

A Principled Approach to Conflict Sensitive *Do No Harm* Programming in the context of Federal Iraq and the Kurdistan Region

Emergency Livelihoods and Social Cohesion & Cluster

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Overview of 'Conflict Sensitive *Do No Harm*' Programming in Iraq.

Background

As the crisis in Iraq enters its third year, social tensions continue to rise in areas where IDPs are settled. In particular, recent attention has been directed to the finding that humanitarian agencies and government actors themselves may be contributing, inadvertently, to tensions between groups of displaced populations and between IDPs and host communities. This note seeks to enable humanitarian actors working under pressure and time constraints to enhance conflict sensitivity in their projects. This guidance note is supported by analysis of the development of social tensions undertaken in June 2015 by EL & SC cluster and the establishment of a comprehensive information system existed to monitor social tensions and the connection with the dynamics of the socio-political and historical contexts.

One of the most important predictors of social tensions was found to be directly linked to the need for social services. In particular, host communities that have a high proportion of residents who rely upon the government for basic needs are shown to be around 30 times more likely to have negative perceptions of and hostile relationships with IDPs. Inequitable access to social services such as food assistance, education, health, and electricity were found to be a significant trigger in 72% of social tension incidents which, in some cases, evolved to violent conflict. Evidence from disputed areas such as Khanaqin and Kirkuk, but also in camps and host communities in uncontested areas in the Kurdistan Region of Iraq, demonstrate that **inequitable distribution of supplies to IDPs and host communities does in fact increase community tensions. This indicates that the humanitarian community and its government partners are at risk of unknowingly increasing tensions or 'Doing Harm' in communities they seek to serve.**

To identify and support those most at risk, the Emergency Livelihoods & Social Cohesion Cluster have constructed a Social Tensions Tracking and Mapping system (STTM) that identify geographic areas containing communities vulnerable to social tensions and thus predict where tensions are most likely arise. **This system uses an index of the predictors of tensions tested by the social cohesion analysis and used to provide and evidence base in the Humanitarian Needs Overview (HNO) of the 2016 Humanitarian Response Plan (HRP).**

Objectives

This document has been prepared in response to a request from the Inter-Cluster Coordination Group (ICCG) for guidance from the ELSC cluster to produce a set of operationalized guidelines for conflict sensitive programming. The objective is to highlight, for humanitarian organizations and government partners, the importance of planning and implementing emergency programs through a lens of conflict sensitivity. It provides an overview of the basic steps of conflict sensitive programming and concludes with a list of resources for further information. The ultimate goal of this guide is to enable humanitarian actors to effectively contribute to opportunities for social cohesion and reduce incidents of tension during all phases of

humanitarian aid programming. It will be particularly relevant in areas where social tensions are already evident, but also any area in Iraq where there are IDPs or refugees now live.

Therefore, this guide will:

- Define necessary terms and principles for conflict sensitive programming.
- Provide a basic overview of do no harm principles and guidelines.
- Provide a brief set of steps for incorporating conflict sensitive principles in all steps of program design, implementation, monitoring and evaluation and integration of these principle in to institutional practices, starting on page 5 and a check list in Annex A.
- Refer readers to additional resources for detailed steps to conflict analysis, assessment of “dividers and connectors” via the Do No Harm model.
- Provide a **Checklist for Conflict Sensitive Programs** in Annex A – page 9-10.

