	<p>Ask participants: How do you suggest a program manager should choose which dynamic to include or not?</p> <ul style="list-style-type: none"> Get free ideas as brainstorming... This training cannot provide in-depth practice to employ all 6 dynamics, but we'd like you to develop a simple tool (as evening assignment) to help practitioners determine which dynamic(s) should and should not be included in a given context analysis Assign as evening work (group or independent) 	<p>10 min</p>
Material needed:	Flip charts and markers (6)	
Participants receive:	<p>3 context descriptions (1 per trainee group) TO BE PREPPED BY TRAINER and inserted into Participant Packet.</p> <p>Examples in: Folder Case Study Compilation</p>	
Notes to facilitator	<p>The training materials contain an example of the context descriptions, but you are welcome to replace one/more with more pertinent context descriptions relevant to your setting; same for the photos. See folder link above.</p> <p>Also, all photos in the 6 dynamic collages may be changed as facilitators find better ones, more understandable to the participants</p>	

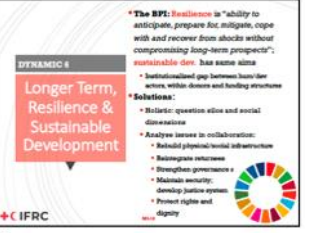
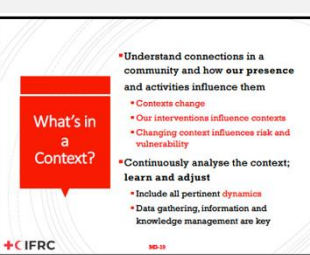

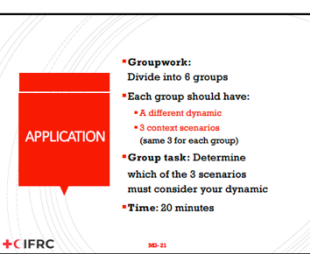
Legend	If used below: method advice , key attention , examples
SLIDE DECK: PowerPoint	
 <p>1</p>	<p><i>Facilitator says (in own words):</i> In this module we will look closely at the differences and dynamic nature of contexts in which we work.</p>
 <p>2</p>	<p>Slide 2</p> <p><i>Facilitator shares the objectives of the module in own words.</i></p>
 <p>3</p>	<p>Slide 3</p> <p>Ask participants to study the images and freely shout out what dynamics they see represented.</p> <p>It is important to share with participants that the aim here is only to introduce the dynamics, and acknowledge that each one easily merits a week-long training on their own!</p> <p>Method advice: All 6 dynamics are featured in at least 1 photo/slide each). The photos are animated—do nothing. Click cursor ONLY to go to next photo slide/collage.</p> <p>Time: 10 minutes</p>
 <p>4</p>	<p>Slide 4</p> <p><i>Wait for someone to shout out "diversity or gender"...</i></p> <p><i>Facilitator responds (in own words):</i> Yes, the BPI underlines that Social inclusion and acceptance of and respect for, diversity, which encompasses gender and age, disability, religion, ethnicity, economic situation, political preferences, sexuality, on both an individually and institutionally level.</p> <p>The Protection, gender and inclusion area of focus addresses all these issues and the minimum standard on PGI provides core guidance on how to analyse and address these issues.</p>


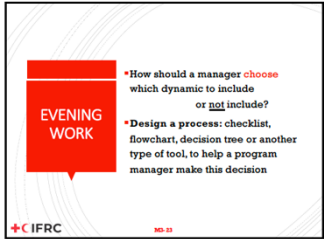

	<p>The IFRC gender and diversity policy defines GENDER as follows: <i>Gender refers to an aspect of people's socially determined identity that relates to masculinity and femininity – it is not binary. Gender roles vary significantly between cultures and can change over time (including over the course of an individual's lifetime). Social and structural expectations to gender strongly influence people's social role, power, rights and access to resources.</i></p> <p>The IFRC gender and diversity policy defines INCLUSION" as <i>"reducing inequalities based on social backgrounds, identities, roles and power relations. Providing inclusive services means giving equitable access to resources for all. In the long term, inclusion also focuses on facilitating access to opportunities and rights for all by addressing, reducing and ending exclusion, stigma and discrimination"</i></p>
	<p>Slide 5 <i>Wait for someone to shout out "fragility, violence, conflict"...</i></p> <p><i>Facilitator says (in own words):</i> Yes, the BPI reminds us that conflict, or tensions and insecurities, are not inherently destructive or negative. They are distinct from violence and that "Fragility" is created by the interconnectedness of many factors such as violence, conflict and disasters. Just like for Gender & Diversity, this dynamic is closely linked to the principle of neutrality. And remember, conflict & tensions are often violent but not always in a visible way.</p> <p>Please remember that the aim here is only to introduce the dynamics, but that each one easily merits a week-long training on their own!</p>
	<p>Slide 6 <i>Wait for someone to shout out "climate change"</i></p> <p><i>Facilitator says (in own words):</i> Yes, the BPI underscores climate change as the ultimate risk multiplier of social, economic and environmental pressures. It also warns that indirect effects of climate change, like food shortages, are important to keep in mind, as one threat may contribute to another.</p>

 <p>7</p>	<p>Slide 7</p> <p><i>Wait for someone to shout out "rural, remote, hard to reach"...and ideally LOW access"</i></p> <p><i>Facilitator says (in own words):</i> Yes, the BPI highlights that humanitarian access is granting access to services, while upholding accountability to affected populations. It is strongly linked to the application of principled humanitarian action and protection. While access is often visualized as linked to high insecurity, remote areas present an entirely different type of access issue.</p>
 <p>8</p>	<p>Slide 8</p> <p><i>Wait for someone to shout out "urbanisation"...</i></p> <p><i>Facilitator says (in own words):</i> Yes, the BPI highlights that the humanitarian community is still not fit to deal with the challenge of urban contexts. Experiences, approaches, tool and skill-sets are grounded in rural or camp settings. Host populations in urban areas are often excluded from assistance. This can increase social tensions.</p>
 <p>9</p>	<p>Slide 9</p> <p><i>Wait for someone to shout out "resilience, sustainable development"...</i></p> <p><i>Facilitator says (in own words):</i> Yes, the BPI describes resilience as the "ability to anticipate, prepare for, mitigate, cope with and recover from shocks and stresses without compromising long-term prospects". Sustainable development has a similar aim without focusing specifically on shocks & stresses. There is institutionalized gap between humanitarian and development actors, within donors and funding structures that the BPI enables us to address.</p>
 <p>10</p>	<p>Slide 10. <i>Facilitator shares in his/her words:</i></p> <p>All contexts are unique and constantly shifting. These 6 dynamics highlight the main factors that influence a context and are currently happening in different places and rhythms all over the world.</p> <p>Of course, there are other factors not explicitly mentioned in the BPI: e.g. social, economic and political dimensions for which "Resilience" is seen as a solution.</p> <p>Any of the 6 dynamics may be very important in your (or our) context and less critical in yours....(nodding/pointing to different trainees).</p>

	<p>So now that you are familiar with these defined dynamics, let's walk through ways the BPI includes them in a context analysis.</p>
<p>Slide 11.</p>  <p>11</p>	<p>Slide 11.</p> <p><i>Facilitator says (in own words):</i> The BPI highlights the need for us to:</p> <ul style="list-style-type: none"> Organise effective and successful social inclusion measures Build networks of relationships, trust and identity between groups; <ul style="list-style-type: none"> Fight Address discrimination, exclusion and inequalities Enable upward social mobility <p>Make reference to the IFRC Minimum standards on Protection, Gender and Inclusion in emergencies</p>
<p>Slide 12.</p>  <p>12</p>	<p>Slide 12.</p> <p><i>Facilitator describes Specific Gender & Diversity Analysis elements/aims especially in a context with fragile settings</i></p>
<p>Slide 13.</p>  <p>13</p>	<p>Slide 13.</p> <p><i>Facilitator says (in own words):</i> R. Chambers (b.1932, British academic and development practitioner, father of participatory rural appraisal) instructs us to think of diversity in a slightly different manner using his diagram of the "clusters of disadvantage" which show:</p> <ul style="list-style-type: none"> Poverty/economics Physical/chronic/mental disabilities Limited social capital Geographical challenges Marginalization/discrimination/powerlessness <p>Considering all of these aspects enable us to ensure inclusion.</p>
<p>Slide 14.</p>  <p>14</p>	<p>Slide 14.</p> <p><i>Facilitator puts the text below into own words:</i></p> <p>The BPI says even in conflicts we should seek opportunities to make small steps towards a positive change.</p> <p>In the BPI method, we use a conflict-sensitive context analysis that focuses on connectors and dividers. Much of this training is focused on this dynamic.</p>

 <p>15</p>	<p>Slide 15.</p> <p><i>Facilitator says (in own words):</i> The BPI suggests that a context analysis recognizes the 7-compound climate-fragility risks to consider all pertinent threats appropriately.</p> <p>You see on the screen these 7 Climate Fragility Risks (see p18 in that document). This is not a comprehensive list but just a quick illustration of current and potential threats. The most important action is contextualized risk analysis of climate change and e.g. indirect/spill-over effects through climate change impact in other parts of the country/the region/the world.</p> <ol style="list-style-type: none"> 1. Local resource competition 2. Livelihood insecurity and migration 3. Extreme weather events and disasters 4. Volatile food prices and provision 5. Transboundary water management 6. Sea-level rise and coastal degradation 7. Unintended effects of climate policies
 <p>16</p>	<p>Slide 16.</p> <p><i>Facilitator puts the text below into own words:</i></p> <p>The BPI highlights the ICRC's Safer Access Framework as one solution. It describes 8 elements to increase acceptance, security and access to affected populations and institutionalizes context analysis performed to understand root causes of violence. The eight elements of the Safer Access Framework are:</p> <ol style="list-style-type: none"> 1. Context and risk assessment 2. Legal and policy base 3. Acceptance of the organization 4. Acceptance of the individual 5. Identification 6. Internal communication and coordination 7. External communication and coordination 8. Operational security risk management
 <p>17</p>	<p>Slide 17.</p> <p><i>Facilitator puts the text below into own words:</i></p> <p>The BPI suggests that urban complexity requires more effective assessment/monitoring of risks, hazards and vulnerabilities and more advanced capacities to ensure efficient delivery of services in cities.</p>

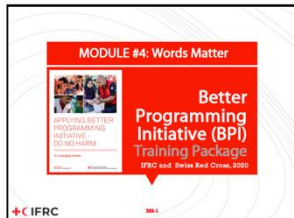
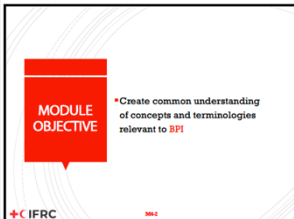
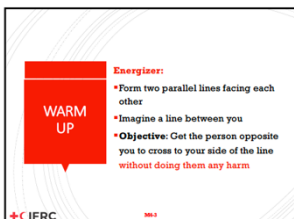
 <p>18</p>	<p>Slide 18.</p> <p>The BPI is a holistic methodology. It applies as much to longer term support as it does to humanitarian response. It questions silos and takes social dimensions into account. It gives us a structured way to analyse and address multiple issues at same time in constructive collaboration:</p> <ul style="list-style-type: none"> ● Rebuild physical/social infrastructure ● Socially integrate refugees into host communities and reintegrate returnees ● Strengthen governance and civil society ● Maintain security while developing justice system ● Protecting rights and dignity
 <p>19</p>	<p>Slide 19.</p> <p><i>Facilitator says (in own words):</i> In summary, it is important to know the context; look carefully for all dynamics and actors and disadvantages that may affect the context and continuously analyse and adjust.</p>
 <p>20</p>	<p>Slide 20</p> <p>Address participants questions, concerns, doubts.</p>
 <p>21</p>	<p>Slide 21.</p> <p>NB: Option to share 3 scenarios the night before this session to save time</p> <p>Facilitator says (in own words): With this knowledge, we are now going to divide you up into 6 groups and gather at separate tables. Each group will focus on a different dynamic. Each group will review the same 3 context scenarios to discuss/determine whether or not their dynamic is critical when exploring/analysing that context.</p> <p>Ask yourself: Is your dynamic a 'must have' or a 'nice to have' in each context?</p>


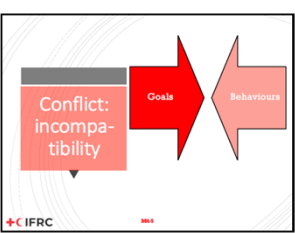
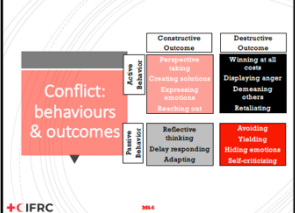
	<p>Time: 20 minutes</p>
 <p>22</p>	<p>Slide 22.</p> <p><i>Facilitator says (in own words):</i> Now is the time for each group to present findings in a quick but clear way.</p> <p>Method advice: Prepare 3 flipcharts; 1 for each context scenario, labelled with the name or image representing the context scenario.</p> <p>Ask each group, one at a time, to send a representative to the front to write their dynamic on the respective flipcharts for which they chose it as a 'must have' and briefly explain their rationale to the whole group.</p> <p>Method advice: Facilitate discussion on the questions:</p> <ol style="list-style-type: none"> 1. What trends do we see looking across the 3 context scenarios? 2. Are any dynamics applied to all 3 contexts? Why? 3. Is there a dynamic that was not applicable to any context? Why do you think that is? <p>Time: 3 minutes per group; 12 minutes for group discussion; 30 minutes total</p>
 <p>23</p>	<p>Slide 23.</p> <p>Method advice: Judging on the energy level of the groups, assign this as an evening exercise...individually (if they are not all staying in same hotel) or in pairs/small groups if they prefer.</p> <p>Ask participants to consider how a program or project manager should choose which dynamic to include or not include? Ask them to design a process (this can be a checklist, flowchart, decision tree or another type of tool) to help a program manager choose dynamics to consider in their context analysis.</p>
 <p>24</p>	<p>Slide 24.</p> <p>Review the key learnings with the group.</p>
HANDOUTS	
Application	Photos in PPT-Trainer to update/adapt to local contexts
Reading	<p>2016 – Applying BPI Doc (see Module 1)</p> <p>Participants asked to read 3 1page contexts prior to the first day of training (ideally pasted into the participant packet and shared ahead of training)</p>

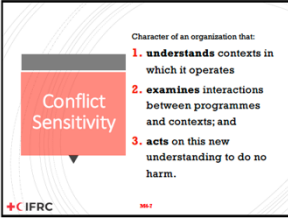
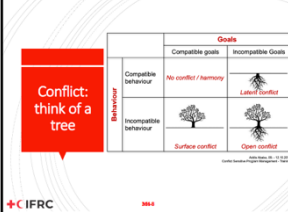
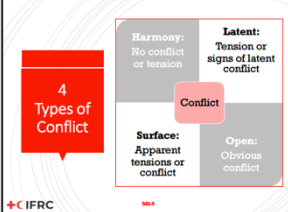
Group work	3 Context scenarios
HOLDING SPOT	6 BPI Dynamics: * #1 and 2 required in ALL Context analyses 1. Diversity (starting with gender) 2. Conflict, violence and fragility (including protection) 3. Climate change 4. Low access settings 5. Urbanisation 6. Longer term support, Resilience and sustainable development

Go to [INTRODUCTION](#)

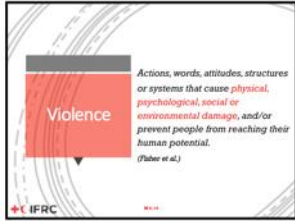
MODULE 4 WORDS MATTER (CONFLICT SPECIFIC)		
Objective	Create a common understanding of the concepts and terminologies relevant to the BPI	
Key Learnings	<ol style="list-style-type: none"> 1. Definitions of common concepts related to conflict, violence, and peace 2. The IFRC and its subsidiaries organizations work in context affected by fragility and conflict 3. Clarity on conflict related concepts, the stages of conflict and their relationship to humanitarian programming 	
CHOREOGRAPHY	Additional details in PPT below	Duration 1h15
Warm Up	Energizer: Hold a 'line competition' with two lines facing each other. To win you must get the person opposite you to cross to your side of the line. Note how in conflict we slip into a 'them/us' or 'win/lose' mentality and often resort to force and use very limited creativity. Discuss how gender, physical ability, and even the environment impacted participants' individual performance	10 min
Theory	22 slides (all-inclusive i.e. title, transitions, Q&A, etc): <ol style="list-style-type: none"> 1. Define fragility, conflict and violence 2. Types of conflict 3. Types of violence 4. Stages of conflict 5. How violence and conflict are related 6. Negative and positive peace 	25 min
Application	Pair work: Ask participants to work with their neighbour to choose: <ol style="list-style-type: none"> 1. A conflict they are both familiar with and 2. An intervention that exists in the same geographic area. Have them discuss and establish the following in their scenario: <ul style="list-style-type: none"> • Type of conflict (harmony, latent conflict, surface conflict, open conflict) • Type of violence (direct or behavioural, cultural or attitudes, structural or institutional) 	20 min


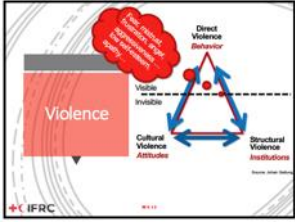
Plenary	Allow 2-3 pairs with different types of conflict/violence to share	15 min
Wrap Up	Ask participants to summarize the main learning points and why this is important for the BPI and NS	5 min
Material needed	Projector, Flipchart or any other chart, Marker, Scotch tape	
Participants receive	1. Participant Packet (PP) 2. Power point slide deck for module 3. Handout: Glossary of Key Terms	
Notes to facilitator		
Legend	If used below: method advice, key attention, examples	
SLIDE DECK: PowerPoint		
 <p>1</p>	<p>Slide 1. <i>Facilitator says (in own words):</i> In this module we will develop a common understanding of the concepts and terminologies, specific to conflict, that are particularly relevant to the BPI.</p> <p>There is a wealth of movement literature on violence and peace, which also inspired the BPI and this particular module. This includes:</p> <ul style="list-style-type: none">• Movement statutes;• IFRC Strategy on Violence Prevention, Mitigation and Response (2017);• Parts of PGI minimum standards, and work on SGBV, CP and Trafficking	
 <p>2</p>	<p>Slide 2. <i>Facilitator says (in own words):</i> This is our opportunity to define common term relating to conflict, violence, and peace so that we will have a collective understanding of these topics and share a language relating to conflict sensitivity and the BPI.</p>	
 <p>3</p>	<p>Slide 3. Ask participants to form two parallel lines facing each other. Inform them that they have <u>30 seconds</u> to get as many people from the opposing line over to their line without doing any harm. Time them for 30 seconds of activity.</p> <p>Time: Approximately 5 minutes for activity including time to organize into lines</p> <p>Ask participants to return to their seats. Ask how many succeeded, and how. Ask another trainee to explain what that may mean. If not brought up by trainees, point out how in times of conflict we slip into a 'them/us' or 'win/lose' mentality and often resort to force and</p>	


	<p>use limited creativity. Ask participants if any of them did not rely on force, but instead tried to convince their “opponent” to cross to raise their hands. Briefly discuss how gender, physical ability, and even the environment impacted participants’ individual performance.</p> <p>Time: Approximately 5 minutes for discussion</p>
 <p>4</p>	<p>Slide 4. <i>Facilitator says (in own words):</i> A conflict can be seen as the relationship between diverging or incompatible goals and behaviours between people or groups.</p>
 <p>5</p>	<p>Slide 5. <i>Facilitator summarizes in his/her own words the text below:</i> If we share similar, or compatible, goals and behaviours it is less likely we have conflict or disagreement. The degree of a conflict can be determined by the degree of the incompatibility between goals and behaviour.</p> <p>It is important to understand, however, that conflict is not inherently bad. <i>“Conflict exists in all societies at all times and are not necessarily negative or destructive. Conflict is the pursuit of contrary or seemingly incompatible interests – whether between individuals, groups or countries. It can be a major force for positive social change.”</i></p> <p>Conflict is a fact of life. It is inevitable and can be creative. It can lead to new solutions and can be resolved peacefully.</p>
 <p>6</p>	<p>Slide 6. <i>Facilitator summarizes in his/her own words the text below:</i> How conflict is managed determines whether or not it is negative. This slide shows different behaviours that can lead to different outcomes.</p> <p>In the graph you see:</p> <p>A destructive outcome is a situation where conflict worsens. The two parties stick to their positions regarding their goals or behaviours, without making the effort to imagine mutually acceptable alternatives.</p> <p>A constructive outcome is when conflict is resolved for and improves the situation for one or both parties. With this outcome, the two parties either agree to reciprocal concessions or creatively develop an alternative option for resolution that benefits one or both of them without negatively impacting the other.</p>


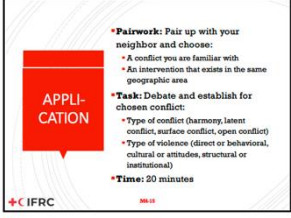
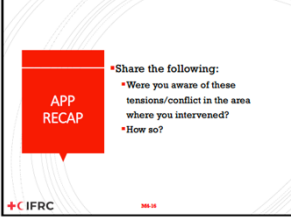
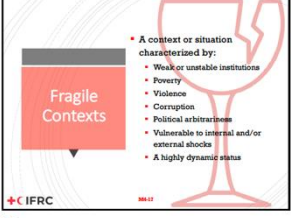
	<p>The Active and Passive behaviour boxes provide different examples of active/passive behaviour. Depending on the kind of behaviour or attitude the parties demonstrate, conflict can be managed constructively or destructively.</p>
 <p>7</p>	<p>Slide 7. <i>Facilitator summarizes the messages below:</i></p> <p>Conflict Sensitivity is the character [of an organization] that</p> <ol style="list-style-type: none"> 1. understands the context in which it operates, 2. makes a focused effort to examine interactions between programmes and each context; and 3. acts on this new understanding, to ensure no harm is done. <p>Conflict sensitivity is a vital lens for a thorough context analysis in the BPI.</p>
 <p>8</p>	<p>Slide 8. <i>Facilitator summarizes in his/her own words the text below:</i></p> <p>There are several different types of conflict; the 4 main types are harmony, latent, surface and open conflict.</p> <p>Facilitator explains the matrix:</p> <p><i>Let's look at a tree as representative of conflict. There are different parts of a tree just as there are different types of conflict. For example, consider that if the tree's branches and leaves show, this is like a conflict being visible. The roots of the tree indicate underlying conflict, like the root causes or tensions. If there are roots, the conflict might be "deeper."</i></p> <p>If we share similar, or compatible, goals and behaviours it is less likely that we have conflict or disagreement. The degree of a conflict can be determined by the degree of the incompatibility between goals and behaviour, as mentioned earlier.</p>
 <p>9</p>	<p>Slide 9. <i>Facilitator summarizes in his/her own words the text below:</i></p> <p>There are 4 types of conflict. Harmony is the "absence" of conflict, where all parties in a given situation share similar goals and demonstrate similar behaviour and resolve disagreements peacefully.</p> <p>Example: For our training we all came together with the similar objective to learn something about BPI and conflict sensitivity; we have a compatible goal. In addition, we agreed that we would turn our mobile phones off and come to the training on time; this is compatible behaviour. If we all stick to this common goal and behaviour there is a very small chance that we will have conflict, so you can say that we are in harmony.</p>

