

**WORKSHOP REPORT**

**PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA)  
OF DEVELOPMENT PROJECTS IN  
CONFLICT ZONES**

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# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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## TABLE OF CONTENTS

<b>1. Introduction</b>	1
<b>2. Purpose of Workshop</b>	1
<b>3. The PCIA Context</b>	2
3.1 Introduction	2
3.2 Recent Historical Trends	3
3.3 PCIA	3
<b>4. Big Picture Highlights — Doing Development Work in Conflict-Prone Regions</b>	4
4.1 The Nature of Contemporary Violent Conflict — The Changing Context	4
4.2 Working in Changed Contexts	7
<b>5. Approaches to the Evaluation of Peace and Conflict Impact</b>	11
5.1 What is the Purpose of Evaluation and Assessment in this Context?	11
5.2 What are the New Tasks?	12
5.3 Who Needs to be Involved in Evaluation?	13
5.4 Focus of Evaluations	13
5.5 Developmental Consequences	13
5.6 Political Support for the Project	13
5.7 Need to Test New Evaluation Strategies in the South/East	14
5.8 Role of Funders	14
5.9 Effect of Donor Country Priorities	14
5.10 United Nations Reform	15
5.11 Checking Our Assumptions	15
5.12 Indicators	15
5.13 Gender and Child-Centred Issues	16

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# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

---

<b>6. Mainstreaming</b>	16
6.1 Already a Lot is Happening in a Relatively Short Period	16
6.2 The Learning Process	18
6.3 How Can Evaluation be Improved?	20
<b>7. Synopsis of Day 1</b>	21
7.1 Issues Requiring Attention for Effective PCIA	21
7.2 Tensions	23
<b>8. Case Study of Shuboy — Lessons Learned</b>	24
8.1 Description of Process	24
8.2 Utility and Shortcomings of the Case Study Exercise	25
8.3 Weaknesses	26
8.4 Gaps	27
8.5 Suggestions	28
<b>9. Follow-Up Activities</b>	30
9.1 Tools	30
9.2 Dialogue	31
<b>10. Conclusions</b>	32
Workshop Agenda	33
List of Participants	35

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# **PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES**

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## **1. INTRODUCTION**

On June 1st and 2nd, 1998, the International Development Research Centre (IDRC) hosted, in Ottawa, the second in a series of two workshops entitled “A Measure of Peace: Peace and Conflict Impact Assessment (PCIA) of Development Projects in Conflict Zones”. This second workshop had more international participation, and included approximately 30 participants and resource people working in the broad area of peacebuilding and post-conflict reconstruction. Participants were drawn from governmental, non-governmental, multilateral, and academic communities.

The following report condenses the exchange of knowledge that took place in lively discussions over the two days. On the first day, presentations and discussion were held that included three panels: Development Work in Conflict-Prone Zones; Approaches to the Assessment of Impact; and Strategic Discussion on “Mainstreaming” PCIA. On the second day, participants working mainly in small groups analysed a case study of a basic human needs development project in a fictional conflict zone (Shuboy). The task was to consider how to conduct peace and conflict impact assessment at both the planning and implementation (mid-term evaluation) stages.

## **2. PURPOSE OF WORKSHOP**

The purpose of this workshop was:

- to contribute to the growing exchange of analysis and experience in peace and conflict impact assessment by taking stock of various multilateral and bilateral donors’ evaluations and by seeking to apply both the lessons learned from those evaluations and the PCIA principles to a complex conflict-zone case study. The overall desired result is to contribute to bringing peace and conflict impact assessment into the mainstream of development work.

# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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Specifically, the workshop objectives were:

- To increase our awareness about incorporating Peace and Conflict Impact Assessment (PCIA) into development work;
- To create an environment that can generate inputs for practical tools that not only would be applicable for pre-project risk assessment, but also for mid-project and post-project evaluation; and
- To develop skills for employing impact analysis methodology in a particular situation through the use of a case study.

It was emphasized that although the IDRC working paper, *A Measure of Peace*, contributed to the consolidation of our thinking about PCIA, the experience and expertise of the participants around the workshop table clearly indicated that this type of assessment is currently being undertaken in organizations around the world – albeit in different ways, and often using different language and terms. The multiplicity of activities presents both a danger that we all run off in different directions and an opportunity to learn from each others' efforts. It was hoped that the workshop would help initiate a process through which information and experience could be shared.

## 3. THE PCIA CONTEXT

### 3.1 INTRODUCTION

In far too many parts of the world, people experience first hand the bitter reality of violent militarized conflict. Given the complexity of the challenges of moving from a conflict-prone environment to one which is peace-prone, it is essential to encourage collaborative approaches between North and South and between policy makers and development practitioners, and to access the full range of multi-disciplinary knowledge available from NGOs, academia, policy-makers, researchers and the persons in the zones themselves.

A crucial aspect of peacebuilding is to analyze how development work affects the dynamics of peace and conflict, and vice versa, and to develop methods for assessing impact and learning the lessons from such assessments. The International Development Research Centre

# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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(IDRC) offers a space to bring researchers, practitioners, and policy-makers together and try to respond to development challenges such as this one, as a means, not an end in itself.

PCIA, if brought into the mainstream, has the potential to humanize development programming, which is more often preoccupied with the technocratic principles of development management than with the impact of our work on the lived experiences of women, children, and men around the world.

It is encouraging to report that national, multilateral, and civil society institutions are embracing the peacebuilding agenda, and supporting it through institutional budgets, human resource allocations and discourse about programming and evaluation that will have a genuine positive impact.

The diversity of expertise among workshop participants, drawn from the range of sectors identified above, indicates the interest in focussing on PCIA.

## 3.2 RECENT HISTORICAL TRENDS

Traditionally, development in the 1970s concentrated on technology transfer and infrastructure development. This broadened in the 1980s to embrace a social, political, and environmental focus — including a focus on women in development. In the past several years, there has been a rapid shift to incorporate human rights and also peacebuilding into development. There is growing attention in development work to poverty eradication and alleviation, environmental protection, change, equity, migration, human rights, respect for the rule of law, capacities for the administration of justice, and strengthening civil society. Various frameworks that would integrate these issues are desirable because one framework cannot adequately do the job.

## 3.3 PCIA

PCIA is offered as one conceptual framework for improving the design, conduct, and evaluation of development work in conflict-prone areas. It is an attempt to create a consolidated and systematized process; that is, a means of systematically anticipating and evaluating the potential and actual peacebuilding (or peace-inhibiting) impact of a project at pre-, mid- and post-projects points. While it was initially conceived as an impact

# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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assessment approach for project and program analysis and is thus project-centred, it also has potential to influence policy development. By consolidating our thinking on PCIA, it will be possible to explore how development policies and programs could be modified to increase the likelihood of creating a positive peacebuilding impact.

