

Paññasastra University of Cambodia

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Action Research Report

**“EFFECTIVE WAYS OF INFLUENCING TO
INTEGRATE PEACEBUILDING COMPONENTS
IN A DEVELOPMENT PROJECT”**

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**“EFFECTIVE WAYS OF INFLUENCING TO
INTEGRATE PEACEBUILDING COMPONENTS
IN A DEVELOPMENT PROJECT”**

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DEVELOPMENT PROJECT**

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ABSTRACT

This thesis explains the exploration made by me regarding the effective ways of influencing to integrate peacebuilding components in a development project. During this exploration, I tried various ways of influencing and have found that no one is mutually exclusive but each has comparative advantages. However, it became clear that whichever ways we choose, we need to adapt to the local situation.

For various means like sharing, workshop facilitation and meetings, the participatory approach weighs higher. The effective approach has been the participatory approach. Again, the participatory approach should not be taken for granted; rather it should be applied with a firm belief and to be considered as a world view in contrast to simply as the tools.

In this exploration, it is found that the new knowledge should be based on the experience considering the local culture. Even if there are clearly defined hierarchies and the power relation in a project, giving due respect to the working team and recognizing their practical experience would have greater effect on acceptance and hence creating ownership.

Every theory seems to be very complex. To make the theories practically applied, one has to be cautious enough to always give linkage to the real situation. While doing so, we need to consider the identity of the people we are working with. Giving due acknowledgement and attention to the people we are involved with would

enable us to transmit our opinion and make the abstract theories in to the working guidelines.

The first three chapters describe about the research itself, the conceptual framework used for making issues clear and the research purpose and the methods. From chapter four to seven, the actions that I have taken are explained and the reflections made on those actions are also described. The chapter eight is all about the concluding reflections made out of the whole exploration, followed by a suggestion for further research.

ACKNOWLEDGEMENTS

Study on conflict transformation and peacebuilding has been gaining so much attention by many scholars and the practitioners these days. As opposed to earlier, this has been a centre point of studies for many students. In this connection, I feel to be fortunate to get opportunity for pursuing this MA-Applied Conflict Transformation Studies in Pannasastra University of Cambodia.

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My sincere thanks also go to the team that I worked with. I count on their cooperation and support to complete my exploration. I also could not remain showing my gratitude to my project that let me to join this course.

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LIST OF ABBREVIATIONS

ACTS:	Applied Conflict Transformation Studies
CSPM:	Conflict Sensitive Programme Management
DNH:	Do No Harm
DPCs:	District Programme Coordinators
HRBA:	Human Rights Based Approach
ICRC:	International Red Cross
OHCHR:	Office of High Commission on Human Rights
PCIA:	Peace and Conflict Impact Assessment
POs:	Programme Officers
PRA:	Participatory Rural Appraisal
RMO:	Risk Management Office
RPP:	Reflecting on Peace Practice
RTC:	Responding to Conflict
SEDC:	Safe and Effective Development in Conflict
SRG:	Security Response Guidelines
TLs:	Project Team Leaders

CHAPTER I

ABOUT THE RESEARCH AND ME

Once the Maoists declared the Armed Struggle in Nepal in February 1996, many, rather most of the development agencies operational in Nepal just took no notice. When the conflict heightened in 2001, then all of them began to panic. As I was also involved in one of these development agencies, the organization nominated me as a responsible person to look after the security and conflict issues that would have an effect on the project work.

I was involved with one of the rural infrastructure projects under the umbrella of a development agency which has many other projects spanning from natural resource management to employment and enterprise development. By 2006, I was transferred to the umbrella agency with the designation of Security and Social Inclusion Coordinator, whose specific responsibilities were to support projects:

- a. integrating peacebuilding components in the usual project cycle,
- b. in ensuring staff safety and security,
- c. for ensuring social inclusion in their working processes,
- d. for integrating livelihood components as an inbuilt output.

I, being posted in the umbrella agency, had the role to provide backstopping support to the projects. The projects themselves were operating in a much decentralized manner. This meant, the projects were the only means through which I could apply the ideas. As I had no direct project implementation responsibility, I

thought the projects in the first place need to understand the importance of integrating the peacebuilding components so as to ensure their application.

After my transfer, the umbrella agency took the lead role in defining its position during time of conflict. In this regard, in the beginning, the basic positioning has been “working around” the conflict only, for all the projects including the one I was involved with. Even this concept – “working around” conflict has been understood only after some years of ongoing conflict. This continuation of conflict compelled all the development agencies in Nepal to understand more on the positioning during conflict situation.

As the conflict went on, development agencies could not remain on “working around” the conflict. Hence, there has been evolution of positioning up to “working on” through “working in” conflict. This kind of evolutionary process posed many challenges to the development agencies and particularly to the persons assigned for conflict issues in a particular project. In the meantime, by as late as 2005, I thought how best I can help mainstream the conflict transformation and peacebuilding components in to the development project. This inquisitiveness further led me to go through various literatures and practices around the globe. In this process, I have been fortunate to join the Applied Conflict Transformation Studies course in Cambodia. Therefore, this report is also aimed to fulfill the requirement of the said course on one hand and the documentation of my pursuit of practices on the other.

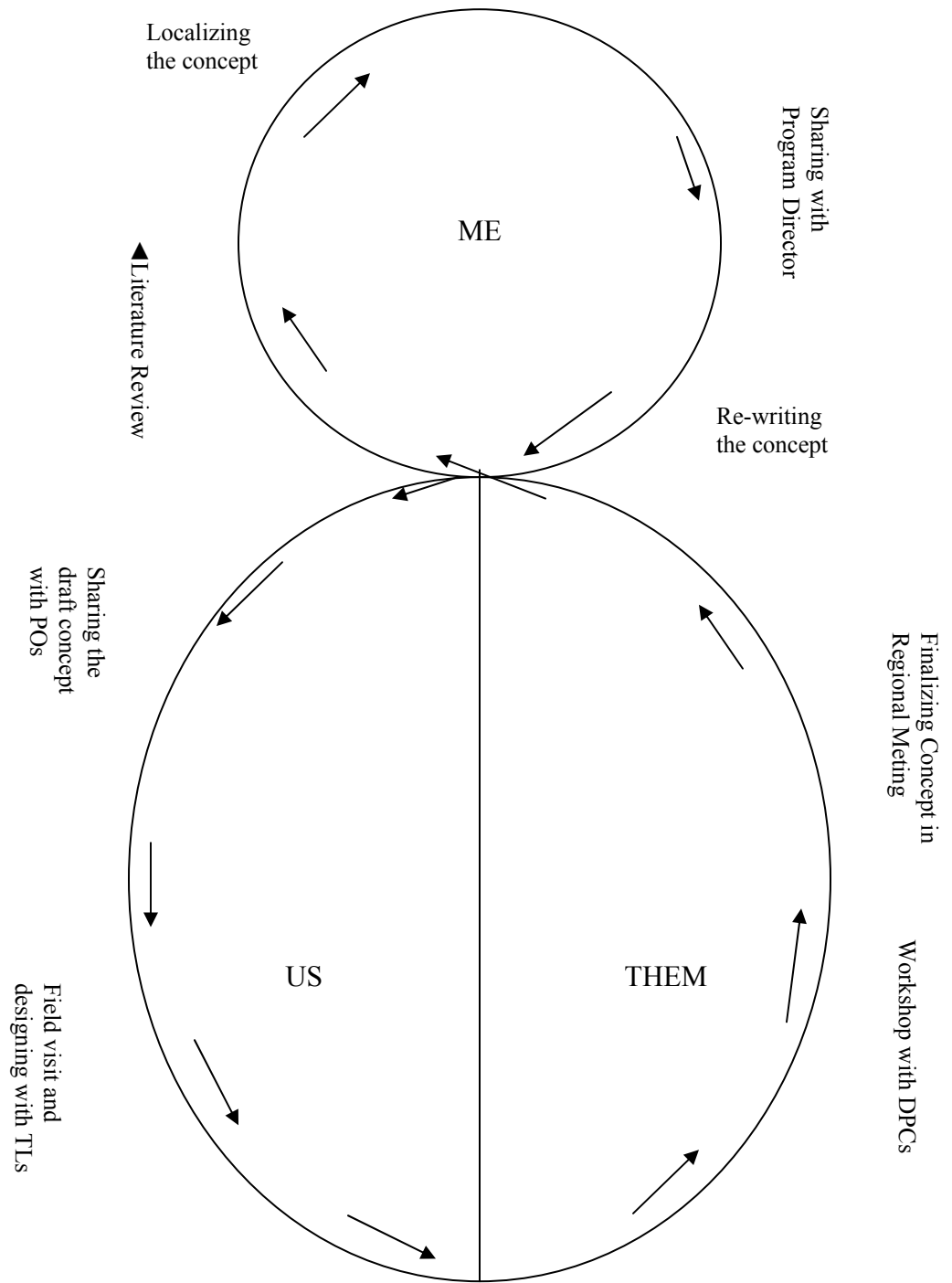
This piece of enquiry that I have pursued is based on the following figure of Action – Reflection – Action. During this process, I have put myself at the core; the

Programme Officers and the Project Team Leaders as ‘we’ and the District based Project Coordinators as ‘them’.

I have provided a diagram of the action – reflection – action cycle¹ in the following page:

¹ This diagram was used in the first module of ACTS course in December 2005 by the tutors and I have adapted to my own work situation.

Figure – 1: Action-Reflection-Action Cycle



- POs = Programme Officers
- TLs = Project Team Leaders
- DPCs = District Programme Coordinators

Source: This diagram was used in the first module of ACTS course in December 2005 by the tutors and I have adapted to my own work situation.

At me level, I did a review of various literatures available in the first place. In the meantime, there was an assessment from conflict and peace perspectives by an outsider, Dr. Thania Paffenholz, who is a Professor on Peace Studies from Switzerland, and I have been fortunate to be in the same team from the project side. Further, I tried to develop a concept on the nexus between conflict / peace and development mainly based on the assessment. The concept that I developed was based on the project activities that we were pursuing in order to make development possible by reinforcing the good development practices. Lessons regarding making development possible were mainly in the periphery of “working around” and “in” conflict only. With the same basis and the interaction with Dr. Paffenholz and her recommendations, I have been able to elaborate the positioning of my project even surrounding “working on” conflict situations too. In this light, my original intention of this action research was to help projects to integrate the peacebuilding components into their regular project activities. However, during the course of actions, I realized that merely helping to integrate peacebuilding components does not work. Hence, I decided first to influence the key people involved in the project in order to ensure better integration of these components. This realization made me work hard and thus, I incorporated all the actions that I pursued in this piece of work.

With this changed understanding, I have first described the conceptual framework that we have chosen to become clear what peacebuilding means and what are its implications to particular development projects. In order to make it more acceptable, I worked on the framework for Conflict Sensitive Programme Management (CSPM) at two different levels, i.e., Policy and Operational, which is described in Chapter II. Similarly, I

also realized in my journey of this exploration that I need to research on Influencing too. Therefore, I have explained some theories related to this topic as well.

In Chapter III, I have described the context in which we were working and my particular job responsibilities. The same chapter also describes the research purpose, hypotheses, assumptions and methods that I applied to accomplish this research. Further, Chapter IV, V, VI and VII deal with the actions that I have taken both for integrating peacebuilding components and influencing the people involved in the projects. Therefore, Chapter VIII integrates the reflections on both, i.e. integration and influencing as well. Sometimes it is difficult to draw a line between these two, sometimes they are distinct.

There have been some changes in my responsibilities and assignments during the first year of this course. It obviously had some implications for my action research. However, because of my personal interest and also partly because of the course requirements, I remained involved till this point and this piece of write-up has been possible.

In order to complete this piece of work, my interest on the subject matter in the first place and subsequently the other enabling environmental factors viz., my terms of reference as in the capacity of Senior Social and Organizational Behavior Coordinator and Security and Social Inclusion Coordinator, Applied Conflict Transformation Studies course modules and my participation in the Asia Peacebuilders Forum have been significant.

1. What inspired my interest?

Due to my inclination towards dialectical materialism during University times, my outlook on conflict has always been a “necessity for development”. Having been born and grown in a very poor but so called Hindu “high caste” family, I had to challenge my inborn-perceptions of fatalism in several instances. Later, by my early thirties, I was involved in the Community Development Field. This involvement let me to see the world from new perspectives. This involvement made me understand that underdevelopment, poverty, subordination and so on are not due to one’s fate but a human-made phenomenon. The world is full of inequalities created by purpose and not by chance. Therefore, in order to safeguard interests, people follow the possible options. In the process of safeguarding interests, two or more people or group of people have differing interests. Such differing interests create conflict. For understanding this linear relationship, my poverty stricken family background and the bitter experiences gathered during my childhood helped to a great extent.

On the part of “conflict as a basis for development”, the works of Mao Tsetung² on “contradictions”, “dialectical materialism” and the “rule of negation” helped me to understand it. Simple examples such as an electricity bulb that gives light by properly using the negative and positive flow of current is the first instance to my life to better understand this notion. This understanding led me to think how the same notion could be applied to my professional life so that the community development practices make use of conflict as a basis for development.

² Mao Tsetung, the great socialist leader in China adopted these three philosophical principles in order to teach the Chinese people in order to make them able to analyze the world affairs and the domestic situation. The same are described in the publications made on the Works of Mao Tsetung.