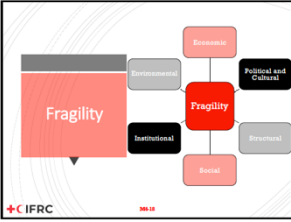

	<p>Latent conflict, which is non-visible or obvious is present when there is tension because the parties involved have diverging goals, but that is not obvious, yet. These tensions can escalate and result in incompatible behaviour, but this type of conflict can also decrease if it is addressed early and managed well.</p> <p><i>Example:</i> Two neighbouring communities share the same water point. For the time they are demonstrating compatible behaviour, but there are underlying tensions between the groups as one community feels that the other community should not have the right to access the well. This is a sign of an incompatible goal, because one community wants to reserve the water point for their community while the other community thinks both communities should share the resource. Depending how this latent and currently non-visible conflict is managed it has a potential to escalate into an open-conflict which includes incompatible behaviour between the communities.</p> <p>Surface conflict is visible. It is present where a disagreement between two or more parties is visible and there is incompatible behaviour. However, the conflict is not rooted, which means that there are no underlying tensions; the goals between the two entities are compatible, they both want to have access to water, but they might disagree on an issue on a superficial way for which an agreement can be found. Surface conflicts might seem dangerous but are not deeply rooted; once the parties calm down, tension and animosity fade.</p> <p><i>Example:</i> Returning to our communities that share a water point; if surface conflict is present the parties would be on good terms with each other and both feel that they have the right for equal access to the well, meaning they share a compatible goal. However, in this type of conflict let's say that one morning the man from the first community discovers that a member of the second community spoils the water as they are washing themselves with soap. The two community members get into a disagreement, start to shout at each other, and other members from both communities approach the scene, emotions rise and they all begin to fight, demonstrating incompatible behaviour. If the conflict is managed well, for example, if the leaders of both communities arrive to stop the fighting and remind everyone to behave in a way that is compatible for both communities., then this conflict is only superficial. It was not based</p>
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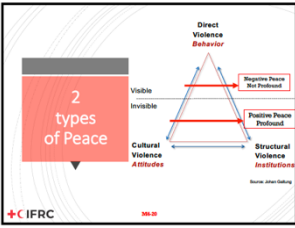

	<p>on underlying tensions, it had no root-causes, it was just one instance of incompatible behaviour.</p> <p>In the case of open conflict, two or more groups have incompatible goals and behaviour, which results in deeply rooted, visible conflict which can easily become violent. This is the most extreme form of conflict as it is both visible and deeply rooted.</p> <p><i>Example:</i> In the past, communities A and B shared the same water point, but repeated instances of incompatible goals and/or behaviour have created tension between the communities and resulted in constant underlying tensions. Let's say that community A felt that community B should not have the right to access the well because it is on the territory of community A; in turn community B feels that A should not have the right to claim the well as theirs, because the watering point is necessary for everyone's survival so everyone having access to it is more important than maintaining clear territorial boundaries. Community B feels that A is just using the territory boundary as a pretext to discriminate against them, this shows the communities' incompatible goals; a minor incident at the well two weeks ago between a man from A who fetched water and a man from B who washed himself with soap triggered a huge fight between the two communities, that led into further hostilities between representatives of the two communities, which is further incompatible behaviour. An open conflict escalated that is difficult to solve as it is deeply rooted in underlying tensions between A and B.</p> <p>All of these types of conflict are not static. They are dynamic, meaning one can evolve into another, escalate, or deescalate, and any type of conflict can be managed or mismanaged.</p>
	<p>Slide 10. <i>Facilitator says (in own words):</i> Violence and conflict are not the same but can be closely interlinked as conflict can easily become violent as we have already discussed.</p> <p><i>Facilitator asks a participant to read definition:</i></p> <p>Violence is something negative and destructive because it causes physical, psychological, social or environmental damage, or prevents people from reaching their human potential.</p> <p>The concept of "reaching their human potential" should be interpreted as accessing and enjoying the fulfilment of their basic human rights or enjoying the potential for full development, survival etc.</p>

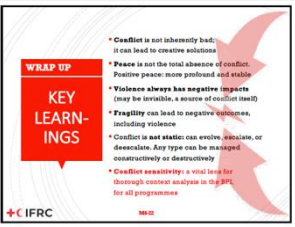
	<p>While conflict is not necessarily negative, violence always has negative impacts. There can be conflict without violence such as surface conflict where no visible violence is present. "Violent conflict," on the other hand, is defined as a situation where one "resorts to psychological or physical force to resolve a disagreement." Violence can be source of latent or open conflict.</p>
	<p>Slide 11. <i>Facilitator summarizes in his/her own words the text below:</i> While conflict is not necessarily negative, violence always has negative impacts. There can be conflict without violence such as surface conflict where no visible violence is present. "Violent conflict," on the other hand, is defined as a situation where one "resorts to psychological or physical force to resolve a disagreement or simple to exercise power over others." Violence can be source of latent or open conflict.</p>
	<p>Slide 12. <i>Facilitator summarizes in his/her own words the text below:</i> There are 3 different types of violence: direct violence (violent behaviour), cultural violence (violent attitudes), structural/institutional violence. Further, a distinction can be made between visible and non-visible violence.</p> <p>Direct violence or behaviour is violence we see; a visible violent behaviour such as: murder, battle, torture, rape, looting, violent riots, shouting, beating etc.</p> <p>Cultural violence or attitudes can be based on cultural, social, religious beliefs; as well as what we think, feel and believe, such as belief systems, prejudice, social norms, values and so on. These have visible forms (torture, FGM) and others more subtle and often not directly visible.</p> <p>Example: Belief systems that exclude girl children from going to school; forced marriage; groups that are treated disrespectful because of their social or economic class; placing elderly in retirement homes, others</p> <p>Structural or Institutional Violence is present if there are established systems or structures in a society that discriminate or exclude certain groups/people such as discriminatory laws and policies, disrespect or lack of enforcement of equal rights, systematic exclusion of certain groups etc. These are violent attitudes carried out by formal or non-formal structures and institutions; they are often subtle but not openly visible.</p>

	<p><i>Example:</i> a governmental system that systematically excludes a certain group from access to basic services, like children from a particular ethnic or religious group being refused access to formal education.</p> <p>Visible/non-visible violence is violence that we can witness, it is therefore directly linked to behaviour while the other types of violence are often not visible.</p> <p>The visibility of a form of violence does not mean they do not exist. Non-visible violence might be as dangerous, or even more dangerous, than open violence.</p> <p>The three types of violence are interlinked and one can influence or evolve into another.</p> <p>Any one of the three types can be a cause of protection concerns, although direct violence is the most obvious form. People who are excluded are most susceptible and vulnerable to all forms of violence as they have less resources to formal and informal networks of support when any type of violence occurs.</p> <p><i>Example:</i> Racist attitudes can lead to a violent behaviour such as one person physically attacking a person that is not of the same group or same nationality as them; structural violence like denial of access to education of a certain group can lead to a feeling of hatred toward the oppressive group performing the structural violence.</p> <p>(CLICK) Any type of violence can be caused from, or result in, Fear, mistrust, frustration, anger, aggressiveness, low self-esteem, apathy, and other negative emotions.</p>
	<p>Slide 13. <i>Facilitator says (in own words):</i> Violence can often be a source of conflict itself.</p> <p><i>Example:</i> A rebellion can be formed because parts of the population feel that the government deprives them systematically from access to economic development and basic services – if there is a pattern of government-behaviour in terms of marginalization it could be attributed to structural violence.</p>


 <p>14</p>	<p>Slide 14. Address participant questions, concerns, and doubts.</p>
 <p>15</p>	<p>Slide 15. Ask participants to pair up and choose a conflict they are familiar with and an intervention that they know of that was implemented in the same geographic area. Ask them to determine which type of conflict the conflict they choose was/is (harmony, latent conflict, surface conflict, or open conflict) and the type of violence (direct or behavioural, cultural or attitudes, structural or institutional) that was/is present.</p> <p><i>Alternatively, provide conflict scenarios or consider making this a collective group discussion with the facilitator explaining a conflict scenario and the group shouting out the type of conflict present.</i></p> <p>Time: 20 minutes</p>
 <p>16</p>	<p>Slide 16. Ask 2-3 pairs to briefly explain the conflict and intervention they chose and share the type of conflict and violence that was present.</p> <p><i>Method Advice: After the first pair shares, ask for volunteers to share that have an example of a different type of conflict and/or violence.</i></p> <p>IF PARTICIPANTS ARE ATTENTIVE THIS APPLICATION MAY BE OMITTED (SAVING 20 MIN)</p> <p>Time: 15 minutes</p>
 <p>17</p>	<p>Slide 17. <i>Facilitator says (in own words):</i> We can also distinguish between “stable” and “fragile” contexts. Contrary to stable contexts, fragile contexts can be like a glass cup, if it falls or if there is an external shock it can easily break. Fragility can lead to negative outcomes including violence, the breakdown of institutions, displacement, conflict, humanitarian crises, and other emergencies.</p>

 <p>18</p>	<p>Slide 18. <i>Facilitator summarizes in his/her own words the text below:</i> Fragility is defined as exposure to risk and insufficient coping capacity of the state, system, and/or communities to address or mitigate those risks.</p> <p>(Definition by OECD 2016 – it might be helpful to present it on a slide) The fragility of a context can be influenced by economic drivers, institutional drivers, political and cultural drivers, and/or structural drivers. Additionally, environmental factors contribute to fragility. (this is not OECD conform: OECD defines 5 dimensions of fragility: economic, environmental, social, political, and security)</p> <p>There is a strong relationship between fragility and conflict; a fragile situation with for example weak governance structures, chronic social and economic problems, political power-plays etc. has a higher risk of experiencing conflict. Even external shocks such as a natural disaster or poor harvest due to climate change, can contribute to fragility or trigger conflict if institutions etc. have already been weak prior to the disaster.</p> <p><i>Examples:</i> Consider Haiti; the nation had been weak in institutional capacity and services prior to the major earthquake. The earthquake was an external shock that weakened systems even more and increased the incidence of violence substantially as institutions were overwhelmed and unable to ensure peace and stability. Additionally, people are traumatised and became apathic/depending on external aid.</p> <p>Often it is not entire countries that are fragile, but rather pockets or certain regions where central state authority might not have enough influence or there is low economic capacity to induce peace.</p>
	<p>Slide 19. <i>Facilitator summarizes in his/her own words the text below:</i> Peace does not mean the total absence of any conflict. The term peace mainly suggests the absence of all forms of violence. Peace therefore exists where people interact non-violently and manage their conflicts constructively, with respectful attention to the needs and legitimate interests of all people concerned.</p> <p>Compare with Movement statutes that declare:</p> <p>“by its humanitarian work and the dissemination of its ideals, the Movement promotes a lasting peace, which is not simply the absence of war, but is a dynamic process of cooperation among all States and peoples, cooperation founded on respect for freedom, independence, national sovereignty, equality, human rights, as well</p>

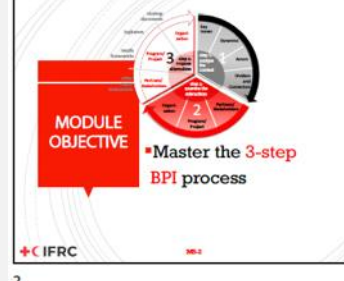

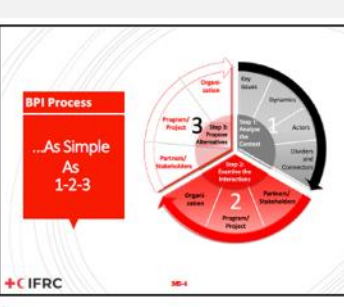
	<p>as on a fair and equitable distribution of resources to meet the needs of peoples."</p>
 <p>20</p>	<p>NB: IF TIME IS LIMITED, SKIP THIS SLIDE</p> <p>Slide 20. <i>Facilitator summarizes in his/her own words the text below:</i> In fact, there exist two different types of peace; "negative peace" and "positive peace." Sometimes they are also called "cold and warm peace."</p> <p>Negative peace is the absence of direct, open conflict and visible violence, but continuation of existing structural, cultural, or latent violence and indirect violence. Negative peace is less profound than Positive peace, as only the visible violence has stopped, while invisible violence such as structural and/or cultural violence can persist.</p> <p>Example: A cease-fire agreement and a peace deal stop fighting. However, structural violence such as a subtle discrimination of children from the minority groups regarding their access to education continues as well as barriers to the job-market for adults of the same minority. Though fighting has stopped peace is fragile or "negative" because the underlying causes of conflict and violence have not been addressed. This is a less profound and stable form of peace.</p> <p>Positive peace is the absence of visible and invisible violence. It is comprehensive and requires cultural and/or structural violence to be addressed through social justice, morale legitimacy, human security, structural stability, restoration of relations, the creation of social systems that meet the needs of the entire population, constructive conflict resolution and so on. Positive peace is more profound and stable.</p> <p>Example: A society with social justice, equal and equitable access to services and non-discriminatory behaviours and attitudes and legal systems and institutions that reflect that.</p>
	<p>Slide 21. Address participant questions, concerns, and doubts.</p>

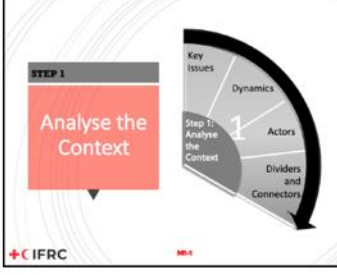
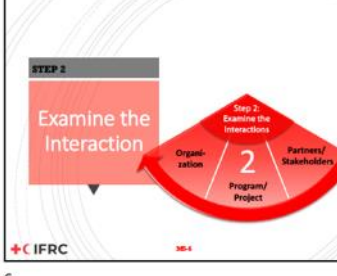
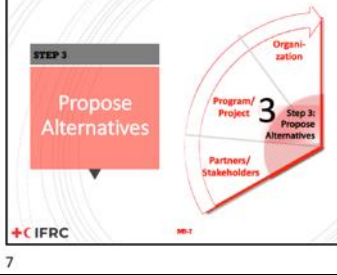
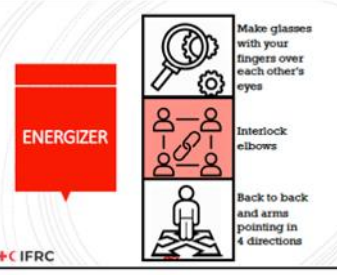
 <p>22</p>	<p>Slide 22. Review key learnings with participants:</p> <ul style="list-style-type: none"> -Conflict is a relationship between two or more parties who have, or think they have, incompatible goals, values, interests or claims to status, power or scarce resources – there are 4 types of conflict: harmony, latent, surface and open conflict -Violence consists of actions, words, attitudes, structures or systems that cause physical, psychological, social or environmental damage, and/or prevent people from reaching their human potential – there are 3 types of violence: behavioural, cultural, structural -Peace is often seen as a process that manages conflicts by involving all parties according to the principles of equality and mutual respect and thus leads to settlements accepted by all parties involved – there are 2 types of peace: negative/cold and positive/warm peace -A context is an operating environment, which ranges from the micro to the macro level (e.g. individual, family, community, district, province, region, country, neighbouring countries etc.) -A fragile context or situation is characterized by for example weak or unstable institutions, poverty, violence, corruption, political arbitrariness, vulnerable to internal and/or external shocks, highly dynamic etc.
<p>HANDOUTS</p>	
<p>Application</p>	<p>NA</p>
<p>Participant reading</p>	<p>NA</p>
<p>HOLDING SPOT</p>	

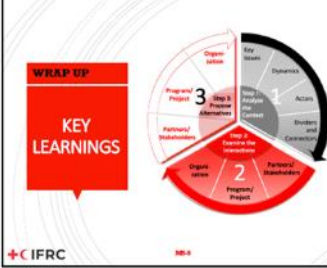

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MODULE 5		OWN THE PROCESS	
Objective	Introduce BPI 3-step process and flow with an energizer that aims to help participants memorise the 3 steps		
Key Learnings	<ul style="list-style-type: none">Step 1 is to Analyse the <u>context</u> (any context!)Step 2 is to <u>Examine interactions</u> (between context and a project idea)Step 3 is to <u>Propose alternatives</u>		
CHOREOGRAPHY	Additional details in PPT below		Duration 0h40
Warm Up	METHOD ADVICE: If sessions are behind schedule, or is trainees are not needing an energizing session, you may decide to skip this module (the material is also included below). Ask for 2-3 participants to share their experience with a recent context analysis they participated in. Invite them to share very briefly why the process was initiated, what was analysed and what was the outcome.		5 min
Theory	10 slides focusing on these key terms for the 3 steps: <ul style="list-style-type: none">Step 1: <u>Analyse the context</u>Step 2: <u>Examine interactions</u>Step 3: <u>Propose alternatives</u>		10 min
Energizer	To ensure that no one forgets the BPI’s 3 steps, this energizer gets all trainees involved, moving around and helps avoid post-lunch fatigue.		20 min
Wrap Up	Ask participants to recite the 3 Steps		5 min
Material needed:	Large space, delimited with space outsider to look on		
Participants receive:	NA		
Legend	If used below: method advice , key attention , examples		
SLIDE DECK: PowerPoint			
		Facilitator says (in own words): This module will provide you with a basic overview of the 3 step BPI analytical framework.	

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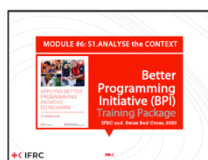
 <p>2</p>	<p><i>Facilitator says (in own words):</i> This module will give you fundamental understanding of the BPI's 3 step process for you to master the BPI.</p>
 <p>3</p>	<p>Ask for 2-3 participants to share their experience with a recent BPI process they may have led or participated in. Invite them to share very briefly why the process was initiated, what was analysed and what was the outcome. Time: 5 minutes</p>
 <p>4</p>	<p><i>Facilitator puts the text below into own words:</i></p> <p>The BPI process is an iterative process with 3 main steps. Each step lays the foundation for the next and all steps work together to enable us to avoid having a negative impact.</p> <p>Step 1 is to systematically analyse the context, considering the 6 dynamics you learned about earlier, from a conflict-sensitive perspective. Step 1 is broken down into 4 elements; key issues, dynamics, actors, dividers/connectors.</p> <p>Steps 2 and 3 work in unison, with each step complementing the other. Step 2 is to Examine interactions both within the context and between the context and the intervention.</p> <p>Step 3 is to take the knowledge you gained form Steps 1 and 2 and propose alternatives to the intervention to ensure that the project/programme does not cause harm, but instead contributes to reduced fragility or conflict and has a positive impact overall.</p> <p>Step 2 and 3 have the same 3 elements; partner/stakeholders, program/projects and organisations. These steps work closely together and should be repeated as the context changes, whether those changes are effects of the intervention itself or due to other dynamics.</p>

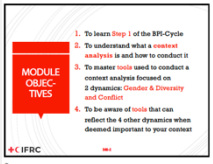
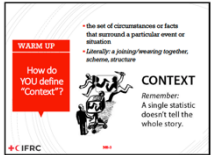
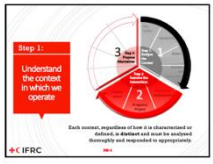



 <p>5</p>	<p><i>Facilitator says (in own words):</i> Step 1 or the analysis of the context, is an absolutely critical starting point to build your understanding of the setting including all of the relevant dynamics and actors.</p>
 <p>6</p>	<p><i>Facilitator says (in own words):</i> In Step 2 you will examine the interactions between the context that was thoroughly analysed in Step 1, and your intervention.</p>
 <p>7</p>	<p><i>Facilitator says (in own words):</i> Step 3 is to propose alternatives to the initial programme/project based on the understanding you gained through Steps 1 and 2. This is your opportunity to make improvements to your intervention that better address the challenges of the context and ensure that our actions do no harm.</p>
 <p>8</p>	<p><i>Facilitator says (in own words):</i> Who can remember ALL 3 steps?</p> <p>To be sure that no one forgets the 3 steps that we'll be examining for the next few days, this energizer will help us all remember the 3 steps. Let's move to a large open space and we will be acting out the names of the 3 steps.</p>
	<p>We are going to get all of you actively involved, moving around (to avoid post-lunch fatigue) and acting out AND repeating the names of the 3 BPI steps. Let's practice the 3 BPI steps. I'd like one volunteer to come and demonstrate with me.</p> <ul style="list-style-type: none"> • "1", you show ANALYSIS by making glasses with your fingers (on neighbour's eyes) • "2", you act our INTERACTIONS by interlock elbows and • "3", to demonstrate ALTERNATIVES by standing back to back with 1 neighbour with your arms straight out and pointing like arrows in 4 directions.