If we understand peacebuilding to be an impact, then it is crucial that we do not restrict our focus to narrowly defined peacebuilding projects, e.g., “governance projects,” security sector reform, and so on. It can and should be applicable to the widest range of development programming.

## 4. BIG PICTURE HIGHLIGHTS — DOING DEVELOPMENT WORK IN CONFLICT-PRONE REGIONS

### 4.1 THE NATURE OF CONTEMPORARY VIOLENT CONFLICT — THE CHANGING CONTEXT

A number of political, economic, cultural, social, institutional, gender, and theoretical issues were raised at the workshop and are highlighted below. They are not listed in order of importance because they have intricate connections and because every situation has different realities.

#### 4.1.1 INTERNAL CONFLICT

Internal civil strife rather than trans-national conflict has been pre-eminent in many recent conflict zones. Medical or evolutionary analogies to civil war do not seem applicable. Rather, *transforming* societies are reacting to inequalities and one response is brutal war. The vast majority of intra-state conflict seems to result from the failure of government. Greed and corruption among power elites often lead to manipulating xenophobia and racism, and airing historical wrongs in order to stir up chaos and conflict. Pervasive corruption distorts economic and political development. In some cases where no state is operating, conflicting parties of “warlords” compete for dominance. The peacebuilding challenge is to tackle mal-governance and political piracy head-on.

# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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In a number of conflict-prone situations, the “re” words — *rebuilding*, *reconstruction*, *rehabilitation* — mostly do not apply, because what existed before the violence erupted should not be recreated or it will only breed another cycle of violence.

## 4.1.2 LOCAL AND GLOBAL REALITIES

Part of the political solution to preventing or halting conflict and securing foundations for peacebuilding lies in a critical understanding of local politics, especially in the context of undertaking development work. At the same time, the geopolitical pressures of globalization and of multilateral intervention require regional and sub-regional security strategies as well as local and community strategies to be fostered.

## 4.1.3 CIVILIAN POPULATIONS

Political strategies for peacebuilding - through advocacy and force of law - must protect all civilian populations. Here, it was noted that the same groups that are most vulnerable in war settings are also the most vulnerable in post-war and non-war situations: rural and urban poor, women, street kids, the aged. A general breakdown of statistics on war-related deaths indicated that 5% is due to direct fighting, while 95% is attributed to poverty, disease, famine, neglect, and so on. Ultimately, peacebuilders, aid donors and recipients need to take a strategic approach to post-conflict development and humanitarian assistance that recognizes these realities.

## 4.1.4 SECURITY SECTOR REFORM

Security sector reform needs to be integrated into all aspects of development work in conflict-prone zones. The consistently high spending in the security sector is most often self-serving and a diversion of resources from other underresourced sectors. An expensive security sector usually prevents peace from evolving and is a sure sign of an inadequate capability to manage the economic and political agenda of a state and to curb the activity of the military.

Accountability of the military to civil society, within the norms of democratic society, is crucial. Civil society needs to have an oversight function, which is adequately financed and for which the overseers are fully equipped and supported by the international community. Reform of police and penal officials and processes, realistic strategies for demobilization,



# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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effective re-deployment of ex-combatants, re-integration of child soldiers and children who were involved in the destruction - sometimes of their own villages, neighbourhoods, and families - are all part of the task of addressing the de-militarization of conflict zones. Such activities can be “projectized”, as long as the broader context is not lost.

## **4.1.5 THE VIOLENCE CONTINUUM**

Concern was expressed that the links between militarized violence and domestic violence are not adequately addressed, either by theorists or by practitioners. In most instances, the rate of domestic violence escalates dramatically after militarized conflict stops. Some say that peacebuilding activities, including the presence of international peacekeeping and peacebuilding forces, may be contributing to this ongoing spiral of violence. One commentator reflected that ongoing violence is a failure of reconstruction.

## **4.1.6 IMPACT OF MILITARIZED CONFLICT ON WOMEN**

Women’s voices need to be heard much more clearly in the design of “reconstruction development” and in development programming that seeks to strengthen the foundations of civil society. The effect of militarized conflict on women has not yet been fully taken into account when analysing what the most suitable strategies for development work are in conflict-prone regions.

## **4.1.7 THE PEACE INDUSTRY**

Accompanying the changing context of conflict, there has been a marked growth of the “post-conflict peace industry”. Contemporary humanitarian interventions during and after militarized conflict was described as being “post-modern” in the sense that it inevitably becomes part of the conflict process. That is, it cannot be neutral in its impact. Humanitarianism has become as integral to contemporary war as it has to peacebuilding and responding to immediate needs. This double-edged reality suggests that the movement towards a sustainable peace will require more than just humanitarian measures. It will require both the adroit and creative development and application of a full complement of measures across political, security, social, and economic areas.

# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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## 4.1.8 SPIRITUAL AND CULTURAL DIMENSION OF PEACE AND WAR

The spiritual side of peace was discussed. There is a modern theology of war and peace, and more research and investigation of this cultural dimension should be considered in analyzing particular situations and seeking remedies.

## 4.1.9 SOME DIFFICULT QUESTIONS

At the end of the initial discussion, some difficult and perhaps unanswerable questions remain. “Whose peace? Whose building?” Who is actually controlling the conflict and the peacebuilding agendas? Where are the Southerners in peacebuilding debates and initiatives?

## 4.2 WORKING IN CHANGED CONTEXTS

Some people view war itself as an institution. Situations of chronic instability are seen as opportunities for development and result in what is now known, somewhat cynically, as aid opportunism. Nevertheless, there is a very real possibility of doing constructive development work during conflict periods and even during emergencies. Militarized violence is rarely, if ever, equal in intensity throughout a country.

In examining the changing realities of doing development work in conflict-prone zones, the workshop resource people and participants:

- i) reflected on the changing roles, functions, and challenges for humanitarian agencies, development agencies, and donors;*
- ii) examined the links between these players; and*
- iii) considered the skills and knowledge required by personnel involved in humanitarianism, development, and PCIA.*

### 4.2.1 CHANGING ROLES, FUNCTIONS, AND CHALLENGES

Critical reforms are needed to enable development players to fulfill their functions. A more integrated approach to development strategies is needed. Such an approach must include investment in social development, encouragement of sustainable economic growth, guidance

# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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for governance and good management, build-up of sustainable environmental practices, addressing root causes of conflict, and “doing” peacebuilding and reconciliation.

At the level of humanitarian aid or intervention, many are questioning the concept of political neutrality. The central question is whether humanitarian assistance in conflict zones feeds conflict and supports violence, or both. It is imperative to seek strategies that will at minimum *do no harm*. Many humanitarian organizations are re-examining their operating principles and examining the issues of neutrality, impartiality, and solidarity. If NGOs replace the state in dividing up aid allocation, they must be clear and transparent about what principles will guide them.