In search of conflict transformation for community development, I have been attracted to the Applied Conflict Transformation Studies (ACTS). This attraction has also partly been inspired because of a little exposure to this discipline through the short course of Responding to Conflict in 1994. At the time I was enrolled into the ACTS course, my country has already been experiencing a violent conflict. Now, a big challenge came in front of me. The challenge was how to continue working in the conflict situation. This situation made me think whether there is any link between peacebuilding and development. Slowly, more questions cropped up in my mind such as whether development work can contribute towards peacebuilding; can development be possible during armed conflict and what adjustments are needed to be made in order to be operational during such difficult times? All such questions made me become interested in taking up this piece of work.

CHAPTER II

THE CONCEPTUAL FRAMEWORK

This exploration has been initiated to integrate the peacebuilding components in a development project. For this to happen, it was simply foreseen that if a concept paper is developed, it would work. However, as I come to know that just developing a concept paper does not ensure its integration, I decided to put some efforts to influence the project people for its integration together with the concept paper.

In this Chapter, Section I below describes the conceptual framework for peacebuilding that I developed. The following Section II explains the various theories that I chose and applied for influencing the project people.

Section I: Peacebuilding Components

The development projects in Nepal were claiming that good development practices are enough while working in and on conflict situations. However, from the Rwandan experiences³, this notion has proven to be insufficient. Therefore, in the first place, I thought it would be good to develop a conceptual framework so that the development project work can be consciously based on theoretical ground. This chapter describes how I further developed the conceptual framework of a nexus between peacebuilding and development. Again, in my informal interactions with the Project Team Leaders, I gathered that they were reluctant to incorporate the conflict transformation and peacebuilding components in the regular project

³ As shown in the film *Hotel Rwanda* (2004), Directed by George, T. and Produced by Sally French.

activities. This situation pushed me to think alternatively. So, I chose the term “Conflict Sensitive Programme Management” (CSPM) where peacebuilding has been encapsulated. This term, I thought would not be beyond the usual project management cycle. The subsequent paragraphs also explain what CSPM is about.

1. The Nexus Between Peacebuilding and Development

In order to find-out the linkage between peacebuilding and development, I had to understand various theories of conflict, the causes, and stages and so on. This further had to be expanded to understand the impact of conflict and peace on development projects and vice versa. For all these to proceed further, the immediate requirement for me has been to learn from the works in other parts of the world that had established a nexus between peace and development. To better understand the link and to position my own project, I basically make use of the Theoretical Frameworks on Conflict Sensitive Program Management (CSPM), which entails the approaches and tools as described in Peace and Conflict Impact Assessment (PCIA)⁴ and Do No Harm (DNH)⁵. I now explain some of these frameworks in the following paragraphs that show the link between peace and development.

2. The Outset

The project I was involved has become sensitive to the conflict from the very beginning of Nepali conflict. However, in the beginning in 2000, the project was considering the conflict as an opportunity to correct ourselves. Later, when the conflict became more

⁴ PCIA is a set of tools developed by the Berghof Research Center for Constructive Conflict Management and can be accessed at <http://www.berghof-handbook.net>.

⁵ This is an approach to work in conflict zones by applying various tools and is elaborated by Marry B. Anderson in her book *Do No Harm: How Aid Can Support Peace – or War*. Boulder Colorado: Lynne Rienner Publishers. 1999.

violent, the sphere has been broadened to staff safety and security too. With the dynamism of conflict, later the realization has come to implement the development activities being cautious on not dividing people. This way, the project has recognized the nexus between conflict and development. As a consequence, the project has developed a guideline entitled “Security Response Guidelines”, in 2002, with the involvement of its staff members. This proves that the realization of this link between conflict and development is not an imported but rather a locally grown idea in our context. In the meantime, we gathered, the International Alert⁶ also captured that there has been growing realization on the link between Conflict, Aid and Development and the development assistance can play a role in ameliorating or exacerbating the root causes of conflict.

It has been evident that the root of the violent and non-violent conflict in Nepal is socio-cultural, economic and political inequalities. Further, the Swiss Peace (2004, p. 3)⁷ also classified root causes into various dimensions viz., historical, political/institutional, societal/socio-demographic, economic, ecological and international. Similarly, bad governance has also been considered one of the causes for Nepali conflict. Nonetheless, the causes also go beyond the root causes, i.e. to the desire of Nepali society to transform from the ‘feudalist’ mode of governance to the more ‘pluralist’ socio-political order (Paffenholz, 2006, p. 2)⁸.

⁶ International Alert Peace and Conflict-Sensitive Approaches to Development. A briefing for the OECD DAC Task Force on Conflict Peace and Development Cooperation and the Conflict Prevention and Reconstruction Network, Canada. 2000. p. 2.

⁷ Swiss Peace. FAST Analytical Framework Nepal April 2004. p. 3.

⁸ Paffenholz, T. Development, armed conflict and peacebuilding: an overview of terms, history and concepts. Version 23.2.2006. Draft version to be published in Swiss Yearbook of Development. IUED. Geneva. 2006. p. 2.

Development implies social change, which is also a political dimension. Therefore, RMO (2005, p. 2)⁹ makes aware that we development practitioners have to be aware of our actions. As the conflict is dynamic, changing conflict situation requires all development projects to be flexible, innovative and creative. Hence such projects have to adjust their priorities and step-wise procedures as per the situation, yet maintaining the guiding principles to maximize tangible and concrete results for communities as suggested in the Security Response Guide (2006. p. 8)¹⁰ as developed by Helvetas Nepal.

3. Evolution of Concept

The development agencies started concentrating systematically to consider this link after the Rwanda crisis in 1994. Prominent scholars like Uvin (1998, pp. 18-27)¹¹ and Anderson (1999, pp. 3-8)¹² have found that development may have negative effects on the conflict dynamics. This led development actors to analyze how to avoid the negative effects. This approach was mainly understood as “Do No Harm”. However, as she has also explained to Do-Good, many agencies were focusing just on the Do No Harm side only. This approach is slowly evolving through “Peace and Conflict Impact Assessment” (PCIA) to now “Peace and Conflict Sensitive Development”. My project too went through this learning process.

The humanitarian actors are partly reflecting on the “Do No Harm” concept considering that for them it is a usual working situation. Additionally, the mandate of humanitarian agencies is to provide the relief quickly. On the contrary, Paffenholz (2006. p.

⁹ Risk Management Office (RMO). A Guidebook to Safe and Effective Development in Conflict: A Tool for Analysis. Kathmandu, Nepal. 2005. p. 2.

¹⁰ Helvetas Nepal. Security Response Guide. Fourth Edition. Kathmandu. 2006. p. 8.

¹¹ Uvin, P. Aiding Violence: The development enterprise in Rwanda. West Hartford, Connecticut: Kumarian Press. 1998. pp. 18-27.

¹² Anderson, Marry B. Do No Harm: How Aid can Support Peace – or War: Boulder Colorado: Lynne Rienner Publishers. 1999. pp. 3-8.

4)¹³ claims that development agencies used to leave the armed conflict zones by handing over their task to the humanitarian actors. However, in case of my project, it developed various tools, first to assess the situation in a continuum spreading between ‘normal developments’ through ‘coping’ to a ‘humanitarian crisis’ scenario. After the assessment and declaring a particular scenario, the project team used to adjust the working approaches and modalities in the Regional Security Assessment Meetings with the involvement of Regional Focal Persons and the District Focal Persons. This approach was basically aimed to consider working in the conflict zones in order to reduce the suffering, reinstall security, monitor human rights, build peace or support in conflict transformation by helping to address the issues at the structural level for rebuilding sustainable peace. As all these efforts were evolving through practice, the project team had to face many challenges, viz. collecting information to assess the situation, dealing with the sustainability issue, developing community capacities without undermining their coping strength, and so on. All this learning used to pass through various stages of an action – reflection – action process. The learning has also resulted in a ‘cluster area approach’ in order to enhance effectiveness and efficiency of projects which are operational in the same geographical clusters under one umbrella.

With this shift in concept, development work has been possible in armed conflict zone too. However, they had not been operational with ‘traditional development approaches’¹⁴. As the conflict is dynamic, armed conflicts even bring unexpected changes and thus development agencies have to adjust accordingly, either continuing or ending, scaling down or up, and

¹³ Paffenholz, T. Development, armed conflict and peacebuilding: an overview of terms, history and concepts. Version 23.2.2006. Draft version to be published in Swiss Yearbook of Development. IUED. Geneva. 2006. p. 4.

¹⁴ Here traditional development approach refers to development in normal situation, meaning considering neither the impact of development on conflict nor the impact of conflict on development.

finding alternative modes of operations. Therefore, the traditional concept of development is challenged. Hence, it is imperative to look for the ways and means to cope with these challenges.

In the Nepali context, the Peace and Conflict Impact Assessment (PCIA) concept was predominant till 2003 and the Do-No-Harm (DNH) concept was taking shape simultaneously during this period. However, considering the nature of conflict and the increasing role of development agencies, various concepts and tools for action research were in the offing. With these evolutions, my project has institutionalized its positioning and the tools through the SRG, which was first elaborated in 2002. Later, with the practice and new generation challenges, it went on updating and revising with the field based experience of its staff members. Now, the SRG has also considered CSPM as one of the important concept, together with Safe and Effective Development in Conflict (SEDC)¹⁵ tools.

4. The Basics of Conflict Sensitive Program Management (CSPM)

By the time I started this piece of work, development agencies were at the cross-road of confusion regarding the conflict issue to be dealt with by their activities. In the meantime, a few agencies have started applying the Do-No-Harm concept and also some have started to adopt the Peace and Conflict Impact Assessment. However, my agency was still focusing more on the staff safety and security. On the other hand, the situation was much pressing for us as well to clarify our positioning on this issue.

¹⁵ SEDC is a set of tools jointly developed by DFID and GTZ run Risk Management Office (RMO) that has basically built upon the DNH concept.

Despite these confusions, all the development projects had no choice but to position themselves because all of them were facing latent and open conflict. This situation compelled the development agencies to follow various approaches, e.g., working around, in and on conflict. Therefore, it had been necessary for the projects to contribute in a more deliberate, systematic and thorough manner to the prevention of violence and the transformation of conflicts. In this light, CSPM focuses on three main questions:

- The type and intensity of conflicts
- The interrelation of program and context
- The opportunities to enhance the conflict-sensitivity of programs and projects.

Working in a conflict situation requires “CSPM basic”, which is equivalent to DNH. Working on conflict situation requires “CSPM comprehensive”, that requires DNH plus. This means to observe conflict closely and analyze the dynamics regularly for avoiding or reducing violence - aggravating effects and to contribute constructively towards conflict transformation. Therefore, “CSPM comprehensive” aims to link groups affected by the conflict and consider the levels (local, national, international) where the causes of the conflict are located (SDC, 2005, pp.3-4)¹⁶.

By 2006, many development agencies in Nepal have developed the above-mentioned concepts to work in and on conflict. However, a clear understanding on CSPM at a framework level seems evolving and has not yet concretely come out.

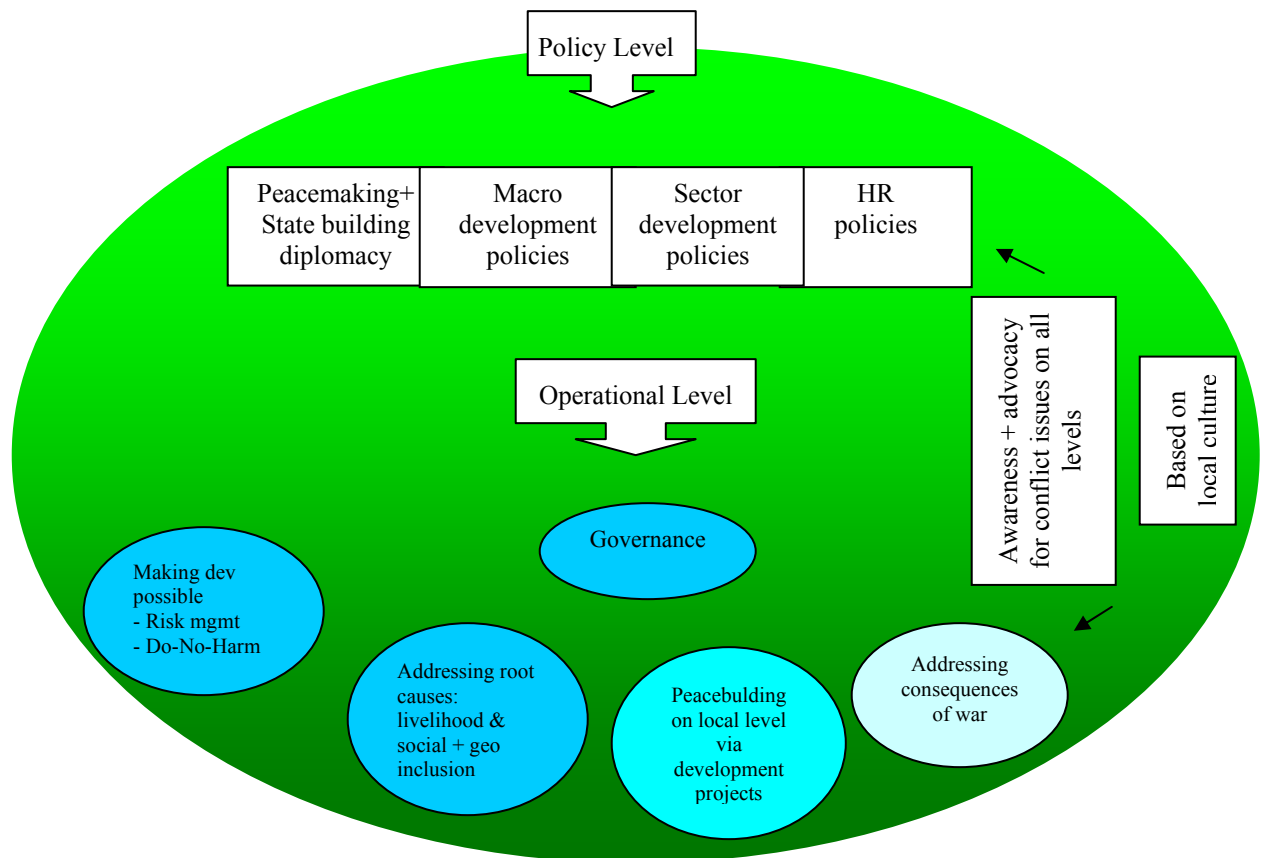
¹⁶ SDC. Conflict Sensitive Program Management in the International Cooperation (CSPM): Mainstreaming the Prevention of Violence. Swiss Agency for Development and Cooperation. Kathmandu, Nepal. 2005. pp. 3-4.