	<p>When the movements are mastered, ask them to move to square, walk slowly around the delimited square space without bumping into each other. When the bell rings and/or a number is called, each person grabs someone close by to produce the action related to the number called.</p> <p>Assign someone to be the “judge”. After one round, judge will detect and ask to leave the Square any pair making the wrong gesture (or the opposite).</p>
 <p>9</p>	<p>Ask participants to recite the BPI's 3 steps: Step 1: Analyse the context Step 2 : Examine interactions Step 3: Propose alternatives</p> <p>Please keep these 3 steps carefully in mind. We will be studying them in detail this afternoon.</p>
 <p>10</p>	<p>Address participants questions, concerns, or doubts.</p>
<p>HANDOUTS</p>	
<p>Application material</p>	<p>NA</p>
<p>Participant reading</p>	<p>NA</p>

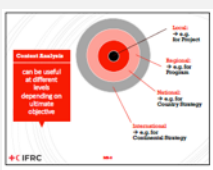
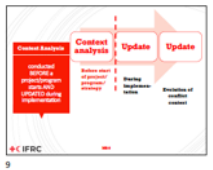
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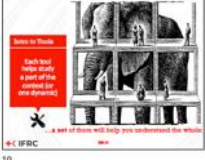

MOD. 6 Step 1. ANALYSE the CONTEXT		
Objectives	<ul style="list-style-type: none"> Learn Step 1 of the BPI-Cycle: understand what a context analysis is and how to conduct it Master tools used to conduct a context analysis focused on 2 dynamics: Gender & Diversity and Conflict (as a minimum) Be aware of tools that can reflect the 4 other dynamics when deemed important to your context 	
Key Learnings	<ol style="list-style-type: none"> Context analysis is the foundation of BPI The purpose of context analysis is to explore and understand dynamics that are pertinent to contexts in which we operate Two of the 6 dynamics are important for <u>all</u> contexts: diversity/gender and conflict (featured in this module) Context analysis is best conducted including all pertinent dynamics at same time 	
CHOREOGRAPHY	Additional details in PPT below	Duration (7-8h)
Warm Up	Open question to participants: How do YOU define "Context"?	5 min
Theory-1/2	<ul style="list-style-type: none"> Reviews Step 1 pertinent to all dynamics (slides 1-9) Introduces 'Tools' and details on 5 dynamics (slides 10-18) Introduces Dynamic 2/Conflict: Slides 19-25 (7) D2/Tool 1: Conflict Matrix (Slides 26-29: tool, app) D2/Tool 2: Actor Mapping (Slides 30-34: tool, app) 	55 min
Applications 1 and 2	<i>Assign first 2 D2 tools for group work, and allow them to work on their own schedules until next morning</i> Groupwork: trainees in 3-4 groups (max. 6 pax): <ul style="list-style-type: none"> Conduct D2/Tool 1 Conflict Matrix for their scenario Conduct D2/Tool 2 Actor Mapping for their scenario 	<i>Requires app. 2h group work</i>
Plenary/ Synthesis 1/2	<i>NB: Day 2 Training formally starts here:</i> Groups present their Applications 1 and 2 and other trainees provide feedback/debate, to adapt to available time.	60 min (app. 15 min per group)
Theory-3	D2/Tool 3: Dividers & Connectors (Slides 35-40: tool, app) Remind on earlier Dynamics: 1 3 4 5 6 slides/worksheets in PP	30 min
Application 3 and 4	Groupwork: trainees in 3-4 groups (max. 6 pax): <ul style="list-style-type: none"> Conduct D2/Tool 3 Dividers and Connectors Apply 1 tool from another Dynamic (1 3 4 5 6, ideally different for each group) <i>NB: if time is not enough, assign this as evening group work</i> 	90 min
Plenary/ Synthesis 3/4	Groups present their Applications 3/4 and other trainees provide feedback/debate	40 min (app.10)




		min per group)
Wrap Up	Highlight commonalities/differences, and QUIZ Main learning / takeaways	20 min
Material needed:	Space for 4 break out groups Flip chart paper and markers for groups Coloured Cards, Scotch, Pins, Projector	
Participants receive:	Participant Packet (PP) Power Point Slide deck for Module 6	
Method Notes to facilitator	<ul style="list-style-type: none">Scenarios: consider preparing a template to collect actual experiences (scenarios written by trainees). Ask them to fill out a simple form or survey prior to the training, or they could bring it with them. This will already get them to start thinking about BPI and may provide facilitators with useful examples.Trainer to select/elaborate one full scenario per group (case studies, see collection in Module 6 folder) for groups to work on during the whole training, ideally different cases for different realities. Depending on the numbers of participants (max 8 per group), you may need 3 or 4 separate scenarios, 1 different for each group.Because the Case Study/Scenarios are more detailed, the case/scenarios are not pasted into the Participant Packet, but should be provided the night before electronically or in printed form. The groups will stay together and use the same 1 case throughout the rest of the training (during group work).It is possible to align the Mod 3/Context descriptions directly to the respective Mod 6/Scenarios. This may be more work for the facilitators but may save time for participants.If training takes place at a regional level, with participants from different NS and delegates, scenarios definitely have to be adapted/provided to represent the regionAnnex: at the end of PPT, see also the tool “Fears/Needs Matrix” to deepen knowledge on conflict actors; scenario development	
Legend	If used below: method advice key attention, examples	
SLIDE DECK: PowerPoint		
	In this module we are starting an in-depth exploration of Step 1 “Analyse the context”	

	<p>Slide 2: The module's objectives are:</p> <ul style="list-style-type: none"> • To learn Step 1 of the BPI Cycle • To understand what a context analysis is and how to conduct it • To master tools used to conduct a context analysis focused on 2 dynamics: Gender & Diversity (D1) and Conflict (D2) • To be aware of tools that can reflect the 4 other dynamics when deemed important to your context
	<p>Slide 3: How do you define "Context"?</p> <p>But for starters, who has a definition of "Context" they are willing to share? Allow trainees to debate.</p> <p>Dictionary definition: the set of circumstances or facts that surround a particular event, situation, etc. (also "weaving")</p> <p>Context analysis enables humanitarian actors to understand the complex dynamics of a given situation by unpacking the political, economic, social and spatial factors that could potentially enable or hinder effective crisis responses to affected populations.</p>
	<p>Slide 4: Step 1 (among the 3)</p> <p>This is animated.</p> <p>Click Once: to show the simplified 1-2-3</p> <p>Click a second time: the 3 will flow in like clockwork...giving time to add the details</p> <p>Let's remember the 3 steps –use slide Animation</p> <p>And now we can review the components of Step 1</p>
	<p>Slide 5: The most frequently used tools for ANY context analysis are these 4:</p> <p>1.Key Issues, 2.Dynamics, 3.Actors, 4.Dividers and Connectors.</p> <p>This compilation was designed mainly to address conflict but APPLIES to all contexts.</p> <p>NB: there are many other tools for conflict analysis; the ones presented here are considered the most helpful.</p>
	<p>Slide 6: Each dynamic offers a slightly different LENS to study your context. We will focus the most in this training on Dynamics 1 and 2. We propose the tools proven to be most helpful, but of course there are several techniques and tools available that you can consider and adapt. But all may be useful in certain situations...</p> <p>NB: there is a lot of overlap between them</p>
	<p>Slide 7</p> <p>There is an important distinction between a context analysis (CA) and other types of analysis, such as:</p> <ul style="list-style-type: none"> • Needs analysis • VCA: risk or threat/hazard analysis • Etc.

	<p>A CA is not the same as these, but may be one component of or precede them.</p> <p>Explain in own words: Usually before or during a program or project we conduct different types of analysis, such as:</p> <ul style="list-style-type: none"> • General or sectorial needs assessment: we analyse particular sectorial needs in the context; Examples: availability of access to water or health services; capacity of health-services, disaster vulnerability, livelihood situation, impact of disaster/conflict on people and infrastructure etc.) – for this we normally do a “needs assessment”, “vulnerability-capacity-assessment (VCA)”, “rapid needs assessment” etc. • General context analysis: we may analyse the general economic, social, political situation of a context to have a broad overview of the situation where we lead our interventions, programs and projects; • One part of a context analysis should carefully examine conflict to also analyse if there are open, underlying/latent tensions or conflict in the context – it looks at the context through a “conflict-lens”. It tries to understand why they are tensions/conflict, who the actors are etc. It <i>complements or completes</i> sectorial and general context analysis by specifically focusing on the analysis of tensions/conflict. <p>When conducting a CONTEXT analysis we look at the geographical intervention area where we work BUT <u>at this stage NOT at the project.</u></p> <ul style="list-style-type: none"> • Here, it is critical that we do <u>not</u> wear our “sectorial- or project hat”. In a CONTEXT analysis, we do not look at our project. We look at the geographical intervention area where our activities take place. • When adding the (required) Conflict dynamic: We analyse if and what type of tensions/conflict are in that region/our intervention area, with no sector-specifics considered. It is important that participants are clear about this –if they only look at tension from the perspective of one sector, they will have a too narrow view on the context and risk missing the full picture of potential or actual tensions or conflict. The first aspect of the conflict sensitivity definition is: understand the context in which we operate (see module 2 for further explanation). At this stage we are only interested in finding out if there are any open, latent or surface conflict or tensions, why they are there, who is involved in.
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 <p>Slide 8. Context Analysis can be useful at different levels depending on ultimate objectives</p> <ul style="list-style-type: none"> • Local (ex. village, district etc.) • Regional (ex. department, province etc.) • National (ex. entire country) • International (ex. covering different countries etc.) <p>The ultimate objective depends on which purpose and objective the context is analysed:</p> <ul style="list-style-type: none"> • for a project – hence geographical intervention area where project takes place • for a program – intervention area where program takes place • for a country strategy – potentially the national level as well as the intervention area where the program is implemented (ex. national and regional level) • for a regional strategy – contexts of the different countries or regions the strategy covers etc. <p>It is important that the context is analysed which has a connection with the intervention area otherwise there will be a disconnection between the context you analyse and the one where the intervention takes place.</p> <p>Example: If the intervention area is in the northern region of a country but the context is analysed at national level, conflict/tensions in the intervention area may not be revealed. This is problematic as there is a disconnect between context analysis and intervention area. However, if the national conflict has an influence on the northern region then it makes sense to analyse both: a) the national level and the b) regional or even local.</p>	
 <p>Slide 9. When to conduct a Context Analysis?</p> <ul style="list-style-type: none"> • Most important is before you start an intervention/project • But as things evolve –rapidly in some settings—it is important to refresh your understanding of the context repeatedly at intervals... • A context analysis is conducted before a project/program starts and throughout implementation <p><i>Say in own words that:</i></p> <ul style="list-style-type: none"> • We need to understand the context and potential tensions/conflict before we start an intervention (program/project) or before we develop a country program or strategy as the findings of the context analysis will influence the design and planning of a strategy, program, project • Once we implement the strategy, program, projects, the context and its evolution have to be monitored – if dynamics of tension/conflict change, conflict context analysis needs to be updated 	

	<ul style="list-style-type: none"> • Methodological advice: for more information look at module 5 on monitoring and evaluation of conflict sensitivity <p><i>Mention that:</i></p> <ul style="list-style-type: none"> • Ideally a context analysis is done aside other types of analysis (sectorial needs assessment, etc.)–and its findings influence the design of the strategy/program together with the findings from the other types of analysis; • If there is limited capacity to do a separate context analysis, it is also possible to integrate questions and approaches of a context analysis into another type of analysis (ex. in a general context analysis, you can look specifically at dynamics, actors, issues of conflict); • Methodological advice: for more information look at module 6 on the link between conflict sensitive program management (CSPM) and project cycle management (PCM)
	<p>Slide 10. Methodological advice: THIS SLIDE IS ANIMATED.</p> <p>CLICK once: The window at top right appears. Ask participants what they think the man sees in this image.</p> <p>CLICK for the second image, top left appears. Ask same question</p> <p>CLICK and get a third image, bottom middle appears. Ask same question</p> <p>CLICK one last time (total of 4 clicks) showing all of the “windows” together, and the full animal.</p> <p>This demonstrates that if you are too close and look at something from ONLY ONE perspective you will not get the full picture. A person only looking at the elephant’s tail may not EVEN know to which animal they belong, the persons looking at the ear might just see grey skin but not realize that it is part of an ear and that the ear is part of an elephant.</p> <p><i>Say in own words that :</i></p> <p>The use of different tools to do a context analysis is like looking at an elephant from different perspectives – it is still the same context we are looking at, but the different tools help us look closer at different aspects of the same context. We are also going to review tools that can be used to explore each of the 6 dynamics. Like this image suggests, it is important to remember that each tool helps study a part of the context (or one perspective/dynamic). When you combine the right set of tools, you start getting closer to a complete picture of the context.</p>
	<p>Slide 11. Here we have a quick list of key tools per dynamic.</p> <p>Again the main focus in this module is on Dynamics 1 (Gender & Diversity) and 2 (Conflict).</p> <p>However, we’ll quickly run through Dynamics 1,3,4,5 and 6 and then return to explore D2/Conflict in much greater detail.</p>

 <p>12</p>	<p>Slide 12. The following slides for each Dynamic suggest when and how the dynamic-specific tools should be used.</p>
 <p>13</p>	<p>Slide 13. D1. Gender and Diversity for 4 categories (Gender, Age/Disabilities (physical and intellectual), Disability, Economic Power, Culture and Language), debate answers to questions on D1 Worksheet:</p> <ul style="list-style-type: none"> ▪ Who? What differences exist for each? ▪ Do these differences matter; how? ▪ How may outcomes be changed through strengths that make up the differences OR that mitigate threats posed by each difference? <p>A generic G&D / PGI analysis tells us:</p> <ul style="list-style-type: none"> • Who is most vulnerable/affected and how? • Who needs specific protection and how? • Who has access to what assets, services and what prevents others from accessing those things? • What capacities different groups of people and individuals have • Whether men and women are participating equally • Whether people with disabilities are included in decision making and programming. <p><i>Source: Inspired from Gender & Diversity Checklist (Mine Action) and Gender Norms/Behaviours (Safer world Ch3)</i></p> <p>Remember that other key movement documents guide us on this topic, including :</p> <ul style="list-style-type: none"> • Movement strategic framework on disability inclusion • G&D Policy • Inclusive programming framework • PGI assessment and analysis guidance • PGI assessment question library
 <p>14</p>	<p>Slide 14. D3. Climate change--please remember that D2 on Conflict is given much more importance below, we are jumping over it for now to introduce you to the full set of dynamics.</p> <p>WHEN to use: If your context relies on primary sector or plans may include any type of infrastructure, it is most likely influenced by Climate climate change in some way; however, climate change and variability may impact different groups differently and thereby may risk influencing the conflict dividers and connectors, so it may be prudent to always check the D3.USE: Climate Fragility Risk and Climate Screening Tools to assess if context is INFLUENCED by climate</p>

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WHO is using its global expertise to contribute directly with urban or peri-urban settings

How: "Integration of Urban Health Strategy"

Enabling environment for operations on 24-hour basis

6 DIMENSIONS



Urban Settings


- Address of environment
- Governance and leadership
- Health services
- Health systems
- Health of the population
- Sustainable development

Source: Adapted from: Adaptation of the WHO Urban Health Strategy, 2014



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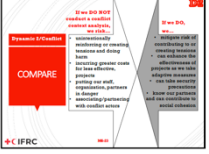

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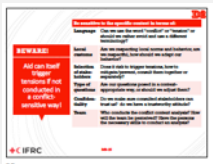

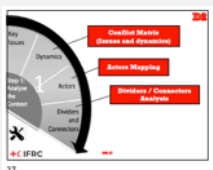

	<p>Source: Inspired from "Linking SDCs in a Context Analysis", Association of Flemish Cities and Municipalities (VVSG)</p>
 <p>18</p>	<p>Slide 18. It is important to note that the tools for all of the dynamics rely on classic data collection methods: such as literature review, Key Informant Interview, Focus Group Discussions, participatory workshops...</p> <p>Then, each dynamic uses different methods and tools, that can be adapted.</p> <p><i>In your own words, say that:</i></p> <ul style="list-style-type: none"> As in any other type of analysis or assessment a conflict context analysis uses different methods and tools <p>Methods:</p> <ul style="list-style-type: none"> a mixture of different methods is key for the triangulation of information every conflict context analysis includes besides the collection of primary data (through interview, focus group, workshop etc.) also the collection of secondary data through literature review of existing documents Examples: Interviews with key informants unstructured, semi-structured or structured (ideally unstructured or semi-structured); Focus group discussions; Workshop with staff, different NGOs for joint conflict analysis; Desk study for literature review of existing reports or conflict analysis, newspaper review, journals, books etc. <p>Tools:</p> <ul style="list-style-type: none"> different tools exist that help structure the analysis – they will be discussed later on in this same module Highlight that the following aspects need to be considered: Gender aspects – for example in the composition of a focus group, in the choice of interview partners etc. Conflict actors aspects – make sure that you get different view-points of a conflict, for example in a conflict between farmers and herders try to interview farmers and herders.
 <p>19</p>	<p>Slide 19. IMPT: For the next few hours/slides, we will ONLY focus on Dynamic 2: Conflict and Fragile settings</p> <p>Explain why: e.g., This is because "Conflict sensitivity" is a significant aspect of the BPI approach. However, so far, few tools for Conflict Context Analysis have been introduced in the IFRC. Here, the major elements of conflict sensitive programme management are introduced.</p>



	<p>A conflict context analysis helps to understand the tensions or conflict in the context where we operate.</p> <p>Methodological advice: Ask participants if they have an idea what a conflict context analysis is. Have any of you already conducted one?</p> <p>1. <i>Explain in own words that</i></p> <ul style="list-style-type: none"> • A conflict context analysis looks at a particular context from a conflict-perspective or with a “conflict-lens” – it is a methodology to identify tensions or conflict in the context we work • Each context can have underlying or latent tensions or conflict – if we are not aware of them, we can unintentionally contribute or reinforce existing tensions or conflict through our interventions • When we analyse the context where we work from a conflict perspective, we try to understand: <ul style="list-style-type: none"> ◦ Whether there are any open, underlying/latent or surface tension or conflict and why ◦ If there are tensions/conflict, what drives them, whether there is a history or pattern of conflict ◦ Who the relevant actors are in the context and who the conflict-actors are ◦ If there are factors that contribute to peace and stability, etc. • Methodological advice: Ask participants if they have other questions that could be asked to understand if and what type of tensions or conflict are in the specific area <p>2. <i>Highlight in own words that:</i></p> <ul style="list-style-type: none"> • each context can have underlying or latent tensions or conflict even if it is not a “conflict-context”, even if it seems “calm”. • Methodological advice: Note – if you wish to have more explanations on “types of conflict” (latent/underlying, open, surface) and types of violence – be it in fragile or non-fragile contexts please consult module 4.
	<p>Slide 20. A conflict context analysis assesses conflict issues/factors, dynamics, actors and dividers/connectors</p> <p>1. <i>Explain in own words that:</i></p> <ul style="list-style-type: none"> • A conflict context analysis looks at conflict issues or factors, dynamics, actors and dividing or connecting forces. • All four will be explained in more detail when introducing the tools to apply them, here just an overview: <p>Key issues/factors: are seen to genuinely drive the conflict. Without them there would not be tensions or conflict</p>



	<ul style="list-style-type: none"> • Example: tensions or conflict around water management, access to resources, political legitimacy and power, land titles etc. <p>Dynamics: history, timeline – are the longer-term trends shaping the conflict constellation, they can help discover patterns of today's tension/conflict; triggers – may be events that make tensions/conflict escalate; scenarios – aim to assess different possible future developments of the conflict-context.</p> <ul style="list-style-type: none"> • Example: history/timeline – today's political struggle between the party in power and an opposition party dates back to ethnical differences and armed movements 20 years ago; triggers – tensions between nomads (transhumance) and farmers escalate mainly in the rainy season or hostilities between neighbouring communities escalate often during market days; scenario – considering the unstable political situation at this stage it may be that political tensions escalates to a full-fledged violent conflict (worst case scenario), that parties in conflict find an agreement thanks to external mediation (best case scenario), the current uncertainty of how things evolve persists (status quo continues) <p>Dividers/forces against peace & Connectors/forces for peace: in every context, there are elements in society, which divide people from each other, destabilize social cohesion and there are forces that work against peace and stability. But in every context, there are also elements that connect people, creating trust, a feeling of cohesion or forces that work for peace and stability. Understanding dividers and connectors is critical to reduce the risk of inadvertently feeding into intergroup tensions and to increase your leverage to mitigate conflict and strengthen social cohesion.</p> <ul style="list-style-type: none"> • Example: dividers: biased news on the radio that provoke a feeling of exclusion of a particular group of the population; connector: festivities that bring people together despite cultural differences <p>Actors: refers to all those engaged in a context including those that are engaged in tensions or conflict or are affected by it.</p> <ul style="list-style-type: none"> • Example: local authorities, community leaders, women's groups, implementing partner, your own organization, ministry of national level, conflict party A and B etc.
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 <p>21</p>	<p>Slide 21. A good conflict context analysis is gender-and diversity sensitive. This means that Dynamics 1 and 2 should be conducted together in every context at the same time. In this slide, we are focused on both dynamics (G&I and conflict).</p> <p><i>1. Say in own words that</i></p> <ul style="list-style-type: none"> • In all context analyses – as in any other analysis – we need to be aware of gender issues – meaning the particular perspectives of men, women, boys and girls; as we often tend to be “gender/diversity-blind,” it is key to ensure that men and women, girls and boys and marginalised groups are equally considered in all context analysis; • we have to avoid preconceived assumptions about each profile as they can lead to negative consequences: • Example: women/girls may be differently affected by conflict than men/boys – for example in certain contexts, women/girls can be subject to gender-based violence while men/boys run the risk of being forcefully recruited by armed groups. – Likewise men/boys and women/girls can play different roles, be it in peace or conflict – it would for example be naïve to assume that women’s groups are per se “good” and factors for peace, it would need to be further analysed what their role is. <p>Methodological advice: ask participants whether they can give examples of gender issues in their respective contexts; ask them if and how they take these into account when they plan projects or assess a situation</p> <p>Highlight: that a gender & diversity-sensitive context analysis assesses: how gender relations shape the ways women/girls and men/boys engage in conflict or tension, are affected by conflict/tension, which role they play in seeking to resolve conflict/tensions or fuel it.</p> <ul style="list-style-type: none"> • In all context analysis we need to be aware of other issues of diversity, related to language, ethnicity, caste, religion and a variety of other cultural factors and norms – any aspect of the person that may be relevant in a conflict context • we have to avoid preconceived assumptions about different groups as they can lead to negative consequences.
 <p>22</p>	<p>Slide 22. Definition of conflict context analysis</p> <p>Methodological advice: Before showing the slide ask participants if they can summarize the purpose of conflict context analysis</p> <p><i>1. Say in own words that :</i></p> <p>conflict context analysis is the foundation or basis of conflict sensitive work and programming – without a sound conflict context analysis and</p>

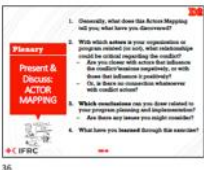


	<p>understanding of dynamics of tension/conflict in the area where we work, we cannot be conflict sensitive in our actions</p> <p>Highlight: keep in mind: conflict context analysis is the foundation of conflict sensitive programming, which means “BETTER programming”</p>
	<p>Slide 23. A conflict context analysis is the basis for conflict sensitive work</p> <p>Methodological advice: Before showing the slide ask participants to brainstorm a) what may be consequences if we don't do a conflict context analysis, b) if we do one. You may want to write their answers on a flipchart. Then show the slide and summarize.</p> <p>Examples: here are some examples of possible consequences if we do not properly understand a conflict context:</p> <ul style="list-style-type: none"> • reinforce/create tensions: we contribute to tensions because of a biased beneficiary selection as we were not aware of underlying tensions between different groups • program not effective: we were not aware of power-dynamics between different local decision makers and subsequently ignored to include important actors, local authorities stopped to collaborate with the project and results could not be achieved • more costs: a WASH-program was not sufficiently aware of local tensions between owner of water sources and communities, the construction of the pipe was blocked and even demolished by owner which created a delay in execution and an increase in costs • security risks: staff is exposed to security risks because they are of an ethnic group that is not well seen in the program location <p>Methodological advice: Ask if participants know of own examples where they realized that a lack of knowledge of context understanding and dynamics of tensions/conflict did lead to harm or any type of risks? What were the consequences?</p>
	<p>Slide 24. Is a conflict context analysis only done in conflict contexts?</p> <p>We need to be:</p> <ul style="list-style-type: none"> • mindful of what the term "conflict" means and • aware of our preconceived ideas, assumptions, biases, etc. in relation to conflict and gender and diversity aspects. <p>Methodological advice: ask participants if a conflict context analysis is only done in violent/conflict contexts? – Hopefully they will say NO. As tensions or conflict can happen anywhere (see also module 2)</p>