Humanitarian organizations and other players are seriously questioning the validity of humanitarian assistance in some contexts: for example, where it causes people to die. Both humanitarian and development organizations are giving increasing attention to human rights, and to considering whose rights are protected or endangered during humanitarian intervention and development work.

Workshop participants reflected on the connection between humanitarianism, development, and peacebuilding. Many spoke as if it was a continuum, but recent experience has shown that the lines of differentiation are less clear and non-linear. Certainly, the traditional roles of all three spheres of activity are changing.

In order to understand how a specific development project is affected by the peace and conflict environment, it is also necessary to know both the macro-level and micro-level contexts *and the linkages between them*. The ways of conceiving a development project will influence how society becomes involved or recovers. Also, how development and humanitarian agencies are staffed, and by whom, will have a huge affect on the impact they have.

## 4.2.2 LINKS BETWEEN THE PLAYERS

There are clear gaps in our understanding of the linkages between relief, development, and peacebuilding. It is increasingly clear that the different intervenors and players in conflict-prone zones need to collaborate much more efficiently: for example, in the areas of on-the-ground information, strategic planning, and impact assessment. Often, relationships may be accurately described as dysfunctional and discontinuous. The challenge of operating in three

## PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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spheres — humanitarian relief, development, and conflict-and-peace — is to bring them together and to measure their respective and collective impacts. While there have been some advances, it is by no means a seamless web.

Ministries of Foreign Affairs need to hold more dialogues with aid agencies and *vice versa*. However, building such relationships requires changes within the respective areas (diplomatic and developmental), because internal relations are frequently characterized by a tug of war for policy and budgetary dominance. Because such conflicts can have serious negative effects on the people on-the-ground in conflict zones, it is incumbent on the governmental, non-governmental, and multilateral leaderships to take action to harmonize strategies and reduce inter-agency tensions.

There is a growing emphasis on developing and evaluating new partnerships between donors and recipients. Donors and development organizations need to rely deeply on the knowledge and analysis of those who have experience in the field. Likewise, it is increasingly better appreciated that the people experiencing conflict have to be involved in designing the development activities and in assessing their impact.

Restoring internal and international partnerships is one of the key tasks of peacebuilding and reconstruction. The players need to consider the implications of these partnerships in conflict-prone zones.

### 4.2.3 SKILLS AND KNOWLEDGE

Putting peace at the centre of humanitarian and development programming is a relatively new orientation, for example, the striking of the Development Assistance Committee (DAC) Task Force on Conflict, Peace, and Development Cooperation in 1996. The difficulty in bringing peacebuilding into the mainstream is suggested by the still ongoing efforts to move gender and environment from the margins to the centre of our development thinking and programming. Nevertheless, it is a positive sign that the Canadian Minister for Foreign Affairs, in a May 1997 statement, has emphasized structural stability as an explicit part of cooperation programs.

One of the essential skills for development and humanitarian workers in assessing their work for peace and conflict impact is to learn how to *listen to and involve* the people experiencing violence. The two foremost questions to address in this respect are: “Where

## PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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is the participation of *people* in the assessment of impact?” and “What is the nature of this participation?”

Careful listening will strengthen our agencies’ ability to understand the risks and causes of violent conflicts in partner countries and to contribute to the evolution of relevant humanitarian skills. There is some question whether our international institutions are sufficiently flexible in keeping up with contemporary changes and challenges.

Several participants highlighted the importance of appropriate personnel - the lack of which can lead to deadly serious consequences. It is critical for development agencies to deploy appropriately equipped staff who have the analysis, tools, spiritual, psychological support, etc. to act effectively under difficult situations. Also, agencies need to provide institutional backup for protection and knowledge. Another issue which arose repeatedly was that agencies must learn new techniques for addressing the issues of re-integration of children, women, de-mobilized fighters, and the homeless and displaced.

Three related issues arose in the discussions around developing new skills:

- agencies need “operational imagination” to deal with the inevitable compromises and trade offs that characterize programming in conflict-prone zones. Under difficult conditions, personnel and the agency must be flexible enough to shift focus or change priorities;
- some participants felt that the subject of women and children needed to be outlined explicitly in PCIA and in mainstreaming discussions. They argued that unless women and children were “written in explicitly,” they would be “written out implicitly”; and
- there is a strongly felt need that the impacts of development in the context of peace and conflict impact assessment must be considered within a long-term perspective.

# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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## 5. APPROACHES TO THE EVALUATION OF PEACE AND CONFLICT IMPACT

### 5.1 WHAT IS THE PURPOSE OF EVALUATION AND ASSESSMENT IN THIS CONTEXT?

It is widely agreed that there is a need to monitor and evaluate performance of agencies, NGOs, and partners that are endeavouring to contribute to preventing conflict and the building of peace. Various approaches are being developed and tested, such as

- Do No Harm - Supporting Local Capacities for Peace through Aid (Collaborative for Development Action - Local Capacities for Peace Project);
- the Context Analysis of Médecins Sans Frontières (MSF) for strategic planning and scanning;
- the UN Strategic Frameworks approach; and
- ethical and situational analysis for NGOs.

All the various approaches include elements of:

impact analysis of violent conflict  
causes  
patterns and phases  
human security  
analyzing power (structural)

analyzing change as rapid, discontinuous  
conflict behaviour  
ethical issues  
organizational/NGO analysis

The parameters of an evaluation are determined by what is being sought. In PCIA, the scope must extend beyond the specific outcomes and goals of typical development programming. A corollary of this statement is that peace goals must be interpreted as broadly as possible.

The main elements include: the need for multi-perspectives and backgrounds and realistic frameworks of time and possible accomplishments - long-, medium-, and short-term. A strategic PCIA needs to address the right questions, as follows:

# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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## 5.2 WHAT ARE THE NEW TASKS?

Peace and conflict impact assessment has to consider what can perhaps be seen but might not be able to be measured (tangible and intangible). For example, the recent elections in Cambodia contribute to our understanding that an ostensible “peacebuilding activity” can proceed reasonably well, but not have a significant positive impact on regional stability. We need to question the intended and unintended consequences of development activity, the direct or indirect, long- and short-term, local, national, and regional impacts. Agencies of all stripes must demonstrate flexibility to accommodate unexpected turns and developments, and to build in contingencies when a situation deteriorates. The following questions might guide our thinking in this regard: Are the expectations and goals realistic or unrealistic? Are the minimal structures in place to support the program and assessment and to undertake the necessary steps to learn from mistakes so that they are not repeated over and over? Agencies should also develop the capacity to address and evaluate why people do not involve themselves in their community, and try to ascertain what are the practical impediments that get in the way.

Consideration must be given to knowing where the resources are going and who is benefitting. While decentralization and local control by local populations (participation) in projects for health or education is desirable, what happens when resources start going to opposition leaders? And how does this flow of funds affect the peace and conflict environment?