While talking about CSPM, still the development agencies were confused with the humanitarian work and ‘normal’ development work. For me, these two should not be mutually exclusive to one another. As there is a large overlap between humanitarian and development works, it is even more important for the development agencies to come up with a clear understanding on CSPM in the usual development work for working ‘in’ and ‘on’ conflict.

5. The Framework for Conflict Sensitive Programme Management (CSPM):

After having done literature review and reflecting on the context, I proposed the following diagramme as a framework for CSPM as came out from the CSPM Mission to Nepal:

Figure – 2: Framework for Conflict Sensitive Programme Management



Source: Conflict Sensitive Development in the Swiss Nepal Programme. Summary of main results of CSPM Mission to Nepal. 10-25 February. 2006

In the above diagram, the lighter colour is more at the policy level and gradually goes down to the darker colour at the operational level. The explanation of this diagram is furnished in the following pages under sub-chapter 5.1 and 5.2.

The above diagram depicts 2 tier approach, namely:

- Political conflict mitigation/Management and Development Policy at policy level, and
- Development work, risk and security, local conflict mitigation at operational level.

5.1 Policy Level

This level in the Figure 2 diagram covers the “*Political Conflict Mitigation/Management and Development Policies*” tier. At this level, diplomatic peace making and state reform, human rights policies, conflict sensitive macro development and sector policies are main elements for CSPM. My project reacts more at the operational level. The hands-on operational level experiences are also fed into the policy level through our projects working in various sectors for policy influence. In this connection, my project’s engagement remains direct on the macro and sector development policies. For the state building diplomacy and peacemaking, it supports the existing and new initiatives indirectly. Hence, its role on these two issues remains only at the minimal in collaboration with other agencies and in some cases extending support to the advocacy organizations and civil society. The Box in the following page explains my project’s engagement at this tier.

- The Government of my Project's home country has been assigned with special envoy from Foreign Ministry to address the political dimension which the bi-lateral representative in Nepal supports, but is not directly involved in.
- My project does not get involved in Nepal but advocates in its home country at European NGO level.
- On Human rights and the Humanitarian issues, International Redcross (ICRC) and later Office of High Commission on Human Rights (OHCHR/OCHA) take the lead.

5.2 Operational Level

This level in Figure 2 diagram covers “**Development work, risk and security, local conflict mitigation**”. Considering the present practices in Nepal, the projects working with the development objectives seem integrating the component ‘making development possible’ by adopting the risk management and Do-No-Harm tools in a cross-cutting manner. The Box below explains the overall mechanism to ensure space for development at operational level and my Project's positioning:

- Cluster concept development and assignment of responsibilities between the projects funded by same bilateral agency in Nepal,
- Common risk assessment and security management in cluster areas,
- Linkage and networking at local level on humanitarian assistance and development,
- CSPM institutionalize at local/operational level with the involvement of district programme teams.

There has been growing questioning in my Project as to how far the development work can be delivered in safe and effective manner in conflict situation just managing the risk. This questioning slowly led to develop further strategies to work in and on conflict. Therefore, my

project started emphasizing the quick impact and inclusion objectives by strengthening ‘social and geographical inclusion’ and ‘Do-No-Harm plus’ tools. This is also known as ‘Do-Good’. Addressing exclusion (social and geographical), as has been considered one of the causes of conflict, is now gaining momentum in all the projects in order to transform the Nepali conflict at local level. However, inclusion should not mean to exclude some others, which might create another conflict. Therefore, my project has adopted the social inclusion as a means to connect people, but not to divide. My project believes that integrative communication between ‘excluded’ and ‘included’ can avail the opportunity to mutually change their perceptions and hence the right to participate by the excluded can be ensured without creating tensions in the communities.

My project intends to contribute through its development work to peace building being sensitive to the conflict. For this, it needs to believe that the development support can make contribution towards this end if used in a conscious and strategic way. This may imply changes in approaches and strategies of projects. For this purpose, all my projects have to adopt various cross-cutting concerns within the project as an in-built component. Most of the projects have applied various measures, aiming to contribute for alleviating inequality, promoting cooperation and establishing channels to resolve conflict at operational level. Similarly, other complementary measures for creating an enabling environment, like protection of human rights and democratic governance, are also adopted. However, all these efforts need to be consciously deliberated on beyond the “development” mindset.

Section II: Theories on Influencing

Once I finished writing the concept paper on CSPM, while circulated to all the project Team Leaders and the line managers, I did not receive any reaction from them. I was wondering why I was not receiving any response. In the meantime, I had a chance to share my feeling with one of the Team Leaders. From this sharing, I come to realize that I need to influence in order to help the projects incorporate the peacebuilding components. For this purpose, first I did a literature survey on the subject matter. Some of the theories I have reviewed and chosen, using my own conscience, are described in the subsequent paragraphs. Though the selection of theories looks arbitrary, it worked well in my case.

There is no doubt that influencing is to change the other peoples' attitude and behaviour. In my case, it is to change the attitude of the project staff that development projects can contribute towards peacebuilding. I find from the ACTS core topic paper (2005, p. 23)¹⁷ that power plays a closer role in order to influence. This conclusion led me further to analyse the power within my program. While looking at it, in the first place I found the power playing in my programme that comes through the position or authority as described by Fisher, et al. (2000. pp. 40-1)¹⁸. Obviously, such power is vested with the Programme Director. So, I thought to influence first the Programme Director and I thought the things will move forward. Even though the Director was convinced of the concept of CSPM, still the Project Leaders were not responding to the framework that I had circulated earlier. This situation compelled me to further explore how I can influence the Project Leaders.

¹⁷ Chin, R. and Benne, R. General Strategies for Effecting changes in Human System. 1996. In ACTS Core Topic Paper: Conflict, Power and Change. Birmingham: Responding to Conflict.. 2005. p. 24.

¹⁸ Fisher, S. et. al. Working With Conflict: Skills and Strategies for Action. Birmingham: Zed Books and Responding to Conflict. 2000. pp. 40-1.

In search of alternatives, I come to know about expertise, personal power and relationship also being the important sources of power from the ACTS Core Topic Paper (2005, p. 24)¹⁹. While I interacted with the Project Leaders, I found that they are good at pursuing the development projects with the traditional development objectives. On the other hand, if they have to pursue the peacebuilding components through the existing projects, they do not feel confident on how to do it. So, my realization led me first to bring conceptual clarity to the issue so that they feel they have the required level of expertise.

As Project Leaders, these people have been earning the trust and confidence from the higher management supervisors. With the better performance in their usual development work, they have made a recognized personal profile among the project team members and also at the international level. However, without knowing much about the subject matter and rushing to implementing the peacebuilding components, I sensed the fear in them that their earned personal profile and the confidence might be at stake. So, again I felt that I need to help them at the operational level so that the failure, if any, would be shared with me as well. This would leave their personal profile and the confidence intact at all levels.

After all, there used to be always a resistance against change. This applied to the project teams too. So, I thought, my good and helpful relationship could also play a role in influencing them. For this, I personally visited the Project Leaders utilizing my already established good relationship with them. Then, I realized that I have been considered for this responsibility also because I used to have a good and trustworthy relationship with many of the Team Leaders.

¹⁹ Ibid.

While considering all these sources of power, then I chose to make use of them as the integrative power as described by Boulding (1990, p.10)²⁰. What Boulding describes is that the integrative power is the power that creates relationships involving love, respect, friendship and legitimacy. So, in this context, I used my already respectful relationship with the Team Leaders in order to influence them for integrating the peacebuilding components in their projects. In this way, I always consciously considered the Team Leaders being the source of information and the expertise. This way, I think I gave them the identity of their existence. This helped me a lot.

With all such observations, I finally thought to make use of the power for influencing utilizing the “power with”. This means I need to work with the Team Leaders to achieve a common goal, i.e., to integrate the peacebuilding components in the projects. Similarly, I also considered making use of “power to”. This means building our capacity, of the Team Leaders and mine, to take actions on peacebuilding through the existing development projects. However, I thought the “power over”, which the Program Director has over the projects would not be helpful in this regard. So, I dropped the notion of “power over” as described by Diana Francis (2002, p. 7)²¹ to utilize, for the purpose of integrating the peacebuilding components into the regular development projects.

Considering the power dynamism, I chose the methods for influencing following the “possible approaches for bringing about change” as suggested by Chin and Benne (2005, p.

²⁰ Boulding, K. *The Three Faces of Power*. London: Sage Publications. 1990. p. 10.

²¹ Francis, D. *People, Peace and Power: Conflict Transformation in Action*, London: Pluto Press. 2002. p. 7.

17)²². However, I first chose the Rational-Empirical and Normative-Reeducative approach. While applying this approach, still the things did move as per expectation. So, in addition, I applied the other approach called Key-people, More people as described in the website www.cdainc.com²³. Similarly, I went on applying the Elicitive Model of Lederach (1995, pp. 55-62)²⁴ and Multi-Level Triangle as explained by Lederach (1997, p. 39)²⁵. All these approaches are discussed thoroughly under the action chapters starting from IV to VII at great length, with their effects as well.

²² Chin, R. and Benne, K. General Strategies for Effecting Changes in Human Systems. In the ACTS Core Topic Paper. Conflict, Power and Change. Birmingham: Responding to Conflict. 2005. p. 17.

²³ For details, see the RPP pages on CDA website www.cdainc.com.

²⁴ Lederach, J.P. Preparing for Peace: conflict transformation across cultures. Syraruse: Syracuse University Press. 1995. pp. 55-62.

²⁵ Lederach, J.P. Building Peace: Sustainable Reconciliation in Divided Societies. Washington: US Institute of Peace. 1997. p. 39.

CHAPTER III

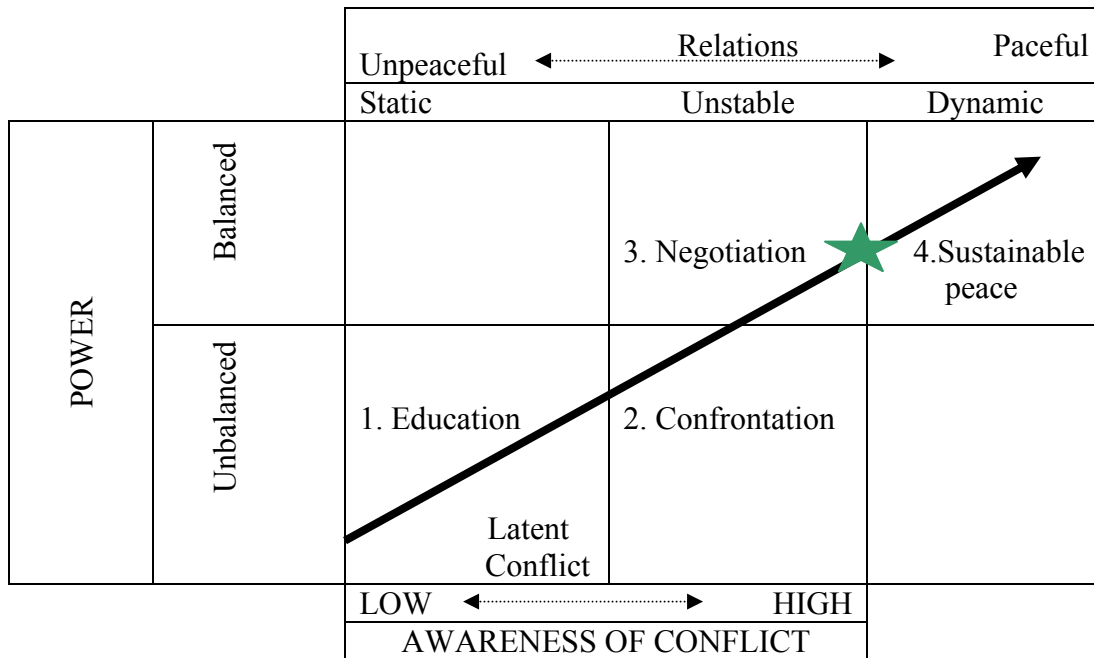
RESEARCH PURPOSE AND METHODS

In this Chapter, I will briefly explain the context in which my project is operational. Then will follow my Terms of Reference. This would lead towards the research purpose and its requirements. Finally, I will explain the methods I applied in order to complete this piece of work. I will also explain the actions that I pursued as methods and the reflections of these actions at different levels i.e. me, Programme Director, Programme Officers, Team Leaders and the District Team.

1. Context and my Terms of Reference

Nepal is neither in armed conflict nor in a peace situation. Both sides, i.e. Maoists and the Government, have just signed a Comprehensive Peace Accord. Though the peace process is heading towards some concrete direction, the situation is so fragile that anything can happen. To better reflect the situation, we can refer to the diagram furnished in the following page.

