Good practices and strategies to reduce poverty in conflict-affected contexts in sub-Saharan Africa

Manual for Practitioners
September 2020

Good practices and strategies to reduce poverty in conflict-affected contexts in sub-Saharan Africa

Manual for Practitioners
September 2020

TABLE OF CONTENTS

ACRONYMS

AfDB	African Development Bank
ALNAP	Active Learning Network for Accountability and Performance in Humanitarian Action
AO	BMZ marker assessing poverty orientation of development measures
BMZ	Federal Ministry of Economic Cooperation and Development
DAC	Development Assistance Committee
DFID	Department for International Development
DNH	Do No Harm
DRC	Democratic Republic of the Congo
ESKA	Escalation Potential Measurement
EU	European Union
FS	BMZ marker assessing peace and security
FCVS	Fragile, conflicted-affected, and violent situations
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
I/NGO	International Non-governmental organisations
IFAD	International Fund for Agricultural Development
IPA	Innovations for Poverty Action
KII	Key informant interview
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation, and Learning
MPI	Multidimensional Poverty Index
NGO	Non-governmental organisations
ODI	Overseas Development Institute
OECD	Organisation for Economic Co-operation and Development
OPHI	Oxford Poverty and Human Development Initiative
PCA	Peace and Conflict Assessment
PÖK	Politico-economic short analyses (GIZ)
RPBA	Recovery and Peacebuilding Assessments
SCAPs	Severely Conflict Affected and Poor States
SIDA	Swedish International Development Cooperation Agency
SMART	Specific, Measurable, Achievable, Realistic, Time-Bound
SSA	Sub-Sahara Africa
UN	United Nations
UNDP	United Nations Development Programme
USAID	The United States Agency for International Development

Executive Summary

This handbook outlines effective strategies to better consider the interplay between poverty and fragility, conflict and violence in programmes and policies in sub-Saharan Africa (SSA), where most of people living in extreme poverty reside today, many in conflict-affected contexts. It gathers learning from a sample of projects and programs in SSA that have dual objectives to (1) reduce poverty and (2) promote peace and security in regions affected by conflict and violence (see Figure 1). The justification for this focus is that strategies that work both IN and ON conflict (see Box 1) can make a contribution to stability and improve prospects for poverty reduction in fragile, conflict-affected, and violent situations (FCVS).

Figure 1: Goals of this report

Strategies to "work IN conflict"

Conflict-sensitive poverty reduction strategies that reflect the local context of conflict, fragility and violence, and take into account poverty patterns over time and conflict dynamics.

Poverty reduction

Strategies to "work ON conflict"

Effective strategies to promote peace and security within or next to poverty-reduction measures in FCVS. This requires that poverty measures address drivers and causes of conflict.

Box 1: Conflict Sensitivity and Peacebuilding

CONFLICT SENSITIVITY refers to the ability of an organization or project to understand the conflict context in which it is operating, understand the inter-action between the intervention and that context, and act upon the under-standing of this interaction, with the goal of minimizing negative impacts and maximising positive impacts of the intervention on the context (APFO et al., 2015). Conflict sensitivity is a universal principle applicable to all types and sectors of aid in conflict contexts (working **IN** conflict).

PEACEBUILDING "is aimed at preventing the outbreak, the recurrence or continuation of armed conflict and therefore encompasses a wide range of political, developmental, humanitarian and human rights programmes and mechanisms" (UNSC S/PRST/2001/5). Peacebuilding refers only to interven-tions with the express goal to reduce causes and drivers of conflict (working **ON** conflict).

A conflict-sensitive approach does not constitute peacebuilding in itself. It instead represents a minimum standard of working to avoid unintended neg-ative consequences of aid interventions in conflict contexts. However, conflict sensitivity is a base requirement for effective peacebuilding interventions (Woodrow and Chigas, 2009).

Why does it matter to link poverty and fragility?

The majority of the world's poor today are located in FCVS, and these trends are expected to intensify. By 2030, projections suggest that anywhere between 43% and 80% of the world's extreme poor will live in FCV contexts (World Bank, 2018a; OECD, 2018). Several risks are also noted in the literature to be increasing, including conflict and violent extremism, but also climate change, pandemics, and food insecurity, which could lead to an even larger list of FCVS by 2030, and accordingly a higher share of global poor in FCVS (World Bank, 2018a). These trends and risks pose significant constraints to poverty reduction. The literature suggests a mutually reinforcing rela-tionship between poverty and conflict: poverty contributes to conflict, and conflict can impoverish people or deepen poverty. A focus purely on poverty reduction without acknowledging the challenges of working IN conflict, or a focus ON conflict without disaggregating its impacts on vulnerable groups will yield limited gains for poverty reduction efforts internationally. In this context, a focus working both IN and ON conflict is merited.

What are key poverty-reduction strategies to work IN and ON conflict?

Table 1 summarises selected effective strategies to address challenges for poverty reduction when working IN and ON conflict.

Table 1: Summary of effective strategies to address challenges of working IN and ON conflict

Observed challenge	Effective strategy	
Project planning and design phase		
Speedy commissioning processes can limit flexibility.	STRATEGY 1	The project commissioning process should allow for longer set-up periods, enhanced flexibility, and provisions for remote steering working IN conflict.
Challenges in addressing multiple fragilities that might overlap with conflict, and interdependencies between conflict and poverty.	STRATEGY 2	Projects working IN conflict should be embedded in a portfolio approach and be accompanied by risk mitigation strategies that address a wider array of shocks and stressors within an effective theory of change linking fragility and poverty reduction, often as a two-way street.
Indicators may focus on undifferentiated outcomes without engaging with conflict and poverty.	STRATEGY 3	For projects working IN conflict, include a multidimensional understanding of poverty in FCVS that identifies poor populations within disadvantaged groups and undertakes targeting in a conflict-sensitive manner.
Difficulty in enabling equitable access to services, which can reinforce patronage and exclusion.	STRATEGY 4	Projects should articulate a focus of working ON conflict, by promoting peacebuilding activities and a process of progressive social and political change. This can enable better inclusion and mitigate grievances that might otherwise fuel conflict.
Project implementation		
Applications of the 'do no harm' approach may not be prioritised.	STRATEGY 5	To help ensure interventions are designed and conducted in a conflict-sensitive manner when working IN conflict, projects should describe what the 'do no harm' approach entails and adapt the tools of conflict sensitivity to the context.
Possible difficulties to work with systems and political settlements, which limits access to certain groups.	STRATEGY 6	Projects working ON conflict should attempt to combat wrongful exclusion by adopting a multi-pronged transparent approach to targeting potentially excluded groups as beneficiaries.
Coordination/ collaboration with other projects or partners may be difficult in FCVS.	STRATEGY 7	Projects working ON conflict should deliberately build a network of trusted relationships through collaboration – with internal and external projects and partners to exploit synergies, support a plurality of opinions, and help link relief and development.
Project monitoring, evaluation and learning		
Baselines may not be prioritised which limits assessment of progress.	STRATEGY 8	Projects working IN conflict should develop baseline studies within strong monitoring and evaluation processes to ensure accountability.
MEL systems may not adequately address compounded challenges.	STRATEGY 9	Projects working IN conflict should develop strong learning across a range of critical indicators (including key layered challenges) in a MEL framework to ensure accountability and adapt project objectives to changing contexts.

What are key questions for practitioners?

Questions and good practices are based on analyses of project documents and Key Informant Interviews (KIIs), and of the international high-level literature on fragility and poverty. The questions are structured around different levels of actors and prioritized based on study findings. Each question and its good practice strategy include a subjective assessment of the degree of difficulty (low= green, medium= orange, high= red) required in its implementation based on three criteria: time, resources, and skills.

A. Policy level

REQUIREMENTS

Resources

Skills

Time

Question: How to build project synergies that address multiple sources of impoverishment?

Good practice: Craft portfolios of projects with explicit synergies addressing major gaps in sources of impoverishment when working IN conflict.

Country Strategies could commit to building or enhancing portfolios of projects so that risk-informed[1] poverty reduction is applied more consistently.

- A portfolio approach would be multi-sectoral and multi-functional, implemented simultaneously or sequentially, including some learning, some at scale, and other forms of engagement including with governments and civil society at the national and local level.
- Deciding which components fit into a portfolio approach should be based on an analysis of the drivers of multi-dimensional chronic poverty, impoverishment, and poverty escapes in conflict contexts, to explore synergies (vertical, horizontal, and around logistics).

[1]   Risk-informed development is a risk-based decision process that enables development to become more sustainable and resilient. It pushes development decision-makers to understand and acknowledge that all development choices involve the creation of uncertain risks, as well as opportunities.

B. Project planning and design phase

REQUIREMENTS
Resources
Skills
Time

Question: How can poverty reduction projects in active or high-conflict situations focus ON conflict?