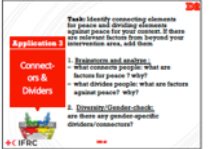
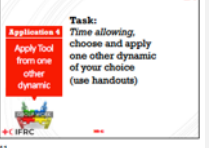


	<p>Slide 25. Beware: a conflict context analysis needs to be conducted in a conflict sensitive way (which implies it is also conducted in a G&D sensitive way)</p> <p><i>Stress that:</i></p> <ul style="list-style-type: none"> one needs to be “conflict sensitive” when conducting a conflict context analysis as it can itself trigger or reinforce conflict or tensions; we also need to be self-aware/self-reflective, non-judgemental, empathetic, etc. - i.e., being a living example of the Fundamental principles (demonstrating their application at personal level through the use of inter-personal skills; the slide shows different areas which can be highly “conflict-insensitive” if not addressed well. <p>Suggest reference: Seven skills for seven principles</p> <p>Example: a program like Youth as Agents of Behavioural Change (YABC) could help develop such self-awareness and 'conflict-sensitive' way of being.</p> <ul style="list-style-type: none"> Methodological advice: ask participants if they have experience of conflict-insensitive attitude – has it happened to them that by their behaviour they created tensions? ask them to provide examples.
	<p>Slide 26. Tools and Group Work: Conduct a conflict context analysis</p> <p><i>Say in own words that:</i></p> <ul style="list-style-type: none"> you will now get introduced to 3 different tools that help analyse the context from a conflict perspective you will work in groups on your own (1 shared) context
	<p>Slide 27. Key tools</p> <p><i>Explain that</i></p> <ul style="list-style-type: none"> for each of the aspects of step 1 many tools exist; the ones presented here have proven to be useful each tool is introduced and then participants break into groups to do the conflict analysis with the help of that tool
	<p>Slide 28. Tool 1: Conflict Matrix</p> <p><i>Explain:</i></p> <ul style="list-style-type: none"> the purpose of the conflict matrix is to identify open or underlying (latent) tensions or conflict in the context where we work (area of intervention), their underlying causes or sources and their dynamics


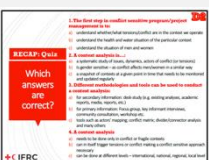


	<ul style="list-style-type: none"> • it is the first step to understand if and what tensions or conflict factors are present in the context where we work • it is important that one not only looks at the “big conflict issues”, but also at minor tension--especially as they may evolve over time and become larger issues if not addressed or left unnoticed • go through the questions in the matrix • Methodological advice: Some participants may say that there are no tensions or conflict in their intervention area. Challenge them: is that so? Are you sure? How do you know? Can you think of any underlying (latent) tension even if they seem minor?
	<p>Slide 29. Methodological advice: an option to save time is to instruct on and have groups work on 2 tools at a time. Trainer should decide if it is preferable to present one at a time and regroup after each one.</p> <p>So before you try out the Conflict Matrix Tool, let me share another one with you. Tool 2: Actor Mapping</p> <p><i>Explain in own words that:</i></p> <ul style="list-style-type: none"> • Actor mapping is a tool to visualize the different actors present in the specific context and their relationships • it is a snapshot of a current situation and helps identify tense relationships that might not have been visible before. Actors are all the relevant stakeholders in the specific context and NOT only those related directly to the project/activity – example: e.g. governmental, specific communities, women or farmers groups, other organization, your own organization, associations, etc. • it is important to position your own organization – as well as potential implementing partners – also as an actor so as to be able to visualize your own position and relations in the context and conflict
	<p>Slide 30. Example Actor Mapping (Tool 2)</p> <p>Methodological advice: ask participants to describe the sample actor mapping - what do they see? Ask them to describe and analyse it.</p> <p>Example: Description: There are 2 conflicts going on: one between farmers and pastoralists and another between different armed groups (ACIN, IMM, Government army). Our organization – Civitas – has strong linkages with farmers and the ministry of agriculture, however no relationships with pastoralists.</p> <p>Analysis: Civitas and our program do not seem to take into consideration the different conflicts. They only work with farmers and do strengthen so the farmers’ position. Knowing now that farmers and pastoralists are in conflict, this may be problematic from a conflict sensitivity perspective – we may even</p>

	<p>reinforce tension between the two groups as the pastoralists might feel even more excluded; we risk doing harm because we do not take into account local conflict dynamics. This also represents our (perceived) neutrality and hence the potential for later on being refused access to the pastoralists' groups or the security risk for staff and volunteers associated with a possible future intervention targeting the pastoralists' group.</p> <p>Among stakeholders it is important to ensure we include child rights / child protection networks which is crucial to understand the local context, dividers, etc.</p>
	<p>Slide 31. Guidance: Actor Mapping – Relationships</p> <p>Methodological advice: the slides provides orientation on the size (representing power of actor) and type of lines to draw to define the respective relations. If there is a zig-zag-line (meaning the two actors are in conflict/tension, ask participants also to write what the conflict is about – example: zig-zag between farmers and pastoralists, write access to resources).</p> <p>Clarify that there can be several relationships between actors – example: a zig-zag line and a straight line, this can demonstrate, that actors are not always in conflict but that there is a tense relationship which can easily break out in conflict.</p>
	<p>Slide 32. Application/Tool 1: Conflict Matrix in Group work</p> <p>Methodological advice: Important: all the tools should be applied on the same case example (per group). Participants work on the concrete contexts where their intervention takes place. They will need to define whether they are identifying conflict issues of the national, regional, local level. Usually, for this exercise, it is easier to work at local level, but then: don't forget regional or national actors influencing at local level. Make sure participants are not analysing a context that has no connection with their geographical intervention area.</p> <ul style="list-style-type: none"> • Composition of groups: Look that there are no more than 6 people per group. Each group should have at least one person, ideally more, that knows the context well • Instructions: Read the slide, orientations are also in the Participant Packet (PP). <p>Highlight: There is a danger that participants may look at the context through a "sectorial lens". Meaning, if there is a water-project, they may only look at conflicts/tension within the area of water. Make sure this does not take place – they need to forget their "sectorial hat" and look at the context in <i>general</i>.</p>

	<p>Slide 33. Application/Tool 2: Actor Mapping/Group work</p> <p>Methodological advice: Groups conduct an actor mapping of the contexts where their intervention takes place.</p> <ul style="list-style-type: none"> • Composition of groups: Same groups as during the conflict matrix • Material: Flipchart, Marker, round cards of different sizes to write the actors, Scotch or Pins • Instruction: Read the slide, orientations are also in the Participant Packet (PP). In a first step, participants brainstorm the relevant actors of the context, write them on cards. Secondly, the key actors of the most relevant conflict they identified during the conflict matrix if they have not yet been mentioned; third, actors of their program/project if they have not yet been mentioned; their own organization and implementing partners if they have not yet been mentioned. Cards are then pinned on the paper, their relationships analysed and the respective line drawn (for the description of lines see next slide) – if there are too many cards/actors, start with the most important ones: Once completed, circle in one colour the key actors in the conflict, and in another colour the key actors for peace <p>Highlight: In actor mapping, participant often tend to mention just broad categories of stakeholder like “community”; “NGO”; “Minority” – ask them to be as specific as possible: which community, which NGO, which minority-group?</p>
	<p>Slide 34.</p> <ul style="list-style-type: none"> • Ask if there are any questions • Direct participants to groups • Check they have materials • Confirm they should organize their time and come to Training at X am tomorrow (Day 2) ready to present their results from both Tools 1 and 2.
	<p>Slide 35. Plenary/Conflict Matrix (Tool 1): Present and Discuss/Debate Time: depending on the number of working groups</p> <p>Methodological advice: Ask groups to present. If there is no time that all present, ask only 1 or 2. The questions on the slide are guiding questions you can follow if you want.</p> <ul style="list-style-type: none"> • Make sure that groups are not only descriptive, but also describe what their lessons are, what they have learned from the exercise, what they may have discovered in their respective context. • Ask which of the identified conflicts they consider as the most important ones which may also have an impact on their programs/projects in one way or the other? • Ask whether in their program/project they are already addressing identified conflicts/tensions and their sources in one way or the

	<p>other; or have program/projects been influenced by these tensions, how?</p>
	<p>Slide 36. <i>To save time: merge this into the same presentation with Tool 1, above</i></p> <p>Plenary/Actor Mapping (Tool 2): Present and Discuss/Debate</p> <p>Time: depending on the number of working groups</p> <p>Methodological advice: Make sure that participants not only describe what all the participants can see themselves, but that they present it in a more analytical way. The questions on the slide can help to make it more analytical. If there is not enough time for all groups to present, ask 1 or 2 groups, ideally other groups than the ones that had presented in the previous exercise.</p>
	<p>Slide 37. Introduce Tool 3: Connector / Divider Analysis</p> <p>Explain in own words that</p> <ul style="list-style-type: none"> • we need to understand what connects and what divides people in the context where we work – we can also say what are forces against and for peace; • if we know who the dividers/connectors are, we can make sure that we are not inadvertently strengthening dividers and weakening connectors; • the aim of a conflict sensitive intervention should be at a minimum to avoid reinforcing existing dividers--as this would mean we contribute to tensions and do harm; ideally, we aim through our intervention to ONLY strengthen connectors
	<p>Slide 38. Examples of dividers and connectors</p> <p><i>Explain that</i></p> <ul style="list-style-type: none"> • dividers/connectors are normally not people, if people then it is less about the individual person than what the person represents • Example: Nelson Mandela could be called a connector as he brought people together, however it is less him as a person than what values he represents and what actions he takes • religion could for example be a divider and a connector – but it is not religion as such that divides or connects society – it is more what it represents in a specific context. Example: religion in community A and B who normally have tensions is a connecting element as each Friday they pray together despite tensions • Therefore, it is key that when dividers/connectors are analysed, the question is asked: what makes it a connector/divider, why is it a force for peace or against peace? <p>The table shows examples of dividers/connectors – they were identified along five categories which can be helpful when brainstorming dividers/connectors</p>

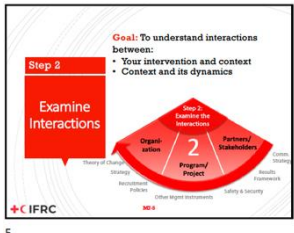
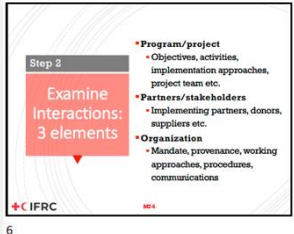
	<ul style="list-style-type: none"> • Systems and institutions • Attitudes and actions • Values and interests • Experiences • Symbols and occasions <p>Refer also to: G&D / PGI analysis</p>
	<p>Slide 39. This is another way to visualize Dividers and Connectors from the BPI 2016 book. It is the matrix in the BPI book, visualizing D&C more or less the same way as in the matrix shown before.</p> <p>The D&C listed here are nearly the same as in the CSPM matrix.</p>
	<p>Slide 40. Application/Group work on Tool 3: Identify connectors and dividers</p> <ul style="list-style-type: none"> • Methodological advice: Groups identify dividers/factors against peace and connectors/factors for peace in the contexts where their intervention takes place • Composition of groups: Same groups as during the conflict matrix and actors mapping • Material: Flipchart, Markers • Instructions: Read the slide, orientations are also in the Participant Packet (PP).
	<p>Slide 41. After you have finished working on Tool 3 C and D, you can start: Application 4: Group work on Tool of your choice for another (a third) dynamic (choose from the 6)</p>
	<p>Slide 42.</p> <ul style="list-style-type: none"> • Ask if there are any questions about the tools • Direct participants to groups • Check they have materials • Confirm they should be ready to present by X time
	<p>Slide 43.</p> <p>Plenary/Connectors & Dividers (Tool 3) AND 1 Extra Tool for Chosen Dynamic</p> <p>Present and Discuss/Debate</p> <p>Methodological advice: The questions on the slide can help to make it more analytical. If there is not enough time for all groups to present, ask 1 or 2 groups, ideally other groups that had NOT presented in the previous exercise.</p>

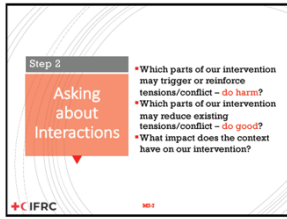
	<p>Slide 44.</p> <p>Congratulations!</p> <p>Say that:</p> <ul style="list-style-type: none"> You have now completed the conflict context analysis by using different tools and methodologies to analyse the context where you work from different perspectives Discuss: when bringing the three exercises together, what is the analysis telling you about the context where you work? Are there new things that you have discovered? What could this mean for your project and program implementation?
	<p>Slide 45.</p> <p>How much have you retained?</p> <p>RECAP: Quiz – which answers are correct?</p> <p>Methodological advice: To conclude the session and as a recap you may want to do the short quiz in plenary. You can also set up a competition between different groups by asking which group provides the correct answers to the four questions first? – If participants provide wrong answers, do not just show the correct answer but give an explanation.</p> <p>The correct answers are highlighted when clicking on the cursor.</p> <p>The correct answers are:</p> <ul style="list-style-type: none"> Question 1: a Question 2: a, b, c Question 3 : a, b, c Question 4 : b, c
	<p>Slide 46. Key take aways from this module</p>
	<p>Slide 47.</p> <p>This section is a reference for Trainer, in case additional slants or time are available.</p> <ol style="list-style-type: none"> Fears/Needs Scenario development (Worst case scenario) can help as a lead in for Stage 2
<p>HANDOUTS</p>	
<p>Applications</p>	<p>In PP, find 1 Worksheet for each dynamic</p>
<p>Participant reading</p>	<p>NA</p>
<p>HOLDING SPOT</p>	

Go to [INTRODUCTION](#)

MODULE 7		Step 2: EXAMINE INTERACTIONS and Step 3: PROPOSE ALTERNATIVES
Objectives	<ul style="list-style-type: none"> Analyse how the context may impact the intervention and how the intervention impacts the context Adjust the intervention to make it sensitive to the given context, and to make informed choices that ensure the intervention is “BPI-proofed” Be able to determine if an intervention is “BPI-proofed” 	
Key Learnings	<ol style="list-style-type: none"> Findings from the context analysis provide information to examine interactions and help you adjust Steps 2 and 3 at the beginning and at the midpoint of an intervention to support M&E The more self-critical and objective a Step 2 analysis is, the better the outcome of Step 3 and the more likely your work will do good, not harm 	
CHOREOGRAPHY	Additional details in PPT below	Duration (4h)
Warm Up	Ask participants: <i>Were you ever in a situation in which you were aware that an intervention caused harm, but nothing was changed? Why was that so, what was the lesson learnt?</i>	10 min
Theory	23 Slides (all-inclusive i.e. title, transitions, Q&A, etc): Step 2: Examine Interactions Step 3: Propose Alternatives	40 min
Application	<p>Groupwork: in same groups, participants analyse the interaction of their intervention with their context and identify/propose adjustments to ensure that it is “BPI-proofed”.</p> <p><u>Tools to apply:</u></p> <ul style="list-style-type: none"> Step 2-to-3 Matrix Checklist: conflict sensitivity institutionalized Pertinent dynamics 	2h 30 minutes
Plenary	<ul style="list-style-type: none"> Share 1 example of a change you suggest would enhance your programme Share 1 change you considered but decided against What dynamic(s) did you consider and how did they influence your adjustments? 	30 min

Wrap Up	Ask participants what they learned by studying these two steps. When would you not apply Steps 2 and 3?	10 min
Material needed:	Flipchart or any other chart, Coloured Cards, Marker, Scotch, Pins, Projector	
Participants receive:	PPT Slide Deck for module Worksheets H1/2/3 in PP (to be adapted)	
Notes to facilitator		
Legend	If used below: method advice , key attention , examples	
SLIDE DECK: PowerPoint		
 <p>1</p>	Slide 1: <i>Facilitator says (in own words):</i> In this module, we are starting an in-depth exploration of Step 2 “Examine Interactions” and Step 3 “Propose Alternatives.” We will study these steps together because they are complimentary to and dependent upon one another.	
 <p>2</p>	Slide 2: <i>Facilitator says (in own words):</i> In this module objectives, we will analyse how the context interacts with our intervention and vice versa and we will learn how to propose alternatives to the initial intervention and adjust the intervention to make it sensitive to the given context. By the end of this session, you should be able to determine whether or not an intervention is “BPI-proofed.”	
 <p>3</p>	Slide 3: <i>Facilitator puts the text below into own words:</i> To begin, let's remind ourselves of the overall aim of BPI – which is to avoid causing any harm when implementing programs. Please think of a time when an intervention caused harm, but nothing was changed to avoid or stop the negative impacts. Why was that so? What did you learn from that experience? Time: 10 mins	
 <p>4</p>	Slide 4: <i>Facilitator puts the text below into own words:</i> Conflict sensitivity is an important aspect of the BPI. It is essentially the ability of an organization to understand factors that do, or might, influence conflict in the context in which it is planning to operate. You may recognize this focus on the dynamics of conflict from Step 1, in which we are performing a thorough context analysis. From there, we want to understand the interaction between our intended intervention and the context that it is meant to affect; this is step 2. Finally, we aim to act upon the understanding of these interactions,	

	<p>in order to minimize negative impacts, or do no harm, and maximize positive impacts, do good; this is Step 3.</p>
 <p>5</p>	<p>Slide 5: <i>Facilitator suggests below in own words:</i></p> <p>Step 2 examines how the context impacts our intervention and how our intervention impacts the context. An intervention includes our entire being and doing in a specific context. This means the project or programme we are going to implement, but it also means our presence as an organization, our staff, our partnerships, our resources, and all of our interactions and activities within the entire scope of the context which make up our reputation.</p> <p>The focus of this step is a thorough interaction-analysis performed to assess what impact our intervention has on the context and dynamics of tension/conflict and what impact the context has on our intervention. Remember that it is entirely possible that the impact can be positive and really do good, or it can be negative, and actually cause more harm.</p>
 <p>6</p>	<p>Slide 6: <i>Facilitator describes the below in own words:</i></p> <p>The interaction-analysis is done based on the findings from the context analysis which we did in Step 1. It is a key element of the BPI and helps to understand how our intervention and the context interact.</p> <p>Our intervention is composed of 1.our programs, 2.partnerships and 3. us-- as an organization; all 3 have an impact on the context and vice-versa.</p> <ul style="list-style-type: none"> ● Program/Project: strategies, programs, projects including objectives, activities, implementation approaches, operational set up, staffing. ● Partners/Stakeholders: actors with whom we work or engage with such as local authorities, other NGOs, implementing partners, donors, civil society groups, military, armed groups. ● Organization: organizational set up, mandate, office location, staff composition, security set up, operational and administrative functioning..., internal and external communication. <p>It is important to be aware of the blind spot --Those with whom we are we not engaging and why. The goal should be to actively engage with opposition groups (e.g. to the project) as they make important contributions to course correction and feedback to the project implementation. Concerns could hinder long term success and sustainability if not addressed.</p>



Slide 7: *Facilitator puts the text below into own words:*

Examining interactions gives us the opportunity to ask ourselves three key questions in relation to the program/project, the partners/stakeholders and the organization:

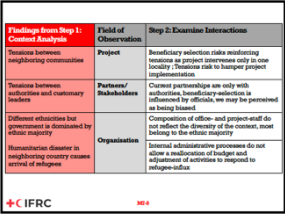
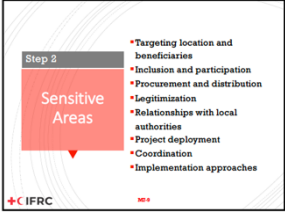
1. Which elements of our intervention could potentially **do harm** and/or create or support tensions/conflict?
2. Which elements of our intervention **contribute to social cohesion** and/or reduce existing tensions etc.
3. What **impact does the context have on our intervention**, for example, if latent conflict suddenly erupts into surface conflict and there is direct violence displayed, how does this affect our intervention on the programmatic level, on an organizational level, etc. Will we be able to continue with our intervention as planned? Do security measures need to be adapted? Or, for instance, if there is an influx of refugees, can we adjust our intervention to be able to respond to the new needs of the increased population?

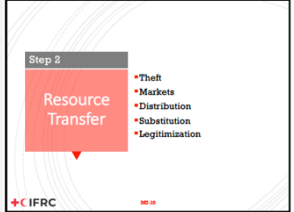
We can only steer/plan/adjust our intervention in a way that enables us to ensure conflict sensitive programming **if we are aware of the dual impact**. If we are not conducting an interaction analysis, we are far more likely to inadvertently do harm than if we were really aware of the ways our intervention interacts with the context and vice versa.

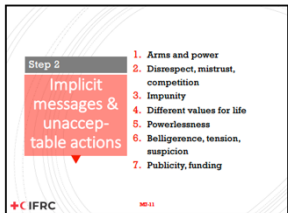
Implementation approaches may lead to tension in the community if we are not aware that they have a potentially negative impact on local dynamics.

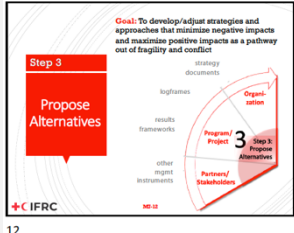
Imagine a parallel with the **principle of independence**, highlighting the possible complexity of the auxiliary role to be balanced with the need for autonomy so as to act in accordance with the principles at all times.

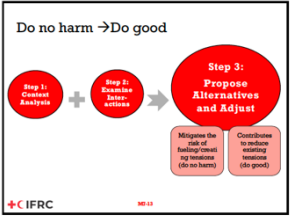
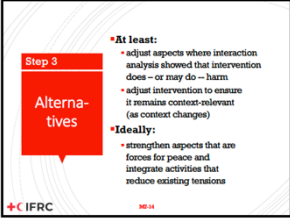
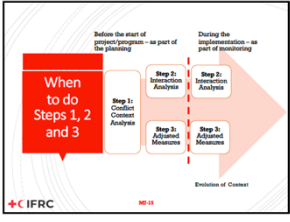
For example, consider our sensitization campaigns on water management which have been implemented through local authorities: if they use those to impose their power on communities, tensions can be created or increased. This is an example of us ignoring the shift in power of local authorities and the possible impact this may have on the overall stability of the context.