Figure – 3: The Progression of Conflict



Source: Adam Curl. Making Peace. London: Tavistock Press. 1971. As cited in John Paul Lederach, Building Peace: Sustainable reconciliation in divided Societies. Washington: Unites States Institute of Peace Press. Sixth Printing, 2004. p. 65.

The context of Nepal as of January 2007 has remained in between the square 3 – Negotiation and square 4 – Sustainable peace. Therefore, the star between these two squares is given to denote the situation. Still negotiations are going on between the Maoists and the Government. Several hurdles are seen in the processes of achieving sustainable peace, e.g., arms management, formation of an Interim Government, consensus on an Interim Constitution and so on.

In such a fragile situation, I have been offered a position in a project in Nepal. Among others, one of my areas to contribute has been spelt out as "strengthen conflict-sensitive work in projects". Further, I will have to facilitate workshops on Conflict Sensitive Project Management (CSPM) in projects or among district and regional teams.

Additionally, I will have to follow-up on CSPM outputs for integration into projects or district team work.

Till now, the Projects were focusing on the Conflict Sensitive Project Management, having four following components:

1. Staff Safety and Security,
2. Making development work possible (Do No Harm),
3. Addressing the root cause(s) of conflict, and
4. Peacebuilding.

In the past, the above first two components were more focused on than the following two. For this, nobody is to blame. Simply because of lack of conceptual clarity and hegemony of "traditional development approach", not much attention was given.

Due to change in the context, i.e. signing of a Comprehensive Peace Accord by the Maoists and the Government and the formation of the Interim Parliament, the above two (1 and 2) components seem not to be in the first priority. However, the remaining two (3 and 4) seem more important.

Again, the staff members working in my project have not changed their mindset; rather they were considering the changed context would be easier to deliver the development interventions without any risk. In other words, they are now feeling that the changed context would facilitate and make development possible. This mindset has been so deep-rooted in staff. To uncover from this situation and making a step forward towards

addressing the root causes of conflict and peacebuilding, need to influence at different level of staff so that in later stages its application goes smoothly.

Our project has been working with the development agenda. In the present situation, a gradual realization to integrate peacebuilding components is coming into effect. In such a situation, focusing too much on this might produce a negative reaction. Hence, talking about peacebuilding, we have to consider the limitations of our project. For this purpose, conceptual clarity on this issue seems very important before taking up any activities related to it.

2. Research Goal

With the above mentioned context and my area of work, I have to influence the Programme Officers, the Project Team Leaders and the District Program Coordinators in such a way that they will buy into the concept first. After this, then I need to help them at the field level how to integrate the possible peacebuilding components in the usual project activities. Therefore, I have chosen my research goal as:

“Explore effective ways in helping identify and integrate the possible peacebuilding components as an in-built activity in the projects”.

Therefore, my area of focus in this research has been exploring the effective ways of influencing the project team for integrating peacebuilding components in the regular activities.

3. The Research Purpose:

Needless to mention, despite having some components contributing towards peacebuilding, the traditional project workers are reluctant for many reasons to explicitly come out for the peacebuilding field. Hence, the purpose of this research has been set as **“how to influence the development projects to integrate the peacebuilding components into their regular programme activities”**.

4. Hypotheses:

In order to fulfill the stated purpose, the following has been set as the research hypotheses:

- ❖ Development projects can contribute towards peace building in their working area if it is done consciously. Such projects already have peace building components, but they are not necessarily understood by the staff. As the projects were operational even during the armed conflict time, they can contribute to peace building at the local level by integrating peace building components as an in-built activity in the projects.
- ❖ For the development projects to integrate peacebuilding components, the project team must have conceptual clarity. Hence, the conceptual clarity facilitates integration.
- ❖ In order to bring conceptual clarity, first people must be willing to learn. To create willingness to learn, they must give importance to the subject matter. For this, influencing plays an important role. There are several ways of influencing people for change. Using appropriate ways lead towards better

influencing. However, the staff are not part of the problem; rather, the strategy the project applied has created such a gap.

5. Assumption:

There are already some activities in the project I am involved with that contribute to peacebuilding at the local level, but they are not understood by the staff as a peacebuilding component but as a traditional development objective only. As peacebuilding is considered a separate discipline than the normal development theories, staff fear about adding an additional component simply because of lack of conceptual clarity. Therefore, a concept paper, developed with the participation of the project team in this regard, would ensure its application. For this to happen, influencing the team plays a vital role. While choosing the ways of influencing, a single approach might not be enough. Additionally, the organizational culture must be taken into consideration.

6. Methods:

Following the Action – Reflection – Action model given in Chapter I, first I did a literature review in order to come out with a positioning of my project with conceptual clarity. This process I did on my own in the beginning and shared with the authorities in the project. For this level of literature review and sharing, I considered it as ‘me’ level. The literature review I have done is explained in Chapter II. Similarly, I went further through the ‘us’ to ‘them’ level following the action-reflection-action approach. I have explained the actions and the reflection made there in the following sub-chapters 6.1, 6.2 and 6.3 as the methods during my exploration.

6.1 Sharing:

As my basic works involve influencing the people in my project, I took reference and guidelines for influencing policymaking as given in the “Lessons Learned in Conflict-Related Policy Engagement” (Fitzduff and Church, 2004, pp. 166-173). With this approach, I did prepare on my side by developing the concept paper in consultation with the Programme Director, which I already explained above. In order to ensure its application, first I made use of the existing organizational system in place, which is the “circular” from the Director. As it did not work, I had to try alternatives. Then I tried to follow the other steps i.e., build success through cooperation, secure access to the regional team and build relationships with them. Though the Director and I agreed on the concept paper that we’ve prepared, still the Programme Officers were not in agreement. This situation I reflected on in my journal as:

“The Programme Director is considered as the supreme authority in my project. Despite the fact that the concept paper was agreed to by the Director, the Programme Officers still did not give any comments for long. What could be the reason that the Programme Officers did not respond to the draft? After sharing the same concern with the Programme Director, both of us concluded that the Programme Officers were not happy with the approach that I followed to develop the concept. This reflection made both of us realize that still the influencing was not as per desire”.

For me, the ‘no response’ by the Programme Officers might have been caused because I followed the usual organizational system. In this case, as the issue was new for the project, the usual system was insufficient. So, I had to think alternatively to consult different people at different times, as a new system.

6.2 Workshop and Regional Meetings:

As the aforesaid process did not work well, I followed the alternative methodology as followed by Luis R. Davilla S.²⁶ regarding the use of Multi-level Triangle. It helped me to identify the key persons in my project to influence. Then I facilitated a workshop involving the District Team and the Team Leaders. Again, I conducted the Regional meeting. In the Regional Meeting, I, through the Regional Focal Person invited the Programme Officer, who earlier was supporting the projects on conflict and security issues. In the first place, the Programme Officer denied taking part in the meeting. However, with my insistence showing the respect given by the Regional Focal Person, he agreed to participate in the meeting. I applied the participatory action learning approach in the entire meeting. First, I let the Regional Team brainstorm the already existing activities and the processes that contribute to peacebuilding. I used to give linkage with the concept paper by following their brainstorming outputs, which proved to be almost similar, but only with some explicit attention. This influencing process was also accompanied by my preparedness to extend support to the team. In this light, one can infer that the participatory process does not mean that the person facilitating remains as an object, rather should be part of it. Hence, the facilitator, also a subject, could earn trust from the team.

At the end of two days Regional Meeting, the participating Programme Officer nodded his head and gave the concluding remarks as:

²⁶ See The Pyramid – An Example From Guatemala illustrated by Luis R. Davila S. in Responding to Conflict: Skills and Strategies for Action. Birmingham: Zed Books and Responding to Conflict. 2000. pp. 33 – 34.

“Now onwards, you Regional Team need not to invite me in such meeting. Tulasi (me) is capable enough to help you guide and support in designing your programme activities with the conflict sensitive approaches”.

The above mentioned method helped me to earn trust by influencing the Programme Officer. However, I had to influence the District Project Team as well in order to ensure the application of the concept by making them realize the importance of it. I felt like I am half way through in influencing the Programme Officer. Still there is half the way to go for influencing the district team. Anyway, the same evening, I reflected about the regional meeting in my journal as:

“What good would it have been, if I have only asked questions? Had there been enough motivation for integrating the assessment of perception of various actors about the program while designing the Project Document? The explicit response made by the Team Leader as: ‘we have not thought in this line to assess the perception of various actors and design the program strategies accordingly. We appreciate the input and especially the role played by Tulasi (me) as a facilitator but at the same time as a part of Project Document Design Process in this Regional Meeting being a subject’. This is the self-evident how people were thinking before and if done properly, how they would take the things.”

6.3 Journal Writing:

Another method I frequently applied for reflection was Journal Writing of which the above is a sample. In general, I used to keep journal writing every day. However, I used to skip some days when I spent the day with leisure or attending parties and entertainments. Importantly, when I was involved in the tasks related to peacebuilding, be

it developing concept or discussing with the project team, I used to keep the reflections in the form of a Journal. Before starting the thesis write-up, I first tried to create a pattern out of the related topics of the Journal. Then, while marking the similar reflection with the same colour, I could draw a strand among such journal writings, which I make use of in the research paper. The reflection was not limited to individual “me” level, but also stretched through “us” to “them” level. These journal entries then were selectively used in the research paper as per the relevance of subject matters.

CHAPTER IV

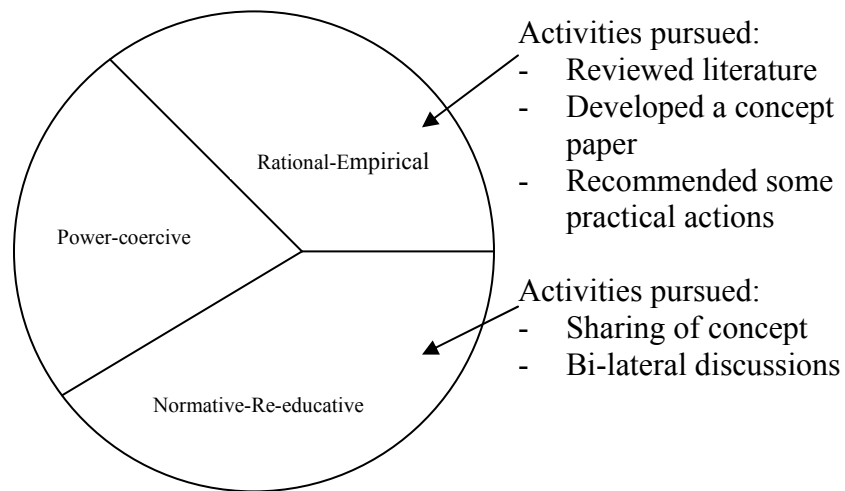
HOW DID I START?

For bringing about any type of change, influencing has a great role. For this purpose, first I had taken reference of the framework as described by Robert Chin and Kenneth Benne²⁷. In this chapter, I will first describe how I used framework. In the subsequent paragraphs, I will then give the reflections made at my level on why the influencing did not become effective. For overcoming the challenge I encountered, I again used the “Key People”, “More People” approach and the same is explained in the following paragraphs together with the reflections made with the Team Leaders. As my action was progressing, all theories evolved through my action and reflection. In this sense, choosing a theory seems arbitrary, but they worked in my case. Therefore, some more will follow as narratives in the subsequent paragraphs.

Though the following framework has three categories of approaches, I did not consider the power –coercive approach as explained by them. However, I took care of the power within the organization to use for influencing through the organizational norms and processes. The diagram in the following page illustrated by Chin and Benne, which I adapted as per my own context:

²⁷ See Figure 4: Analysis of possible approaches for bringing about change. In ACTS Core Topic Paper: CONFLICT, POWER AND CHANGE. Responding to Conflict 2005. p. 18.

Figure – 4: Possible Approaches for Bringing about Change



Source: ACTS Core Topic Paper: Conflict, Power and Change. Responding to Conflict. 2005. p. 18.

Considering the above diagram, in order to influence the project management and to bring about the changes in the “traditional development” approaches, first I did do the literature survey, consulted the various publications made by the project and the situation assessments discussed during the regional meetings and the quarterly review meetings. All these empirical studies made were to draw a concept paper on Conflict Sensitive Program Management for the project. In the same paper, I tried to explain the various dimensions of CSPM that also includes the peacebuilding components (refer to Chapter II).

On the basis of the concept paper, which I also did share with the Program Director, I suggested various activities like training on conflict transformation, negotiation and communication and implementation of activities closer to the project nature that would help transform the conflict and contribute to peacebuilding at the local level. This was agreed to by the Director, and I had set a time for a workshop cum

training in order to roll-out the concept of CSPM with the regional team. The date had been fixed, participants had been selected and the content had also been finalized. However, on the day I had to start traveling to the training venue, I received a phone call telling me some of the important persons could not take part in the training. So the training was cancelled.