Good practice: Project planners should focus on developing projects with dual objectives and logframe targets on poverty reduction and peacebuilding.

For this, planners should work towards more projects working ON conflict, with dual main objectives on both poverty reduction and peacebuilding– and assign the corresponding markers for quality assurance and monitoring if possible.

- The projects should entail a clear theory of change on objectives and their relation, and corresponding output goals; develop activities with strong peacebuilding components, and develop suitable indicators for outputs, disaggregated based on vulnerable groups living under the poverty line or vulnerable to poverty in insecure areas.
- Key processes underpinning these steps: cross-sectoral collaboration between relevant stakeholders (e.g. project planners, implementers) across departments and agencies; sequence and combine activities to address different challenges from easier to more complex, and targeting vulnerable groups from less to more reachable where possible and depending on the dynamics of conflict; develop provisions for adaptive management; build an understanding of the country's 'political settlement'.

C. Project implementation

REQUIREMENTS
Resources
Skills
Time

Question: How can conflict sensitivity be mainstreamed into different contexts and phases of the portfolio/project cycle?

Good practice: When working IN conflict, place strong emphasis on conflict sensitivity adapted to different projects and country contexts.

Consider conflict sensitivity not as a one-time issue, but as a cyclical, interrelated, non-linear process throughout the project cycle.

- Context analysis: conduct an analysis of the project and conflict context, identify and place emphasis on connectors and dividers[2] and how they link to conflict and poverty reduction, form an external, voluntary reference group to jointly plan and monitor project activities.
- Design: clearly formulate goals, design projects to minimize negative impacts and maximise positive effects (e.g. on conflict reduction), plan projects with flexibility to react to volatile conditions.
- Implementation: make sure staff and partners are aware of the analysis and need for conflict sensitivity, build capacity through training, adopt a flexible multi-level approach to activities and partnerships based on circumstances, conditions, and capacities.
- Monitoring, evaluation, redesign: monitor results regarding targets and effect on conflict, re-evaluate context analysis periodically, adapt implementation in response to changing situation.

[2] Connectors are those factors in a given context with the potential to reduce tension and contribute to peace, while Dividers can increase tensions and thus contribute to conflict.

D. Project monitoring, evaluation and learning

REQUIREMENTS

Resources

Skills

Time

Question: How can the commitment to regular baseline surveys and short-loop learning exercises be developed and strengthened within the MEL cycle?

Good practice: Carry out routine mixed methods baseline surveys for projects working IN and ON conflict to enable regular gender-disaggregated, conflict-sensitive impact assessment and ensure that there is regular lessons learning of strategies working IN and ON conflict within and across projects.

- Strengthen methodology and impact results and evaluations in project design and develop a mixed-methods baseline assessment pre-project or at inception, with provision for regular reviews by project implementors and reference group to reinforce the within-project learning process.
- Engage in regular lesson learning and information exchange with (independent) external partners, about what important lessons have been learned in other FCVS and how projects are similar or not to other projects in neighbouring FCVS.

How to use the study?

1. For readers interested in background analysis and methods used in the study, an overview is presented in Chapter 1, comprising:

☐ Poverty trends and projections, qualitative interplay between conflict, fragility, and poverty
☐ Theoretical framework, data sources, and methodology

2. For readers interested in learning from GIZ projects and strategies from other donors and organisations, please refer to Chapter 2. Actors (planners, implementors, and MEL teams) should read the specific strategies that focus on their areas of work. For:

☐ a quick overview of each subsection of Chapter 2, including key challenges and key strategies, see the out-line at the start of the respective sub-section.
☐ a more detailed summary of these strategies, including key implementation strategies, see the summary table at the beginning of Chapter 2.
☐ detailed insights on approaches to implementation, advantages and disadvantages, and suggested tools for each strategy, refer to the accompanying text in Chapter 2.
☐ country examples of effective strategies, refer to the examples at the end of each strategy.
☐ sample questions that actors should engage with in their interventions refer to the end of each actor level.

3. For readers interested in follow-up questions and summary good practices based on the strategies outlined in Chapter 2, please refer to Chapter 3. An overview of key questions and good practices is provided per actor, yet it is helpful to look through questions for other actors as many of these can provide helpful insights into how to further strengthen approach-es more holistically. The follow-up questions similarly offer multiple levels of engagement:

☐ the key question is the high-level issue with an accompanying good practice summary strategy, and a sub-jective assessment of the degree of effort/challenge (low= green, medium= orange, high= red) required in its implementation based on three criteria: time, resources, and skills.
☐ general guidelines or an overview is given for the strategy and design actors.
☐ key steps then follow the good practice summary strategy for each actor, which also comes with a sub-jective assessment of the degree of challenge involved in its implementation.

1. Introduction

This report aims to identify effective strategies to better consider the interplay between poverty and conflict/fragility/violence in programmes and policies in sub-Saharan Africa (SSA), where most people living in extreme poverty reside today, many in conflict-affected contexts. It identifies effective strategies from the German Development Cooperation (GIZ) and other donors and organizations. It uses evidence from projects and programs in SSA that have dual objectives to (1) reduce poverty and (2) promote peace and security in regions affected by conflict and violence (Figure 2). The justification for this focus is that strategies that work not only IN, but also ON conflict can more sustainably build resilience of individuals, households, and communities, and thus speed sustained poverty reduction in fragile, conflict-affected, and violent situations (FCVS). Through this focus, the report deals explicitly with Sustainable Development Goals 1 (eradicating extreme poverty) and 16 (promoting peace, justice and strong institutions).

Figure 2: Goals of this report

Strategies to "work IN conflict"

Conflict-sensitive poverty reduction strategies that reflect the local context of conflict, fragility and violence, and take into account poverty patterns over time and conflict dynamics.

Poverty reduction

Strategies to "work ON conflict"

Effective strategies to promote peace and security within or next to poverty-reduction measures in FCVS. This requires that poverty measures address drivers and causes of conflict.

1.1 Why does it matter to link poverty[3] and fragility?

1.1.1 Trends and projections

Poverty has reduced in FCVS at a slower rate compared to other developing countries. Much of this poverty is concentrated in the most populous states of sub-Saharan Africa. The differences are most pronounced when focusing on a subset of Severely Conflict Affected and Poor States (SCAPs)[4] (Figure 3). The heterogeneity of poverty trends in FCVS is large; for example,

some FCVS have made good progress on poverty reduction over a 20-year period (e.g. Chad, Niger, albeit starting from high levels in the early 2000s), compared to other instances where poverty reduction has recently slowed (e.g. Rwanda), or reversed (e.g. South Sudan, Uganda).

Not only are the majority of the world's poor located in FCVS, but the trend is expected to intensify. By 2030, projections suggest that anywhere between 43% and 80% of the world's extreme poor will live in FCV contexts (World Bank, 2018a; OECD, 2018). Several risks are increasing, including conflict and violent extremism, climate change, pandemics, and food insecurity (World Bank, 2018a).

Figure 3: $1.90 poverty headcount rates in SCAPs, FCVS and other contexts[1]

Average, SCAPS   Average, FCVS   Average, non-FCVS
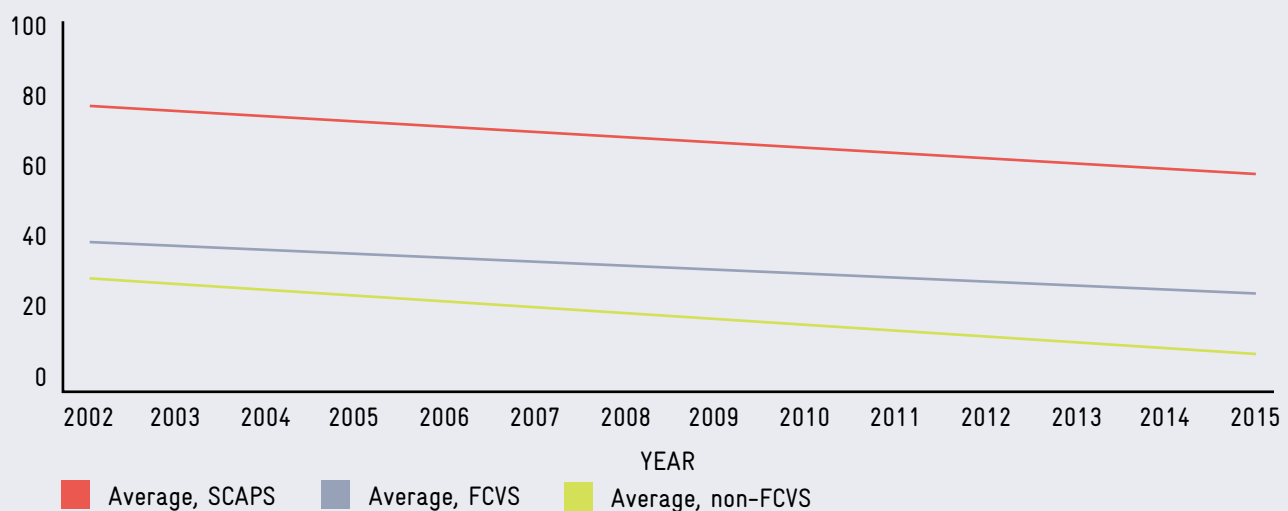
Source: Authors' analysis of PovcalNet (2019); fragility indices (Annex).