The challenge for development agencies undertaking PCIA is to develop good capacity training. In order to do accurate assessment, the results must be evaluated in long-term projects, such as the impact of demobilization in Mozambique. Another example would be micro projects in conflict-prone zones. These types of projects can address survival needs while sowing the seeds of future development, drawing dispersed peoples back, and bringing adversaries together. While there is much overstatement, economic development, if well done, can have a tremendous impact on vulnerable populations for generating hope, independence, and self-reliance.

# **PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES**

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## **5.3 WHO NEEDS TO BE INVOLVED IN EVALUATION?**

An effective PCIA includes a multi-dimensional and multi-perspective analysis: the agency, the people themselves (“intended beneficiaries”), national institutions, and potentially outside evaluators. The beneficiaries, who are thus part of a democratic process, are also prospective catalysts for reconstruction processes.

## **5.4 FOCUS OF EVALUATIONS**

The following considerations are highly relevant to PCIA:

- basic human needs;
- the two-fold process of constructing peace and deconstructing the structures of violence;
- moving from hostility to calm situation;
- allowing time for governments to strengthen their institutions;
- active participation of stakeholders; and
- need to be explicit about potential trade offs.

## **5.5 DEVELOPMENTAL CONSEQUENCES**

There are peacebuilding consequences to consider when undertaking development work in conflict-prone zones. Specifically, projects involving shared needs can promote reconciliation, especially when women and children are involved, because they often find a lot in common. However, they may also exacerbate relations between groups by raising the material stakes of competition. To increase the likelihood of positive impact (and conversely, to minimize possible negative impact) we must be sensitive to the fit between a project or program and the context (social, political, security, etc.), as well as to cultivating local project capacity.

## **5.6 POLITICAL SUPPORT FOR THE PROJECT**

Any development project undertaken in conflict-prone zones should ideally have key political supports. For example, if the project is to deliver micro-credit programming, then the banks and local investment groups should be viewed as stakeholders and involved, if



## PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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possible, in both the design and the evaluation. Political support would also include the approval and backing of a support constituency *within* organizations.

### 5.7 NEED TO TEST NEW EVALUATION STRATEGIES IN THE SOUTH/EAST

The “intended beneficiaries” of a development project or activity in any conflict-prone region should value the relevance of the evaluation and see its benefits. Agency flexibility can be reflected in its ability to generate dialogue so that the people on-the-ground can take advantage of changes when they occur.

### 5.8 ROLE OF FUNDERS

In the context of development work in conflict-prone regions, funders need to generate funding for both short- and longer-term interventions and evaluations. There is room for both quick impact projects, as for example in Latin America. But there is also the pressing need for much longer-term projects than have traditionally been the norm, especially because embedding stability is often a very lengthy process. Continued preference for one-to-three year programming is sometimes a disincentive for peacebuilding design and programming.

There is a need within donor agencies for training that will allow the agency to undertake reform or update its mandate. Emerging mandates could include more support of advocacy work, early-warning precautions built into projects, PCIA, and greater *flexibility* in relations between field people and those in the “centre”.

### 5.9 EFFECT OF DONOR COUNTRY PRIORITIES

The political priorities of the donor country can certainly have a significant effect on the impact of any given project or programming. It is useful to try to articulate these political considerations in advance, and to consider how they might be accommodated. There are many factors that may affect the impact and evaluation of development initiatives, such as press coverage, political intervention and manipulation, donor politics, budgetary or economic changes, and so on.

# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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Northern aid agencies are driven by a results-based model of assessment, which can focus the assessment on the short-term, immediate and tangible impacts rather than the long-term and intangible impacts. This may or may not be desirable, and needs to be flagged and tracked.

Political considerations can force agencies to quickly respond to crisis, sometimes to the detriment of coherent and participatory planning. The danger of crisis response is that the intended beneficiaries may not be adequately heard.

In recent years, funding agencies have preferred to create separate thematic or regional funds for peacebuilding and post-conflict reconstruction. The presence of a separate fund brings other factors, actors, and networks into play, establishing different dynamics that need to be addressed. The efficacy of this particular institutional response has yet to be determined because insufficient time has passed to make such assessments.

## 5.10 UNITED NATIONS REFORM

Recent crises in Rwanda, Somalia, etc. have made reforming decision-making and lines of authority imperative at the UN Security Council. Early prevention and response strategies are also being considered more thoroughly. Peacebuilding as a theme is gaining more attention, funds, and focus.

## 5.11 CHECKING OUR ASSUMPTIONS

PCIA needs to be tested and critiqued in the South to see if it challenges our basic assumptions.

## 5.12 INDICATORS

In support of the many indicators that are identified in the PCIA working paper *A Measure of Peace*, we should seek indicators of ownership and trust (which is different than support). Because it is not so easy to identify them a priori, the assessment tools should allow situation-specific generation of indicators.

# **PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES**

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Another consideration when developing indicators is the need to be able to assess impact across scales from the level of the individual to the community to the regional and country. Further, indicators need to reflect the recognition of the reality of trade offs in conflict-prone zones, because not everything is necessarily pulling in same direction.

## **5.13 GENDER AND CHILD-CENTRED ISSUES**

There are many relevant issues relating to gender in PCIA. This area needs much more attention as the analysis and tools develop. PCIA should identify this theme much more clearly, because it cannot be assumed that the work of peace and conflict impact assessment is gender neutral. Men's and women's experience of violent conflict differs; and how they can and do participate in peacebuilding differs too. The impact of conflict on women and their roles in building peace are often very different than men. Women and children in conflict-prone zones have experienced crimes of sexual and gender persecution, forced pregnancy, and enslavement and trafficking in persons, to name a few major concerns. Development work and its assessment need to protect victims and witnesses from repeated exposure to violence, danger, and threats to life and dignity.

## **6. MAINSTREAMING**

If peace and conflict impact assessment is to become part of the usual work of development practitioners, we need to understand where we are, what the next steps are, and how can we learn from evaluation activity. The following issues arose during the discussion of "mainstreaming" PCIA.

### **6.1 ALREADY A LOT IS HAPPENING IN A RELATIVELY SHORT PERIOD**

Recent developments have proven the importance of official mechanisms for quick response to conflict situations; for example, the Peacebuilding Initiative (PBI) announced by the Canadian Minister of Foreign Affairs in late 1996 that was intended to support or activate quick responses or serve as a catalyst. Such fund-based resources can often quickly leverage other funds, piggyback on existing programs or become a stopgap until more funds can be mobilized. Assessment strategies within these mechanisms are beginning to be developed, along with the recognition that the overall policy focus must be on prevention. While the

## PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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policy dialogue is well under way, operational tools are now needed. The use of Canadian expertise and capacity should be supported in Canadian initiatives.