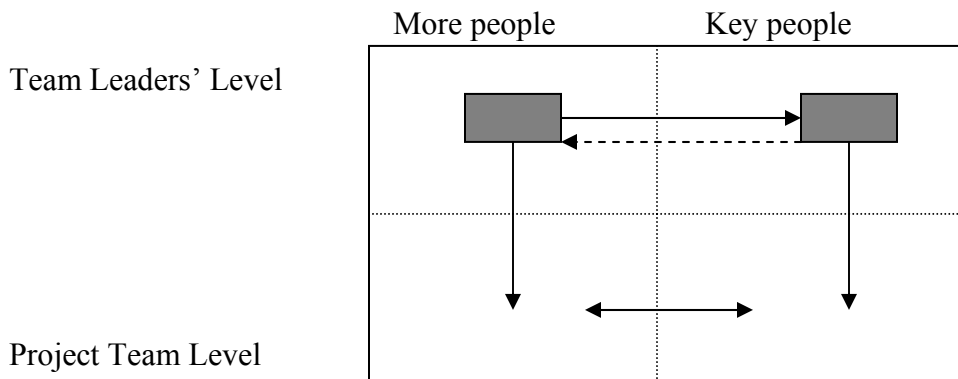
To me, it was a big surprise! Then I started reflecting on the process. What went wrong in the process that contributed to the postponement of this programme? With some time of brain-storming and self-reflection, I concluded and wrote in my journal as:

"I, in the first place just consulted the Director. Despite the Regional Team Leaders were present in the office few weeks ago, I did not mention to them about the content in detail and the purpose of the training. They might have felt that they were isolated in the design process. As all of them have been managing their project activities in a difficult armed conflict situation, me being a new-comer and with the responsibility on helping them in conflict issues might have given them the feeling that their works were not properly acknowledged by the project top management. And, after all the new position has been created for helping on conflict issues".

In a way, I acknowledge that the Regional Team Leaders are the practitioners and me (they consider) as a theorist can collectively design the interventions for a project that would definitely be conflict sensitive. I could contribute the approaches and recommendations found in various literatures and research findings and the Regional Team Leaders to complement their field based practical experiences. My assertion to this

direction has also been backed by the Symposium Paper as presented by Fisher-Yoshida²⁸. This acknowledgement from my side again required me to re-write the concept paper, keeping base on the already existing efforts that the regional teams have made. For this purpose, I also consulted the key Regional Team Leaders considering the approach that Reflecting on Peace Practice (RPP)²⁹ has applied. As the Regional Project Team Leader have their working team numbering from 9 to 15 people, I thought the Key people – More people approach of influencing would help in this regard. The following diagram has been used in my case with some modifications as cited.

Figure – 5: Key People – More People Approach



Source: Reflecting on Peace Practice. In the website: www.cdainc.com

In order to design a workshop, first I approached to the Project Team Leaders for finalizing the broader contents. Upon concluding the content, the Team Leaders were happy that they were involved in the process of designing the workshop. Still, they were concerned about their Project team. Some of them also consulted with their team

²⁸ See Fisher-Yoshida, B. Theorists and Practitioners Engage: Developing an Intervention in Conflict Resolution. Proceedings. Action Research Symposium. Alexandria, V.A. July 23-24. New York: International Center for Cooperation and Conflict Resolution. Teachers College. 2001. p. 1.

²⁹ The detail explanation of Reflecting on Peace Practice can be found in www.cdainc.com.

before coming to the meeting for discussing the content. On the other hand, some of them contacted their team to make them aware about the content. In the meantime, I also have requested the Project team to formulate their need through the Team Leaders. This way, there have been two ways of influencing, between the Team Leaders (as key people) and the Project Team (as more people). The above-mentioned approach helped me to design a workshop together with the Regional Team Leaders in order to influence the project activities that would contribute towards conflict transformation and peacebuilding.

At the end, the remark made by one of the Team Leaders, which I have noted in my journal reads as:

“I thought Tulasi (me) was trying to create his space within the projects. However, participating in the workshop designing process, now I feel that the peacebuilding work is not beyond the regular project work. If we can apply these components consciously, we can better achieve our set targets at the same time contributing to strengthen the relationship at the community that we work with”.

This reflection made by the Team Leader made me to reinforce my understanding that:

“Participation creates ownership. In the beginning, without involving the Team Leaders and the District Team, they had thought that I was trying to create the space for me. However, this misconception has now been over. It looks that people now have become receptive. Therefore, I need to think of conducting the workshop soon so that the deliberation in the workshop would lead towards positive outcome. Not to repeat the same

mistake again, I must design the workshop with the Team Leaders” .

CHAPTER V

DESIGNING AND FACILITATING THE WORKSHOP TOGETHER

In this chapter, I will explain how I expanded the Key People – More People approach with giving due acknowledgement to the team’s past efforts to delivery development activities even during the difficult time of armed conflict. Further, I will explain what actions I applied for designing and conducting the workshop and the reflections there upon at different levels.

1. Designing the Workshop

With the help of the “Key People – More People” approach as described in chapter 4 and also considering the extended epistemology as suggested by Heron³⁰, I set time to design the workshop with the Key people (Team Leaders) who are leading the regional teams. The insight I took out from the epistemology is that there are three kinds of knowledge: (a) Experiential, which is gained through direct involvement; (b) Practical, which is gained through doing something; and (c) Propositional, which is about theories. Having belief in this outlook, I thought to bring in the experiential and practical knowledge of people involved together with my propositional knowledge in order to influence the whole team for integrating peacebuilding components in the project cycle of project.

³⁰ See Philosophical basis for a new paradigm. In P. Reason & J. Rowan (eds.). *Human Enquiry: A Sourcebook of new paradigm research*. Chichester: John Wiley. 1991. pp. 37-42.

While discussing, the Team Leaders were not much confident about the contribution towards peacebuilding through the work they have been doing. For creating a common understanding, they proposed me to explain the theoretical aspect of conflict transformation and peacebuilding. This was the moment I thought was the right moment to influence them. The request made by the Team Leaders gave me the opportunity to explain a bit about conflict theories and the approaches for transformation of it. At the same time, I could also explain the community relationship component, without mentioning peacebuilding *per se*. Still people were expecting some theoretical reflections on peacebuilding. In the meantime, I sought opinion on community relationship building, which all of them agreed with, recognizing its importance. Then slowly I touched upon the various aspects and dimensions of peacebuilding, including the relationship building. The outcome of this exercise made me able to bring in all these issues, in the workshop with the wider audience, i.e. the District team.

I was exposed to the various participatory tools and approaches for so long and also practicing them. Somehow, while designing the workshop, I missed to apply the same approaches. What made me to miss this? What lesson could I gain out of this? Several such questions were roaming around in my mind. The reflection that I made regarding this has been captured in my journal as:

“No one can claim as a perfect person. Being assigned for a specific theme responsible person, I thought I am the only person having more responsibility to integrate peacebuilding components in the project. However, without recognizing the

team's past encounter with the difficult and violent conflict situation, influencing them would be out of imagination. Therefore, now I realize the importance of participatory approach not as the content rather as a process. Again, participation per say does not mean that you can expect people accepting what they don't know about. On the contrary, even people are not aware as a theory, or propositional knowledge, they can come up with their experiential and practical knowledge. Such knowledge base many times can beat the propositional knowledge. It is also because the experiential and practical knowledge used to have a solid base on the local culture and the context."

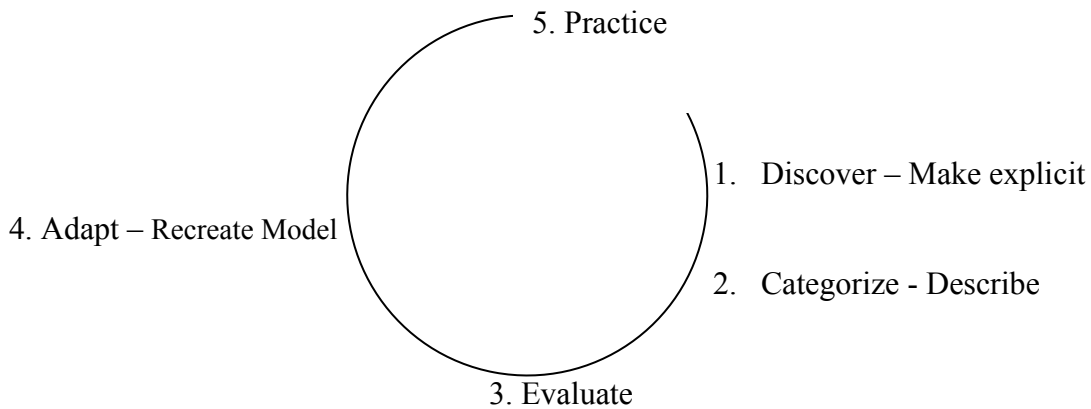
At this point, I had only consulted the Key People in order to go ahead for the workshop. Still I was not reaching at the project team level (more people). The above reflection encouraged me to apply the participatory approaches to facilitate the workshop itself. To start with, I first let the participants speak for 2 minutes each to vent their expectations, fears, opinions or any issue that they considered important in order to make the project sensitive towards the conflict situation. This process, being different from the usual one, people appreciated the process and at the same time they came up with the concrete expectation as:

- a. To know the link between development and conflict & peace,
- b. To know what is to do differently in a conflict situation than in the normal case,
- c. What types of capacities do we need for being effective in conflict transformation and peacebuilding?
- d. What is the positioning of our project in terms of working around, in and on conflict?

2. The Workshop

Before starting the workshop, in search of the approach that would be effective for the concrete output and also to ensure the ownership later, I found the elicitive model as described by Lederach (1995)³¹ fitting best to my situation. The basic emphasis of this model is to seek resources and roots in the cultural context together with the empowerment of participants in creating models. With this assertion in mind, I thought this model would acknowledge the experiential and practical knowledge of participants in creating the conflict sensitive development approaches to our project. Therefore, the five step approach as illustrated below was adopted.

Figure – 6: Elicitive Model



In order to proceed forward, the session started discussing and defining conflict and following through various definitions available in various literatures, the Goal-Behaviour matrix³² caught participants attention. As I was using the illustration provided

³¹ Lederach, J.P. Preparing for peace: conflict transformation across cultures. Syracuse: Syracuse University Press. 1995. pp. 55-62.

³² This matrix explains that conflict is all about the incompatibility of either goals or behaviour.

in the RTC publication³³, participants wanted to contribute on the same diagram with practical and experiential knowledge that looks as given in Annex 1. Hence, the participants concluded:

“For every project, the relationships in the communities are to be analyzed using the Goals and Behaviours Matrix. Then, it allows the development workers to look deeply into conflict issues before starting any project considering the different conflict situation with the following questions:

- In No Conflict situation, individuals or groups seem to be acting harmoniously and working for similar or common goals or goals that do not compete. Therefore, when we start to build a bridge or a drinking water supply scheme, we need to ask ourselves that are we sure there is no conflict in the community? Why could it be important for us?
- In Latent Conflict situation, we need to pay attention that women and men, *dalit*³⁴ and non-dalit, irrigation water users and non-users, youths returning to the village and so on may politely sit together. Some people may not speak while others traditionally dominate; some people may speak aggressively while others feel fear. Then we have to ask ourselves that how do we help to bring up the latent conflict to the surface? When is it necessary to do this? Are we sure that we can manage it?
- In Surface Conflict situation, people may speak up about their incompatible behaviours openly. So, People with

³³ Fisher et.al. Working with Conflict: Skills & Strategies for Action. Birmingham: Zed Books and Responding to Conflict. p. 5.

³⁴ As per Hindu Caste System, *dalit* are considered as untouchables and hence are kept at the bottom of social ladder.

different opinions and social belonging all may join for a common work (e.g. to build a bridge, to repair a school, to organize vegetable marketing and so on). Therefore, we need to ask – can we build on this to learn about our common goals and discuss and agree on our surface conflicts? Where are the limitations for this?

- In Open Conflict situation, the roots tend to be very deep. Therefore, we need to very closely assess that if there is a deeply divided community, can we call them together and work with them to build a bridge or a drinking water supply scheme and so on? Should we try to contribute to take the conflict towards a better understanding among the community people? What we need to do? How can we assess the risks of action and inaction?

At the end of the day, participants appreciated the method that we applied for discussing the conflict in the light of goal and behaviour. My reflection of the day in my journal was:

“At the concluding part of the security meeting, all the participants realized that being effective in the implementation of development activities, sensitivity towards conflict is the most important issue to take into consideration. As this has been their remarks, for me, it was a great achievement. Then I reflected on the whole process that I facilitated and adopted with the question, “what made it possible?” despite the group’s reluctance in the beginning? And my conclusion has been the following:

- a. I did not try to invent any new thing, rather helped the people to build on what they have. However, my way of dealing thing was not straight into the ‘dry’ theoretical things, rather based on the work and experiences.

b. The whole process was designed in such a way that people were encouraged to imagine the possible working environment considering the present situation. As no one wants difficult situation to live with, people were encouraged to portray the present situation as close to the reality as possible in order to ensure the easy working environment later. This process also coincides with the Integrated Framework as prescribed by Lederach (1997: 80), especially the "desired future". However, it is not as easy as to imagine as opposed to prove in the practice. For this, we need to think on designing the process including all activities and putting them in a mosaic and also having the activities connected to each other. Somehow, I achieved the objective to come up with few components of Conflict Sensitive Programme Management to integrate in the project I am involved in."

CHAPTER VI

CONDUCTING THE REGIONAL MEETINGS

Still I felt that the whole working team was not involved. In order to create ownership at the implementation level, I, in consultation with the Programme Director decided to conduct a Regional Meeting involving the whole District Team and the Team Leaders on a Regional basis. In this chapter, I will explain the actions I have pursued in the meeting and the reflection there, of Team Leaders', District Team and my level.

The workshop encouraged me to proceed further. With the same notion, i.e., engaging the actors (the Team Leaders and the District Programme Coordinators) in the process, I conducted the Regional Meeting, also inviting one of the Programme Officers. In this meeting, first I briefly explained the major theories of conflict, linking with the causes identified so far, collected from the various sources. My original intention for explaining these was just to let the participants know about these topics. However, at the end, all the participants could not refrain from reflecting on our own situation. Hence, we all agreed to work further on these issues. For this purpose, I used the handout on causes of conflict as given in Annex 2.