Basic Definitions

- **Conflict** - The result of parties disagreeing and acting on the basis of perceived incompatibilities.
- **Conflict (violent)** - Resorting to psychological or physical force to resolve a disagreement.
- **Conflict Analysis** - A structured process of assessment and analysis to better understand a conflict (its background/history, the groups involved, each group’s perspective, identifying causes of conflict etc.) This is a dynamic analysis and needs to be updated as conflicts evolve.
- **Conflict sensitivity** - refers to the ability of an organization to:
 - Understand the context in which it is operating, particularly intergroup relations;
 - Understand the interactions between its interventions and the context/group relations; and
 - Act upon the understanding of these interactions, in order to avoid negative impacts and maximize positive impacts.
- **Conflict-sensitive programming** - involves close scrutiny of the operational context through regularly updating the conflict analysis, in order to avoid negative impacts and maximize positive impacts on the context.
- **Context** - The operating environment, which ranges from the micro to the macro level (e.g. community, district / province, region(s), country, neighboring countries).
- **do no harm** - The *principle* of “do no harm” is taken from medical ethics. It requires humanitarian organisations to strive to minimize the harm they may inadvertently cause through providing aid, as well harm that may be caused by not providing aid (such as adding to tensions with host communities).
- **Do No Harm (DNH)** - Originated by CDA Collaborative (<http://cdacollaborative.org/programs/do-no-harm/>) the *practice* of DNH is based on 6 important assumptions
 1. Whenever an intervention of any sort enters a context it becomes *part of the context*.
 2. All contexts are characterized by Dividers and Connectors.
 3. All interventions interact with both, either making them worse or making them better.
 4. Actions and Behaviors have Consequences, which create impacts.
 5. The details of interventions matter.
 6. There are always Options.
- **Peacebuilding** - Measures designed to consolidate peaceful relations and strengthen viable political, socio-economic and cultural institutions capable of mediating conflict, and to strengthen other mechanisms that will either create or support the necessary conditions for sustained peace. (Often confused with conflict sensitive programming – recommended reading: <http://www.cdacollaborative.org/publications/reflecting-on-peace-practice/rpp-articles%C2%A0and-chapters/a-distinction-with-a-difference-conflict-sensitivity-and-peacebuilding/>)
- **Social Cohesion** – in the current context of Iraq, social cohesion is defined as a general condition of stable co-existence within communities, when IDPs, refugees, and host community members accept

socio-ethnic differences, have equitable access to livelihoods and other community resources, and feel safe and secure in their homes.

The Basics of Conflict Sensitive Programming and the Do No Harm Approach (See Checklist for Conflict Sensitive Programs in Annex A – page 9-10, for the Iraq/Kurdistan context)

As highlighted in the previous section, **conflict sensitivity** - refers to the ability of an organization to:

1. Understand the context in which it is operating, particularly intergroup relations;
2. Understand the interactions between its interventions and the context/group relations; and
3. Act upon the understanding of these interactions, in order to avoid negative impacts and maximize positive impacts.

An analysis of tensions in the region, similar to section one, is a first step to allow us to understand some of the effects of conflict, displacement and humanitarian aid on communities. A full endeavor toward conflict sensitive programming requires an even more thorough conflict analysis localized to humanitarian settings. A short, operationally-oriented guide to conflict analysis is presented here and resources are recommended in the reference section. In brief and at a minimum, a conflict analysis should include an understanding of:

Components	Examples
Groups involved	Arab (Sunni/Shia), Kurd (diverse), Yezidi, Christian, Turkman, Shabak, Kakai, Fayli, tribal groups, Baath, international governments, humanitarian organizations, etc.
Background/history	<ul style="list-style-type: none"> • history of conflict and military alliances • Arabization or Kurdification • de-Ba’athification • foreign occupations • religious persecution • militia and terrorist acts etc.
Underlying causes of conflict	<ul style="list-style-type: none"> • Political competition and alliances – Sunni/Shia, PDK/PUK/YPK, Federal Iraq/KR-I, Kurd/Arab, East/West etc. • Culture and identity – religion, ethnic • Security needs • Competition over resources – government, humanitarian aid, political parties, tribal alliances, etc.
Perspectives	fear, long standing resentments, power/influence, political and resource competition, etc.

In essence, the **Do No Harm** model of conflict sensitive programming (see resource list attached), states that the *Actions* and *Behaviors*’ of humanitarian actors have *Consequences* on the individuals and group dynamics and context in which humanitarian assistance is being provided. Simply speaking, regardless of our most neutral or even positive intentions, the resources and information we bring into the field may have negative influences and can cause harm.

Actions & Behaviors = Consequences

Actions: In general, there are five ways humanitarian support can have negative effects on social-tension and cause conflict in communities. The effects are likely to be greater if ‘packages’ of aid are being distributed but the same principles also apply to less concrete interventions, including provision of psychosocial care, awareness raising and advocacy campaigns. None of these has to do with precisely *what* we bring into a context, but rather how we go about storing, maintaining and sharing those resources.