[3] In this study, poverty is defined in monetary terms (people below the $1.90 poverty line) and related to multidimensional deprivations (limited access to schooling, poor health, and low living standards). Fragility is defined in relation to weak state capacity, legitimacy, and authority. The present analysis focuses on armed conflict, a component of fragility.

[4] SCAPS comprise the following countries: Afghanistan, Burundi, Central African Republic, Chad, Democratic Republic of Congo, Guinea, Guinea-Bissau, Haiti, Liberia, Mali, Sierra Leone, Somalia, South Sudan, and Timor-Leste.

1.1.2 The qualitative interplay between poverty and conflict

These trends suggest a strong relationship between fragility, conflict and poverty. Indeed, studies of poverty and conflict often acknowledge a mutually reinforcing dynamic, where poverty contributes to conflict, and conflict can cause, prolong or deepen poverty. While it is important not to assume causality without strong supporting evidence, it is a useful exercise to explore the mechanisms and enablers that may operate below the surface of these relationships that contribute to this two-way channel. This qualitative interplay is briefly presented below.

A. From poverty to conflict: poverty can contribute to conflict as populations look to gain redress for deprivations and inequality. This can include horizontal inequalities amongst groups, such as on the basis of access to socio-economic resources between different ethnic groups (Stewart, 2000). Additionally, populations can become involved in conflict either because they are forced to, on account of compulsion or limited options, or because they feel they have little to lose. Poverty can also lower resilience to conflict, by "weakening government institutions, stripping capacity for public goods provision, and limiting the projection of power and authority, whether soft or coercive" (Hegre et al., 2011). Indeed, the poorest 10 percent of countries were found to be 18 times more likely to experience conflict over a decade, compared to the richest 10 percent of countries (Fearon and Laitin, 2003).

B1. From conflict to poverty: conflict can directly and indirectly worsen poverty. Various studies to date have described the spillover effects of armed conflict in neighbouring countries on local economic growth (Chauvet et al., 2007), lower national incomes and GDP in long-term civil wars compared to situations of no war (Collier, 1999; World Bank, 2011), and weakened or destroyed infrastructure and service delivery that can limit national but also household capacities and coping strategies (Justino, 2006). In some areas, conflict might deter foreign investment with serious consequences for growth (Christian Aid, 2009), or it may cause a diversion in pro-poor spending interventions towards security spending. All of these at a country level can contribute to lower multidimensional wellbeing and potentially higher rates of poverty and impoverishment. Micro-level studies corroborate these findings and verify poverty reduction as a dynamic process. While many households escape poverty, others fall back or become newly impoverished,

and yet others remain stuck in chronic poverty (Shepherd et al., 2014). A one-sided focus on pushing households out of poverty that does not recognize the depth and duration of poverty may not adequately tackle chronic poverty or prevent households from falling (back) into poverty over time in the event of shocks and stressors including armed conflict or violence.

B2. From conflict to multidimensional deprivations: there are multidimensional deprivations that may result from conflict risks and exposure to violence (Rockmore, 2011). Indeed, conflict has been associated with a range of deprivations from lower education outcomes (Shields and Paulson, 2014; Diwakar, 2015) to the destruction of assets and livelihood opportunities that could also contribute to lower human capital (Justino, 2009). Voice, representation, and access to justice may also suffer, and may exacerbate existing gender inequalities. It is then unsurprising that countries experiencing conflict have typically higher multidimensional deprivations. For example, an investigation of 25 conflict-affected countries between 2000 and 2008 found that conflict is associated with fewer years of schooling, lower literacy rates, and a decrease in the share of individuals with formal schooling compared to countries without conflict (UNESCO, 2010). Another study found that persistent severe hunger is often caused by conflict (Keen, 2008). Thus, efforts to reduce poverty need to address multidimensional sources of deprivation that keep individuals and households stuck in poverty over time. Moreover, since conflict is an important driver of multidimensional deprivation, it needs to be explicitly addressed to ensure sustained poverty reduction.

[5]   Though the focus on deprivations here is on human capital, there are some multidimensional frameworks that include aspects such as human security (see Tool in Strategy 3).

1.1.3 Working IN and working ON conflict

Existing interventions to reduce poverty may work IN and ON conflict. Working IN conflict refers to any intervention undertaken in FCVS while working ON conflict refers to peacebuilding interventions explicitly addressing drivers of conflict and promoting peace and security. Given the interaction of conflict and poverty discussed above, all poverty reduction interventions working IN conflict need to account for this through conflict-sensitive approaches in order to avoid inadvertently contributing to conflict, for example the 'do no harm'-framework (see Tool in Strategy 5). Interventions merely working IN and not ON conflict can only address some of the causes of poverty in FCVS. In contrast, interventions working ON conflict – explicitly addressing conflict drivers – can also, when successful, reduce the presence or likelihood of conflict and therefore its negative effects on poverty.

Box 2: Conflict Sensitivity and Peacebuilding

CONFLICT SENSITIVITY refers to the ability of an organization or project to understand the conflict context in which it is operating, understand the interaction between the intervention and that context, and act upon the understanding of this interaction, with the goal of minimizing negative impacts and maximising positive impacts of the intervention on the context (APFO et al., 2015). Conflict sensitivity is a universal principle applicable to all types and sectors of aid in conflict contexts (working IN conflict).

PEACEBUILDING "is aimed at preventing the outbreak, the recurrence or continuation of armed conflict and therefore encompasses a wide range of political, developmental, humanitarian and human rights programmes and mechanisms" (UNSC S/PRST/2001/5). Peacebuilding refers only to interventions with the express goal to reduce causes and drivers of conflict (working ON conflict).

A conflict-sensitive approach does not constitute peacebuilding in itself. It instead represents a minimum standard of working to avoid unintended negative consequences of aid interventions in conflict contexts. However, conflict sensitivity is a base requirement for effective peacebuilding interventions (Woodrow and Chigas, 2009).

1.2 Approach and methodology

The study conducted a detailed review of good practices to reduce poverty in fragile states of 11 GIZ projects in 10 countries (see Annex). The projects cover a wide range of topics conducive to poverty reduction, such as through a focus on decentralization, livelihoods, food security, government advisory services, transport, health, and resilience more generally. These GIZ projects were selected based on their relation to poverty and peacebuilding as defined through the Federal Ministry for Economic Cooperation and Development (BMZ) poverty marker ("AO" marker) and peace and security marker ("FS" marker), and availability and interest of project heads in being involved in the analytic exercise. Within these projects, the Business Case ("Angebot") for the intervention, progress reports undertaken since the start of the project ("Fortschrittsbericht"), logframes of key indicators ("Wirkungsmatrix"), and peace and conflict assessments at the start of the project were analysed. Accompanying this document analysis, 13 key informant interviews were undertaken with project heads or key project staff in each country, and with Planning Advisors (within FMB in GIZ's headquarter) working on conflict and poverty. The aim of the interviews was to identify effective strategies to working IN and ON conflict.

In addition, the study included a literature review of a selection of international agencies' (World Bank, UNDP, AfDB, USAID, and DFID) high-level strategies at the nexus of conflict and poverty. Approaches from these agencies were informed by a review of their recent strategic documents on conflict or fragility. This was complemented by the Chronic Poverty Advisory Network's (CPAN) existing work on poverty dynamics and FCVS, alongside a new analysis of existing international datasets around poverty and fragility to arrive at the trend data presented above in Section 1.1.1.

The findings are organized according to implementation levels: strategy and/or policy, project planning and design, project implementation, and crosscutting monitoring and evaluation. There is a distinction made between working IN conflict and working ON conflict as ways to analyse strategies.

2. Strategies and good practices of poverty reduction interventions working IN and ON conflict

This chapter explores effective strategies of working IN conflict and working ON conflict. It includes a review of advantages and disadvantages of these strategies and application to various fragile contexts. In doing so, the chapter seeks to document good practices, lessons learnt and existing instruments/ tools from GIZ projects/ programmes and other donors.

Key findings: Challenges and Strategies

To further strengthen effectiveness of projects working on sustained poverty reduction in FCVS, there is a need to build on strategies working both IN and ON conflict. High-level challenges and key strategies relating to working IN and ON conflict along these dimensions are highlighted below:

FOLLOW-UP CHALLENGE:
Limited data in conflict contexts, reflected in an absence of regular baselines and inadequate learning and knowledge sharing internally and externally with partners.