A predominant challenge is to put a humanitarian and peacebuilding agenda and the assessment of the programming more centrally onto the international political agenda, in particular at the UN. Some recent development include:

- **UN Security Council reform:** allowing for humanitarian exemptions and streamlining a clearer process for rapid decision-making;
- **UN peacekeeping mandate:** the peacekeeping mandate and concerns are coming into focus. There are efforts to create a new interface between Peacekeeping and UNICEF and the High Commissioner for Human Rights (HCHR), especially in regard to children's rights, demobilizing child soldiers, and the role of peacekeepers themselves and their effect on child prostitution. There are increasing calls for the leadership to be held accountable for the actions of peacekeepers;
- **Remedies:** increasingly, Peace Accords are taking into consideration civil society issues and participation in remedies. NGOs, along with the International Committee for the Red Cross (ICRC), and the UN High Commissioner for Refugees (UNHCR) have participated several times in designing peace accords;
- **Early warning and prevention:** the UN Security Council is nervous to finger a particular state that is deteriorating into conflict (e.g., Rwanda and Nigeria). Nevertheless, as UN agencies increasingly have *early warning* as part of their mandate, more inter-agency dialogue and momentum will arise from various quarters and put pressure on the UN Security Council;
- **UN committee structures:** four committees now exist on conflict and peace-related topics - there is a more open forum, dialogue, and reform of the Office of Humanitarian Affairs. The Staff College takes on subject through inter-agency teams;
- **UN Development Assistance Framework (UNDAF):** is seeking common approaches towards an integrated UN program, while recognizing all too clearly the danger of not being impartial with national partners;

# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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- **UN political affairs:** is an ever stronger actor and is coordinating peacebuilding, so it has more political control of UN humanitarian agencies. However, there is still the problem of the “Developmental versus Emergency” mind set and a lack of understanding of humanitarian principles overall in the UN; and
- **Incentives for sharing information:** there is no integrated monetary capacity, system, or incentive for UN agencies to share what is being done around peacebuilding and its assessment.

If PCIA is to be used by the UN, then it must have some internal independence. For example, UNICEF documents regrettably contain very little critical commentary or analysis of peacebuilding. Disaggregated data is needed in order to get a clearer picture of the impact of programming and to plan better programming.

## 6.2 THE LEARNING PROCESS

In order to benefit from evaluation and assessment activity, it is helpful to understand how we learn, what we want to learn, and how we want to learn it. The following points were raised in the context of these questions:

Some of the recent academic writing, ranging from empirical research to editorial perspective, has had a big impact. A lot of analysts are critical of emergency relief because it creates dependency, provides for undeserving claimants, and contributes to NGO proliferation and “poor performance” (only at the margins).

What is the purpose of evaluation? It is not an intrinsic part of NGO culture, because the organizations are usually driven by urgent issues and the immediacy of programming, and also because NGOs are expected to work with 5-7.5% overheads, so evaluation money is hard to come by. Information and lessons learned are not always shared, resulting in a *failure to learn from failure or from success*.

On the other hand, there are obstacles to surmount when NGOs wish to benefit from lessons learned and spurned and to accurately plan: for example, in one case a group of organizations were trying to understand the conflict-prone context in a certain region before

## PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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designing and planning development work, only to be turned down by the government funding agency because “we don’t fund missions”. Funders need to review their funding criteria to allow impact assessment to be done at the front, middle, and end stages of programming, in keeping with the goals of “doing prevention”.

One way that learning arises is through regular consultations and networking and through international information sharing. Efforts to bridge different departments and players inside a government or the UN, for example, can accelerate the learning process.

There is the ever-present misconception among officials that normal professionalism is a guarantee of objectivity, but this is misleading. The “law of prior bias” and the politically driven agenda almost always create a “pseudo objectivity”. Institutional memories are shallow, there is always insufficient time, and pressure from media, donors, and beneficiaries contribute to bias and self-serving actions. Evaluation must be seen and used as a learning tool to overcome such issues. If effective evaluation is to occur, more money is needed for learning. Practitioners need to do the evaluation themselves or be involved in it so that they take ownership of the learning.

Regarding the role of the private sector in the learning process, the difficulty is that the private sector is so often a cause of the problem (e.g., gold mines in Kyrgyzstan). There is a large gap in private sector understanding of the goal of peacebuilding. Despite much discussion about regulation and corporate ethics, very little affects the private sector, partly because monitoring and accountability are weak. Thus, learning is not happening.

There is so much difference between sector stakeholders that there is some doubt if the “tectonic plates” each of them sits on are really moving any closer together. If we want “mainstreaming”, it may be time to break up some of these tectonic plates.

Finally, taxpayers need more information about what is being done in peace and conflict impact analysis, so that they can support, in an informed way, the work of prevention and post-conflict stabilization and democratization.

# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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## 6.3 HOW CAN EVALUATION BE IMPROVED?

Different levels of violence exist in varying contexts of relief, development, and peace. There is movement in terms of impact assessment and evaluation, but the following issues need to be addressed for more movement to occur:

### 6.3.1 CHALLENGES TO PCIA

- to develop and apply PCIA through UNDAF, DPA, UNDP, HRC;
- to go beyond a project focus;
- to find ways to work at the local level;
- to better understand “impact”, e.g., on process as well as output; and
- to win support from and to involve all levels of the peacebuilding community.

At the macro level, improved coordination between international actors is needed. There is also a need to move from the “best practices guidelines” of the OECD/DAC to operational mechanisms. (For example, the ILO has developed a manual for employment of ex-combatants to work in post-conflict communities for sustainable peace. It is the ILO’s position that what is needed most for ex-combatants are jobs, jobs, jobs!) The World Bank is developing an inventory on training and centres of excellence, working on a matrix of donors and international organizations, creating tools and checklists, and undertaking regular consultations and networking. However, in general agencies need to go beyond stated objectives and support more portfolio-wide assessments of what is happening, and also more frequent monitoring of inter-group relations and how state and government is affected by progress on the portfolio.

At the level of programming, there are a number of identified needs:

- need for flexibility and authority of resident and local staff to make decisions about changes in programming, etc.;
- need for good, qualified staff;
- need for an adequate knowledge base so that development agencies can take advantage of local expertise;
- need to have political support and capacity;

# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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- need for flexibility in project design: this includes implementation and advancement of results; need to recognize that a rolling review of objectives provides flexibility; and
- need to change the approval process at the governance level that could help staff change behaviour.

PCIA can be tailored for specific organizations and institutions and can benefit from developing case studies of regions such as Bosnia, Haiti, Cambodia, Sri Lanka, Uganda, and Rwanda. More thought could be given to how PCIA could tackle difficult challenges such as: tracking the situations of children in conflict (pre-, mid- and post-) and how children suffering from trauma can be rehabilitated; addressing the issues of profiteering; and naming and dealing with the issue of legitimacy of information (who controls the process of planning and builds on the deconstruction of information).