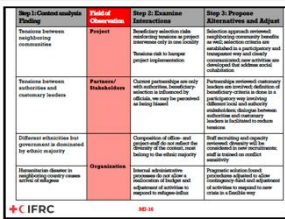

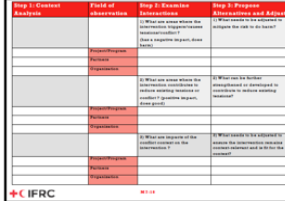
 <p>8</p>	<p>Slide 8: <i>Facilitator puts the text below into own words:</i></p> <p>It is vital that there is a link between the conflict context analysis from Step 1 and the interaction analysis. In order to complete the interaction analysis, the findings of the context analysis have to be known.</p> <p><i>Facilitator says (in own words):</i> Here is an example of an interaction analysis: This chart helps us organize some of the information from the conflict context analysis for the interaction analysis.</p>
 <p>9</p>	<p>Slide 9: Ask participants what aspects of interventions they think are particularly at risk of being conflict <u>ins</u>ensitive?</p> <p><i>Facilitator explain the below:</i></p> <p>Some aspects of interventions are particularly at risk of being conflict insensitive.</p> <p>Targeting of locations and groups: Even if done in a transparent way, some persons and communities will always be left out. It is important to take existing dynamics of tensions into account when targeting and be transparent about the choices made.</p> <p>Inclusion and participation: How are inclusion and participation ensured? Do we include the right people or are we just working with those that are most accessible? What is our position with regards to tension/conflict? Are we applying the minimum standards on PGI (participation principles) and CEA guidance?</p> <p>Procurement and distribution: Resources and resource transfer can trigger tensions in terms of prices, selection of suppliers, type of items provided etc. Is it possible that the goods provided fuel tensions or put some people at risk? Are suppliers involved in any conflict dynamics? Do the prices we pay disrupt the local markets, etc.?</p> <p>Legitimization: Some local actors are inevitably more involved in the project implementation than others. This can lead to a shift in local power-relations which can trigger tensions or reinforce current conflict actors. Who are we empowering through our actions? Are we creating power-imbalances? Are we supporting actors that are causing tensions or conflict, etc.?</p>

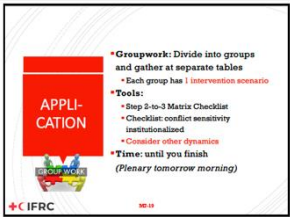
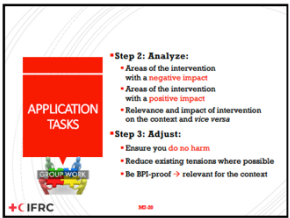


	<p>Relationships with local authorities: How are relationships built and with whom? Are some stakeholders excluded? If so, who, why, and what is the implication?</p> <p>Project deployment: How is staff chosen? How do they behave?</p> <p>Coordination: Lack of coordination among different actors, different implementation approaches or duplication can contribute to tensions. Do we know who is doing what, where and how?</p> <p>Implementation approaches: Do we have aligned working approaches?</p>
 <p>10</p>	<p>Slide 10: <i>Facilitator explains the below:</i></p> <p>Theft: All too often humanitarian goods are stolen by warriors/combatants to support the war effort either directly (as when food is stolen to feed fighters) or indirectly (as when food is stolen and sold in order to raise money to buy weapons).</p> <p>Market effects: Humanitarian resources and inputs affect prices, wages and profits and can either reinforce the war / fragile economy (enriching activities and people that are war-related) or the peace economy (reinforcing 'normal' civilian production, consumption and exchange). Examples: non-sensitive relief operations and projects can disturb tremendously the market effects, particularly in fragile context (e.g. Haiti). Consider also that some humanitarian actors may employ local people for humanitarian interventions with a much higher salary than the normal one practiced in the country. This may affect the spirit of solidarity and the willingness to volunteer (both on the short and long-term).</p> <p>Distributional effects: When humanitarian efforts are targeted towards some groups and not others, and these groups overlap (even partially) with the divisions represented in the conflict, humanitarian interventions can reinforce and exacerbate conflict. Interventions can also reinforce connectors by crossing and linking groups by the ways they are distributed.</p> <p>Substitution effects: humanitarian resources can substitute for local resources that would have been used to meet civilian needs and, thus, free these up to be used in support of war. There is a political substitution effect that is equally important. This occurs when international agencies assume responsibility for civilian survival to such an extent that this allows local leaders and combatants to define their roles solely in terms of warfare and control through</p>

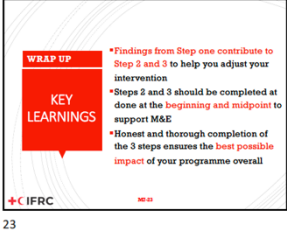
	<p>violence. As the humanitarian agencies take on support of non-war aspects of life, such leaders can increasingly abdicate any responsibility for these activities.</p> <p>Legitimization effects: Humanitarian interventions legitimize some people and some actions and weaken or side-line others. It can support either those people and actions that pursue war, or those that pursue maintain non-war (peace).</p>
 <p>11</p>	<p>Slide 11: <i>Facilitator says (in own words):</i> While it is clear that the impacts of humanitarian interventions through resource transfers can be quite important for conflict, the actual impacts of these seven implicit unethical messages and unacceptable actions is much less visible. These categories come from humanitarian workers who believe they are very important. It is essential to consider these things carefully.</p> <p><i>Facilitator explains the below:</i></p> <p>Arms and power: When humanitarian agencies hire (not RCRC) armed guards to protect their goods from theft or their workers from harm, the implicit ethical message perceived by those in the context is that it is legitimate for arms to determine who gets access to food and medical supplies and that security and safety derive from weapons.</p> <p>Disrespect, mistrust, competition among humanitarian agencies: When humanitarian agencies refuse to cooperate with each other (or even criticize each other), the message received by those in the area is that it is unnecessary to cooperate with anyone with whom one does not agree. Further, it communicates the message that you don't have to show respect or work with people you don't like.</p> <p>Humanitarian workers and impunity: When humanitarian workers use the goods and support systems provided as aid to people who suffer for personal use (as when aid workers take their work vehicle for a weekend get-away even though petrol is scarce), the message is that if one has control over resources, it is permissible to use them for personal benefit and there will be no accountability.</p> <p>Different lives have different value : When humanitarian agency policies evacuate expatriate staff when exposed to danger but do not evacuate local staff; or when plans call for removal of vehicles, radios and other equipment, while local staff are left behind, the</p>

	<p>message is that some lives (and even some goods) are more valuable than others.</p> <p>Powerlessness: When field-based humanitarian staff disclaim use arguments such as ‘You can’t hold me accountable for what happens here; it is my headquarters (or the donor or these terrible warlords) who make my resources have negative impacts’, the message received is that individuals in complex circumstances cannot be held responsible for what they do or how they do it.</p> <p>Belligerence, tension, suspicion: When humanitarian workers are nervous about conflict and worried for their own safety to such an extent that they approach every situation with suspicion and hostility, believing, for example, that soldiers at checkpoints ‘only understand power’ and ‘can’t be trusted to be human’, their interactions with people in war zones very often reinforce the modes and moods of warfare. The message received is that power is, indeed, the broker of human interactions and it is normal to approach everyone with suspicion and hostility.</p> <p>Publicity: Finally, when headquarters of non-governmental organizations use publicity pictures that emphasize the gruesomeness of warfare and the victimization of parties, they can reinforce the demonization of one side in a war and, thus, reinforce the sense that all people on that side are evil while everyone on another side is an innocent sufferer. This is seldom the case and undermines the humanitarian principles. This, too, can reinforce the modes and moods of warfare rather than helping the public, or the agency’s own staff, find an even-handed way to respond to those on all sides who seek and want peace.</p>
 <p>12</p>	<p>Slide 12: <i>Facilitator puts the text below into own words:</i></p> <p>Step 3 aims to develop and adjust approaches in order to minimize negative impacts and maximize positive impacts through context and conflict sensitive action and action towards a way out of fragility and conflicts. This is our opportunity to explore alternatives and possible options to adapt our engagement with regards to the positive and negative interactions identified in Step 2.</p>


 <p>13</p>	<p>Slide 13: <i>Facilitator puts the text below into own words:</i></p> <p>In Step 1 and Step 2, we analysed only the context and the interaction of the intervention with the context, but we have not yet ensured that the intervention will not do harm. Step 3 is where we decide how to apply the findings from the analyses established in Steps 1 and 2. Only if we take action and adjust our intervention according to what we have learned in the BPI process thus far, are we able to mitigate the risk that we have a negative impact on the context (do no harm) and ensure that our intervention is properly designed and implemented in the best way it can be to have a positive impact.</p>
 <p>14</p>	<p>Slide 14: <i>Facilitator puts the text below into own words:</i></p> <p>Adjust the intervention to avoid doing harm and ensure that you are having the greatest positive impact possible.</p> <p>Wherever the interaction analysis shows that there is risk of a negative impact on the context, the intervention should be adjusted. It is at this point that you will need to consider adding elements to your intervention to address tensions/conflict and contribute to reducing them. Where the context has an impact on the intervention, adjustments need to be made to ensure the intervention remains relevant for the context and to ensure that the operational setup is fit for the context and for conflict sensitivity, like adjusting security measures in the event that violence breaks out.</p> <p>When adjustments are being developed, it is important to carefully assess that they really enhance the dynamics of the contexts and conflict sensitivity of the intervention. Perhaps it can never be completely avoided that adjusted aspects of an intervention still do some harm, however, the risk of causing new harm is greatly reduced by making these informed choices; informed by our understanding of the dynamics of tension and conflict within the context we are working and informed by our understanding of the interaction between our intervention and the context.</p>
 <p>15</p>	<p>Slide 15: <i>Facilitator says (in own words):</i> Similar to the context analysis, an interaction analysis and subsequent adjustments of the intervention are an ongoing process. These steps need to be taken in the planning and design phase of a program/project/strategy and throughout the intervention.</p> <p>Adjustments are crucial, but let's talk about logframes and donor communication. This is possible if openly and transparently discussed with the donor and explained in advance. Discuss adjustments and</p>

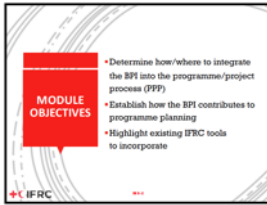
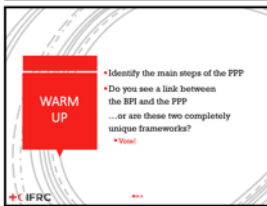
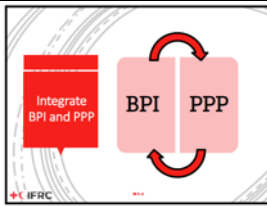
 <p>16</p>	<p>necessary changes openly and transparently with the donor/funding agency and explain why it is necessary.</p> <p>Slide 16:</p> <p><i>Facilitator explains: This is an example of an intervention that was adjusted according to the findings of the conflict context analysis and the interaction analysis. It is based on the example of the interaction analysis shown earlier.</i></p>
 <p>17</p>	<p>Slide 17: <i>Facilitator says (in own words):</i> This is a checklist for the institutionalization of conflict sensitivity that will help to first consider whether the organization is fit for conflict sensitivity. Further detail is provided in the handout.</p>
 <p>18</p>	<p>Slide 18: <i>Facilitator says (in own words):</i> This table provides the structure for the analysis and matrix below. <i>Facilitator explains the below:</i></p> <p>Tool: Step 2 & 3 Matrix</p> <p>Before step 2 and 3 you have to identify which elements/results of Step 1 (context analysis) you will focus on.</p> <p>Then, this matrix helps to conduct Steps 2 and 3 in a structured way, assessing the following 3 areas:</p> <ul style="list-style-type: none"> • Areas where the intervention may trigger or cause tensions/conflict • Areas where the intervention contributes to reduce existing tensions • Areas where the context has an impact on the intervention <p>These 3 aspects are analysed with regards to program/projects; partners and the organization. Then, based on the findings from the interaction analysis, the intervention is adjusted to:</p> <ul style="list-style-type: none"> • Mitigate the risk to do harm • Further strengthen those aspects that reduce existing tensions/conflict or to develop new actions that contribute to reduce tensions • Make the intervention both context-relevant and the organization "fit" to work in the context

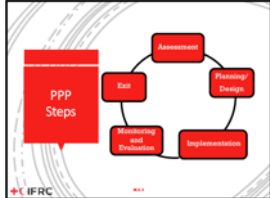
 <p>19</p>	<p>Slide 19: <i>Facilitator says (in own words):</i> Based on the findings from the conflict context analysis from Step 1, complete a Step 2 & 3 matrix. Have the groups organize as they did when they completed Step 1 and use the conflict context analysis from that application. Time: 2 hours 30 minutes, continued evening and morning as groups decide</p>
 <p>20</p>	<p>Slide 20: <i>Facilitator explains the below:</i> On the basis of the findings from Step 1 analyse:</p> <ol style="list-style-type: none"> 1. Which areas of the intervention have a negative impact on conflict dynamics (trigger, support tensions) 2. What aspects of the intervention have a positive impact on conflict dynamics (reduce, mitigate tensions)? 3. What impact the context has on the intervention? Is the intervention relevant for the context? <p>On the basis of the findings from the interaction analysis, adjust/develop measures to ensure that the intervention:</p> <ol style="list-style-type: none"> 1. Does no harm 2. Contributes to reducing existing tensions where possible 3. Fits and is relevant for the context
 <p>21</p>	<p>Slide 21: Address participants' questions, concerns, or doubts. This time we don't need each group to present. In plenary we will be seeking volunteers to share their findings.</p>
 <p>22</p>	<p>Slide 22: Method advice: Facilitate a group discussion to answer the questions below:</p> <ol style="list-style-type: none"> 1. What areas have you identified where the intervention risks to fuel, support or trigger tensions or conflict – why they do so? What adjustments will ensure your intervention is not doing harm? 2. What areas have you identified where the intervention contributes to mitigate or reduce existing tensions or conflict – how? Are there issues that you can further strengthen or develop in order to contribute to reduce tensions? 3. Does the context have an impact on your intervention – in what way and how? What adjustments do you suggest so that the

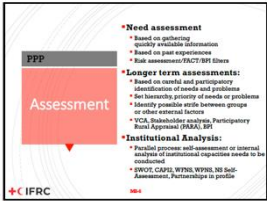
	<p>intervention remains relevant for the context and is fit to operate in the context?</p> <p>Time: 30 mins</p>
	<p>Slide 23: Ask participants what they learned by studying these two steps.</p> <p>Also, when would you not apply Steps 2 and 3?</p> <p>Time: 10 mins</p>
HANDOUTS	
Application in Participant Packet	Handout H. Step 2to3 Matrix, Institutionalization Matrix
Participant reading	
HOLDING SPOT	

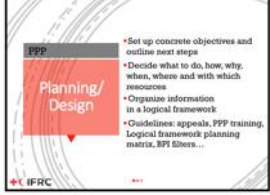
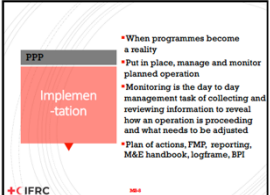
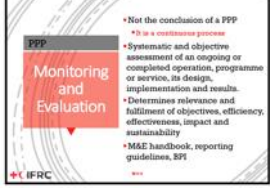
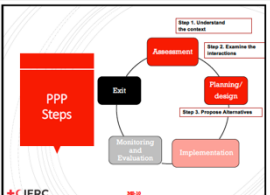
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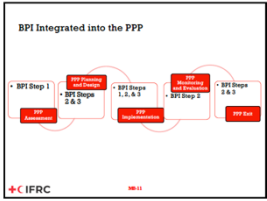

MODULE 8 INTEGRATE BPI INTO PPP		
Objective	<ul style="list-style-type: none">Determine how/where to integrate BPI into project management cycleEstablish how the BPI contributes to programme planningHighlight existing IFRC tools that can be incorporated	
Key Learnings	<ol style="list-style-type: none">Project planning process (PPP)IFRC planning toolsHow BPI fits in and interacts with PPP	
CHOREOGRAPHY	Additional details in PPT below	Duration 1h30
Warm Up	Ask the participants to identify steps of PPP. Ask them if they see a link between the BPI and PPP or if they think they are two completely different issues, have them vote.	10 min
Theory	16 slides (all-inclusive i.e. title, transitions, Q&A, etc): <ol style="list-style-type: none">Project planning process (PPP) stepsThe BPI in the PPPIFRC tools to incorporate	30 min
Application	Groupwork: Complete one step of the PPP by integrating the BPI <ul style="list-style-type: none">Questions for considerationUtilize relevant IFRC tools	30 min
Plenary	Share completed PPP step with BPI integration	10min
Wrap Up	Show participants the PPP-cycle and ask them what relevant questions would be for each step from a BPI-perspective	10 min
Material needed:	Flipchart or any other chart, Marker, Scotch, Pins, Projector	
Participants receive:	<ol style="list-style-type: none">PPP Guidance ManualSet of power points of module 8	
Notes to facilitator	This module requires a solid understanding of the project cycle and project cycle management and experience with IFRC projects and initiatives.	
Legend	If used below: method advice , key attention , examples	
SLIDE DECK: PowerPoint		
	Slide 1: <i>Facilitator says (in own words):</i> In this module, we see how the BPI can and should be integrated into the programme/project planning process, as you know it.	

	<p>Slide 2: <i>Facilitator says (in own words):</i> The BPI can be integrated into and enhance the programme/project planning process. Further, there are several useful IFRC tools that can be incorporated to ensure that you develop the best possible intervention for the context.</p>
	<p>Slide 3: Ask participants to identify the basic steps of the PPP. Ask them if they see a link between the BPI and the PPP or if they think it is two completely different issues, have them vote by raising their hands. Time: 10 min</p> <p>The main steps of project process include:</p> <ol style="list-style-type: none"> 1. Assessment 2. Planning/design 3. Implementation 4. Monitoring and Evaluation 5. Exit. <p>Method advice: Participants may be less familiar with the 5th step, Exit, but a smooth exit that guarantees the stability of the affected community/area is a key aspect to the BPI's resilience approach.</p> <p>There is a strong link between the BPI and the PPP. The overall goal of the BPI is to improve and expand the project/programme planning process to ensure conflict sensitivity is thoroughly considered and implemented. In this module, we will we look at how BPI can be integrated at each step of the PPP.</p>
	<p>Slide 4: <i>Facilitator puts the text below into own words:</i></p> <p>To better know how the BPI interacts with other IFRC planning tools, we need to understand first the practical application of this methodology. BPI is an analytical and systematic planning tool that puts National Societies' programmes in contact with their context, especially in complex settings like post-conflict and social violence situations.</p> <p>The 3 steps of BPI are relevant for all PPP phases, but a strong focus should be on project assessment and planning/design including the context and interaction analyses. Step 1 and 2 are the baseline for the BPI monitoring tools' implementation and evaluation and Steps 2 & 3 support a conflict sensitive exit.</p> <p>Planning is central to the PPP, but what does planning really mean? Planning is a continuous process that allows us to decide what, how, when, where, with whom and with which resources we can produce</p>

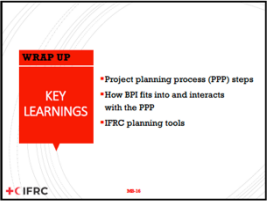
	<p>changes or do something. To plan enables us to choose between many options the most adequate solutions to achieve the desired outcome. In that sense, the BPI aims to provide an analytical approach to allow us to know better the context (at assessment phase) by identifying what connects and divides people/communities/ organisations. It enables us to identify how our programmes, projects, services interact with the context. It helps us to find the best option to optimize the impact of our actions in terms of sustainability, accountability and efficiency. It aims therefore to improve our capacities to optimize the way we plan and implement projects.</p>
	<p>Slide 5: <i>Facilitator says (in own words):</i> Let's look at each step of the PPP and show which elements of BPI to integrate.</p> <p>The PPP in an organisation is an iterative cycle divided, both at strategical and operational level, in five basic phases: 1) assessment of situation and needs 2) programming/project planning/design, 3) implementation, 4) concurrent monitoring, and evaluation, and ultimately 5) exit. This is not a close circle but as represented in the figure a continuous and evolving process until the final step, exit.</p> <p>We can use this basic structure of the PPP to identify which of the main IFRC tools to deploy in each step of the PPP and how the BPI could interact or be integrated into the PPP.</p> <p><i>Facilitator explains the below:</i></p> <p>PPP-Assessment: This is the step where we conduct the context analysis (including dynamics 1, 2 and any other appropriate ones) along with a sectorial assessment, as described in modules above.</p> <p>PPP-Planning and design: the findings from the conflict context analysis should influence the planning and design of the project together with the findings from the sectorial assessment. Planning and design should ensure a conflict sensitive intervention. In the setup of the log frame, integrate indicators that ensure iterative monitoring of the context (including conflict sensitivity of the program/project). Indicators will be defined in Module 9.</p> <p>PPP-Implementation: Overseeing of the program/project implementation and ensuring the conflict sensitivity of the program/project.</p> <p>PPP-Monitoring and evaluation: Monitoring adjust where monitoring indicators show that the intervention could potentially do</p>

	<p>harm. Monitor evolving dynamics of areas that may form tension/conflict in the context and update the conflict context analysis if needed accordingly. Keep the big picture in mind. As you evaluate the program/project, consider its relevance and effectiveness with regards to the program/project's overall goal and the conflict sensitivity of the intervention. Ensure that evaluations are conducted in a conflict sensitive way.</p> <p>PPP-Exit: This studies how the intervention may create or reinforce tensions/conflict when funding ends and how to build onto or adjust the program/project as needed. This implies that the phasing out of the program/project needs to be planned in advance and clearly communicated to the appropriate stakeholders. Often times, being upfront about the closing steps of the program/project allows beneficiaries and other stakeholders to prepare in ways that contribute to the sustainability of the intervention and resilience of the community as a whole which reduces the risk that tensions/conflict could erupt when the project is completed.</p>
 <p>6</p>	<p>Slide 6:</p> <p>METHOD ADVICE: IN A TOT THIS SHOULD BE COMMON KNOWLEDGE TO PARTICIPANTS. CONSIDER SKIPPING SLIDES 6 TO 11</p> <p><i>Facilitator summarizes the messages the below:</i></p> <p>This is possibly the most crucial step in the PPP. A good and participatory assessment, including a good context analysis, guides our future actions and their possible impact. The BPI can support the analysis by incorporating BPI filters into the Emergency Needs Assessment Checklist. As an assessment tool, it can/should be combined and integrated into the VCA, the PRA, the stakeholder analysis, and the diverse Institutional Assessment tools developed in the IFRC. As a parallel process in the assessment phase, a self-diagnosis or internal analysis of the capacity of the NS and communities (as a good entry point) needs to be conducted. This is especially important in fragile and conflict affected settings as it strengthens sustainability and "do no harm".</p> <p>National Societies and IFRC programme information gathered through those institutional tools can feed the BPI analytical process, while the BPI makes possible the identification of those programmers' impact on communities through the third analytical step and therefore supports the institutional assessment.</p>