1. Relating to our own situation

After an interesting discussion on the above causes, participants came up with relating these causes to our own situation at macro level and at project level too, which is presented below in a tabular form:

The causes of Conflict	Inference for Nepali conflict	Inference for our projects
1. Aspects of human nature with which we are born , such as:		
<ul style="list-style-type: none"> natural selfishness and selfish pursuits; 	40 points demand ³⁵ , which was taken lightly	Respect to minority concerns and address them in a justful manner
<ul style="list-style-type: none"> instinctive aggressiveness, similar to animal aggression; 	NA	NA
<ul style="list-style-type: none"> the inclination to fight over territory; 	NA	NA
<ul style="list-style-type: none"> male aggressiveness; 	Lacking gender equality	Promote gender equality
2. The nature of social groups, and the natural inclination of people to associate with:		
<ul style="list-style-type: none"> nation-states having incompatible goals and focusing on their separate interests related to security, power and prestige; 	Some countries are seen as interfering into the conflict in Nepal. Some of the political actors in Nepal are accused of being an ally of these external influences.	As an INGO, our project is independent; its home country has no national interest in Nepal.
<ul style="list-style-type: none"> ethnic or other identity groups, defined by exclusiveness and hierarchies; or 	Social exclusion or marginalization	Promote social inclusion in a way not to divide people, e.g. proportionate representation

³⁵ This is the list of demands put forth by the Maoist Party to the then Government before declaring the 'peoples' war' and which consists mainly the Livelihood demands for the poor people and some political demands.

<ul style="list-style-type: none"> gender groups that are hierarchically organized;
3. Structural inequality between groups , based on:		
<ul style="list-style-type: none"> class differences arising from unequal economic wealth and control of resources; 	<p>Widening gap between different classes and the control of resources by few, Problem of land distribution in the Terai³⁶, Problem of control over common land / forest, Lack of support to remote and rural areas, in particular the Mid and Far West, Development projects often benefiting more the richer people and traditional elites</p>	<p>Promote equitable control of resources, Small farmers, Landless, Occupational caste and Women focus, but with social inclusion approach, Focus on remote areas with special effort to attend demands from remote VDCs, Small Farmers, Landless, Occupational caste and Women access to resources</p>
<ul style="list-style-type: none"> unequal access to authority and power; 	Limited people have access to authority and power	<p>Promote equitable access to authority and power, User committee formation with proportional SLOW inclusion, Support to decentralization towards DDC and VDC</p>
<ul style="list-style-type: none"> differences of status and legitimacy of particular social or ethnic groups; 	High status to one religious group	<p>Respect to all religions as equal status, Promoting equal rights and voice of women, dalit, janjati in groups, Users Committees</p>
<ul style="list-style-type: none"> inequalities between women and men; 	Lack of gender friendly policies	Promote gender equity
4. Social structures not addressing social needs , such as:		
basic human needs not being met or being frustrated by the social structures;	Severe poverty and deprivation	Support to basic needs of Drinking Water Schemes and food security in remote areas

³⁶ The Southern plain consisting approximately 15 per cent of the total area of Nepal.

development leading to “modern” economic and social structures which are not compatible with traditional cultural practices.	Globalization made the social capital to erode, e.g., deterioration of culturally rooted social institutions.	Develop together the development interventions based on the existing social capital with cultural sensitivity
5. Communication theory says that conflicts result from:		
<ul style="list-style-type: none"> • Misunderstandings arising from poor communication between different cultures; 	Cultural superiority of a particular cultural groups; other cultures were subordinated	Pay attention to respect all cultures through integrative communication; be sensitive to local culture
<ul style="list-style-type: none"> • misunderstandings arising from poor communication between men and women; 	Men are superior and women are inferior	Changing attitude of men and women through integrative communication
<ul style="list-style-type: none"> • distorted perceptions of other parties (e.g. prejudices and stereotypes); 	Excluded are the problem creators	Ensure mechanisms for changing attitude to different social groups through integrative communication
6. Social-Psychological Trauma Theory , which says conflicts can be caused by a group’s memory of an unresolved traumatic experience from the past	Applicable in post-conflict situation	Community peacebuilding activities e.g., reintegration of former cadres, Psycho-social support in Mid and Far West
7. Economy of War Theory	Armed fractions and activists make their income from the conflict (job security for a soldier, cars and benefits for high ranking military persons, taxation of local cadres, ...)	Find and support alternatives for income and employment
8. Greed and Grievances Theory	Delayed resolution of conflict due to vested interest, e.g. the people in power could invest the national treasury without following policies	Performance bases expenditure and maintenance of transparent criteria for expenditures, Use public audit and other tools of transparency to build confidence

9. Dependency Theory	The role of international actors	Promote self-reliance in economic, capacity and revival of social capital
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The above exercise gave me an opportunity to ask the participants to position our project as whether we see our project to work *around, in* or *on* conflict. For elaboration purpose, I have given the table in Annex 3.

Again, the participants came up with the idea that if development is to address the deprivation, marginalization and suffering of poor people of the remote locations, we can not remain working around conflict and working in conflict only. Therefore, the position of our project has been unanimously decided to work on conflict. This has partly also been instigated with the exercise that participants suggested to identify the tools that we are using as mentioned by our Guidelines. Once they compared the tools with our Guidelines, they felt that most of the tools are already in use and there would be not much additional task for them.

The understanding developed by the meeting participants (District Team and the Team Leaders) about positioning our project as ‘working on’ conflict was acknowledged by the end-of-the-day reflection made in the group as follows:

“The most important learning of the exercise we have for the whole day is that now we are clear about the positioning of our project. As many development outcomes are not very far from addressing the root causes of conflict, if delivered with consciousness, at the same time we will be contributing towards conflict transformation as well. All these now have been possible to come up with because of the conceptual clarity in the

first place. Additionally, we first had an account of the existing development outcomes that would have overlap with the root causes of conflict. Have we not considered the existing components and looked only for the new ones, it would not have been possible to bring such clarity” .

By this time, participants were so excited that they had become clear on the link between development and conflict. Consequently, their eagerness to link peacebuilding with development has increased. In order to proceed further, I used the world views on peacebuilding and pacification approach as described by Diana Francis³⁷ (2006), which is given in Annex 4. While I was presenting it, in the column in between two world views, a blank space was kept purposely. However, having similar exercises earlier, participants were guessing that probably they needed to fill in the blank space after explanation. Yes, they were right and were asked to fill it in, considering our project. At this point, they were asked to put questions rather than the answers. The outcome of this exercise was as follows:

- **Under Idea of Peace: What supports peace in a community?**
- **Under International Order: What is possible for us in terms of project deliveries?**
- **Under Conflict and Change: What can the community manage? What needs to come from outside?**
- **Under Power, Reality, People: What is the baseline? How to ensure the respect for Human Rights?**
- **Under Values: How to balance each person’s/family’s own interest with the rights of others?**

The exercise mentioned above still was not enough for the participants to come up with the exact activities to integrate into the project cycle. Therefore, all the exercises and

³⁷ Francis, D. Two World View: Peacebuilding and Pacification. In www.c-r-org/ccts. 2006.

brainstorming that we did together were reflected on once more, in order to identify the activities aiming for conflict transformation and peacebuilding.

My reflection in the form of journal till this time has been as following:

“The first step of influencing has now been established. As the participants realized that peacebuilding is not a separate thing, rather something they can integrate within the development outcomes, now designing for project specific components for the same would be much easier. This process now onwards I should translate in to practice by practically helping the project team by offering my support. This is also because, now the project team want me to support them for coming up with the exact activities that would contribute for peacebuilding making them as an in-built activities”.

CHAPTER VII

HELPING AT THE IMPLEMENTATION LEVEL

Project people need very pragmatic support for making things operational. In this regard, I helped the team by designing the peacebuilding components into their regular project cycle. In this chapter, I will explain what tools were selected and how the exercise was done for coming up with the community peacebuilding activities. I have also given an account of activities together with the reflections made by me and by the meeting participants.

As the present context is progressing towards peace, project activities designed merely on development outcomes following the good development practices was not considered to be enough. Therefore, participants wanted to know more about peacebuilding. With the available literature and also the experiential knowledge of the participants, we concluded that the community peacebuilding comprises mainly 3 components:

- To mitigate the impact of conflict (Open and Post Conflict Measures),
- To prevent violent conflict (Latent Conflict and Surface conflict).
- To promote an understanding of the reasons behind a conflict and to facilitate efforts for opening space for peace-building.

With the tools that our projects use, the meeting decided to choose appropriate ones in order to design the project activities in line with peacebuilding. Now, the participants themselves came up with the suggested tools, and most of them are found currently being used as prescribed in the Internal Guidelines. They are: **Conflict Squares, Mapping Relationships, Risk Assessment, Perception Analysis, and Connectors/Dividers.**

First, they suggested doing the Actors Mapping as explained in the Working with Conflict publication³⁸ in order to understand the context where our projects are operational. Through this mapping, we then have to identify the relationships between various actors together with the issues and the factors that connect and/or divide them.

After mapping the actors and their relationships, together with the issues, this exercise further proceeded towards analyzing the stage of conflict (Fisher et. al., 2000: 20). We used the conflict square for this exercise as described in the same Working with Conflict publication³⁹.

Once the mapping was done, relationships drawn with the issues, and the stage of conflict was identified, we dealt with the questions that the participants have come up with in the previous discussions:

- When starting to build a bridge or a Drinking Water Scheme, are we sure there is **no conflict** in the community? Why could it be important for us?
- Women and men may, *dalit* and non-dalit, irrigation water users and non-users, youths returning to the village may politely sit together. Some

³⁸ Fisher, et.al. Working with Conflict: Skills & Strategies for Action. Birmingham: Zed Books and Responding to Conflict. 2000. p. 23.

³⁹ Ibid. p. 20.

people may not speak while others traditionally dominate; some people may speak aggressively while others feel fear; How do we help to bring up the **latent conflict** to surface? When is it necessary to do this? Are we sure we can manage it?

- People with different opinions and social belonging all may join for common work (e.g. to build a bridge, to repair a school, to organize vegetable marketing). Can we build on this to learn about our common goals and discuss and agree on our **surface conflicts**? Where are the limitations for this?

- If there is a deeply divided community (**open conflict**), can we call them together and work with them to build a bridge, Drinking Water Scheme? Should we try to contribute to take the conflict towards a better understanding among people? What do we need to do?

The entire exercise made all of us realize that the centre point for these components is the community relationship. All our efforts need to be focused towards reconciliation and harmony creation in the community. Equal attention is to be paid to addressing the causes of conflict in a peaceful manner. In the same evening, I reflected in my journal as follows:

“Today, I feel I have achieved something. The same people, who were so much reluctant in the beginning, now are pushing more from their side than me. What brought this miracle? To me again it is the conceptual clarity in the first place. Secondly, the process that we followed together in a stepwise manner is also equally important. The term itself, e.g. harmony creation and reconciliation were very much more acceptable than to come up with straight forward as peacebuilding. However, the issue still remains ‘how to give linkage of these community level initiatives

to the bigger picture’? For this purpose, I need to refer to the CSPM framework at policy level” .

1. Integration

Now it is the time to integrate the outcome of all these exercise into the Project Logical Framework. It is very essential because all the project activities are guided by the LogFrame. And if the required activities for conflict transformation and peacebuilding are not mentioned in the LogFrame, the attention would be somewhere else. Therefore, the meeting participants decided to identify the activities based on the various projects’ mandate with the help of the table given in Annex 5.

Further, the meeting participants also realized that it is important to learn from the communities and their practices on reconciliation and peacebuilding. Such inventorying would help projects to integrate the community practices into the project processes that promote peacebuilding among the community members. However, attention must be given to whether such practices enable the ‘rights’ perspectives and promote ‘equity’. Otherwise, hegemonic relationships and subordination could come to the surface. For this purpose, we decided to assess the community practices on peacebuilding and reconciliation that are in practice and how these practices could be integrated in to a particular project process. In this connection, I feel:

“I need to look at the Human Rights Based Approaches (HRBA) to development. With this, probably I may help the Team Leaders and the Project Team how to realize the HRBA yet maintaining the reconciliation and harmony component at the

community level. Though many cross-cutting issues like poverty alleviation, gender balance, HRBA and like are very much inter-linked with the peacebuilding approach, a deliberate and conscious effort are needed to understand all these in a mosaic. As HRBA is a new issue for our project, first I need to develop a concept note on this issue as well”.

With the help of these two exercises, then each project could design its entire activities making them conflict and peace sensitive. This conclusion has been proved also from the reflection made by the meeting participants at the end as:

“Now, we feel confident how to integrate the peacebuilding components in the regular development programmes. It is been possible because of:

- Conceptual Clarity in the first place, and subsequently also because:
- We built on existing with few newer issues,
- Development and peace has a direct relationship, which we realized after these exercises, and
- We all – from Team Leaders to the District Team have been involved in doing all these exercises”.

Finally, further activities for Team Leaders and the District Programme Coordinator were developed. These activities were drawn to help them incorporate the conflict transformation and peacebuilding components within the Project Logical Framework. For ensuring the implementation of activities, these were set out in the form of an action-plan before they would prepare the Project Documents by end July 2007. This was the case for the projects whose phase is going to end by this time. However, for the continuing projects, the same action-plan was drawn before they would prepare the Yearly Plan of

Operations by end July 2007. As my assignment has come to an end, I could not help them beyond this point.