FOLLOW-UP
Gender-disaggregated baselines, emphasise learning in MEL

DESIGN
Work more ON conflict, focus on people in poverty in insecure areas

STRATEGY

IMPLEMENTATION
DNH, conflict-sensitivity, network of trusted relationships

DESIGN CHALLENGE:
Multiple, dynamic, over-lapping risks (of both conflict and poverty) and two-way complex inter-dependencies between poverty and conflict, exacerbated by speedy commissioning processes.

IMPLEMENTATION CHALLENGE:
Limited time, access to vulnerable groups, and coordination capacity through which to ensure adherence to 'do no harm' through regular discussions and updates across the project cycle.

Table 2 summarises key challenges observed by GIZ and more generally challenges of working in FCVS, design and implementation strategies for working IN and/or ON conflict, key implementation steps that fit into these good practice strategies, and key tools or approaches per strategy.

Table 2: Challenges and strategies for working in FCVS

Observed challenge	Strategy		Top two implementation strategies from analysis of projects	Key tools/ approach
Project planning and design phase				
Speedy commissioning processes can limit flexibility.	STRATEGY 1	The project commissioning process should allow for longer set-up periods, enhanced flexibility, and provisions for remote steering working IN conflict.	☐ Ensure sufficient time in the commissioning process for analysis, to build projects and logframes in response to challenges identified, and for longer set up periods for security purposes. ☐ Enhance flexibility and frequent review of projects working in conflict-affected areas, even if these are not always explicitly strategizing 'on' conflict.	☐ Adaptive management approaches
Challenge in addressing multiple fragilities that might overlap with conflict, and interdependencies between conflict and poverty.	STRATEGY 2	Projects working IN conflict should be embedded in a portfolio approach and be accompanied by risk mitigation strategies that address a wider array of shocks and stressors within an effective theory of change linking fragility and poverty reduction, often as a two-way street.	☐ Sequence/combine projects within a portfolio approach to respond to multiple fragilities and different sources of impoverishment in FCVS over time. ☐ Adopt a perspective of multiple fragilities that overlap or aggravate conflict in the theory of change and Business Case, including explicit consideration of conflict as a key risk and its evidenced consequences for poverty reduction, and how the project or portfolio can help address these different sources of impoverishment.	☐ PCAs ☐ Risk-informed development ☐ Poverty dynamics approach
Indicators may focus on undifferentiated outcomes instead of engaging with conflict and individuals living in poverty.	STRATEGY 3	For projects working IN conflict, include a multidimensional understanding of poverty in FCVS that identifies poor populations within disadvantaged groups and undertakes targeting in a conflict-sensitive manner.	☐ Ensure projects working on poverty adopt a multidimensional approach to poverty reduction that focuses on vulnerable target groups in poverty and offer a rationale for why a set of targeting criteria has been chosen over alternatives. ☐ Similarly, projects which seek to improve the quality of national service delivery systems generally could begin rolling out project activities to include or target the poor.	☐ Multi-dimensional Poverty frameworks
Difficulty in enabling equitable access to markets and services, which can reinforce exclusion and conflict.	STRATEGY 4	Projects should articulate a focus of working ON conflict, by promoting peacebuilding activities and a process of progressive social and political change. This can enable better inclusion and mitigate grievances that might otherwise fuel conflict.	☐ Peacebuilding activities should be an integral part of projects working in FCVS, e.g. activities that integrate social capital and social norms, strengthen mechanisms of peaceful conflict resolution at the local level, etc. ☐ Activities should seek to counterbalance exclusionary power structures that determine who has access to interventions and other services including markets.	☐ Programming principles for livelihood interventions

Observed challenge	Strategy		Top two implementation strategies from analysis of projects	Key tools/ approach
Project implementation				
Applications of the 'do no harm' approach are not prioritised.	STRATEGY 5	To help ensure interventions are designed and conducted in a conflict-sensitive manner when working IN conflict, projects should describe what the 'do no harm' approach entails and adapt the tools of conflict sensitivity to the context.	☐ Describe in detail what the 'do no harm' approach and conflict sensitivity entails in context, and regularly discuss and update the approach and activities in response. ☐ Extend and offer trainings that can improve the provision of 'do no harm' activities (i.e. intercultural skills training, trauma-sensitive approaches, complex donor landscape, poverty reduction in FCVS).	☐ DNH principles (ALNAP) and approach
Possible difficulties to work with systems and political settlements, which limits access to certain groups.	STRATEGY 6	Projects working ON conflict should attempt to combat wrongful exclusion by adopting a multi-pronged transparent approach to targeting potentially excluded groups as beneficiaries.	☐ Choice of project locations should be guided by context-specific analysis of where highest concentration of target groups reside or are most affected by the conflict. ☐ Consider a multi-pronged approach to ensure inclusion of hard to reach groups, and in this approach place emphasis on transparent beneficiary selection.	☐ Recovery and Peacebuilding Assessments
Coordination/ collaboration with other projects or partners may be difficult in dynamic contexts.	STRATEGY 7	Projects working ON conflict should deliberately build a network of trusted relationships through collaboration – with internal and external projects and partners to exploit synergies, support a plurality of opinions, and help link relief and development.	☐ Projects should develop a flexible multi-level approach to partnerships- this could include collaboration with other internal and external projects to exploit synergies and attempt to coordinate with local and national governments where possible. ☐ Projects should consider partnerships very carefully and undertake regular analysis of local actors and power relations.	☐ Power analysis and checklist
Project monitoring, evaluation and learning				
Baselines may lack prioritisation so limit assessment of progress.	STRATEGY 8	Projects working IN conflict should develop baseline studies within strong monitoring and evaluation processes to ensure accountability.	☐ Articulate the results chain, select SMART indicators, and identify data sources for baselines and follow ups. ☐ Frame the evaluation, select the appropriate type (e.g. impact, performance, or process evaluations), select the appropriate design and methods.	☐ OECD DAC evaluation criteria
MEL systems may not adequately address compounded challenges in FCVS.	STRATEGY 9	Projects working IN conflict should develop strong learning across a range of critical indicators (including key layered challenges) in a MEL framework to ensure accountability and adapt project objectives to changing contexts.	☐ Develop a MEL plan that includes the use of feedback loops as a modality through which to engage in continuous learning and adaptation. ☐ Ensure strong collaboration between staff designing and implementing the project, MEL, and subsequent project phases.	☐ MEL systems approach

2.1 Project planning and design phase

This section identifies major challenges in designing and planning projects, and effective strategies that could strengthen designing projects that work IN and ON conflict.

Key challenges and strategies:	
Observed challenge	**Effective strategy**
Speedy commissioning processes and rigid project designs prevent the exercise of flexibility.	The commissioning process for projects working IN conflict should allow for longer set-up/ inception periods, provisions for remote steering, and frequent review.
There can be multiple risks, and complex two-way interdependencies between conflict and poverty.	Projects working IN conflict should be accompanied by risk mitigation strategies in a portfolio approach and link conflict and poverty reduction pathways.
Indicators may focus on undifferentiated outcomes, without identifying people living in poverty.	For projects working IN conflict, identify poor populations within disadvantaged groups and undertake targeting in a conflict-sensitive manner.
Absence of equitable access to key services can reinforce patronage and exclusion.	Projects should articulate a focus of working ON conflict, by promoting peacebuilding activities and introducing a process of progressive social/ political change.

CHALLENGE 1: Speedy commissioning processes and rigid project designs prevent the exercise of flexibility to make use of momentum to engage at political levels during windows of opportunity and prevent in-depth understanding of the situation.

The project commissioning process should allow for longer set-up periods, enhanced flexibility, and provisions for remote steering working IN conflict.

Practical steps to take:

- **Ensure sufficient time in the commissioning process for analysis, to build projects and logframes in response to challenges identified, and for longer set up periods for security purposes**. There needs to be an extended project preparation start-up period, and indicators should be kept open and flexible until strategies are bedded down.
  - This may require flexible budget allocations that could limit attempts to "deliver before you are even on the ground" (KII), and limit the 'rush to act' (Maxwell et al., 2014; Levine, 2016; Mazurana et al., 2014; Weijs et al., 2012).
  - It may also require sequencing or combining projects activities over time to respond to changing conditions and contexts.
  - Include contingency funds in the budget for crisis options, to "calculate these risks against a certain budget for emergencies" (KII).
  - **New country of GIZ engagement?** See Box 3.

▣ **Enhance flexibility and frequent review of projects working in conflict-affected areas** even if these are not always explicitly strategizing ON conflict.

- ● **Why?** This allows GIZ to respond quickly when situations that may have been less conflict-affected, increase in intensity- e.g. if insecurity increases, there may be a need for new safety measures for travel. Flexible responses in the Business Case that are outlined in a contingency plan, which may also include options for third-party monitoring, can limit implementation delays.