	<p>Slide 7: <i>Facilitator puts the text below into own words:</i></p> <p>Once the situation has been analysed, identified and understood, we need to set up concrete objectives and outline the steps or actions that should be followed, and the necessary resources and organisation, to achieve them in an effective and efficient manner. The BPI could be incorporated in the planning/design phase to support beneficiaries' selection, to improve the analysis of project alternatives, to support the identification of the different elements that make up the log frame, and finally as a programme/project filter at the end of the planning/design phase to check the sustainability of the proposed project.</p>
	<p>Slide 8: <i>Facilitator puts the text below into own words:</i></p> <p>The implementation/monitoring phase is when the programming really makes sense and becomes a reality. The programme or operation management team must put in place the intervention that has been planned, and manage and monitor the whole process. When BPI is used in the assessment and planning/design phases to identify objectives, indicators and assumptions/risks, BPI is linked to the monitoring through the log frame review. Thus, if we are about to develop or are developing an action, we should ask ourselves how our action is reinforcing connectors or aggravating dividers. We need therefore to monitor impacts. If we identify a negative impact as a side effect of the planned action/operation/project, we need to look for new alternative options, if possible.</p>
	<p>Slide 9: <i>Facilitator puts the text below into own words:</i></p> <p>The BPI responds very well to what is required in an evaluation process as through its analytical steps, the ongoing or finalised programmes/projects/ operations can be evaluated from another angle. The BPI analysis can be conducted in isolation and/or updated as part of a mid-term or final evaluation.</p>
	<p>Slide 10: <i>Facilitator explains the below in own words:</i></p> <p>PPP-Assessment</p> <p><u>Ideally:</u> Do a context analysis alongside a sectorial assessment (BPI Step 1)</p> <p><u>At least:</u> Integrate key context analysis questions, including consideration of gender dynamic, into sectorial assessments and baseline study</p> <p>Aim: Know the tensions/conflict in the area where the project takes place</p> <p>PPP-Planning and Design:</p> <p>–Conduct an interaction-analysis and integrate findings from this analysis into the planning and design of the project (BPI Steps 2 and 3)</p>


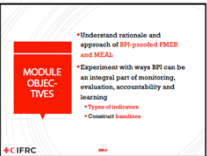

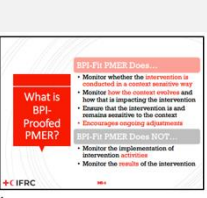
	<p>–Integrate BPI indicators into the project/program log frame</p> <p>Aim: Reduce aspects that may do harm (that reinforce tensions, dividers); reinforce aspects that contribute to do good (that reduce tensions, reinforce connectors) and design or adjust project activities and approaches to ensure a conflict sensitive intervention</p> <p>PPP-Implementation and monitoring:</p> <p>–Ensure conflict sensitive monitoring as part of the regular project monitoring; adjust interventions which risk to do harm, reinforce aspects which do reduce tensions</p> <p>–Monitor the evolution of the context</p> <p>Aim: Ensure the conflict sensitivity of the project</p> <p>PPP-Evaluation:</p> <p>–Don't evaluate just results and impact in relation to the project objectives but also in relation to the impact on all pertinent dynamics</p> <p>–Ensure that the evaluation is designed and implemented in a conflict and gender sensitive way</p> <p>Aim: Assess the impact of the project on dynamics and relevance to conflict</p> <p>PPP-Exit:</p> <p>–Ensure a conflict sensitive exit of the project; plan this from the beginning of the project</p> <p>Aim: Ensure that the termination of the project does not create or reinforce new tensions/conflict</p>
 <p>11</p>	<p>Slide 11: <i>Facilitator explains the below:</i></p> <p>As you can see from this diagram, the BPI and the PPP steps are closely aligned and can easily be integrated</p> <p>PPP-Assessment: BPI Step 1</p> <p>PPP-Planning and Design: BPI Step 2 & 3</p> <p>PPP-Implementation: BPI Step 4</p> <p>PPP- Monitoring and Evaluation: BPI Step 5, 2 & 3</p> <p>PPP Exit: BPI Step 6</p>
 <p>IFRC</p>	<p>Slide 12: <i>Facilitator says (in own words):</i> The image shows the different tools that we can find along the PPP. The BPI can be integrated and incorporated into those planning tools providing an added value to their own analytical process.</p>

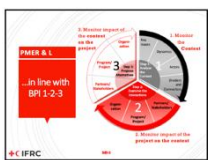
	<p>Slide 13: Address participants' questions, concerns, or doubts.</p>
	<p>Slide 14: Instruct participants to organize themselves into 5 manageable groups. Provide each group an intervention description (may be same one they applied in steps 1-2-3, but it is fine if they think of a new one as groups will be different purposefully) and assign them to explore and try their hands at one step of the PPP to complete based on the intervention they were provided.</p> <p>Time: 30 minutes</p>
	<p>Slide 15: Ask participants if they considered these questions in relation to the PPP step they completed.</p> <p>Time: 10 minutes</p> <p>PPP-Assessment: Are we aware of conflict/tension, dynamics, actors, dividers/connectors in the context we operate? BPI Step 1</p> <p>PPP-Planning and Design: Have we taken findings from the interaction analysis into account in the project design/planning? Do we make sure we do not reinforce/ create tensions, and contribute to reduce tension? Are there CS-Indicators in the Log frame? BPI Step 2 & 3</p> <p>PPP-Implementation: Have we accomplished the activities we set out to? Was it done in a conflict sensitive manner? BPI Step 3</p> <p>Method Advice: BPI MEAL components will be covered in module 9.</p> <p>PPP-Monitoring and Evaluation: M&E, which will be discussed in detail in the next module, give us the opportunity to ask: Are we monitoring the conflict sensitivity of the implementation? Do we adjust activities/approaches that risk to trigger/reinforce tensions? Do we strengthen activities/approaches that contribute to reduce tensions/conflict? What impact has the context on the intervention? Do we adjust to ensure the intervention is relevant for the context? Do we monitor the evolution of tensions/conflict in the context? Was the project responsive to context changes and conflict-dynamics? Was it effective in terms of reducing risks to do harm and reinforcing aspects to reduce tensions? Did it have a positive/negative impact on conflict? BPI Step 1, 2, & 3</p> <p>PPP Exit: Is the phasing out planned so that the end of the project does not create, reinforce tensions/conflict? BPI Step 2 & 3</p>

	<p>Slide 16: Back in plenary, facilitator reviews the key learnings and addresses any questions.</p>
<p>HANDOUTS</p>	
<p>Application</p>	<p>None</p>
<p>Participant reading</p>	<p>Reference: PPP Guidance Manual</p>
<p>HOLDING SPOT</p>	

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MODULE 9	TITLE: MAKE PMER and Learning “BPI-FIT”	
Objective	<ul style="list-style-type: none">Understand the rationale and approach of BPI-proofed PMER methodsExperiment with ways BPI can be an integral part of monitoring, evaluation, accountability and learning, types of BPI indicators and baselines	
Key Learnings	<ul style="list-style-type: none">Monitoring BPI-fitness of an intervention should be an integral part of general project monitoring—it ensures that the intervention stays context-sensitive and that adjustments are being made as neededEvaluation of the BPI-fitness of an intervention assesses whether it remains relevant and effective to do no harm and what impact it hadThere are no standard-indicators: they are developed on the basis of the context analysis and the interaction analysis	
CHOREOGRAPHY	Additional details in PPT below	Duration: 2h
Warm Up	Ask: how would you describe or define a BPI-proofed monitoring and evaluation system?	10 min.
Theory	12 Slides, see below	20 min.
Application	Pair/group work: participants develop BPI-fit indicators – ideally working on the same cases as for previous modules	50 min.
Plenary/feedback	Ask pairs or groups to present their best PMER & L ideas	30 min.
Wrap Up	Ask: How do you feel you can use this BPI approach in your work? What insights do you have on BPI-fit PMER & Learning?	10 min
Material needed:	Flipchart or any other chart, Marker, Scotch, Pins, Projector	
Participants receive:	Participant Packet (PP) PPT slide deck	
Notes to facilitator	Resources: CSPM Training Module 05 – CS M+E (Slides 4-6) IFRC PP M&E guide , Elaborating indicators and CS Evaluation	
Legend	If used below: method advice , key attention , examples	
SLIDE DECK: PowerPoint		

 <p>1</p>	<p>Slide 1. <i>Facilitator says (in own words):</i> In this module we will look at making PMER and learning (aka MEAL) techniques “BPI-fit.”</p> <p><i>Explain:</i> In IFRC language, this should align directly with the movement’s Planning, Monitoring, Evaluation and Reporting (PMER)</p>
 <p>2</p>	<p>Slide 2. <i>Facilitator says (in own words):</i> The goal here is to promote a thorough understanding of the rationale and approach of BPI-proofed PMER & Learning methods. We will accomplish this by studying some examples and experimenting ways in which the BPI can be an integral part of PMER & LEARNING, types of BPI indicators and BPI-considerate baselines.</p>
 <p>3</p>	<p>Slide 3: Ask participants to volunteer to share their ideas of BPI-proofed monitoring and evaluation elements or indicator or other MEAL components.</p> <p>Guide them to describe a BPI-proofed PMER & L system AND would consist of with the two questions featured in the slide.</p> <p>Time: 10 minutes</p>
 <p>4</p>	<p>Slide 4. <i>Facilitator puts the text below into own words:</i></p> <p>BPI monitoring is not about monitoring the achievement of the program/project results or monitoring regular project activities, such as how many wells were constructed; if the construction work is completed on schedule, etc. BPI monitoring is about monitoring the impact of the intervention and the evolution of the dynamics of the context (including tension/conflict). To ensure that the intervention is done in a way that avoids harm, we need to monitor all aspects of the intervention that have been identified as having the potential to inadvertently have a negative impact. This is an ongoing process throughout program’s/project’s implementation because contexts are dynamic and evolve. The status of conflict and other dynamics in the context and the way in which the intervention is interacting with the context must be monitored to avoid doing harm. Consistent BPI-fit monitoring allows us to quickly recognize and adjust our intervention if the feedback from the monitoring system shows that the intervention is causing harm or, if not adjusted, it may eventually cause harm.</p> <p>BPI-fit monitoring is a prerequisite to ensuring we are doing everything possible to guarantee that our intervention has only a positive impact. If we are not monitoring the potential for harm of the intervention, we risk unintentionally having a negative impact, even if the program/project had initially been planned in a thoughtful, context sensitive manner.</p>



Slide 5. Facilitator puts the text below into own words:

BPI-proofed PMER&L follows the same 3-step cycle:

monitor the context,

Monitor the impact of the project on the context

Monitor the impact of the context on the project.

Of course, it is difficult to anticipate and even monitor the overall impact of our intervention before it is finished. For this reason, BPI PMER & LEARNING components aim to assess the degree to which the intervention is relevant to the context and effect at progressing and achieving its intended purpose. BPI-proofed evaluations' methods evaluate the context sensitivity of the intervention and attempt to objectively measure its relevancy, effectiveness and impact between the simplified parameters of positive and negative.

A BPI-proofed evaluation method aimed at assessing the **relevance** of the intervention asks; was the intervention relevant in terms of existing dynamics such as conflict dynamics/tensions or was it detached from these issues? Did the intervention adjust to changes in the context?

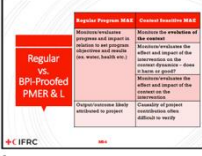
Example: For example, if the context analysis showed different tensions between two communities around water management, and a water project was implemented in these communities through the construction of a well, did the intervention address the tensions around water management?


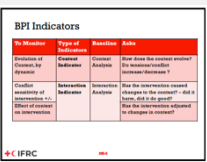
– We could say that for the ongoing conflict, the program was not relevant.

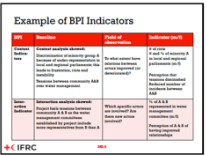

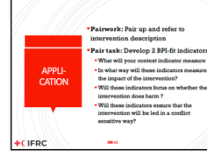
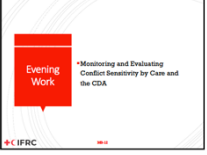
Example: What if the intervention area where we conduct the water project receives a refugee-influx and despite the fact that there is water-scarcity in the areas where refugees settle, we do not adjust the program to adequately serve the added population of refugees because this was not part of our initial project plan.

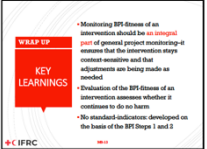
– We could say that in terms of the changed context situation our program is not relevant.

– In the first example, from a BPI perspective, the project would have been more relevant if we had undertaken activities to reduce tensions of the two communities related to the water management. The BPI is a comprehensive analytical framework. Do you see that the tensions over water management would have been identified in the context analysis completed in Step 1, and options for those activities to address those tension would have been considered and added in Steps 2 and 3? In the second example, the intervention should obviously be adjusted to consider and address needs of the added refugee population. BPI-proofed

	<p>monitoring takes place constantly, so that changes to the context, like the influx of refugees from this example, are acknowledged and the intervention is adjusted accordingly.</p> <p>BPI PMER & LEARNING components aimed at assessing the intervention's effectiveness monitor whether our measures contribute to reducing tensions and generally keep the risk of doing harm low. The components should show if the expected positive results are being achieved and if identified areas where there is a risk of having a negative impact are not in fact experiencing a negative result, or if tensions remained the same, or if our intervention ultimately contributed to reinforcing or even created tensions/conflict.</p> <p><i>Examples:</i> Imagine if we conducted activities meant to reduce tensions over water management between the two communities, but tensions continued and the measures we took did not prove to be effective, or, alternatively, we were successful, and now the communities have resolved the problem.</p> <p>– Despite designing and managing interventions with great effort to do no harm, some approaches could still cause harm. But BPI-proofed monitoring techniques consistently monitor the effectiveness of the interventions, allowing us to recognize our errors and adjust.</p> <p>In this example, we would be monitoring to determine whether the program helped to address sources of tensions between communities over the management of water, if the intervention contributed to a change in the way conflicts are managed and to a clearer definition of the rights and responsibilities of the communities and their members in terms of water management; or if our intervention had a negative impact and conflicts/tensions are even worse; or the intervention had no effect at all.</p> <p>The goal of BPI PMER&L is to assess the overall impact of our efforts. This is where we ask, did the intervention reinforce or weaken connectors, did it reinforce or weaken dividers, did it have a positive or a negative impact overall on the context?</p>
	<p>Slide 6. <i>Facilitator puts the text below into own words:</i></p> <p>This table highlights the differences between standard MEAL of regular project components and the BPI-proofed PMER & LEARNING system. Regular project MEAL assesses the progress and impact of the activities, outputs and outcomes of your sectorial intervention, such as the progress of construction of wells, timeliness of construction work, etc., whereas BPI M&E uses two specific types of indicators to monitor the evolving dynamics of context and the intervention, including the intervention's</p>



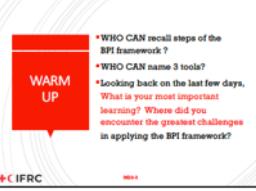

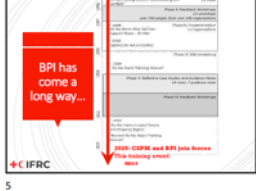
	<p>relevance at any given time, its effectiveness at achieving its purpose while avoiding any negative impact, and its overall impact on the context.</p> <p>Outputs/outcomes in regular project monitoring can normally be attributed to the project, like noting the number of wells constructed. However, it is more difficult to identify a potential change in the context or the conflict dynamics as a direct result of the project, such as decreased tensions between the two communities over local water management. Our project may have contributed to that, but it may also have been influenced by other factors outside the scope of our project. For this reason, while important to acknowledge that a positive change is achieved, whether this change was created by our project or not (i.e. taking credit for it) is secondary.</p> <p>Regular projects often have standard indicators; number of wells, % of women on water management committee. While there are two specific types of indicators in the BPI, it is not possible to have standard indicators as they are developed on the basis of the conflict context analysis and of the interaction analysis. Every context dynamics are unique so BPI indicators should be too.</p> <p>Standard PMER & L components are important and should always be used. It is important to note as well that BPI M&E is not a separate activity; it is an integral part of the project monitoring which adds a more holistic and conflict sensitivity perspective. Despite the differences between BPI M&E and regular PMER, the two have to be conducted together as an integrated approach to monitoring, evaluation, accountability and learning.</p>
	<p>Slide 7.</p> <p>The process of Monitoring & Eval HAS to also be context-sensitive. Suggest the ideas shown. Ask: what other ways could we take more care to consider the context in our monitoring and evaluation tasks?</p>
	<p>Slide 8. <i>Facilitator puts the text below into own words:</i></p> <p>It is key that indicators are developed on the basis of the context and the interaction analysis as shown in this example. It is possible for BPI indicators to be similar to regular project indicators, for example the % of A&B community members on water management committees could be an appropriate BPI-proof indicator and also be a normal project indicator. However, BPI indicators should be developed based on the findings of the interaction analysis. For this indicator, the interaction analysis would have shown that your project fuelled existing tensions because both</p>



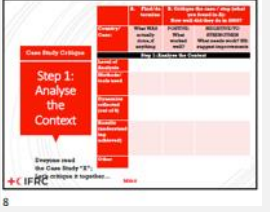
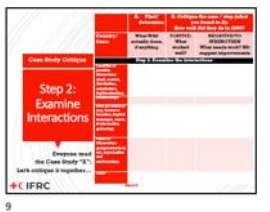

	<p>communities were not equally represented. It is important, not only to have quantitative indicators, but also consider qualitative indicators because they tell us much more about the entire context and the overall impact of an intervention. Note that this example also shows perception-based indicators.</p> <p>The column Field of observation or “line of enquiry” helps make a direct step from the Baseline (Result of step 1) to the indicator. As an intermediate step, asking/formulating the question on what exactly we want to monitor will lead more easily to the indicators.</p> <p>FTR: Swisspeace is not using this intermediate step (it is not in the SRC Facilitators guide). It was introduced into toolbox based on the Care/CAD Monitoring and evaluation of conflict sensitivity.</p>
	<p>Slide 9 example</p>
	<p>Slide 10. Address participant questions, concerns, or doubts. Challenge them by asking: <i>how do you know if an indicator measures the right thing?</i></p>
	<p>Slide 11. Ask the participants to pair up. Provide each pair a description of a typical intervention and instruct them to work together to develop 2 BPI-fit indicators considering the following:</p> <ul style="list-style-type: none"> -What will your context indicator measure? -In what way will these indicators measure the impact of the intervention? -How will these indicators focus on whether the intervention does harm? -Will these indicators ensure that the intervention will be led in a BPI-proofed way? <p>Time: 50 minutes</p>
	<p>Slide 12.</p> <p>Provide participants this link to resources: UK Government. Monitoring Conflict Sensitivity.</p>


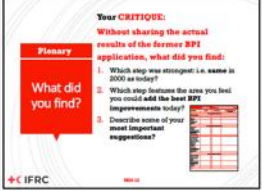
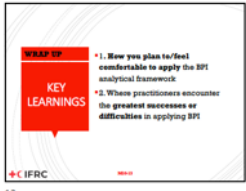
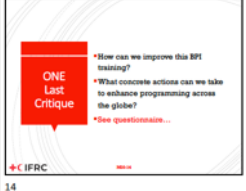
	<p>Slide 13. Ask 1-2 pairs to briefly share the intervention they considered and the two indicators they developed.</p> <p>Review key learning and ask the group:</p> <ol style="list-style-type: none"> 1. How do you feel you can use this BPI approach in your work? 2. Share any insights you have on BPI-fit MEAL? <p>Time: 15 minutes</p>
<p>HANDOUTS</p>	
<p>Application in Participant Packet</p>	<p>Handout J. Making MEAL BPI-fit, consider also Slide 16 (hidden) as handout</p>
<p>Participant reading</p>	<p>Monitoring & Evaluation Conflict Sensitivity Challenges</p>
<p>HOLDING SPOT</p>	<p>Currently hidden (to save time): 3 slides at the end of PPT with examples of completed matrixes</p>

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MODULE 10		LEARNING OUTCOMES (plus Course Evaluation)	
Objective	<ul style="list-style-type: none">• Demonstrate new learnings by critiquing real applications of the BPI• Consolidate lessons learned from BPI Implementation to date		
Key Learnings	1. Practical applications of the BPI analytical framework 2. Limitations and difficulties in applying the BPI		
CHOREOGRAPHY	Additional details in PPT below		Duration 2h
Warm Up	Ask participants to recall steps and tools of the BPI framework. Looking back on the last few days, where did you learn the most or encounter the greatest challenges in conducting the BPI process?		10 min
Theory	Approx. 14 slides (all-inclusive i.e. title, transitions, Q&A, etc): 1. Review the process 2. Facilitate discussion to critique one case study in plenary		30 min
Application	Groupwork: Critique BPI applications		30 min *may skip if time short
Plenary	Facilitate informal group conclusions with all participants covering takeaways from their applications of BPI framework		20 min
Wrap Up	Training evaluation		10 min
Material needed:	Flipchart or any other chart, Marker, Scotch tape		
Participants receive:	Real BPI applications described in sufficient detail for groups to determine/critique what was done 20 years ago and propose what they would have done given recent events in the country they may know and especially to apply their new knowledge of the BPI. This critique is a technique to consolidate and apply new knowledge on former cases.		
Notes to facilitator	This is an application module, not a lecture or instruction session. The person leading this session should act mainly as a facilitator not as an instructor.		
Legend	If used below: method advice, key attention, examples		
SLIDE DECK: PowerPoint			

 <p>1</p>	<p>Slide 1. <i>Facilitator says (in own words):</i> We've come to the last module of the 3-day training.</p> <p>In this module we want to consolidate your learning.</p>
 <p>2</p>	<p>Slide 2. <i>Facilitator says (in own words):</i> To do so, the module objectives feature:</p> <p>A chance for you to "critique" BPI applications from 20 years ago to show us what you have learned, ending with lessons that you value and can take forward...</p> <p><i>Ask:</i> Who can define the term «Critique»?</p> <p><i>After some answers come in ask</i> «how does the act of critiquing compare to criticising»?</p> <p>Definition: In English, 'To critique' is to review or analyse by applying skilful judgment as to process and merit –we want to see this.</p> <p>To criticise means 'to find fault with' –we definitely do not want here.</p>
 <p>3</p>	<p>Slide 3. <i>Facilitator says (in own words):</i> For starters, Who can recall the 3 steps of the BPI framework?</p> <p>Who can name 3 tools that we use to complete the BPI steps?</p> <p>Looking back on the last few days, what is the most interesting thing you learned? Where did you encounter the greatest challenges in conducting BPI?</p>
 <p>4</p>	<p>Slide 4. <i>Facilitator says (in own words):</i> Remember the main outcomes of the 3 steps are a matrix of key factors of concern from Step 1, a list of interactions between the context and the intervention from Step 2, and strategic decisions, including measures and options for adjusting the intervention, that is all integrated into Log frame in Step 3.</p>
 <p>5</p>	<p>Slide 5. <i>Facilitator says (in own words):</i> Let me take you back to the history of the BPI. It all started more than 20 years ago as Do No Harm.</p> <p><i>Facilitator explains the slide very briefly.</i></p>