CHAPTER VIII

CONCLUDING REFLECTIONS

I already spent about nine months in this assignment. Even to influence the in-house project team took such a long time. The time taken for influencing compelled me to reflect seriously. In this chapter, I will explain my reflection on myself as a practitioner and also the reflections that have been made at ‘interactive’ (us) and ‘strategic’ (them) level. Further, I will also briefly mention about the factors that I had not considered in the beginning, but recognized during my actions. Hence, for some issues and activities that I undertook are again slightly reflected at this level too. Finally, this chapter will lead to the conclusions I have made during this piece of work against the hypothesis set in the beginning of the exploration.

As I have started my exploration to integrate the peacebuilding concepts in a development project, my idea during exploration to simultaneously explore on influencing came in front. This idea sometimes put me in a difficulty to focus my research. However, considering the inter-linkage of these two, and moreover, the purpose of influencing for integrating the peacebuilding components made me explore both issues. Therefore, in this chapter, I will reflect on both the issues in the relevant locations.

In the beginning, I was thinking that if I finalize the concept paper with the project authority, i.e. the Programme Director, the things will move ahead. But that did

not happen. My conclusion to this regard has been that the power generated through position or authority, especially in the development sector, does not work. Instead, the power generated through relationship and integrative power seem more influential.

In this research, it was important for me to explore the effective ways of influencing for integrating the peacebuilding components. As I went on applying various approaches of influencing, till the end, I was choosing different ways. In this regard, the possible approach for bringing about change, has been only partially effective. Then I chose the Key People – More People approach. Still, this approach did not bring in the desired level of change in the mindset of the project team. However, the extended epistemology approach, giving due acknowledgement to the practical knowledge gained by the project team, showed very rewarding result.

Further, the influencing had to reach up to the district project team, which is more in numbers and are the people involved at the implementation level directly. All such people were invited to participate in the Workshop for bringing conceptual clarity in the first place. I thought I need to facilitate this workshop with serious efforts in order to ensure influencing. Again, with the experience gained from the discussion with the Team Leaders about workshop design, I chose the Elicitive Model, which also highlights adaptation of concepts and theories before applying them with the involved persons. Throughout the workshop, I used to inspire with the theory, followed by a practical session drawing its relevance to our working situation. All the way, the participants in the workshop by the second day itself became so used to this approach that I needed not

explain any group task after such presentations. The following paragraphs describe the concluding reflections I made during the whole process of my action research.

1. Integrating peacebuilding components does not mean going beyond development objectives

I took off in this research with the intention of integrating peacebuilding components. However, in due course, I also found that I needed to influence my project team for integrating these components. While discussing at various levels, people understood that peacebuilding is not a separate discipline from the normal development discipline. This realization partly also came from the discussions that we had on causes of conflict. In these discussions, we concluded that if the basic human needs are not met or denied, people of this category would strive to attain them by any means. Therefore, considering the human development index of Nepal and the disparities between rural and urban standard of living, denial of human needs and identity are the proximate causes of Nepali conflict. In this connection, as all the development projects were working to contribute towards meeting the millennium development goal set by the country and to enhance the socio-economic condition of marginalized group of people, we concluded that any development project with the development objectives automatically contribute towards conflict transformation and peacebuilding.

Considering the earlier described Framework for Conflict Sensitive Programme Management in the Chapter II, the domain to address root causes of conflict by enhancing livelihood of the socially and geographically excluded communities is the

major domain that any development project can contribute towards conflict transformation. Again, the next domain, for example peacebuilding at the local level, can also be dealt with by the development projects. For this to happen, projects at local level first need to identify the various actors, their relationship and the system that is perpetuating the divide between these actors. In this way, the development projects can then identify the issues and concerns of these different actors in order to let them discuss and come together for a common cause at the community level. Such efforts would certainly allow the excluded communities, too, to fulfill their fundamental needs by making use of the resources gained from the development projects. This way, a project would allow the inter-relatedness and interactions among the various needs, which obviously positively transform the issues at systems level, too.

With these explanations, it can be concluded that development and peacebuilding are the two sides of a coin. No side in one's absence can take its course. Hence, peacebuilding does not mean going beyond the development objectives. In this connection, my hypothesis proved to be right that project people have not necessarily understood that development objectives can contribute towards peacebuilding. However, with many interactions and deliberations at the implementation level, now people realize that peacebuilding objectives are not far away from the development objectives.

2. Influencing is not a straight way

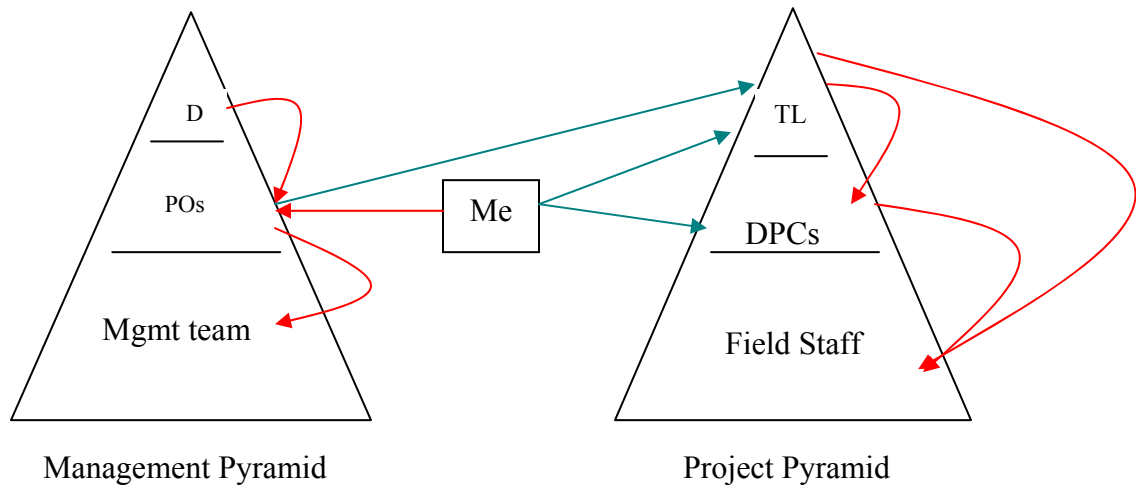
When the participants in the workshop agreed and showed their commitment to integrate the peacebuilding component in their project cycle, that was the moment I felt

my success. However, as a reflexive practitioner, I could not remain just being happy at the success. I was looking for the hidden factor that made me successfully apply the various ways of influencing. I was questioning myself, if I had applied the various ways without giving due recognition to the organization culture, what would have happened?

Talking about the organization culture, I would portray it as much decentralized management structures. The Project teams are the one who have lot of flexibility in delivering the project activities. On the one hand, Nepali society is very hierarchical and on the other hand, the organization has adopted a very decentralized approach. This difference between the social and organizational level must have made things very complex. Still, in such a complex situation, what enabled me to have influence? After all, there is human involvement in the project. As the human needs are unpredictable and differ so much from person to person, what lessons could I learn out of this success? So, I took account of my actions as following:

One of the ways that I applied was to design together with the key people (Team Leaders) and through them with the many people (the project team). For this purpose, I used the Multi-Level Triangle as given below:

Figure – 7: Multi Level Triangle



Note: D = Director, POs= Program Officers, TL= Team Leader, DPCs= District Program Coordinators

(Source of original “levels” diagram: John Paul Lederach, Building Peace, Sustainable Reconciliation in Divided Societies, Washington: United States Institute of Peace.)

Once I applied the above-mentioned influencing route, it was easier to get acknowledged the idea of conflict sensitive approach in the entire project management cycle.

Is this the only clue as to what made me able to influence? No, there are other reasons as well. If so, then what are those other factors?

In this connection, I had thought nothing about the hypothesis on influencing. However, I had the idea of following influencing techniques, too, in order to helping integrate peacebuilding components. This demonstrates that my hypothesis proved correct that the conceptual clarity alone does not help integrate peacebuilding components in a development project.

3. Conceptual Clarity

Unless people know exactly what they have to do and how they need to do it, they simply tend to avoid. We can tell this even from our personal experience. In such a situation, it is obvious that my project team members would be resisting in the beginning. To break this resistance, I first started with finalizing the concept on Conflict Sensitive Programme Management making peacebuilding as one of the components within it. Once people become clear on the concept, it became easier for me to proceed further.

Now, I feel that merely bringing clarity on a concept does not necessarily lead to practice. If so, then what else is important for bringing conceptual clarity? In my case, it was the process that I followed made the project team members translate the concept into practice.

4. The Process

In the beginning, I had developed the conceptual framework mostly doing literature reviews and with my own experiential knowledge. As I did not receive comments on the first draft from the people I had circulated it to, this situation made me to rethink the process of finalizing the concept itself. Then I followed several other steps like sharing with the Team Leaders combining with a field visit, facilitating the workshop inviting the district team and conducting the regional meeting in participation of the Team Leaders and the team responsible for implementation.

All these steps helped me to adapt the theoretical framework to the local situation. As I had more propositional knowledge, the project team came up with the experiential

knowledge. This combination of knowledge to the great extent helped us to localize the concept. The process created the ownership of concept among the team members. By this way, the team made the written commitment in the form of an action plan to integrate the peacebuilding components in the form of Conflict Sensitive Programme Management.

It is interesting to note that I had not even thought of process in the beginning. However, while pursuing the exploration, process came very pervasively. The process, that gave due recognition to the local experience and respect made sure things were taken through. This has been my learning during the exploration itself, which I had not considered. While talking about process, approach also counts much. In all the exercises, I have chosen the participatory approaches to apply. The paragraphs below capture the participatory approaches that I applied.

5. Participatory approach is a worldview

Being exposed to and realizing the importance of the participatory approaches, I always used to apply the same in my work. However, in the beginning while developing the conceptual framework, I failed. Why did I fail? That time, I was just thinking that all the conceptual matters are to be decided at the central level. So I consulted with the Programme Director only. Instead, I had to face big resistance from the implementing team. This situation compelled me to reflect on like: what went wrong?

I just recalled an interaction programme on application of Participatory Rural Appraisal (PRA) in 2002 in Kathmandu, where Robert Chambers (the well known

practitioner from the Institute of Development Studies, UK) was also participating. In that programme, in response to the queries like what are the possible dangers for PRA, Chambers replied as:

“The dangers for PRA are the practitioners. The practitioners, who have just considered PRA as a tools, I see the danger that they would manipulate the real intention of it. Therefore, participatory approach should not be limited to tools and techniques. However, it should be taken as the worldview. If you take it as a worldview, you can easily adapt the tools to the local context. Even you can discover the new tools”⁴⁰.

My recollection of this interaction made me to seriously review the approach that I applied in the beginning while developing the conceptual framework. I realized that I was considering participatory only as a rhetoric, but not as a worldview.

Sometimes, people consider the participatory approach as a panacea to every problem. However, just considering the approach, in my case did not work. I feel influencing is an art too.

6. What do I mean by an art?

During this piece of work, I become frustrated several times. Whatever I used to think in order to move forward for integrating the conflict sensitive project components in the regular projects, nothing was moving properly. People did not respond to the concept. I appreciate that the project team has a huge workload. However, considering the sensitivity of the issue, I had thought that the team would react in short time duration.

⁴⁰ Robert Chamber is a professor in the Institute of Development Studies, Sussex, UK. He is considered as one the Gurus of PRA. He was in a visit to Nepal and had several interaction programmes with the PRA practitioners. This is the reply he has given during one of such interactions.

But they did not. This situation, on the other hand, compelled me to think alternatively. The day when the Programme Officer was also invited to the Regional meeting and they gave his confidence in me, that was the real take-off time for me to proceed further. Yet, I had a question in my mind as to why the same person did not give his comments on the first draft and now gave such a good impression that whatever I am doing is in the right direction? Is it because he is a too busy and did not find time to respond? Or is there anything more than that?

It could be one of the several reasons that he is too busy person and did not find any time to comment on the first draft. At the same time, after all, he is considered to be the knowledgeable person and sometimes he used to mention his remarkable contributions to the projects. With this type of person, without consulting in the beginning I circulated the first draft of the conceptual framework on CSPM. Probably he did not feel good about my approach. Hence, I thought to involve him in the forthcoming steps to finalize the same. So, I decided to invite him to the Regional meeting through the Regional Focal Person. When he checked with me about the invitation, I took the opportunity to appreciate his remarkable contributions to the projects he made in the past. With this appreciation, I also invited him to guide all of us so that we will be keeping right track towards the project goals. In this case, I feel influencing is more like an art than the straitjacket path. On the same occasion, I also concluded that the people aiming to influence should not give up things easily. Such people must keep patience and have to think in an innovative manner. As influencing is directly associated with human, and there are varieties of human needs, being innovative in choosing the ways helps to a great extent.

Finally, I conclude that there is not any magic-stick type of ways for influencing. People have tried various ways; but none of them could be claimed as universally acceptable. In such situations, choosing the right approach, for example the participatory approach, choosing the best suitable tools and making them adaptable to the local context will have high probability for effective influencing. Further, the experiential and Practical knowledge that have a base in local culture and context are more influential if combined with propositional knowledge.

7. Further Research

This research is limited only up to influencing the project team in order to integrate the peacebuilding components in the usual development projects. As my assignment in this project is over by now, I cannot be involved anymore in continuing further research. On the basis of the experience gained so far and the realization made on the need of integration, lot works are still due. By the end of this fiscal year, i.e. mid July 2007, projects will design their project activities giving due attention to the peacebuilding components. However, just integrating only does not tell anything about the impact.