- ● To improve flexibility, include change management training for project staff to improve adaptation skills, to recognize when to implement change processes, and to work with people with different mindsets and in different contexts. For this, the projects need to pursue adaptive management so training can be meaningfully used.

- ● Streamline the process of changing indicators in FS-1[6] projects to a few weeks, which can be aided by flexible responses explicitly written into the business case.

▣ Prepare for distance implementation in project design.

- ● **CHECKLIST**: Does the project make provisions to…

> **Box 3: New FCVS context for GIZ?**
>
> Attempt to establish a stronger transition phase between emergency to development, to work towards sustainability.
> **HOW?** Promote coordination between national structures and between state/non-state actors. Involve local structures, state administration (incl. devolved government) for implementation, development associations, and traditional authorities who offer a critical mediating role in conflicts.

[6] To classify projects into different areas, BMZ adopts the DAC markers, where a marker of 2 means that the project works on this issue as a principal objective, a marker of 1 means that this project works on this issue as a significant objective and a marker of 0 means this project is not (yet) targeting to work on this issue.

Train national personnel and partners for implementation of activities with remote steering/ piloting?	☐ YES ☐ NO
Hire local employees with high seniority as potential leaders on site?	☐ YES ☐ NO
Engage in continuous monitoring and prompt feedback, and formal and informal consultation with various stakeholders?	☐ YES ☐ NO
Prepare content and channels for urgent communication, such as to respond to allegations as needed?	☐ YES ☐ NO
Increase communication with implementing partners on the ground, around technical advice and on-the-job learning, in case of remote implementation?	☐ YES ☐ NO

Key advantage & disadvantage:

👍 Longer set up periods and enhanced flexibility for reviews and distance implementation can allow projects to better respond to changing conflict dynamics.

👎 Quick results and impacts through the 'rush to act' can still provide important marketing power to continue engagement in a context.

TOOL: Adaptive management approaches

An analysis of select DFID-funded programs offers lessons on adaptive approaches, including:
PROGRAMME DESIGN AND PROCUREMENT: Initial results framework should set the direction of program while allowing flexibility and adaptation - this requires stipulating level of impact and ambition, but not predicting what will be achieved or how. Procurement processes should incentivise adaptation (e.g. points for flexibility within evaluation criteria, etc.).
TECHNICAL AND OPERATIONAL MANAGEMENT: Suppliers should demonstrate they have systems and processes to support strategic technical leadership, with program staff having competencies in adaptive planning (not just technical skills), and soft skills to facilitate, influence, motivate, and manage relationships with stakeholders, and who have entrepreneurialism and can seize opportunities. Build, maintain and repair trust with various donor and partner relationships.
COMMERCIAL AND FINANCIAL ARRANGEMENTS: Partners should have cross-cutting strategic roles that foster collaboration, instead of pre-set roles that can limit adaptation. Financial arrangements to support adaption could include hybrid contracts with a portion tied to milestones, annual contract breaks allowing for renegotiation of terms and conditions, and different categories of milestone with different risk profiles. Use money as catalyst for latent development opportunities with small, agile pots of funding.

Source: Derbyshire and Donovan, 2016; Green, 2019.

GOOD PRACTICE EXAMPLES:

"Support for internally displaced persons and the resilience of host communities in the north and north-east of Nigeria" project, GIZ-EU Nigeria; and "Food security and agricultural development", GIZ South Sudan

1. PHASES AND SEQUENCING: The Nigeria project begins with community development planning integrated into decentralization at the ward level. This in turn helps develop a common dialogue to foster social cohesion and re-engage lower-level administrative units (KII). The participatory community plans are then used to validate, support, or guide top-down state development plans.
2. FLEXIBLE RESPONSES: The South Sudan project splits its activities into two fields that can flexibly expand, extend, shorten or reduce depending on how the overall situation develops:
• Field 1 comprises direct improvement to target groups' nutritional condition
• Field 2 involves resuming and expanding agricultural production.
The Business Case suggests work in Field 2 will increase as progress is made in bringing peace to South Sudan. It also states that difficult conditions may lead to deviations from GIZ's internal Orientation & Rules, and such decisions would need approval by relevant line management.
3. LINKING HUMANITARIAN AND DEVELOPMENT EFFORTS: Both Nigeria and South Sudan projects employ the "Linking relief, rehabilitation, and development" (LRRD) approach, which examines on a continuous basis how transitional aid measures can be supplemented or replaced by reconstruction and development-oriented measures, to help bridge the humanitarian-peace-development nexus.

CHALLENGE 2: There can be multiple sources of risk (including low-key or chronic stressors) that can impoverish households, and complex two-way interdependencies between conflict and poverty (Diwakar et al., 2017). A perspective of multiple fragilities that might overlap with conflict, however, may be difficult to embed into discrete short-run project activities.

Projects working IN conflict should be embedded in a portfolio approach and be accompanied by risk mitigation strategies that address a wider array of shocks and stressors within an effective theory of change linking fragility and poverty reduction, often as a two-way street.

Practical steps to take:

☐ Sequence/combine projects within a portfolio approach to respond to multiple fragilities and different sources of impoverishment in FCVS.
  ● Within the strategy, acknowledge collaboration as important, and place an emphasis on different forms of partnerships (e.g. with other projects, donors and partners) to better integrate responses to multiple fragilities. Ensure a plurality of views from men and women in partnering agencies.

☐ **Explicitly consider conflict as a key risk (among others), and its effect on poverty in the theory of change.** In the assumptions underpinning the theory of change, consider how conflict might affect the system or how conflict actors might appropriate elements of the system for their own gain, with potential effects around worsening inequality and poverty.
  * TIP: Do not take how conflict affects poverty for granted (but explore it!) to strengthen the degree of conflict-sensitive engagement for poverty reduction.
  ● Use evidence from existing literature of the effect of conflict on poverty in the local context, from past projects in country, and other relevant expert sources (see Example below). Consider rating causal pathways based on the strength of evidence.

☐ **Adopt a perspective of multiple fragilities that combine with or aggravate conflict in the theory of change,** which explicitly acknowledges the interactions between multiple threats. This includes low-key chronic stressors, as well as disaster, conflict, and other rapid-onset shocks.
  ● Keep an eye out for common risks contributing to poverty trajectories of chronic poverty, impoverishment or only transitory escapes from poverty:

Theft	Climate-induced shocks	Ill health
Qualitative evidence in sub-Saharan Africa points to women and older household heads as particularly susceptible to theft of farm and business assets, and livestock (Diwakar and Shepherd, 2018).	**Prolongs persistence of poverty,** leads to distress coping strategies, food insecurity, and reduced asset value (Diwakar with Lacroix, 2019). Sometimes operates through a conflict-climate nexus (Diwakar et al., 2017).	**Idiosyncratic, highly common source of impoverishment,** through a series of health and non-health shocks or chronic illness (Diwakar and Shepherd, 2017). Without health negative coping strategies may follow.

- Ensure that the theory of change is developed in consultation with a wide range of stakeholders, including a Monitoring and Evaluation practitioner.
- CHECKLIST: Does the theory of change…

Outline the context in which the intervention sits?	☐ YES ☐ NO
Define and unpack the problem by considering consequences and causes?	☐ YES ☐ NO
Develop causal pathways by starting from the high-level goal rather than the activity and retrofitting the process?	☐ YES ☐ NO
Map actors and other factors?	☐ YES ☐ NO
Clarify assumptions and assess the evidence underpinning the theory of change?	☐ YES ☐ NO

- **Ensure the Business Case (Angebot) articulates how the project, portfolio or complementary interventions by GIZ or other partners can help address sources of impoverishment for women and men, including conflict.** Identify actors responsible to respond to each source of risk, including information on when and how they might respond over the course of a project. For this, the project intervention should be clearly linked to the theory of change.
  - Address this relationship in conflict-affected countries and in countries that have a risk of conflict escalation, according to Escalation Potential Measurement (ESKA).
  - Ensure that risk assessment and mitigation measures reflect realities on the ground. Place focus on transparency and a checks and balances system to ensure a diversity of assessment views in the process. This can help counter misaligned incentives, e.g. for a Project Head or Programme Managers to claim risks are calculated and mitigated.
- *** TIP:** The response may require making provisions to adapt subsequent phases of project engagement in-country, and/or building partnerships with different partners for a coordinated response aimed at conflict-sensitive poverty eradication.

Key advantage & disadvantage:

A risk-informed development[7] strategy helps respond to an array of household risks to manage to get to zero poverty.

Certain low-key or chronic stressors may be difficult to justify for funding in FCVS given political priorities.