Actions	Definitions	Conflict Insensitive Examples	Conflict Sensitive Examples
Distribution Effects:	Distributing resources, information, services, water etc. along the lines of an existing tension or division.	e.g. providing support only to IDPs or refugees and overlooking host community.	Recognizing that host community vulnerability has increased with IDP/refugee presence and supporting host community as well.
Legitimization Effects:	Giving legitimacy to a group or leader by working with them	e.g. using a beneficiary list from a tribal or political leader or security forces rather than having transparent and neutral selection criteria.	Cross checking distribution lists from different leaders to assure equal representation.
Market Effects:	Changing local markets with an influx of outside resources	e.g. providing resources from outside the region can alter market prices, value change and labor patterns.	Using or building local markets to benefit from resource and labor demands of IDPs and refugees.
Substitution Effects:	Replacing existing functioning systems or structures	e.g. providing trucked water to an area where services are present but weak, rather than strengthening government capacity.	Working with community water and sanitation authorities to improve basic services to benefit IDPs as well as host community.
Theft/ Diversion:	Fueling the conflict or division with stolen or diverted resources	e.g. portions of distributions/ resources are provided to security staff or tribal members as “repayment” for assistance	Maintaining clear distribution policies including tracking or resources, complaints mechanisms, and resource inventories.

Behaviors: How we interact with audiences, partners, and beneficiaries through our behaviors has direct consequences on the context. Nearly all humanitarian agencies and NGOs have a set of operating principles for its staff similar to the principles of *do no harm*. These principles include Respect, Accountability, Fairness and Transparency. Staff or organizational behavior can, even inadvertently, send negative messages about an organization’s or an individual’s intentions. These principle are useful in identifying how a negative pattern of behavior can have an impact on an organization’s program. Positive behaviors build trust, relationships, and effective programming and negative behaviors destroy them.

Principled Behaviors’

Principles	Negative Behaviors	Positive Behaviors	Transparency
Respect	Anger	←→ Calmness	
	Competition	←→ Collaboration	
	Suspicion	←→ Trust	
	Indifference	←→ Sensitivity to local concerns	
Accountability	Ignore concerns / questions	←→ Listen and investigate	
	Allow corruption	←→ Take action against corruption	
	Use power or force	←→ Negotiate and engage in partnership	
Fairness	Value/respond to specific groups	←→ Value/respond to needs equitably	

Case Example of Aid Modalities Inadvertently Creating Social Tensions

Understandably, as new waves of refugees and IDPs entered the Kurdistan region over the past year, particularly vulnerable communities who had recently been specifically persecuted or attacked were identified

for immediate assistance. However, some IDPs already in Kurdistan were still living in miserable conditions and were also very vulnerable were not supported. As a result, groups overlooked became resentful to the newly arrived. Matters were made worse by some traditional leaders also advocated for their own groups, rather than working together for the community as a whole.

Had aid delivery been more conflict sensitive this increase in tension could possibly have been avoided or at least less intense. Instead, aid delivery reinforced the divisions calling upon additional security measures for protection. Re-building tolerance and cohesion is extremely difficult.

Steps of conflict sensitive and Do No Harm programming (For a checklist of do's and don'ts see Annex A. For a detailed guide to conflict sensitive programming refer to the reference section)

STEP 1: Understand the context

- **Identify a tool or method of conflict analysis** and take the time to implement it in your organization or program. Local stakeholders' input is necessary for a realistic assessment.
- **Identify the geographic and social space** where you are working and identify possible or existing tensions.¹
- **Identify how inter-group relations** have caused tension/violence or may escalate them. Previous patterns of conflict are good predictors that humanitarian aid can directly contribute to the context of tension.
- **Define the relationship** that the assistance project will have to that context of conflict and to the population

STEP 2: Analyze dividers and sources of tension.

Understanding what is dividing people or communities is critical to understanding how your program may feed or lessen divisions. The EL&SC Cluster has already identified some common sources of tensions, which are disaggregated at a district level, and are available for all organizations to conduct a more localized risk analysis in areas where interventions are planned.

Most tensions require greater understanding, particularly by humanitarian staff unfamiliar to the culture. Examples of main types of often overlapping tensions identified in the context of Iraq at this time are:

1. **Historical tensions** relevant to political and tribal conflicts over the past decades.
2. **Socio-ethnic** identity and sectarian related tensions.
3. **Current political tensions** related to struggles for power, control, land, and resources.
4. **Current security-related tensions** related to military struggles among militia, central government forces, Daa'sh and KDP and PUK Peshmerga and YPG and international bodies.
5. **Crisis-caused tensions:** those based on the socioeconomic pressures of displacement, including crowding, loss of livelihoods, rising prices, increasing unemployment and competition or resentment over humanitarian aid.