Once the projects integrate these components in the regular project work, a continuous action research on the outcomes is recommended in order to bring about changes at the community level. It is because the impact of influencing can only be evaluated at the impact level. If there would be any impact of this influencing on the relationships among the community people of various castes, religion, groupings and so on, then only we can conclude that there has been a positive impact. This outcome then can be claimed that because of the effective influencing.

At this point, only the project team has been influenced for integration. Still, the project team needs to influence the community people. The project team can take some of the references from this piece of work in order to influence the community. However, the activities designed for effective peacebuilding at the community level must be taken for further action research to measure their efficiency and effectiveness.

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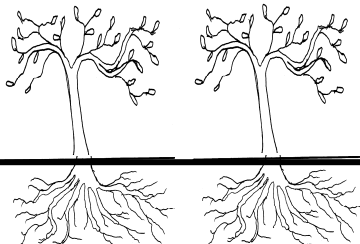
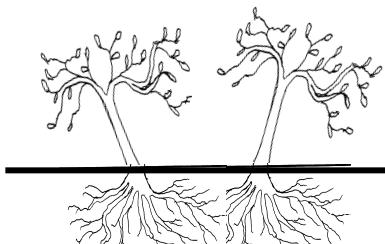
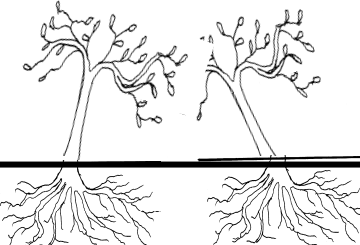
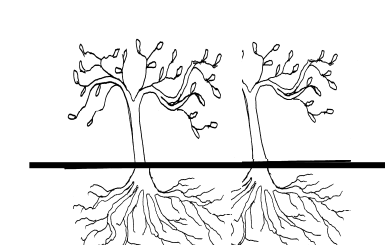
ANNEX – 1

The Workshop Outcome and the Materials used

A possible working definition of conflict is: a relationship between two or more parties who have, or think they have, incompatible goals.

In order to understand more deeply what conflict is, it can help to focus on two elements in this definition: behaviour (how they act and speak in relationships with each other) and goals (what they want to achieve). The model below identifies different kinds of conflict according to these two elements. The word “compatible” means “in harmony with”; the word “incompatible” means “clashing”, or “in opposition to”.

COMPATIBILITY OF GOALS AND BEHAVIOURS⁴¹

		GOALS	
		COMPATIBLE GOALS	INCOMPATIBLE GOALS
B E H A V I O U R	COMPATIBLE BEHAVIOUR	 <p style="font-weight: bold; margin-top: 10px;">“NO CONFLICT”</p>	 <p style="font-weight: bold; margin-top: 10px;">LATENT CONFLICT</p>
	INCOMPATIBLE BEHAVIOUR	 <p style="font-weight: bold; margin-top: 10px;">SURFACE CONFLICT</p>	 <p style="font-weight: bold; margin-top: 10px;">OPEN CONFLICT</p>

⁴¹ The trees in the squares are slightly modified.

“**No conflict**” is a situation in which individuals or groups seem to be acting harmoniously and working for similar or common goals *or goals that do not compete*⁴². A common perception is that “no conflict” is the preferable situation. However, any peaceful group or society, if it is to endure, must be lively and dynamic, and able to make positive and creative changes as a result of any conflicts of their behaviour and goals. The metaphor here is that both the trees are growing on their own, without disturbing to each other. **When starting to build a bridge or a Drinking Water Scheme, are we sure there is no conflict in the community? Why could it be important for us?**

Latent (hidden) conflict is below the surface and may need to be brought out into the open before it can be effectively addressed. In this case, the behaviour of the individuals or groups may seem compatible and harmonious. They may speak politely to each other, without arguments or fighting, but in fact they may have very different goals that can eventually lead them to have open conflict with each other. The metaphor here is that the roots of both the trees are overlapping to each other, but the stem and the upper part seem growing independently. **Women and men may, dalit⁴³ and non-dalit, irrigation water users and non-users, youths returning to the village, may politely sit together. Some people may not speak while others traditionally dominate; some people may speak aggressively while others feel fear; How do we help to bring up the latent conflict? When is it necessary to do this? Are we sure we can manage it?**

Surface conflict has shallow or no roots and it may be only a misunderstanding that can be corrected through better communication. When the individuals or groups are able to discuss their differing behaviours, they may discover that they have similar and compatible goals and can adjust their behaviour in order to work together in future. The metaphor here is that the stem and the upper part are overlapping to each other, but the roots seem independent. **People with different opinions and social belonging all may join for a common work (e.g. to build a bridge, to repair a school, to organize**

⁴² The bold part is added in the Workshop.

⁴³ As per Hindu Caste system, Dalit are considered as untouchables and hence are kept the bottom of social ladder.

vegetable marketing). Can we build on this to learn about our common goals and discuss and agree on our surface conflicts? Where are the limitations for this?

Open conflict is very visible and usually has deep “roots”. Both the goals and the behaviour of the individuals and groups are incompatible and clashing. To manage and resolve this type of conflict will require actions that address both the visible effects and the root causes of the conflict. The metaphor here is that both – the roots and the stem and the upper parts are interfering/overlapping to each other. **If there is a deeply divided community, can we call them together and work with them to build a bridge, Driking Water Scheme? Should we try to contribute to take the conflict towards a better understanding among people? What do we need to do?**

ANNEX – 2

Causes of conflict⁴⁴

A conflict may have a mixture of causes that need to be recognised and understood. Conflicts can arise from differences of perception, incompatible goals or power imbalance. There are a number of theories about the causes of conflict which are:

Conflicts are inherent and inevitable; they are caused by:

1. **Aspects of human nature with which we are born**, such as:
 - natural selfishness and selfish pursuits;
 - instinctive aggressiveness, similar to animal aggression;
 - the inclination to fight over territory;
 - male aggressiveness;
2. **The nature of social groups, and the natural inclination of people to associate with:**
 - nation-states having incompatible goals and focusing on their separate national interests related to security, power and prestige;
 - ethnic or other identity groups, defined by exclusiveness and hierarchies; or
 - gender groups that are hierarchically organised;

Conflicts are caused by problems in social structures, such as:

3. **Structural inequality between groups**, based on:
 - class differences arising from unequal economic wealth and control of resources;
 - unequal access to authority and power;
 - differences of status and legitimacy of particular social or ethnic groups;
 - inequalities between women and men;
4. **Social structures not addressing social needs**, such as:
 - basic human needs not being met or being frustrated by the social structures;
 - development leading to “modern” economic and social structures which are not compatible with traditional cultural practices.

Conflicts are caused by misperceptions and miscommunication:

5. **Communication theory** says that conflicts result from:
 - misunderstandings arising from poor communication between different cultures;
 - misunderstandings arising from poor communication between men and women;
 - distorted perceptions of other parties (e.g. prejudices and stereotypes);

⁴⁴ This list is adapted from Working With Conflict course notes on “Conflict Theories” by Hugo van der Merwe, Johannesburg, South Africa, 1997.

Conflicts result from the expression of unresolved past trauma:

6. Social-Psychological Trauma Theory, which says conflicts can be caused by a group's memory of an unresolved traumatic experience from the past.

Conflicts are created and maintained for vested interest and dependency: ⁴⁵

7. Economy of War Theory

8. Greed and Grievances Theory

9. Dependency

⁴⁵ Added to the list from the workshop

ANNEX – 3

Working around, in and on conflict

POSITION	ATTITUDE	ANALYSIS OF	POSSIBLE TOOLS	STRATEGIES
WORKING AROUND CONFLICT	Conflict is a ‘disruptive factor’ over which little influence can be exercised; interventions can continue without being negatively affected by the conflict	<p>STRUCTURES</p> <ul style="list-style-type: none"> • Context <ul style="list-style-type: none"> People Institutions Structures <p>ACTORS</p> <ul style="list-style-type: none"> • Who 	<p>Conflict Squares Mapping Risk area assessment ABC Triangle Timeline</p> <p>Area and Actor Mapping Perception analysis Conflict Tree Multi Level Triangle</p>	Withdraw from or keep out of conflict affected areas, continue to work in low-risk areas
WORKING IN CONFLICT	Interventions can be negatively affected by, and have a negative impact on, the dynamics of a conflict	<p>Relationships</p> <ul style="list-style-type: none"> Issues Interests <p>DYNAMICS</p> <ul style="list-style-type: none"> • Trends <ul style="list-style-type: none"> Triggers – who benefits? • Capacities <ul style="list-style-type: none"> For peace Managing Conflict 	<p>Stages of conflict Area and Actor Mapping Local Capacities for Peace Connectors/ Dividers Alliances/Networking</p>	Reactive adjustments are made to interventions in medium – and high – risk areas; improve security management; greater focus on ‘positioning’, i.e. neutrality and impartiality; cut back on high input interventions
WORKING ON CONFLICT	Development programmes can exploit opportunities to positively affect the dynamics of conflict			Refocus interventions – the root causes of the conflict, e.g., governance, poverty issues, social exclusion; influence and incentives for peace, disincentives for violence

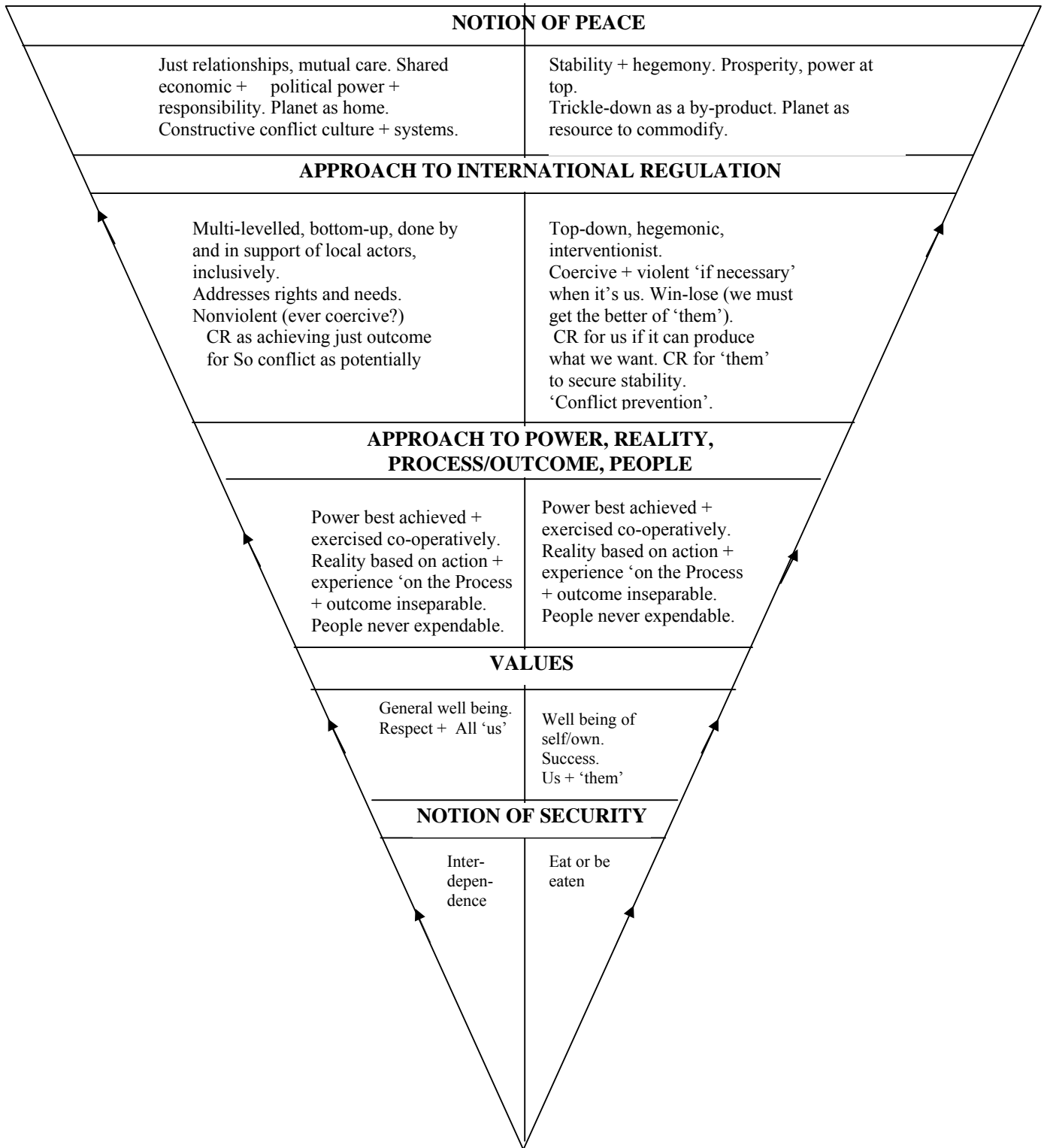
Note: The tools in Green colour are already in use by our project.

ANNEX – 4

TWO WORLD VIEW

PEACE BUILDING

PACIFICATION



Point of Departure

Source: This diagram has been kindly provided by Diana Francis. According to her, this was first published in CCTS Review No. 29. This can be found on the CCTS website: www.c-r.org/ccts.

ANNEX – 5

Project stages and suggested measures on addressing root causes of conflict

Project Name:

	Stage 1	Stage 2	Stage 3	Stage 4
Critical stages of project where addressing the causes of conflict and or peacebuilding components can be dealt				
Suggested measures on addressing the causes of conflict and or peacebuilding				