[7]   Risk-informed development relies on "systematic assessments of threats and risks, opportunities, uncertainties, risk tolerances, perceptions and options to ensure that development is sustainable and resilient" (Opitz-Stapleton et al., 2019).

TOOL: Multiple fragilities and risk-informed development

1. PEACE AND CONFLICT ASSESSMENTS FOR RISK-INFORMED DEVELOPMENT MEASURES. These could further be developed on a project sector basis to explore the relationships between poverty and conflict and to assess where the intervention can usefully engage.

2. FRAGILITY-SENSITIVE APPROACHES OF KEY INTERNATIONAL ORGANIZATIONS FOR A WIDER CONCEPTUALIZATION OF MULTIPLE FRAGILITIES: OECD (2018) outlines the political, societal, economic, environmental, and security dimensions of fragility. FCV risk factors are framed by the World Bank and the UN (2018b) according to dimensions of politics, economy, society, institutions, security, and inequality. UNDP's fragility-sensitive approach encompasses "processes, approaches and stages needed to undertake development that is transformative, that advances peaceful and cohesive societies" (UNDP, 2016). Demands for inclusion and equity, linked to exclusionary processes that may aggravate poverty, often underlie the multidimensional drivers within these frameworks (AfDB, 2014).

3. POVERTY DYNAMICS APPROACH: Getting to zero poverty requires tackling the sources of chronic poverty, preventing households from falling into poverty, and once households do escape poverty then ensuring they remain out (Shepherd et al., 2014). This approach recognizes the multiple dynamic sources of risk and develops a comprehensive portfolio response to poverty reduction.

"More of the same" will not get us to zero poverty. Doing things differently should include framing policy-making in terms of three distinct objectives:

Four cross-cutting policy areas:
1. Education
2. Social assistance
3. Pro-poorest economic growth
4. Access to health care including sexual and reproductive rights

- Employment quality measures, and better returns to farmers
- Anti-discrimination, affirmative action measures, access to justice

- Insure against major risks
- Prevent conflict
- Manage economic vulnerability

- Subtantial investment in post-primary education and links to labour markets
- Land policy reforms enabling mobility
- Progressive regional development policies

1. TACKLE CHRONIC POVERTY

2. STOP IMPOVERISHMENT

3. BUILD SUSTAINED ESCAPES FROM POVERTY

Poverty line

Image source: CPAN, 2014.

GOOD PRACTICE EXAMPLES:

"Food security and agricultural development", GIZ South Sudan
The South Sudan Business Case implicitly outlines a vicious cycle of armed conflict and poverty:
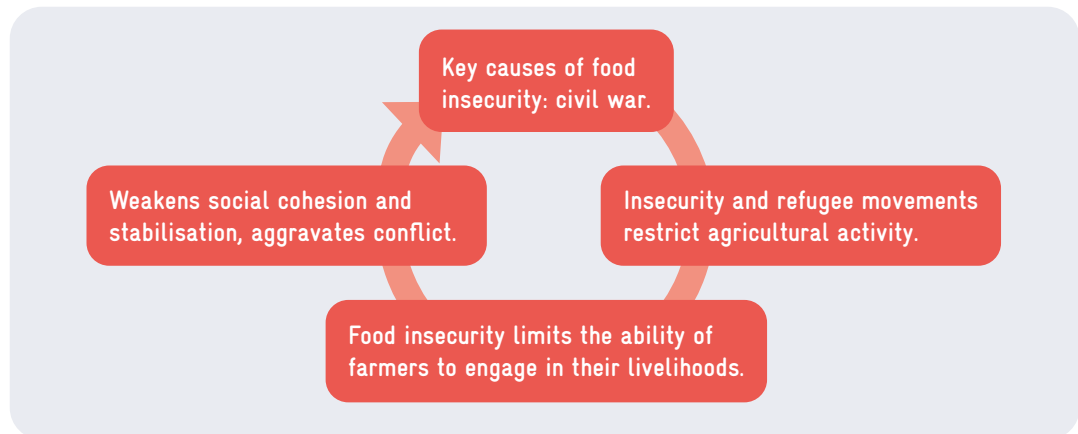
In response, the activity provides access to agricultural inputs alongside advisory services and training to improve food security and agricultural livelihoods. A focus on building human capacity through providing advisory services and training is potentially also helpful as a way of protecting gains of the intervention against the effects of conflict, by building human capital as an intangible asset that can offer resilience in the face of conflict. Finally, the project also adopts flexible responses and sequencing to adapt to conflict (see Examples in Strategy 5 and 3).

CHALLENGE 3: Indicators may focus on undifferentiated outcomes given high levels of vulnerability overall, without engaging adequately with conflict and insecurity dimensions, and in identifying individuals living in poverty.

For projects working IN conflict, include a multidimensional understanding of poverty in FCVS that identifies poor populations within disadvantaged groups and undertakes targeting in a conflict-sensitive manner.

Practical steps to take:

■ **Ensure that projects working on poverty adopt a multidimensional, dynamic approach to poverty reduction that focuses on vulnerable target groups** and offer a clear rationale for why a set of targeting criteria has been chosen over alternatives. In implementing this focus on vulnerable groups, projects should pay explicit attention to people living in poverty. See Strategy 6 for suggestions on how to undertake targeting IN conflict.
● **WHY?** Without explicit targeting of women and men living in poverty, interventions may not reach those most in need (Mazurana et al., 2014; SLRC, 2014a; SLRC, 2014b).

● Keep an eye out for especially vulnerable groups, e.g. wage earners, households with large number of dependents, lesbian, gay, bisexual, transgender, questioning or queer, intersex groups whose vulnerabilities may be compounded in conflict-affected areas, alongside groups facing intersecting inequalities:

Chronically poor women	Poor people with disabilities	Poorest farmers
Chronically poor women face intersecting inequalities that render them "discriminated against… poorly engaged in fragmented markets; have low asset holdings and limited capabilities… and are poorly represented by political parties and social movements" (Bird, 2017).	There is a large literature around the mutually reinforcing relationship between disability and poverty (Mitra et al., 2013). Research also points to a triple discrimination for chronically poor women with disabilities on account of poverty, gender, and disability (Diwakar, 2017).	For projects aimed at farming communities, more precise targeting of farm households could lead to benefits for example in helping ensure inclusion of the poorest subsistence farmers, and to allow more effective differentiation of project inputs by group.

● Disaggregate outputs by markers of identity (i.e. gender, disability, age), poverty, and conflict intervention mechanism (e.g. soft tools, conflict resolution forum).

* TIP: Outputs that focus on quantitative results could be accompanied by qualitative assessments and measures to capture less quantifiable aspects of vulnerability.

▢ Projects which seek to improve the quality of national service delivery systems could begin rolling out project activities to target the poorest areas and people, to offer a more poverty-oriented focus to the project.

● **WHY?** It is not certain that general system-level improvements may lead to consistently improved wellbeing of poor, disadvantaged target regions over the medium/long term.

● Even when targeting poor areas, there is a risk of the poorest people not getting access without specific measures- so household/individual-specific targeting is still needed.

Key advantage & disadvantage:

Reaching the furthest behind first, reflects a truer commitment to leaving no one behind in the road to zero poverty.

Targeting might be particularly costly, especially in conflict-affected areas where there may also be access issues.

TOOL: Multidimensional poverty measures

Multidimensional poverty measures[8] reveal who is poor and how based on various disadvantages. The Multidimensional Poverty Index (OPHI) (figure, left) is widely accepted internationally, and captures deprivations across health, education, and living standards dimensions. Another example is the SIDA framework (figure, right), which includes four dimensions of poverty. The framework also ensures a focus on identifying how people are poor and who they are. It additionally links this with the institutional, structural and developmental causes to understand why people are poor.

[8]   Such as the MPI, EU-2020 official poverty measure, the Bristol methodology, UNICEF's Multiple Overlapping Deprivation Analysis, IFAD's Multidimensional Poverty Assessment Tool, and IPA's Progress out of Poverty Index, and SIDA's multidimensional poverty framework, to name a few.
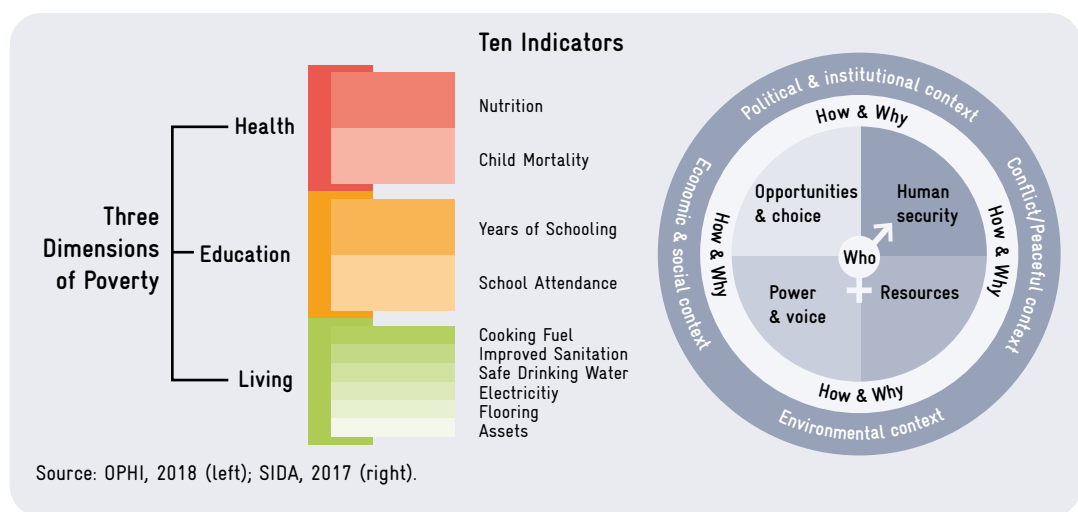
Source: OPHI, 2018 (left); SIDA, 2017 (right).