STEP 3: Analyze connectors and local capacities for social cohesion (LCC)

The third step is analysis of how groups of people, although divided, may also remain connected. Usually in every society in conflict, people who are divided by some things also remain connected by others. Examples include places of prayer, markets, infrastructure, public services, common experiences, historical events,

¹ The EL&SC Cluster has published three assessments from August 2015 identifying populations and geographic areas that are prone to conflict. It has been summarized in an executive brief on the cluster's Social Cohesion Analysis.

symbols and holidays, shared attitudes, formal and informal association. All of these continue to provide continuity of some aspects of non-war life.

In Iraq, these connectors might include:

- New IDP business owners engaging with community wholesale suppliers
- IDP/Syrian farmers leasing land from Kurdistan farmers with labor needs
- Inter-community consultations on needs or vulnerabilities

Similarly, DNH found that all societies have individuals and institutions whose social role it has been to maintain intergroup stability. These include **traditional mediators, elders groups, school teachers or clergy and other respected and trusted figures**. In conflict and post-conflict situations these leaders continue to exist and offer an important avenue for mitigating conflict and rebuilding relations.

While your agency might not have experience in this area, it is very important to complement the assessment of dividers with the assessment of connectors which will provide an important foundation for social cohesion, livelihoods and other activities.

STEP 4: Analyze the assistance program.

The fourth step of every conflict-sensitive programming involves analysis of the assistance program. Though programs, projects, or interventions may vary widely, some common questions to ask and consider alongside possible sources of division and tension include the following:

- Have the needs been thoroughly assessed?
- Where and why is the assistance being offered? Where and why is it NOT being offered? Are there clear and transparent selection criteria? How and by whom have the criteria been applied?
- Who are the field staff (external and internal)? Who are NOT the field staff and why?
- What ethnic groups are being considered? What ethnic groups are NOT being considered and why?
- Are gender-sensitivity principles included? If not, why not?
- Who are the intended recipients of assistance and by what criteria are they included? Who are NOT the intended recipients and why not? Will one or more groups benefit more than others and if so why?
- What is being provided? Who decides how much assistance delivered, warehoused, distributed? What is NOT being provided and why not?
- How is gender-sensitivity being included?
- Is there an information and complaints system?

STEP 5: Analyze the assistance program's impact on the context of conflict through your ACTIONS AND BEHAVIOURS

It is important to investigate whether the actions outlined in Step 4 may contribute to local tensions. Two questions

1. **How do the program's Actions and staff Behaviors' impact on dividers and sources of tension?**
 - a. **Example 1:** Aid may be given to displaced individuals only, angering surrounding host communities who are of a different socio-ethnic group
 - b. **Example 2:** Beneficiaries are selected by a potentially biased person/agency, causing frustration with those beneficiaries within the group not receiving assistance
2. **How do the program's Actions and staff Behaviors' impact on connectors and social cohesion capacities?**
 - a. **Example 1:** There are there clear and transparent program criteria, so all groups understand who is receiving aid and why.

- b. **Example 2:** Host community leaders are engaged in discussions of aid priorities and can communicate to their communities.

STEP 6: Generate programming options alongside a risk analysis (i.e. conflict-sensitize your project’s risk analysis to determine if the intervention will negatively affect the context, the program or your institution)

After identifying areas in which your assistance may have a positive or negative impacts, generate as many options as possible to weaken the possibility of dividers and strengthen the probability of connectors. A matrix of possible and common options are included below:

Type of risk	Probability of risk	Mitigating Options
Unfair or unclear criteria for aid distributions	High	<ul style="list-style-type: none"> • Program staff thoroughly assess the needs of community members (food, wash, protection etc.) via transparent vulnerability assessment criteria. • Program staff analyze who will be served and who will be left out of program support to assure against overt bias. • Program staff review what will be provided and what will not be provided in humanitarian support and how those decisions will affect the community. • Program staff review program resources, procedures, vulnerability criteria, and anticipated outcomes and take input from diverse key community members (including women, youth and disabled) to reduce possibility of doing harm.
Host community members perceive IDPs as unduly receiving aid	Medium	<ul style="list-style-type: none"> • Program staff recognize that the host community may have equal needs or be affected by the burden of displacement on their resources, and engage with them appropriately.
Small grants to business owners decrease market competition causing tension.	Medium	<ul style="list-style-type: none"> • Program staff consider if the assistance will negatively affect existing markets, distribution networks, suppliers, or local services and alter programming to mitigate negative effects.