## 7. SYNOPSIS OF DAY 1

Overall, there was consensus that the character of peace and conflict evaluation needs to be broad, open, and inclusive. Flexible and evolving criteria and indicators may contribute to the learning for future work. The rich and varied exchange of the day is sketchily summarized in the following section. The items are not listed in order of importance.

### 7.1 ISSUES REQUIRING ATTENTION FOR EFFECTIVE PCIA

- **Partnerships:** Greater exposure of PCIA to Southern realities will test if there a strong commitment to PCIA. The question which needs to be asked and answered is “Whose analysis is it anyway”? We need to listen to affected people and not try to second guess them.
- **Results:** An overly rigid results orientation can derail PCIA if results are interpreted too narrowly, because it may not allow the voices of affected populations to be adequately heard. A failed project can still be a source of enormous learning and, therefore, can have a beneficial impact. Development projects do fail, despite the best efforts of the parties involved, but failure needs to be brought forward without finger pointing;



## PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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- **Assumptions:** Further research into PCIA must challenge humanitarian and development assumptions - is there a continuum or not?
- **Role of international community:** The international “peace mafia” needs to act bravely and question the “dysfunctional” global order, implement major radical reform at the multilateral level, and begin to adopt the concept of “permanent” peacebuilding;
- **Institutional fit:** The emerging work of PCIA requires us to examine our organizations and reform them as necessary.
- **Learning:** Numerous challenges are presented to promote mechanisms, environment, and self-awareness of our peace and conflict impact. The overarching question is how do we scale up PCIA to serve in the increasing number of conflict-prone situations;
- **Political character of the development process:** Taboo 10 years ago, overt political analysis is now seen as a legitimate part of development and peacebuilding analysis and programming; agencies that are still shy to engage should be encouraged to develop skills in this area.
- **Security forces and reform:** The power dynamics of security sector reform are crucial to understand and address in peacebuilding and PCIA.
- **Agency capacity:** Great emphasis is needed in selecting and deploying good staff. Organizations in the public and NGO sectors can learn from failures and go on to overcome institutional weaknesses.
- **Violence:** The work that has been done on the violence continuum needs to be fully integrated into PCIA. How are the links from domestic to social violence to major outbreak and back again addressed in PCIA?
- **Women and children:** PCIA will have to consider more comprehensively the effect of conflict on the lives of women and children and develop strategies including these stakeholders in peacebuilding and PCIA in ways that contribute to their recovery and confidence and do not harm them further.

# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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- **Humanitarian relief and development:** Tensions exist between the values of humanitarianism and developmentalism. These need to be better understood by all concerned parties so that assumptions and conflict do not derail important peacebuilding work.
- **Post-modern “thinking” in post-modern realities:** There are inextricable connections between humanitarianism and major conflict that raise penetrating questions about the relevance of modern institutions and the institution of war.

## 7.2 TENSIONS

The discussion can be summarized in another way by reflecting the strains that exist between ways of doing evaluation and the factors that could be taken into consideration:

1. Relying on tools -----	Context is important on the ground
2. Professional approach managed by experts -----	Local participation/control
3. Technical criteria -----	Political and/or self-interested criteria
4. Absorb past learning -----	Take risks
5. Importance of doing and learning from evaluation	Time and money that are in short supply
6. Organizational capacity -----	Experience, regional knowledge
7. Evaluation -----	Transparency, learning to build on failure
8. Direct results -----	Indirect results
9. Tangible indicators -----	Intangible indicators
10. Long- and medium-term scope of evaluation -----	Short-term
11. Local ----- National -----	Global

# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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## 8. CASE STUDY OF SHUBOY — LESSONS LEARNED

### 8.1 DESCRIPTION OF PROCESS

The case study of Shuboy provides a fictitious scenario of a country emerging from civil conflict. The details are drawn from a number of countries that have recently been, or continue to be, conflict-prone zones. It resonated with familiarity for most of the participants.

The overall objective of working with the Shuboy case study was to experiment with applying PCIA as a tool to an actual situation and to explore how a PCIA tool could be helpful in the day-to-day work of development practitioners. Almost all of Day 2 was scheduled for the Shuboy exercise.

The case material was presented to the participants in stages. The evening before Day 2, the background document was distributed and participants were asked to read and digest the information. At the beginning of the exercise, the participants were divided into three groups of about 8-10 people (round tables) and more information was provided about a proposed development project for basic human needs programming. The participants were invited to undertake a pre-project risk assessment.

Later in the day, participants were given another piece of the case study, which described the evolution of both the project and the context at the project's midway point, and were asked to consider two matters: the impact of the project on the peace and conflict environment and the impact of the peace and conflict environment on the project.

There was to have been a third two-part exercise for the participants: to undertake a final evaluation, six months after the end of the project, and then again four years later. However, the organizers, in discussion with the participants, decided that it would be preferable to reflect on the analytical process after the mid-point assignment, rather than absorbing more information and trying to complete yet another exercise.

Overall, the case study provided fertile ground for animated discussion on the peace and conflict situation in Shuboy. Some participants found the case study too complex for the exercise, while others found it overly simple. Nevertheless, there was a very high level of

# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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engagement and participants were clearly stimulated by it. The inevitable imperfections of the case study did not prevent considerable learning activity from taking place.

There was consensus at the feedback session in the afternoon that using a case study was an effective way to stimulate analysis, and that the multi-sectoral working groups allowed sharing experience and building on each other's insights. One participant said that case studies and simulation exercises such as this one were brilliant tools for stretching the imagination.

## 8.2 UTILITY AND SHORTCOMINGS OF THE CASE STUDY EXERCISE

The discussions and summarizing exercises showed extensively the capacity of the PCIA approach to extract highly relevant and complex issues, at whatever stage in the development process the analysis takes place (i.e., pre-, mid- or post-). It also allowed the indicators developed in the *Measure for Peace* working paper to be considered. The following summary does not attempt to capture the depth of analysis of the case study, but rather to focus on the strengths, weaknesses, and gaps in the learning exercise and suggestions for the future. Participants were very active in the analysis and critique sessions. They were also positive about being involved in developing the case study tool and looked forward to utilizing future iterations of the case study, or its evolution, into a simulation exercise.

### 8.2.1 LEVEL OF DETAIL OF THE CASE STUDY

While some participants found the case too detailed, others thought it was overly simplistic. There seems to be a trade off between providing plenty of detail or offering broad brush strokes. Overall, the atmosphere, dynamics, and facilitation allowed for very active engagement despite any shortcomings of the pilot case. It was obvious that any “real” project could undergo this type of scrutiny, and, therefore, PCIA can be applied to any scenario that is most relevant to the participants. Overall, the scope of this case allowed PCIA questions to be examined in a believable context.