 <p>6</p>	<p>Slide 6.</p> <p>METHOD NOTE: Proposed here is use of a common technique called “Critique”. In practice, critiquing the work of a peer (here in their application of the BPI) forces learners to remember and apply all of the learning to date. Guided by the trainer/ facilitator, this is a very meaningful check on learning. Also, since the BPI has evolved, critiquing the earliest set of BPI uses also anchors the process in historical contexts of IFRC.</p> <p><i>Facilitator says (in own words):</i> Now, let’s take a look at 6 detailed case studies which focus on the DNH. Let’s try to see how each of the Steps was applied in those cases, and then, together, we can suggest ways to apply the BPI more effectively today.</p>
 <p>7</p>	<p>Slide 7. <i>Facilitator says (in own words):</i> The 6 case studies are...read country names.</p> <p>You were all asked to read at least 2 case studies....</p> <p>One, X country, we will be critiquing together now.</p> <p>Afterwards, you will critique the second one you read as a small group.</p>
 <p>8</p>	<p>Slide 8.</p> <p><i>Facilitator says (in own words):</i> For Country X that we studied, let’s go over Step 1 together.</p> <p>What did they do?</p> <p>What is your opinion about what they did for step 1?</p> <p>Using what you learned this week, what suggestions do you have for improving the use or implementation of the BPI?</p>
 <p>9</p>	<p>Slide 9.</p> <p><i>Facilitator says (in own words):</i> Let’s move to Step 2. <i>Facilitator explains step 2.</i></p> <p><i>Someone should be taking notes in visible PPT file on screen, while facilitator repeats main succinct topics</i></p>
 <p>10</p>	<p>Slide 10.</p> <p><i>Facilitator says (in own words):</i> Now, Step 3. <i>Facilitator explains step 3.</i></p>

 <p>11</p>	<p>Slide 11.</p> <p>METHODOLOGICAL NOTE: If it is critical to save 30 minutes, skip this slide/application and move to “Key Learnings” in Slide 13 below.</p> <p>Direct trainees to Worksheet in the PP.</p> <p><i>Facilitator says (in own words):</i> OK, now it’s your turn. In X groups, please do the same exercise on the second case study that you read. Country X is in this table (point), Y there and X here.</p> <p><i>Facilitator provides groups with a copy of the case study and gives a worksheet to facilitate their discussion and record notes.</i></p>
 <p>12</p>	<p>Slide 12.</p> <p><i>Facilitator says (in own words):</i> Use these questions to share what you found. Please volunteer details as they occur to you.</p>
 <p>13</p>	<p>Slide 13. <i>Facilitator says (in own words):</i> Excellent, I can see from this discussion that you have learned [facilitator summarizes the lessons learned contributed to the discuss by the participants].</p> <p>Ask participants if they can propose:</p> <ol style="list-style-type: none"> 1. How do you plan to/feel comfortable to apply the BPI framework? 2. Where do you/practitioners encounter the greatest successes or difficulties in applying BPI?
 <p>14</p>	<p>Slide 14. <i>Facilitator says (in own words):</i> There is one more critique we need from you: the evaluation of this training.</p>
<p>HANDOUTS</p>	
<p>Application in participant Packet</p>	<p>Handout J. Worksheet “Critique” in PP Evaluation form (not in PP)</p>
<p>Participant reading</p>	<ul style="list-style-type: none"> • 2 Case Studies (app. 8 pp each) assigned the evening before this day, by name/email (which creates groups for them to work in during this module METHOD NOTE: if trainer decides to remove the 30 min group work, only one reading is to be assigned/shared the night before. • Evaluation form (can be printed 2 per page to save trees)
<p>HOLDING SPOT</p>	

Go to [INTRODUCTION](#)

ADAPTATION: 2-day BPI Training Workshop

TRAINERS GUIDE: OVERVIEW

The table below describes how to adapt the above 3-day Training of Trainers into a 2-day Training. The main difference is that applications (most often in groups) are substantially shortened with much less time for exchange and discussion. If the trainer is brand new to the topic or the participants are expected to replicate the training (i.e. ToT), two days are not recommended. However, if trainees of the 2-day package are not expected to leave the two days with enough grounding to actually teach others –and will mainly be expected to apply the learning individually in their own work, it should still be a valuable experience. **Trainers of the 2-day package are expected to have successfully completed the 3-day ToT and applied the BPI directly themselves on at least 3 cases (or has supervised/guided others to do so).**

This entails **two full days** of minimum 8 hours of “class time” plus 2 hours working in groups (independently of trainer) on the one evening, for a total of **18 hours investment in BPI**. As for the 3-day ToT, it is expected that the Trainer of the 2-day Programme arrive to the site at least one full day prior to plan with organisers, prepare the training hall and arrange materials.

Additional Module details:

MODULE NAME	ORIGINAL AIMS of MODULE	How to adapt 3day ToT to a 2day Training
0.OPENING	<ul style="list-style-type: none"> Official opening (if planned) Introductions Expectations, rules, materials 	Duration: <u>0h30</u>
1.<u>BACK-GROUND</u>	<ul style="list-style-type: none"> Introduce the BPI, “Do No harm” and CSPM Anchor learning in the organisational history of the IFRC Explain evolution of the BPI and its fundamental principles 	Condense these two modules into one to be delivered in maximum duration of <u>0h45</u> without the group work <i>(compared to the original 2h30 if combined)</i>
2.<u>WHY BPI?</u>	<ul style="list-style-type: none"> Understand rationale of BPI, conflict sensitivity, and Do No Harm Establish why the BPI is fundamental to the Movement’s work Recognise context-insensitive scenarios 	
3. <u>WHAT’S IN A CONTEXT?</u>	<ul style="list-style-type: none"> Discover and apply 6 dynamics pertinent to your context Explore how to determine when to consider each dynamic 	In respect of the wider BPI, maintain this module as designed Duration: <u>1h15</u>
4.<u>WORDS MATTER</u>	<ul style="list-style-type: none"> Conflict Specific: Create a common understanding of the concepts and terminologies relevant to BPI 	Maintain this module Duration: <u>1h15</u>

MODULE NAME	ORIGINAL AIMS of MODULE	How to adapt 3day ToT to a 2day Training
5. OWN the PROCESS	<ul style="list-style-type: none"> Introduce BPI Process flow with an energizer to remember the 3 steps 	Skip this module (instead use a rapid version of it as an icebreaker when needed)
6. Step 1: ANALYSE THE CONTEXT	<ul style="list-style-type: none"> Learn Step 1 of the BPI-Cycle: understand what a context analysis is and how to conduct it Master tools used to conduct a context analysis focused on Dynamic 1/ Gender & Diversity and D2/Conflict Be aware of tools that can reflect the 4 other dynamics when important to your context 	Leave module intact starting directly after lunch Day 1: <u>8h</u> (including 2h trainee time)
7. Step 2: ANALYZE INTER-ACTIONS and Step 3: PROPOSE ALTER-NATIVES	<ul style="list-style-type: none"> Analyse how the context impacts our intervention and how our intervention impacts the context Adjust the intervention to make it sensitive to given context, and to make informed choices that ensure the intervention is "BPI-proofed" Be able to determine if an intervention is "BPI-proofed" 	Reduce group work to 1 hour including plenary; this makes the total module with duration of <u>2h</u> (compared to the original 4h inclusive)
8. INTEGRATE BPI into PPP (Project/ Prog. Planning)	<ul style="list-style-type: none"> Determine how/where to integrate the BPI into the project management cycle Establish how the BPI contributes to programme planning Highlight existing IFRC tools that can be incorporated 	Condense these two modules into one on "Integration into planning and MEAL" for a duration of total of <u>1h30</u> (instead of the original 1h30 and 2h)
9. Make MEAL BPI-FIT	<ul style="list-style-type: none"> Understand the rationale and approach of BPI-proofed MEAL methods (or PMER) Experiment with ways BPI can be an integral part of monitoring, evaluation, accountability and learning, types of BPI indicators and baselines 	
10. LEARNING OUTCOMES	<ul style="list-style-type: none"> Critique real applications of the BPI Consolidate lessons learned from BPI Implementation to date 	Remove the group work in this module for a duration of <u>1h20</u> .
COURSE EVALUATION	<ul style="list-style-type: none"> <i>To be used at the end of Module 10</i> 	Included in above

When the adaptations are made, the 2-day schedule will look something like the following setup. Please note that except for Step 1 most of the applications are removed or reduced and there is no “padding”. It will be important to encourage groups to set aside 1-2h of their evening to get through the 4 tools (3 for D2 and 1 other).

Period	Day 1	Day 2
<i>Trainees to prepare before AM session (i.e., evening)</i>	<i>Read BPI before coming (see Participant Package)</i>	<i>Groups continue app. 2h (evening/morning) to complete at least 3 of the 4 tools before training starts up</i>
AM SESSION (app. 4h)	0: Opening (0h30) Background and Why BPI? (0h45) What's In a Context? (1h15) Words Matter: Conflict-specific (1h15)))	<i>Step 1 continued (app. 3h)</i> Step 2. Examine Interactions and Step 3. Propose Alternatives (1h)
PM SESSION (app. 4h)	Step 1: Analyse the Context (4h))	<i>Step 1 continued (1h)</i> Integrate BPI into PPP and MEAL (1h30) Learning Outcomes plus Evaluation (1h20)


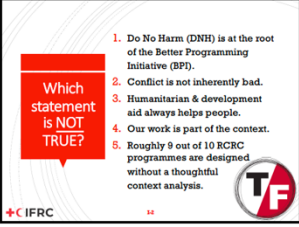
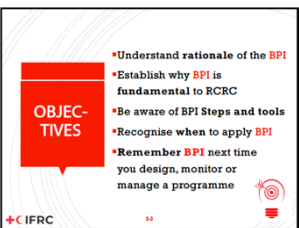

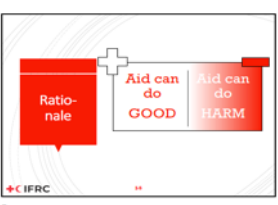
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2-hour BPI Induction Kit

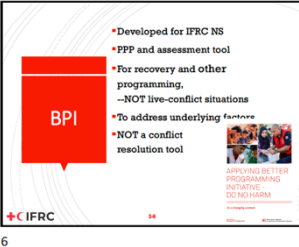
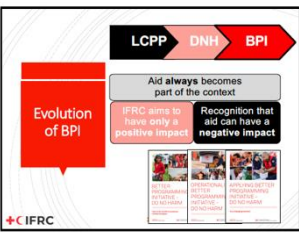
TRAINERS GUIDE: OVERVIEW

The table below describes the flow of the two-hour BPI “Induction”. The audience targeted is senior practitioners, decision makers and programme managers in RCRC unexposed to DNH or BPI.

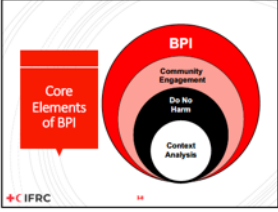
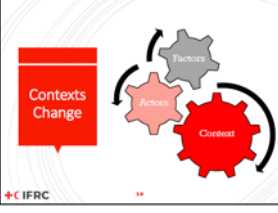
INDUCTION		APPLYING BPI	
Objective	<ul style="list-style-type: none">Understand rationale of the BPIEstablish why BPI is fundamental to RCRCBe exposed to what BPI consists of (steps and tools)Recognise when to apply BPIRemember BPI next time you design, monitor or manage a programme		
Key Learnings	<ol style="list-style-type: none">Do No Harm (DNH) is a root of Better Program. Initiative (BPI).Conflict is not inherently bad.Humanitarian & development aid may/may not help people.Our work is part of the context.Context analysis must include all pertinent dynamics.Connectors & Dividers is one tool to support analysis of dynamics.Conflict is important in any context.VCA is not the same as context analysis.BPI is useful for programme design, monitoring and evaluation.M&E needs to be context-sensitive.		
CHOREOGRAPHY	Additional details in PPT below		Duration (2h)
Warm Up	Slides 1-4		15 min
Theory	19 slides: 5 to 23 Contains 1-2 slides from each module		30 min
Application	Group work, max 8 per group		40 min
Plenary/feedback	Each group has max. 5min to share their findings		20 min
Wrap Up	Includes T/F Quiz on retention and session evaluation		15 min
Materials needed:	Projector, 4 Flipcharts Markers, Tape/ tape, 4 break-out tables		
Participants should be able to access:	<ol style="list-style-type: none">Power point slide deck for 2h Induction2016 BPI Report/guidanceHandout for Application		
Notes to facilitator	Participants should be invited to read the 2016 Applying the BPI document for study prior to arrival.		
Legend	If used below: method advice , key attention , examples		
SLIDE DECK: PowerPoint			

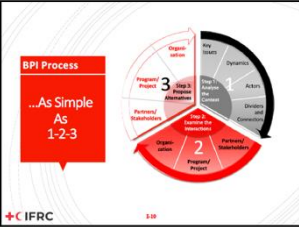
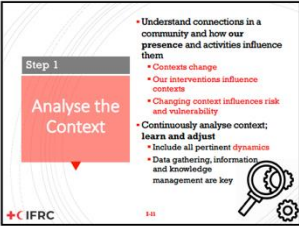
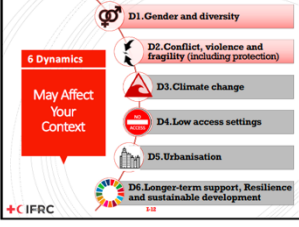
 <p>1</p>	<p>Slide 1. <i>Facilitator says (in own words):</i> In this 2-hour Induction, we will introduce you to the BPI and its relevance for better programming throughout the IFRC Movement.</p>
 <p>2</p>	<p>Slide 2. <i>Facilitator says (in own words):</i> pls take a careful look at these 5 statements and quietly try to identify the ONE that is not true. When I read the one you believe is not true, scream out BPI loudly (loudest one wins).</p> <p>METHOD OPTIONS: You can also use 'Kahoot' (in a high bandwidth setting), a show of hands, or a 5-corner (moving exercise) instead of the shouts.</p> <p>Correct answer: #3. Humanitarian & development aid always helps people.</p> <p>BTW: for #5 there are not hard stats available, but a wide majority of "DRR" programmes have been proven to be lacking CA (Source: AmRC Meta-analysis).</p>
 <p>3</p>	<p>Slide 3.</p> <ol style="list-style-type: none"> 1. Understand rationale of the BPI 2. Establish why BPI is fundamental to RCRC 3. Be aware of BPI Steps and tools 4. Recognise when to apply BPI 5. Remember BPI next time you design, monitor or manage a programme...
 <p>4</p>	<p>Slide 4. This slide aims to draw IMMEDIATELY on participant knowledge. Plan which method you prefer to use: hands, standing, etc.</p>
 <p>5</p>	<p>Slide 5. <i>Facilitator presents the text below in his/her own words:</i></p> <p>There are enormous difficulties in implementing effective programmes among people whose basic capacity to relate to one another has been diminished generally through fragile or vulnerable contexts, violent outbursts, or even destroyed entirely by the horrors of war. Humanitarian intervention cannot reverse or compensate for the suffering and trauma that has occurred during conflict or violence. It can be the first opportunity for fragile, or war-affected communities to experience an alternative to conflict as the sole basis for their relationship with opposing groups.</p>


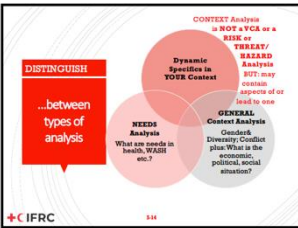
	<p>The core of principled humanitarian action through Community Engagement & Accountability (CEA) is the realization that humanitarian assistance can do harm as well as good. Other organizations, such as the United Nations (UN), have also increased resources and attention on improving CEA, through initiatives such as communicating with communities (CwC), communication for development (C4D) and accountability to affected populations (AAP).</p> <p>The Do No Harm principle, a core element of the BPI, requires humanitarian and development actors to strive to minimize the harm they may do inadvertently by their presence and by providing assistance and services while taking strategic action to help.</p> <p>Do not neglect a thorough context analysis because of the complexity of the context. While Do No Harm is mainly about avoiding the negative impacts our interventions can have on the context, the BPI does this by looking also at the potential positive impacts of our work. The focus on conflict sensitivity that the BPI encompasses also takes into account the interaction between the context and our intervention.</p> <p>The beneficiaries we target, the staff we hire, the sources we use to inform needs assessments, the type of programmes we implement and the way we deliver assistance can add to tension and increase conflict. When we choose to intervene in a specific context, we become part of it. Thorough conflict sensitive context analysis and programme planning help us avoid negative impacts and, critically, enable us to consider all dynamics of a context, especially gender and other aspects of diversity, to identify better programme options that strengthen people's links to one another and promote recovery.</p> <p><i>Facilitator asks trainees for examples of potential negative and positive impacts of humanitarian intervention</i> <i>(if they fall short, trainer can suggest those below):</i> <u>Potential negative impact of humanitarian intervention:</u></p> <ul style="list-style-type: none"> - Undermines existing positive social systems - Distorts market or trade relations - Fuels tensions among groups or plays into pre-existing divisions - Delegitimizes factors or institutions which restrain violence in a community - Transfers resources to groups or institutions that are prone to tension - Transmits negative ethical messages of mistrust, powerlessness, impunity - Reinforce negative gender stereotypes - Expose women, girls and all vulnerable groups to dangerous situations - Creates dependency
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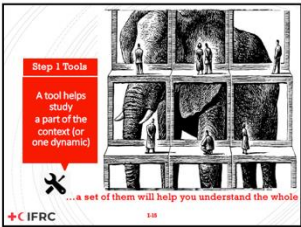
	<p><u>Potential positive impact of humanitarian intervention:</u></p> <ul style="list-style-type: none"> - Strengthens or reinforces systems of mutual benefit - Reinforces factors which limit violence - Brings communities together, reinforces dialogue - Strengthens traditions which bind groups together or prevent violence - Transmits positive ethical messages of trust, empowerment, equality, responsibility etc. - May empower groups - Active role of women in decision making - Safe access to health facilities for women, girls and all vulnerable groups.
 <p>6</p>	<p>Slide 6. <i>Facilitator presents the text below in his/her own words:</i></p> <p>The evolution of the BPI from its predecessor, LCPP, has resulted in a few noteworthy differences.</p> <p>The BPI was developed as a tool to support participatory planning, specifically for the IFRC.</p> <p>During 2002, the BPI was successfully introduced in other, non-conflict-related contexts and integrated with other planning and assessment tools in the project management cycle to promote a more holistic approach to programming. In 2013 the BPI was revised and adapted to the modern context of humanitarian cooperation and in 2019 the BPI was further enhanced to include the CSPM framework. Another goal of the latest revision of the BPI was to explicitly consider the work that has been developed to support the IFRC area of focus on protection, gender and inclusion. Now the BPI provides an element of analysis that links humanitarian and longer-term actions and consistently addresses fragility and conflict factors in all contexts.</p> <p>While there are 2 very different understandings:</p> <ul style="list-style-type: none"> ▪ A) Specifically conflict-related and ▪ B) General, to avoid negative consequences <p>BOTH could be critically important, depending on your context.</p>
 <p>7</p>	<p>Slide 7. <i>Facilitator presents the text below in his/her own words:</i></p> <p>In 1994 the Collaborative for Development Action (CDA), led by Mary Anderson studied how to 1. Identify how aid programming can be undertaken in conflict prone situations without fuelling tension and 2. Develop practical ways in which aid can strengthen relationships within and between communities and encourage reconciliation. This study became known as the Local Capacities for Peace Project (LCPP) which</p>

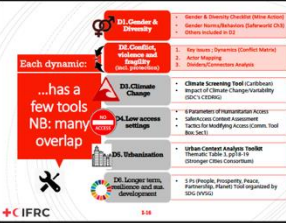
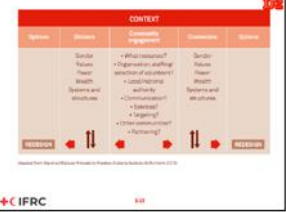
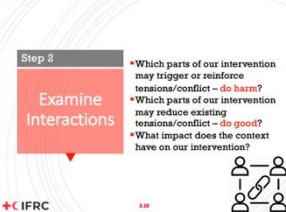
	<p>was quickly transformed into the Do No Harm (DNH) principle as it is currently recognized.</p> <p>The Do No Harm principle, the essence of which is derived from medical ethics, requires humanitarian and development actors to strive to minimize the harm they may do inadvertently by their presence and by providing assistance and services. Unintended negative consequences may be wide-ranging and extremely complex. Remaining aware that we do not avoid harm by avoiding action; doing nothing when people are in need and you are capable of helping is essentially causing harm.</p> <p>In 1999, The Plan of Action for 2000–2003 called for IFRC to develop a strategy to guide post-conflict relief and rehabilitation programming based on National Societies' capacity for social mobilization and service programming. Taking DNH, and its methodology of connectors and dividers analysis, on as one of its core elements, the IFRC's Better Programming Initiative, the BPI, was born.</p> <p>Do no harm, as an approach, was developed by Mary Anderson in the 1990s, as a result of her work on the Local Capacities for Peace Project (LCPP). The IFRC adapted the DNH approach and its methodology of connectors and dividers analysis to the Red Cross and Red Crescent in the early 2000s. It was named the Better Programming Initiative (BPI) and was initially used in conflict situations like Sierra Leone, Liberia and Afghanistan, as well as to analyse post-conflict recovery situations. The transition from DNH to BPI moves away from the perception that, like the LCPP, it is a "peace building initiative" which is an inherently political approach. Simultaneously, it leads us towards a more neutral, empirical approach, in line with Federation Mandate (post conflict situations) and FP.</p> <p>In 2003, the IFRC analysed the implementation of the BPI in six National Societies (Bangladesh, Colombia, Kosovo, Liberia, Nigeria, Tajikistan) and discovered that the BPI was mainly being used as a tool to assess the positive and negative impacts of IFRC and the National Societies supported activities in post-conflict contexts. Its value as a participatory planning process had quickly and widely been recognized, but the methodology was used primarily to analyse existing activities in order to test their usefulness. In most cases, it began as an analytical tool and then became a platform for engaging staff and community members to provide information and to participate in the revision of existing activities and the planning of new ones. However, trained field delegates and National Society staff recognized that this tool could also</p>
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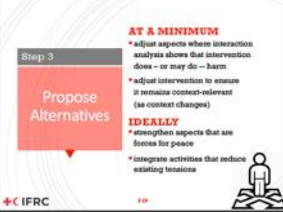
	<p>be used in other contexts. The BPI provided an element of analysis that links humanitarian and longer-term actions.</p> <p>The IFRC recognized the need to revise and update BPI in line with current humanitarian trends and approaches and revive its use within the IFRC and its member National Societies. Conflict sensitivity, and the methodology for conflict sensitive program management, as well as the principle of Do No Harm and its methodology remain highly relevant. Additionally, in 2019 the methodology and practical tools for conflict sensitive programme management were introduced.</p>
	<p>Slide 8. <i>Facilitator puts the text below into own words:</i></p> <p>A main method employed by BPI is context analysis. While conflict Sensitivity remains at the heart of this approach, the latest thinking expands BPI to include other “dynamics” also changing rapidly. This approach acknowledges our involvement in the context and calls for specific working approaches to mitigate harm and contribute to positive impact on context.</p> <p>The core elements of BPI are:</p> <ul style="list-style-type: none"> - The original Do No Harm principle - Community Engagement and... - A thorough and iterative context analysis with consideration for influential dynamics and a focus on conflict-sensitivity <p>These elements coalesce in the form of the BPI as an integrated part of IFRC’s work in enhancing community resilience, together with a broader approach to do no harm through operationalization and adherence to humanitarian principles, protection mainstreaming and accountability to affected populations.</p>
	<p>Slide 9. <i>Facilitator presents the text below in his/her own words:</i></p> <p>In recent years, new actors have entered the humanitarian and development scene. This is creating opportunities in terms of funding, learning and maximizing outcomes, but it also creates risks. Both on the donor and research and innovation side, as well as on the implementing side, there has been an increase in actors who are not aware of humanitarian principles and standards, or who are guided by other motives such as financial and quick political gains.</p> <p>The context changes due to developments within the Movement as well as the wider humanitarian and development sector. Since BPI came about there have been changes in both factors and actors. Vulnerabilities and hazards are shifting. Urbanization and its consequences are a major factor; another is climate change. Additionally, there is an increasing realization of the necessity to</p>