Conducting this risk analysis alongside your project’s design is imperative to ensure that the project does not directly contribute to the tensions within the community. In Iraq, tensions have the potential to set progress backwards, especially in areas which have already been highlighted as high-tension areas.

STEP 7: Test Programming Options and Redesign Project

In chronic conflict settings, tensions are highly dynamic and change frequently. The practice of Do No Harm entails including conflict monitoring and adaptation over the course of a program to understand and to respond to how the assistance is adding to existing conflicts or contributing to social connections.

Annex A - Checklist for Conflict Sensitive Programming - (all for IDPs, refugees, and host communities)

The below gives practical guidance to program staff on what to be aware of and responses in light issues in order to ensure Conflict Sensitivity and the No Harm is Done throughout the Program Cycle.

Assumptions:

- Where at all possible teams of Program Staff will be diverse in gender, ethnicity and age to open up maximum possibilities for open communication with the all groups within the target community.
- All assistance will be provided on the basis of assessed vulnerability/need and NOT on the status of the beneficiary (i.e. programs will NOT target only one group e.g. give assistance to IDPs and at the same time not include equally vulnerable people from the host or refugee community). Targeting by status is known to create social tension between groups and must be avoided.

STEP 1: Understand the context – program staff are advised to:

- Be aware of leadership players, dynamics, and affiliations of those who are consulted prior to programming;
- Work with and consult a diverse cross section of leaders so as not to be inadvertently aligned to one group over another
 - Staff consider the formal and informal leaders among women, youth, elderly, and disabled in the community;
- Consider and adapt to the unique cultural identities and culture-related needs of community sub-groups when designing activities;
- Be aware of the past and recent traumatic experiences and security fears of the community;
- Recognize that displacement removes peoples sense of control over their lives and that engaging them in program decision making will contribute to reducing opportunities for tension; and
- Be aware of the general protection risks of the all community members, particularly the most vulnerable.

STEP 2: Analyze dividers and sources of tension – program staff are advised to:

- Be aware of the historical relations and tensions within or between communities;
- Be aware of existing community tensions like competition over space, resources or power struggles, and who is driving or being affected by these tensions in the community; and
- Understand how populations co-existed prior to displacement (or were not settled in similar spaces and adapt to minimize negative contacts.

STEP 3: Analyze connectors and local capacities for social cohesion – program staff are advised to:

- Be aware of ways and places that community members (males, female, young and old) naturally come together and share resources;
- Be aware of places and locations where the communities come together and feel safe;
- Be aware of shared cultural practices or shared perceptions of daily life;
- Be aware of who is responsible in the communities for maintaining intergroup stability and how conflict or tensions are traditionally mitigated, formally or informally; and
- Model or promote tolerance and acceptance of differences in their communications and activities with various audiences.

STEP 4: Analyze the assistance program – program staff are advised to:

- Thoroughly assess all community needs (food, wash, protection etc.) using transparent vulnerability assessment criteria (considering gender, disability, and age specific needs);
- Analyze who will be served and who will be left out of program support to assure against overt bias.

- Review what will be provided and what will not be provided in humanitarian support and analyze how the support will affect the community and diverse groups within it;
- Review program resources, procedures, vulnerability criteria, and anticipated outcomes and consult with diverse key community members (including women, youth and disabled) to understand how to reduce the possibility of doing harm;
- Assess and utilize the capacities and assets of communities to reinforce coping skills;
- Avoid implementing activities that the community can do for themselves and allow people the dignity of building their own coping skills and resilience and minimize dependence on aid;
- Ensure that assistance will minimize existing divisions and/or enhance connections in the community;
- Consider if the assistance will negatively affect existing markets, distribution networks, suppliers, or local services and alter programming to mitigate negative effects;
- Ensure that there are confidential information and complaints mechanisms, available to both literate and non-literate beneficiaries.