# **PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES**

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## **8.2.2 PILOT**

Because this was a pilot of the Shuboy case, there is room for input. Case studies should be living exercises. IDRC and/or future users of Shuboy can adapt it to best serve their purposes.

## **8.2.3 OPPORTUNITY TO ENGAGE IN FRESH THINKING**

Each of the working groups has multi-sectoral representation. This somewhat unique situation gave participants the opportunity to see different approaches to thinking. It contributed to “learning” new perspectives and hopefully to applying some of that learning to their own contexts.

## **8.2.4 ROLE OF FACILITATORS AND “CLARIFIERS”**

Feedback from the participants indicated that the facilitation of the case study was effective and appreciated. The clarifiers who were available in each working group helped answer questions that arose about the case scenario and kept participants focussed on PCIA, when in some instances the dilemmas of the case were distracting them from the questions at hand.

## **8.3 WEAKNESSES**

### **8.3.1 RECIPIENT OR SOUTHERN/EASTERN PARTICIPATION**

Many expressed the concern that any PCIA workshop and exercise such as this one should involve more “recipient” participation. IDRC organizers did make extensive efforts to include such participation, but travel and health problems and a crisis in a particular region prevented more participation. Nevertheless, persons from conflict-prone regions must be involved in the future, because, among other contributions, they can flag and challenge Northern assumptions and correct top-down approaches. Future testing of PCIA should occur in conflict-prone locations or at minimum, with suitable representation from such regions. Southern experiments with storytelling and in-situ case study development could be most valuable.

# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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## 8.3.2 CLARIFYING WHY THIS CASE EXERCISE WAS USED WITH PCIA SPECIALISTS

Several commentators suggested that the organizers could have pushed further to extract the elements of a practical tool out of the IDRC working paper, if the participants had been told that was the objective. It was the right group to work on such an assignment.

Another observation was that even though the workshop participants were already specialists in the field of peace and conflict, they themselves had some difficulty seeing the difference between development impacts and peace and conflict impacts. Perhaps another similar group in the future could benefit from an exercise prior to the case study that promotes greater understanding of the differences.

The real test of PCIA, in its future evolutions, will be with “innocents” - namely, people who are not already seeking to apply some form of peace and conflict impact assessment.

## 8.4 GAPS

### 8.4.1 IMPROVEMENTS IN THE CASE STUDY

Participants requested that a map and a budget be included in the case study materials to help comprehend the scenario. Also, a few important points that were raised in the background documentation, such as the land mines situation, need to be followed through in the mid-term material. Future iterations of the case study will obviously address these technical matters.

While there was much material to deal with, more ethical dilemmas and greater ambiguity about power issues could be included. A few suggested that CAN-Aid, the Canadian partner agency in the case, should have a policy framework, and that the questions to the workshop participants for each exercise could be more explicit.

### 8.4.2 EARLY INTRODUCTION OF THE PCIA

Introducing PCIA and the Shuboy Case on the first day of the workshop would have enabled participants to get into the PCIA mode of thinking earlier. Clearer instructions on how to use *A Measure for Peace*, such as a short graphic version, would help in the case exercise.

# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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## 8.4.3 FIVE AREAS OF POTENTIAL PEACE AND CONFLICT IMPACT

IDRC provided a one-page chart that summarizes the thinking in the working paper. The five areas are:

- institutional capacity to manage and resolve violent conflict and to promote tolerance and build peace;
- military and human security;
- political structures and processes;
- economic structures and processes; and
- social reconstruction and empowerment

Participants raised some concern about the possibility of considering all five areas at the micro-level where most of the PCIA is likely to occur and where most development workers work.

## 8.5 SUGGESTIONS

### 8.5.1 CASE STUDY SCENARIO

The case study needs to contain more unresolved issues, ethical dilemmas, and Southern perspectives. Using real cases might enhance learning, though the very real and known conditions could also potentially distract participants from the exercise of learning how to do PCIA.

### 8.5.2 TECHNICAL AND OPERATIONAL IMPROVEMENTS

- It is essential to have both Southern and Northern participation among resource people and participants.
- The workshop programs should be designed to specifically address the learning needs of the participants, and to clarify any needs of the workshop organizers - ideally an advisory group of individuals from the participant pool should have a role in the design of the program.

## PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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- It would be helpful to clarify the links between information and analysis panels and the case study exercise and integrate the days more fully: e.g., introduce the case study at the beginning and ensure resource persons have read and can relate their comments to it.
- For even greater potential for exchange, consider breaking into multi-sectoral groups and also single sector groups - the multisectoral groups offer effective synthesis and collective experience for the case; on the other hand, a sectoral grouping might be very appropriate for tool development or for assessing the effect on a certain sector playing a role in the case (i.e., donor, development agency, NGO, officials, politician, business, etc.).
- Assume reading will be done at the session and not the night before; therefore, it would be possible to have explanations to accompany readings.
- Case study:
  - i) explore the possibility of building the Shuboy case study into the simulation exercise. Also, explore the possibility of using the simulation and case study, or both, to design a framework as well as apply a framework;
  - ii) the revised case study could be tested in a focus group so the kinks and glitches can be ironed out; and
  - iii) whatever case study is used should be directly relevant to the group being trained.
- Ensure opportunities for participants to talk frequently to each other and to the specialists, especially when panel discussions are part of the program - it brings much greater richness to the group.
- Consider designing an exercise for Day 2 that would actually work on developing a tool for a particular sector, e.g., mid-level fund managers.
- The facilitator should be involved at the workshop design stage.
- It is very important to clarify the roles of members of the workshop team, and who is making process and content decisions.
- A future workshop could include a session on disseminating the PCIA approach, especially to the media and NGOs.
- Prepare simpler and more realistic objectives for a case study - give clear questions and clear instructions.
- Prepare a binder with coloured sections or pages.



# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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## 9. FOLLOW-UP ACTIVITIES

### 9.1 TOOLS

#### 9.1.1 THE IDRC WORKING PAPER AND TOOLS DEVELOPMENT

Further activity is required to move the discussion paper into a tool or tools for application. One option is to develop various tools for different sectors. Another is to try for a generic tool that can be adapted for specific sectors to use. Several options or combinations for implementation could include:

- bringing together a working group of key stakeholders (i.e., meaningful participation of South and “recipient” people) with the task of roughing out a methodology;
- refining the existing document and doing further testing, especially in the field;
- collaborating with developers of other framework methodologies to benefit from their experience;
- collaborating with a particular organization or NGO working in a country or on an issue (e.g., gender and peacebuilding), and specifically interested in further work on PCIA; and
- publishing and distributing the working paper widely (by print and electronically), and inviting and urging users to build their own methodologies.

Any tools or methodologies must avoid becoming too mechanistic. Checklists can be extremely counterproductive. Also generic instruments for PCIA need to be tested, modified, and improved before disseminating it widely. Materials need to be pitched accurately for the users - comic books, checklists (too sterile for most), research papers, and electronic versions are all options.