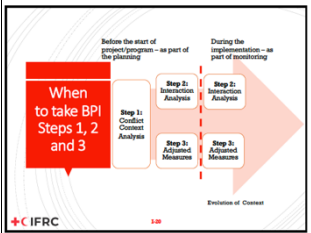
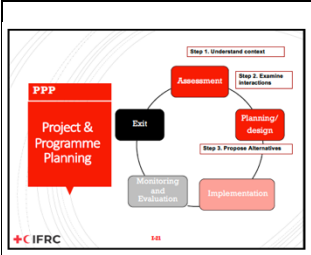
	<p>understand the interconnectedness of many factors creating fragility, i.e. how violence and conflict affects disasters, and the impact of disasters on violence and conflicts as well as other destabilizing factors. In this training we call these influential factors “dynamics.” In the next module we will learn about 6 important dynamics.</p>
<p>10</p> 	<p>Slide 10. <i>Facilitator puts the text below into own words:</i></p> <p><i>The BPI process is an iterative process with 3 main steps. Each step lays the foundation for the next and all steps work together to enable us to avoid having a negative impact.</i></p> <p><i>Step 1 is to systematically analyse the context, considering the 6 dynamics you learned about earlier, from a conflict-sensitive perspective. Step 1 is broken down into 4 elements; key issues, dynamics, actors, dividers/connectors.</i></p> <p><i>Steps 2 and 3 work in unison, with each step complimenting the other. Step 2 is to Examine interactions both within the context and between the context and the intervention.</i></p> <p><i>Step 3 is to take the knowledge you gained form Steps 1 and 2 and propose alternatives to the intervention to ensure that the project/programme does not cause harm, but instead contributes to reduced fragility or conflict and has a positive impact overall. Step 2 and 3 have the same 3 elements; partner/stakeholders, program/projects and organisations. There steps work closely together and should be repeated as the context changes, whether those changes are effects of the intervention itself or due to other dynamics.</i></p>
<p>11</p> 	<p>Slide 11.</p> <p><i>Facilitator says (in own words):</i> it is important to know the context; look carefully for all dynamics, actors and disadvantages that may affect the context and continuously analyse and adjust. The context is broader than the “community”, all dynamics and actors that have an influence on the community belong to the context</p>
<p>12</p> 	<p>Slide 12.</p> <p><i>Facilitator summarizes the messages below: :</i></p> <p>All contexts are unique and constantly shifting. These 6 dynamics highlight the main factors that influence a context and are currently happening in different places and rhythms all over the world. They may be very important in your (or our) context and less critical in yours....(nodding/pointing to different trainees).</p>

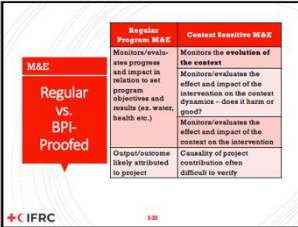
 <p>13</p>	<p>Slide 13.</p> <p><i>In the training we go into much greater detail about the importance of Dynamic #2 which is CRITICAL for all contexts. What you see here are the main take aways from Conflict sensitive programming in Step 1.</i></p>
 <p>14</p>	<p>Slide 14.</p> <p>There is an important distinction between a context analysis (CA) and other types of analysis, such as:</p> <ul style="list-style-type: none"> • Needs analysis • VCA: risk or threat/hazard analysis • Etc. <p>A CA is not the same as these, but may be one component of or precede them.</p> <p>Explain in own words:</p> <p>Usually before or during a program or project we conduct different types of analysis, such as:</p> <ul style="list-style-type: none"> • General or sectorial needs assessment: we analyse particular sectorial needs in the context; Examples: availability of access to water or health services; capacity of health-services, disaster vulnerability, livelihood situation, impact of disaster/conflict on people and infrastructure etc.) – for this we normally do a “needs assessment”, “vulnerability-capacity-assessment (VCA)”, “rapid needs assessment” etc. • General context analysis: we may analyse the general economic, social, political situation of a context to have a broad overview of the situation where we lead our interventions, programs and projects; • One part of a context analysis should carefully examine conflict to also analyse if there are open, underlying/latent tensions or conflict in the context – it looks at the context through a “conflict-lens”. It tries to understand why they are tensions/conflict, who the actors are etc. It <i>complements or completes</i> sectorial and general context analysis by specifically focusing on the analysis of tensions/conflict. <p>When conducting a CONTEXT analysis we look at the geographical intervention area where we work BUT <u>at this stage NOT at the project.</u></p>

	<ul style="list-style-type: none"> Here, it is critical that we do not wear our “sectorial- or project hat”. In a CONTEXT analysis, we do not look at our project. We look at the geographical intervention area where our activities take place. <p>When adding the (required) Conflict dynamic: We analyse if and what type of tensions/conflict are in that region/our intervention area, with no sector-specifics considered. It is important that participants are clear about this –if they only look at tension from the perspective of one sector, they will have a too narrow view on the context and risk missing the full picture of potential or actual tensions or conflict. The first aspect of the conflict sensitivity definition is: understand the context in which we operate (see module 2 for further explanation). At this stage we are only interested in finding out if there are any open, latent or surface conflict or tensions, why they are there, who is involved in.</p>
 <p>15</p>	<p>Slide 15.</p> <p>Methodological advice: THIS SLIDE IS ANIMATED.</p> <p>CLICK once: The window at top right appears. Ask participants what they think the man sees in this image.</p> <p>CLICK for the second image, top left appears. Ask same question</p> <p>CLICK and get a third image, bottom middle appears. Ask same question</p> <p>CLICK one last time (total of 4 clicks) showing all of the “windows” together, and the full animal.</p> <p>This demonstrates that if you are too close and look at something from ONLY ONE perspective you will not get the full picture. A person only looking at the elephant’s tail may not EVEN know to which animal they belong, the persons looking at the ear might just see grey skin but not realize that it is part of an ear and that the ear is part of an elephant.</p> <p><i>Say in own words that :</i></p> <p>The use of different tools to do a context analysis is like looking at an elephant from different perspectives – it is still the same context we are looking at, but the different tools help us look closer at different aspects of the same context. We are also going to review tools that can be used to explore each of the 6 dynamics. Like this image suggests, it is important to remember that each tool helps study a part of the context (or one perspective/dynamic). When you combine the right set of tools, you start getting closer to a complete picture of the context.</p>



 <p>16</p>	<p>Slide 16. Here we have a quick list of key tools per dynamic. Again the main focus is on Dynamics 1 and D2. (See RED)</p> <p>Most of the training focuses on how to employ these tools or adapt them to other contexts.</p>
 <p>17</p>	<p>Slide 17.</p> <p><i>Dividers and Connectors is a key feature of the BPI 2016 report, This helps visualize the role of Cand D in context analysis.</i></p> <p>Explain in own words that A : Connector / Divider Analysis HELPS TO</p> <ul style="list-style-type: none"> understand what connects and what divides people in the context where we work – we can also say what are forces against and for peace; if we know who the dividers/connectors are, we can make sure that we are not inadvertently strengthening dividers and weakening connectors; <p>the aim of a conflict sensitive intervention should be at a minimum to avoid reinforcing existing dividers--as this would mean we contribute to tensions and do harm; ideally, we aim through our intervention to ONLY strengthen connectors</p>
 <p>18</p>	<p>Slide 18: <i>Facilitator puts the text below into own words:</i></p> <p>Examining interactions gives us the opportunity to ask ourselves three key questions in relation to the program/project, the partners/stakeholders and the organization:</p> <ol style="list-style-type: none"> 1. Which elements of our intervention could potentially do harm and/or create or support tensions/conflict? 2. Which elements of our intervention contribute to social cohesion and/or reduce existing tensions etc. 3. What impact does the context have on our intervention, for example, if latent conflict suddenly erupts into surface conflict and there is direct violence displayed, how does this affect our intervention on the programmatic level, on an organizational level, etc. Will we be able to continue with our intervention as planned? Do security measures need to be adapted? Or, for instance, if there is an influx of refugees, can we adjust our intervention to be able to respond to the new needs of the increased population?

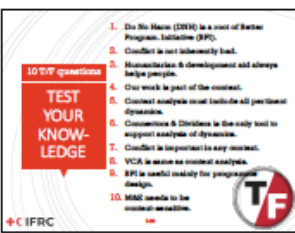
	<p>We can only steer/plan/adjust our intervention in a way that enables us to ensure conflict sensitive programming if we are aware of the dual impact. If we are not conducting an interaction analysis, we are far more likely to inadvertently do harm than if we were really aware of the ways our intervention interacts with the context and vice versa.</p> <p>Implementation approaches may lead to tension in the community if we are not aware that they have a potentially negative impact on local dynamics.</p> <p>Imagine a parallel with the principle of independence, highlighting the possible complexity of the auxiliary role to be balanced with the need for autonomy so as to act in accordance with the principles at all times.</p> <p>For example, consider our sensitization campaigns on water management which have been implemented through local authorities; if they use those to impose their power on communities, tensions can be created or increased. This is an example of us ignoring the shift in power of local authorities and the possible impact this may have on the overall stability of the context.</p>
 <p>19</p>	<p>Slide 19. <i>Facilitator puts the text below into own words:</i></p> <p>Step 3 is to propose alternatives to the initial programme/project based on the understanding you gained through Steps 1 and 2. This is your opportunity to make improvements to your intervention that better address the challenges of the context and ensure that our actions do no harm.</p> <p><i>Wherever the interaction analysis shows that there is risk of a negative impact on the context, the intervention should be adjusted. It is at this point that you will need to consider adding elements to your intervention to address tensions/conflict and contribute to reducing them. Where the context has an impact on the intervention, adjustments need to be made to ensure the intervention remains relevant for the context and to ensure that the operational setup is fit for the context and for conflict sensitivity, like adjusting security measures in the event that violence breaks out.</i></p> <p><i>When adjustments are being developed, it is important to carefully assess that they really enhance the dynamics of the contexts and conflict sensitivity of the intervention. Perhaps it can never be completely avoided that adjusted aspects of an intervention still do some harm, however, the risk of causing new harm is greatly reduced by making these informed choices; informed by our understanding of the dynamics of tension and</i></p>



	<p>conflict within the context we are working and informed by our understanding of the interaction between our intervention and the context.</p>
<div data-bbox="191 310 500 541">  </div> <div data-bbox="191 541 500 703"> <p>20</p> </div>	<p>Slide 20. <i>Facilitator says (in own words):</i> Similar to the context analysis, an interaction analysis and subsequent adjustments of the intervention are an ongoing process. These steps need to be taken in the planning and design phase of a program/project/strategy and throughout the intervention.</p> <p>Adjustments are crucial, but let's talk about logframes and donor communication. Remember that this is possible if openly and transparently discussed with the donor and explained in advance. Discuss adjustments and necessary changes openly and transparently with the donor/funding agency and explain why it is necessary.</p>
<div data-bbox="191 703 500 955">  </div> <div data-bbox="191 955 500 1824"> <p>21</p> </div>	<p>Slide 21. <i>Facilitator explains the below in own words:</i></p> <p>PPP-Assessment <u>Ideally:</u> Do a context analysis alongside a sectorial assessment (BPI Step 1) <u>At least:</u> Integrate key context analysis questions, including consideration of gender dynamic, into sectorial assessments and baseline study Aim: Know the tensions/conflict in the area where the project takes place</p> <p>PPP-Planning and Design: –Conduct an interaction-analysis and integrate findings from this analysis into the planning and design of the project (BPI Steps 2 and 3) –Integrate BPI indicators into the project/program log frame Aim: Reduce aspects that may do harm (that reinforce tensions, dividers); reinforce aspects that contribute to do good (that reduce tensions, reinforce connectors) and design or adjust project activities and approaches to ensure a conflict sensitive intervention</p> <p>PPP-Implementation and monitoring: –Ensure conflict sensitive monitoring as part of the regular project monitoring; adjust interventions which risk to do harm, reinforce aspects which do reduce tensions –Monitor the evolution of the context Aim: Ensure the conflict sensitivity of the project</p> <p>PPP-Evaluation: –Don't evaluate just results and impact in relation to the project objectives but also in relation to the impact on all pertinent dynamics</p>

	<p>-Ensure that the evaluation is designed and implemented in a conflict and gender sensitive way</p> <p>Aim: Assess the impact of the project on dynamics and relevance to conflict</p> <p>PPP-Exit:</p> <p>-Ensure a conflict sensitive exit of the project; plan this from the beginning of the project</p> <p>Aim: Ensure that the termination of the project does not create or reinforce new tensions/conflict</p>
<p>22</p>  <p>22</p>	<p>Slide 22. <i>Facilitator puts the text below into own words:</i></p> <p>This table highlights the differences between standard MEAL of regular project components and the BPI-proofed PMER & LEARNING system. Regular project MEAL assesses the progress and impact of the activities, outputs and outcomes of your sectorial intervention, such as the progress of construction of wells, timeliness of construction work, etc., whereas BPI M&E uses two specific types of indicators to monitor the evolving dynamics of context and the intervention, including the intervention's relevance at any given time, its effectiveness at achieving its purpose while avoiding any negative impact, and its overall impact on the context.</p> <p>Outputs/outcomes in regular project monitoring can normally be attributed to the project, like noting the number of wells constructed. However, it is more difficult to identify a potential change in the context or the conflict dynamics as a direct result of the project, such as decreased tensions between the two communities over local water management. Our project may have contributed to that, but it may also have been influenced by other factors outside the scope of our project. For this reason, while important to acknowledge that a positive change is achieved, whether this change was created by our project or not (i.e. taking credit for it) is secondary.</p> <p>Regular projects often have standard indicators; number of wells, % of women on water management committee. While there are two specific types of indicators in the BPI, it is not possible to have standard indicators as they are developed on the basis of the conflict context analysis and of the interaction analysis. Every context dynamics are unique so BPI indicators should be too.</p> <p>Standard PMER & L components are important and should always be used. It is important to note as well that BPI M&E is not a separate activity; it is an integral part of the project monitoring which adds a more holistic and conflict sensitivity perspective. Despite the differences</p>

	between BPI M&E and regular PMER, the two have to be conducted together as an integrated approach to monitoring, evaluation, accountability and learning.									
<div>Example of BPI Indicators</div> <table><thead><tr><th>BPI Indicator</th><th>Baseline</th><th>Indicator (m/o)</th></tr></thead><tbody><tr><td>Context Indicators</td><td>Context analysis showed: Dissemination of minority group A because of under-representation in local and regional parliaments, this leads to frustration, riots and instability Tensions between community A&B over water management</td><td># of riots # and % of minority A in local and regional parliaments (m/o) Perception that tensions diminished Reduced number of incidents between A&B</td></tr><tr><td>Interaction Indicator</td><td>Interaction analysis showed: Project fuels tensions between community A & B as the water management committee established by project include more representatives from B than A</td><td>% of A & B represented in water management committee (m/o) Perception of A & B of having improved relationships</td></tr></tbody></table> <div>+C IFRC 120</div>	BPI Indicator	Baseline	Indicator (m/o)	Context Indicators	Context analysis showed: Dissemination of minority group A because of under-representation in local and regional parliaments, this leads to frustration, riots and instability Tensions between community A&B over water management	# of riots # and % of minority A in local and regional parliaments (m/o) Perception that tensions diminished Reduced number of incidents between A&B	Interaction Indicator	Interaction analysis showed: Project fuels tensions between community A & B as the water management committee established by project include more representatives from B than A	% of A & B represented in water management committee (m/o) Perception of A & B of having improved relationships	<p>Slide 23. <i>Facilitator puts the text below into own words:</i></p> <p>It is key that indicators are developed on the basis of the context and the interaction analysis as shown in this example. It is possible for BPI indicators to be similar to regular project indicators, for example the % of A&B community members on water management committees could be an appropriate BPI-proof indicator and also be a normal project indicator. However, BPI indicators should be developed based on the findings of the interaction analysis. For this indicator, the interaction analysis would have shown that your project fuelled existing tensions because both communities were not equally represented. It is important, not only to have quantitative indicators, but also consider qualitative indicators because they tell us much more about the entire context and the overall impact of an intervention. Note that this example also shows perception-based indicators.</p> <p>The column Field of observation or “line of enquiry” helps make a direct step from the Baseline (Result of step 1) to the indicator. As an intermediate step, asking/formulating the question on what exactly we want to monitor will lead more easily to the indicators.</p>
BPI Indicator	Baseline	Indicator (m/o)								
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<div>Q&A</div> <div>Your text</div> <div>+C IFRC 120</div>	<p>Slide 24. <i>Address participants questions, concerns, or doubts.</i></p>									
<div>APPLICATION</div> <div><ul style="list-style-type: none">•Groups: Divide into 4 groups•Each group should have:<ul style="list-style-type: none">•Handout with <i>intervention description</i>•Task: Answer 3 questions:<ol style="list-style-type: none">1. How might programme change the context?2. How might context influence the programme?3. What to change?•Time: 30 minutes</div> <div>+C IFRC 120</div>	<p>Slide 25. Ask participants to divide into 4 groups and gather at separate tables. Method advice: You can have them count off 1-4 until each participant has announced a number then separate into groups based on the number they called out.</p> <p>Provide each group a handout with a unique intervention description. Tell participants to answer the following 3 questions:</p> <ol style="list-style-type: none">1. How might programme change the context?2. How might context influence the programme?3. What to change? <p>Time: 30 minutes</p>									

 <p>26</p>	<p>Slide 26. Ask a representative from each group to share a brief description of the intervention they were provided and their answers to the three questions. Facilitator will moderate discussion of the participant's answers.</p> <p>Time: Each group has 5 minutes, 20 minutes total</p>
 <p>27</p>	<p>Slide 27. While the core principles and methodology of the BPI are extremely relevant, there is a need to ensure that the methodology and tools are in line with the other current approaches in the sector at large and within RCRC. It is easy to conflate the four important APPROACHES visible here.</p> <p>PGI: "Protection, gender and inclusion" (PGI) is one of the seven strategic "areas of focus" of the IFRC. It is our approach to addressing protection and inclusion issues in a shared way, looking at immediate risks and consequences of violence, discrimination and exclusion, and the causes of those risks. It is based on a thorough analysis of how people's gender, disability, age and other diversity factors causes risk – affecting their vulnerability to harm and exclusion.</p> <p>Programme options are then designed to respond, remedy or prevent the risk of harm and/or exclusion. Protection, gender and inclusion concerns are equally present in humanitarian, development and peace-building work, so activities will vary according to context.</p> <p>Community Engagement and Accountability (CEA) is the process of and commitment to providing timely, relevant and actionable life-saving and life-enhancing information to communities. It should be an element of all programming.</p> <p>The BPI provides a methodology to open a dialogue and engage with communities with the purpose of minimizing unintended negative consequences and harm that development and humanitarian activities may be doing unintentionally. It does this through context analysis and a toolkit for understanding how external actors may be perceived; something that is crucial for ensuring access to local communities and affected populations, especially in conflict situations.</p> <p>The main defining feature of BPI that makes it different from the others on this slide is that it enables us to analyse potential triggers for tension or conflict, such as divisive factors. There is no evidence to suggest that ensuring humanitarian access, protection and</p>

	<p>minimizing unintended harm have become less important. In addition, there is a greater realization that we need to address underlying causes. Manoeuvring in new and complex contexts with new and diverse actors demands thorough analysis of the context and a good understanding of the impact of humanitarian and development activities and how these are perceived.</p> <p>Short SUMMARY: TERMS found verbatim in recent IFRC published materials:</p> <ul style="list-style-type: none"> • BPI: a pathway to better programming based on context analysis that carefully examines triggers for tension • CEA: a process/commitment to provide timely, relevant and actionable information to communities (to those involved in programs) • PGI: an approach to address protection/inclusion issues based on analysis of how diversity may increase risk • R2R/VCA: a process to help communities understand and act on risk <p>Ask participants: Can you use all 4 terms in ONE statement?</p>
<p>Hidden with sentence examples</p>	<p>Slide 28. Hidden slide</p>
 <p>29</p>	<p>Slide 29. TRUE OR FALSE: Ask participants to stand for true/sit for false OR set up a Kahoot and watch them respond anonymously on front screen (using smart phones).</p> <ol style="list-style-type: none"> 1. Do No Harm (DNH) is a root of Better Program. Initiative (BPI). 2. Conflict is not inherently bad. 3. Humanitarian & development aid always helps people. 4. Our work is part of the context. 5. Context analysis must include all pertinent dynamics. 6. Connectors & Dividers is the only tool to support analysis of dynamics. 7. Conflict is important in any context. 8. VCA is same as context analysis. 9. BPI is useful mainly for programme design. 10. M&E needs to be context-sensitive. <p>Answers: True: 1, 2, 4, 5, 7, 10. [6 of the 10] False: 3, 6, 8, 9</p>

	<p>Slide 30. <i>Facilitator says (in own words):</i> We have one last request for you: the evaluation of this session.</p>
	<p>Slide 31. End</p>
Application	Handout (1p) for IFRC to publish
Participant reading	BPI 2016
HOLDING SPOT	

Go to [INTRODUCTION](#)