STEP 5: Analyze the assistance program’s impact on the context of conflict through your ACTIONS AND BEHAVIOURS – program staff are advised to:

- Be careful not to abuse the power and influence that aid agencies bring into humanitarian situations;
- Avoid any forcing of unwanted interventions or methodologies onto individuals or a community;
- Ensure to communicate program details to the community equally and transparently;
- Avoid any alignment with specific groups/leaders over others, and ensure to provide support, neutrally, based on need;
- Coordinate internally and with other agencies to ensure the use of common standards in terms of quantities, quality and timing of aid, to avoid confusion and resentment over inequitable treatment;
- Recognize that the host community may have equal needs to IDPs or refugees or be affected by the burden of displacement on their resources;
- Not compare or discount one group’s suffering or need with another to justify inequity of assistance;
- Avoid allowing your own or other team member’s personal prejudices or past experiences, with certain groups, from entering into humanitarian work. If this is unavoidable, staff should ask for reassignment.
- Program staff need to take care of their own wellbeing - working under pressure and in traumatic situations on a regular basis is very stressful and staff need breaks, rest time and personal self-care.

STEP 6: Generate programming options alongside a risk analysis

- Program staff must be prepared to discuss all unmet conditions in the sections above and assess the risks to the community as a result.

STEP 7: Test Programming Options and Redesign Project – program staff are advised to:

- Adapt program plans to reduce risk of harm to the community;
- Meaningfully engage stakeholders, community representatives, and local authorities in program risk assessments;
- Include questions regarding inadvertent tensions caused by the program in program monitoring tools; and
- Remain observant at all stages in order to identify inadvertent negative results and advocate for the introduction of mitigation measures.

Annex B - Resources for Conflict Sensitive Programming

Conflict Assessment

Conflict Assessment and Peacebuilding Planning

http://www.conflict-assessment-and-peacebuilding-planning.org/Conflict_Assessment_Peace.html

Peace and Conflict Impact Assessment Handbook 2013

http://reliefweb.int/sites/reliefweb.int/files/resources/PCIA_HandbookENv4%202013.pdf

Do No Harm Model

CDA – Collaborative Learning Projects (Do No Harm Handbook)

<http://www.principletopractice.org/docs/FromPrincipletoPracticeBook.pdf> and
<http://cdacollaborative.org/programs/do-no-harm/> and a simplified model:

The ABCs of Assistance: Actions, Behaviors and their Consequences, Do No Harm Issue Paper January 2011, <http://www.saferworld.org.uk/resources/view-resource/148-conflict-sensitive-approaches-to-development-humanitarian-assistance-and-peacebuilding>

Outline of a Seven Step Approach to Assistance Programming in the Context of Violent Conflict

http://www.donoharm.info/downloads/level000/Seven_Steps_English.pdf

Conflict Sensitivity

UN Online Conflict Sensitivity Course - <http://www.unssc.org/home/conflict-sensitivity-online-course>

Conflict-sensitive approaches to development, humanitarian assistance and peace building:

<http://www.conflictsensitivity.org/publications/conflict-sensitive-approaches-development-humanitarian-assistance-and-peacebuilding-res> and

FRAMEWORK FOR CONFLICT-SENSITIVE PROGRAMMING IN IRAQ - 2007

<http://reliefweb.int/report/iraq/framework-conflict-sensitive-programming-iraq>

Fact Sheet Conflict Sensitivity – KOFF

http://www.swisspeace.ch/fileadmin/user_upload/pdf/KOFF/KOFF_Documents/KOFF_Factsheet_Conflict_sensitivity.pdf

DFID Monitoring and evaluating conflict sensitivity - Methodological challenges and practical solutions

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/304611/Mon-eval-conflict-sensitivity-challenges-practical-solutions.pdf

Conflict Sensitivity and Peacebuilding in UNICEF - Technical Note, June 2012

<http://www.unicefinemergencies.com/downloads/eresource/docs/conflict%20sensitivity/UNICEF%20Technical%20Note%20on%20Conflict%20Sensitivity%20and%20Peacebuilding%5B1%5D.pdf>

Conflict Sensitive Education – Quick Reference Tool

http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1150/CSE_Quick_Reference_Tool%5B1%5D.pdf#page=1