GOOD PRACTICE EXAMPLES:

"Support for internally displaced persons and the resilience of host communities in the north and north-east of Nigeria", GIZ Nigeria; "Food security and agricultural development", GIZ South Sudan; and "Support for decentralization and poverty reduction / ADLP III", GIZ Burundi

A focus on specific vulnerable groups	In Nigeria, targets groups included female-headed households, in response to the finding of a high gender imbalance amongst IDPs (around 80% women, youth, and children).
Differentiated interventions by vulnerability level	In South Sudan, landless populations receive direct support. The farmers with land, in contrast, received agriculture inputs and training. This was undertaken in a conflict-sensitive manner to avoid giving preference to particular ethnic or politically-affiliated groups.
Reaching vulnerable groups in insecure areas	The Burundi project introduced an interactive voice response prototype, where farmers call a number for agriculture advice. This expanded project coverage and helped reach the most insecure areas.

CHALLENGE 4: Attempts to enable inclusion and equitable access to key services is difficult, but its absence can reinforce patronage structures that prompt exclusionary processes fuelling grievances that can lead to conflict. "If the main basis of access is defined through family links, alliances to political parties or ethnic groups, we are reinforcing structures driving conflict if we do not deal with these" (KII).

Projects should articulate a focus of working ON conflict, by promoting peacebuilding activities and a process of progressive social and political change. This can enable better inclusion and mitigate grievances that might otherwise fuel conflict.

Practical steps to take:

☐ **Complementary to the steps outlined under strategy 2, build theories of change of how poverty reduction measures can address root causes and drivers of conflict (see examples below) through a focus on peacebuilding,** and develop a range of indicators to measure peacebuilding activities.
- Build an analysis of partner strategies (and their related theory of change) to ensure their engagement is consistent with that of GIZ.
  - Ensure a gender-disaggregated analysis to inform the theories of change. This is because conflict can have differential impacts on vulnerable women and men, and poverty pathways also may be highly gendered.

☐ **Consider including peacebuilding activities alongside poverty reduction activities within the Business Case.**
  The choice of peacebuilding measures needs to be made based on the context.
  - Strengthen mechanisms of peaceful conflict resolution and social dialogue at local levels.
  - Develop 'soft tools' to improve public opinion and trust in public service provision.

Box 9: Keep in mind!

Poverty reduction in conflict areas should not be framed as conflict-reduction strategies, without adequately articulating a corresponding focus around working on conflict itself.
WHY? A focus on poverty reduction does not automatically translate into conflict-reduction.

● **WHAT MIGHT POSSIBLE INDICATORS TO MEASURE THESE ACTIVITIES LOOK LIKE?**

Communication of successes achieved in good governance interventions.	☐ YES ☐ NO
Types of engagement with beneficiary base to discuss opinions, and adaptation of interventions in response to these discussions.	☐ YES ☐ NO
Number of participants in competence development measures for peaceful conflict resolution confirming conflict mediation in daily life was processed without violence.	☐ YES ☐ NO

- Enforce existing contracts to strengthen implementation. "By enforcement, you create trust in a state. If people realize that the money is well spent, there will be change... You give impetus for cultural change" (KII).

■ **Attempt to counterbalance exclusionary power structures that determine who has access to inter-ventions.** For example, to improve inclusion, target the activity to marginalised groups and con-sider how groups (beneficiaries, partners, other actors) may or may not be party to conflict.

● Dealing with these requires a process of social and political change, which is not always a 'quick win' or an easily quantifiable output. Identify key steps on the road to progressive change, such as social mobilisation and accountability, broadening of political party bases, inclusive programming, constitutional reform (Arauco et al., 2014).

● Support women as active agents in peacebuilding and statebuilding, which can increase the collective impact of the intervention through empowering women to shape post-conflict processes (OECD, 2017).

* TIP: For livelihoods projects, recognize markets as political, insofar as local power holders and social networks can dominate or mediate people's access to livelihoods as well as access to the economy more generally.

Key advantage & disadvantage:

An explicit focus on peace-building can create the peace-building effect of poverty reduction strategies and help mitigate the risk of future conflict.

Technical colleagues might continue to focus on skills devel-opment without training to recog-nize access issues, particularly to markets.

TOOL: Key programming principles for livelihood interventions

1. Engage with market demand	2. Do contextual analysis	3. Think and work politically
Engage "with markets' 'demand side'. Economic programming is often concerned with developing individuals' capacity to engage in markets – think vocational training, skills development, microcredit – with far less attention paid to… job supply, working conditions, and employee-employer relations."	"Build more detailed, con-textual understandings of how markets are regu-lated. The SLRC findings suggest that markets are fundamentally polit-ical. There is a need for multi-dimensional power analysis of how markets are structured… on a more granular, sub-national basis."	"Think and work politically to secure more people-centred market outcomes. Appropriate power-based analysis should lead to politically aware program-ming, sensitive to what is and what is not possible in a given context and savvy enough to support internal drivers of pro-gressive change."

Source: Mallet and Pain (2017)

GOOD PRACTICE EXAMPLES:

"Support for decentralization and poverty reduction / ADLP III", GIZ Burundi; and "Improving livelihoods and promoting peace in eastern Congo", GIZ DRC

1. Burundi: A two-pronged approach to promote peace and stability and poverty reduction:

Strengthened mechanisms of peaceful conflict resolution and social dialogue at local level, for peaceful management of potential conflicts at the local level.

+

Emphasis on promotion of local economic development. Expansion of participation opportunities of the local population in municipal decision-making processes.

→

Poverty reduction and peaceful conflict resolution

This was undertaken with a 'do no harm' approach (see Tool in Strategy 5) that was described to involve conflict-sensitive, transparent, inclusive and non-discriminatory functioning of the project to help avoid or defuse any conflicts in the partner communes. The project's economic development arm promotes cooperation between government and citizens through participation of local populations in municipal-level decision-making, including in preparing participatory budgets and communal development plans (CDPs). The CDPs strategize on how to improve service provision, collect taxes, and facilitate local economic planning (including in agriculture which is the mainstay of the rural poor) for the year ahead. The peace and stability tool helped reduce discontent through peaceful conflict resolution at the local level and helped sensitize populations to successes.

2. DRC: A three-pronged strategy to work in and on conflict:

income
alternatives to reduce
mobilization potential

peaceful conflict
resolution and
mediation mechanisms
at community level

change
social norms
of different groups
to promote equality and
reduce violence
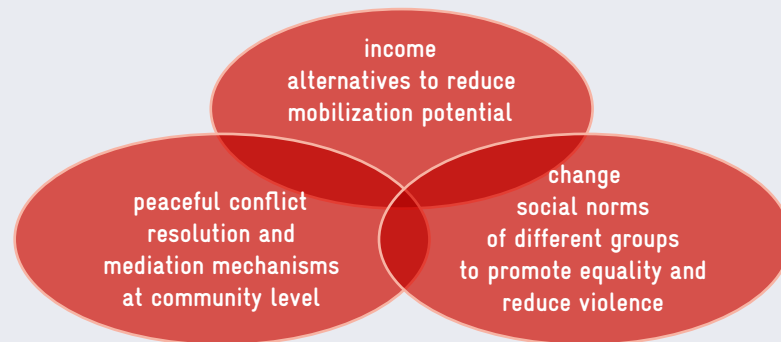
This effectively can be summarised as 2 strategies around the design and implementation of:

A. poverty reduction measures that positively affect the conflict when working IN conflict. How? The upper circle in the figure above indicates how poverty reduction can help reduce conflict.