#### 9.1.2 OTHER EVALUATION FRAMEWORKS

There was lots of discussion around the capacity of development workers to squeeze yet another analytic framework into already busy workloads. Organizations already use other tools and methodologies, such as evaluation frameworks that promote analysis and results around women’s equality and gender, environment, and now human rights. Eventually,

# **PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES**

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PCIA needs to be worked in with other tools, not applied in isolation, because it will give users a more integrated perspective. Is there a way to integrate PCIA into existing tools, rather than having it stand alone?

## **9.2 DIALOGUE**

### **9.2.1 COUNTRY DONOR WORKSHOP**

It was suggested that offering a PCIA workshop for all development donors in a particular conflict-prone region might prove to be extremely effective. It would not only give them an opportunity to benefit from the latest thinking and analysis on PCIA, but would get them thinking about their own funding criteria, the importance of the choice of delivery partners in light of the PCIA and human resources constraints, and finally, their relationship to other stakeholders and their potential for collaborative action.

### **9.2.2 OTHER INSTITUTIONAL LEVEL APPLICATIONS OF PCIA**

Participants urged that ways be found to use this approach in institutions. Governance levels could benefit enormously from exposure to this type of analysis: they would have to reflect on funding constraints, and it could result in more open thinking in the management culture.

### **9.2.3 DIALOGUE AND COOPERATION WITH OTHER OFFICIAL AGENCIES**

The World Bank, the OECD Task Force, UNICEF, and several ministries of foreign affairs and international development are showing interest in exploring options for further development of PCIA instruments. Coordination with various CIDA initiatives is also important to explore (humanitarian aid, food relief, development, peacebuilding, gender, environment, etc.).

### **9.2.4 MEDIA**

A recommendation was made that perhaps in the not too distant future, IDRC or some other host agency could convene a conference or workshop for the media on PCIA to look at the relationships between public interest, reporting of world events, and peace and conflict impact assessment.

# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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## 9.2.5 SMALL GRANTS FOR PCIA

IDRC has the capacity to fund small pilots in PCIA through its Peacebuilding fund (\$3,000 to \$30,000). NGOs, researchers, and individuals could be eligible for these funds. Other funding agencies could also begin to encourage peace and conflict impact assessment through the availability of seed funding.

## 9.2.6 CONTINUING DIALOGUE ONLINE

It was recommended that the workshop participants and others wanting to see PCIA move forward could continue the dialogue online. IDRC could consider starting an electronic conference to which anyone could contribute new ideas and developments.

## 10. CONCLUSIONS

Overall, there was very positive feedback about the workshop. Most participants preferred the learning activities of Day 2 because they were lively and participatory.

There were some philosophical concerns about PCIA, specifically in relation to the questions: where does the analysis come from?; can PCIA address the conundrum of North/South?; and, is there a clash of values between humanitarian assistance and development that needs to be addressed in any theory-based analysis such as PCIA?

Despite these conundrums, overall there was much encouragement that PCIA work is well under way and must continue. The workshop offered fertile ground for analysis, dialogue, and learning.

# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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## WORKSHOP AGENDA

### A MEASURE OF PEACE: PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

1-2 JUNE 1998, IDRC, OTTAWA, 14<sup>TH</sup> FLOOR  
AGENDA

#### DAY ONE

9:00-10:00 am	<b>Welcome</b> Maureen O`Neil, President
	<b>Introduction to Workshop</b> Necla Tschirgi, Terry Smutylo, and Kenneth Bush
10:00-11:00 am	<b>Development Work in Conflict-Prone Regions</b> <i>Panelists</i> •Robert Fraser, CIDA, DAC TF on Conflict, Peace and Dev. Coopn •Chris Cushing, UN Staff College, Turin, Italy •Nicole Ball, Overseas Development Council <i>Moderator:</i> Necla Tschirgi, IDRC
11:00-11:15am	Refreshment Break
11:15am-12:30pm	Questions to Presenters/ Plenary Discussion
12:30-2:00pm	Lunch Break (14 <sup>th</sup> Floor)
2:00-3:15pm	<b>Approaches to the Assessment of Impact</b> <b>Doing what we know/ Knowing what we do</b> <i>Panelists</i> •Kenneth Bush, IDRC •John Eriksson, World Bank •Patricia Weiss Fagen, Inter-America Development Bank <i>Moderator:</i> TBA
3:15-3:30pm	Refreshment Break
3:30-5:00pm	<b>Strategic Discussion on the “Mainstreaming” of PCIA</b> <i>Panelists</i> •Susan Brown, CIDA •Nigel Fisher, UNICEF/ DFAIT •Ian Smillie, Development Consultant <i>Moderator:</i> Rex Brynen, McGill University
5:00-5:15pm	First Day Wrap up — Tim Draimin

# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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## DAY TWO

9:00-9:30 am	Introduction to Day Two — Kenneth Bush, IDRC Introduction to Case Study Exercise — Magda Seydegart, Brian Rowe, <i>South House Exchange</i> <i>Facilitator: Tim Draimin</i>
9:30-11:00 am	<b>Case Study Part I: Pre-Project Phase</b> <i>Pre-project risk assessment/ decisions/ considerations.</i> An analysis of the conditions within which a project will be set. What are the minimally acceptable conditions needed before you would consider launching a project? What are the specific features of a project that would be necessary before you would accept it (e.g., structure, participants, operating procedures, etcetera)? What is the fit between the proposed project and the peace and conflict environment? What are the possible/ anticipated impacts? How might the project be changed to affect positive and negative impacts?
11:00-11:15am	Refreshment Break
11:15am-12:30pm	<b>Case Study Part II: In-Project Phase</b> <i>Operational decisions and monitoring of impact during a project.</i> Decision making under pressure/ uncertainty/ rapidly changing conditions. The need to make immediate operational decisions which will have profound implications for the impact of the project (its operation and ability to meet its objectives) on the peace and conflict environment.
12:30-2:00pm	Lunch Break (14 <sup>th</sup> Floor)
2:00-3:15pm	<b>Case Study Part III: Post-Project Phase</b> <i>Post-Project Impact.</i> What was the impact of the project on the structures and processes of peace and conflict in the immediate post-project setting; and 4 years after the conclusion of the project? What are the specific areas of impact? Where do you look for impact? What indicators would you use? How do you distinguish the particular impact of your particular project?
3:15-3:30pm	Refreshment Break
3:30-4:00pm	Small group discussion on the case study: general observations, successful/ less successful dimensions, gaps.
4:00-5:00pm	Wrap Up — Tim Draimin Follow Up — Kenneth Bush

# PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA) OF DEVELOPMENT PROJECTS IN CONFLICT ZONES

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## LIST OF PARTICIPANTS PCIA WORKSHOP (JUNE 1-2, 1998)

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