B. measures that link poverty reduction with core peacebuilding approaches when working ON conflict. How? The lower two circles show examples of complementary peacebuilding measures, which along with the top circle help reduce poverty while additionally helping reduce unintended effects. For example, if activities for certain groups are met with violent backlash, these could be addressed through progressive social change to sustain improvements and conflict resolution to respond to emerging conflicts. In addition, activities aimed at understanding where local village chiefs and leaders stood with regards to mediation and conflict resolution was seen to limit nepotism in livelihood targeting.

?

Suggested questions for project planners/ designers for interventions

- What is the theory of change based on? Evidence, experience, leadership, something else?

- How does the project acknowledge the fragile context it is going to intervene into and the degree of effectiveness of the state?

- How do your programs promote peace and security in or next to poverty reduction activities? What is the added value of interlinking peace and security and poverty reduction, and are there any trade-offs?

- Does your work aim to reach and help the poorest individuals/ households/ communities in the most insecure areas, or those most affected by conflict and violence? Are there mechanisms in your program to identify subgroups within these categories, i.e. poor female-headed households or other particularly vulnerable groups facing intersecting inequalities in conflict-affected areas?

- Are distributional outcomes considered when analysing the root causes of and possible responses to conflict, or peacebuilding?

2.2 Project implementation

This section identifies major challenges at the implementation phase, and effective strategies to respond to these challenges.

Key challenges and strategies:	
Observed challenge	**Effective strategy**
Applications of the 'do no harm' approach may be assumed rather than emphasised and discussed.	Projects working IN conflict should detail what the 'do no harm' approach and conflict sensitivity entail in each context, and regularly discuss and adapt its tools.
Inadequate engagement with wider systems can limit access to certain groups like displaced populations.	Projects working ON conflict should ensure conflict-sensitive targeting of vulnerable groups, who may be different to people living in poverty.
Coordination/ collaboration with other projects or partners may be difficult.	Projects working ON conflict should build a (small) network of trusted relationships to exploit synergies and provide a portfolio of activities linking relief and development.

CHALLENGE 5: Applications of the 'do no harm' approach and conflict sensitivity may be assumed rather than emphasised or practically engaged with. Assessing the ability of actors to provide neutral evidence-based recommendations in highly politicized contexts may be less of a priority.

To help ensure interventions are designed and conducted in a conflict-sensitive manner when working IN conflict, projects should describe what the 'do no harm' approach entails and adapt the tools of conflict sensitivity to the context.

Practical steps to take:

- **Describe what the 'do no harm' approach (see tool below) entails in a specific context,** focusing on how the intervention relates to the rights of women and men beneficiaries, functioning of communities and relationships between key actors, the local economy and livelihoods, and the environment.
  - Include precise language around who would be involved in the identification and analysis of activities, whether this would be contained within project staff and/or include external local experts for sounder contextual advice.

Figure 4: Interrelated steps

Conflict analysis

Conflict sensitive monitoring

Conflict sensitivity review

Conflictsensitive implementation
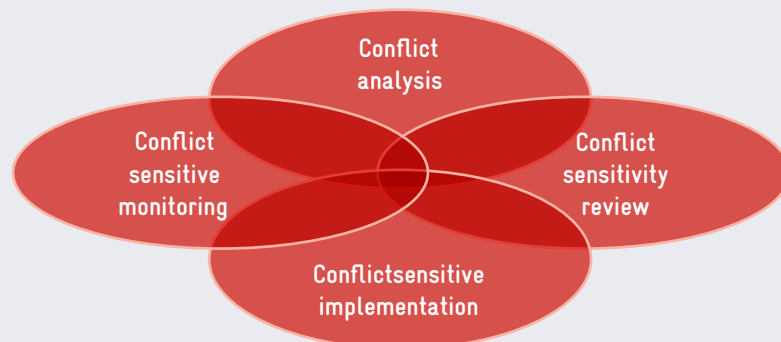
■ **Regularly discuss and update the "do no harm approach (and relatedly, the PCA) in context** across the project cycle (see Figure 4), in keeping with an iterative, adaptive approach to program design and implementation.

* **TIP:** The 'do no harm' approach should be extended to promote the ambition of conflict sensitivity, see Figure 5.

Figure 5: Engagement with conflict contexts

Avoid Negative Effects

Implement basic conflict sensitivity with the aim of reducing negative impacts of programming

Build on Positive Effects

Reinforce positive factors in society; reduce divisions; seek to enhance positive impacts of opera-tions on the overall situation

Conflict Sensitivity

Contribute to Peace

Address and engage key drivers of conflict at local and/or macro levels

Peacebuilding

Source: CDA, 2016a.

● Undertake regular analyses and meetings to monitor: authority, capacity, and legitimacy of states in FCVS; the intervention (Wirkungsmatrix indicators); and the positive or negative interaction between the context, conflict triggers, and the intervention.

● Develop mechanisms to ensure that any local experts called upon do not confound the analysis through politicized views but are instead able to provide a neutral assessment. Other suggestions are outlined in the Example below.

■ **Discuss with project staff, partners, and local experts how to potentially readjust certain project activities** based on changes circumstances/unintended effects, not only on poverty or conflict, but also on gender inequalities and other dimensions of wellbeing.

* **TIP:** Sequence or delay certain project activities to ensure conflict sensitivity and make sure that the project is not indirectly supporting ethnic dimensions or other group-based dif-ferences that could fuel ongoing conflicts.

■ **Extend intercultural skills training, trauma-sensitive approaches, and trainings around the complex donor landscape and poverty reduction in FCVS** to support 'do no harm' applications. Also offer specific training on conflict-sensitivity for staff on the ground.

- Extend the duration of intercultural skills training and have it occur in phases, to allow time to digest training—particularly for staff entering a new context for the first time. Ensure adequate focus on the gender and social norms specific to different cultures.
- Training on complex donor landscapes could cover a range of issues including who are key donors and I/NGOs, interaction of humanitarian and development partners, lessons learned from past activities in context.
- Offer relevant trainings on the ground, for example focused on trauma-sensitive approaches, and in providing psychosocial support to project personnel and target groups. Implementation partners should be tracked to ensure that activities meet protection needs of target groups.

Key advantage & disadvantage:

The rights and functioning of people, contexts, and the environment is upheld without negative consequences.

Project activities might need to be adapted, delayed, or cancelled, which may be costly or require more funding.

TOOL: DO NO HARM APPROACHES

1. A Do No Harm framework – to which GIZ adheres — describes and analyses the conflict sensitivity of interventions. It is the result of field studies undertaken in collaboration with donors, aid agencies and NGOs. Six lessons form the basis of the framework:

1. When an intervention of any kind enters a context, it becomes part of that context.
2. All contexts are characterized by Dividers and Connectors.
3. All interventions will interact with both Dividers and Connectors, making them better or worse.
4. Interventions interact with Dividers and Connectors through their organizational actions and the behaviour of staff.
5. The details of an intervention are the source of its impacts.
6. There are always options. (CDA, 2016b).

The purpose of the DNH framework is to analyse the impact of an intervention based on its interaction with existing Dividers and Connectors. Connectors are those factors in a given context with the potential to reduce tension and contribute to peace, while Dividers can increase tensions and thus contribute to conflict. These can, for example, be existing systems, institutions, attitudes, values, experiences, or symbols. Contrary to its name, the DNH framework can therefore not only be used to avoid potential negative impacts, but also to strengthen the positive impacts of aid interventions on the conflict context. Note: GIZ's "Factsheet PCA" also lists guiding questions to ask when conducting a PCA in keeping with DNH.

2. **ALNAP's** (2018) categories of negative effects covered by 'do no harm'

1. Rights of bene- ficiaries (e.g. pro- tection, dignity, health, access to services)	2. Functioning of communities and relationships between local and national actors (e.g. exclusion, resilience)	3. Local economy and livelihoods (e.g. closure of services, disruption of markets)	4. Environment (e.g. carbon foot- print, material left behind)

GOOD PRACTICE EXAMPLES:

"Support for internally displaced persons and the resilience of host communities in the north and north-east of Nigeria", GIZ-EU Nigeria

An EU Business Case project document, which partnered with GIZ in its project in Nigeria (see Annex), usefully laid out specific actions under 'do no harm' for its work in the country:
• Fully understand the context of conflict, including the geographic, demographic, cultural, ideological and institutional drivers of conflict, sources of social cohesion and resilience and the way in which these factors relate to the proposed interventions;
• Identify and analyse conflict triggers and conflict resolution mechanisms;
• Identify and analyse details of proposed action and linkages with context and conflict triggers;
• Analyse the action's impact on the context of conflict by identifying which details and drivers/ triggers/cohesion and resilience sources impact each other positively or negatively. Risks and adequate prevention / mitigation measures will be developed;
• Adopt an iterative approach to programme design– continuous testing, learning and adapting
• Prevent / reduce as much as possible any negative results the action might produce.
• Train staff to communicate its intentions and reasoning as transparently as possible and to make decisions including relevant stakeholders in the most participatory way possible.

Source: EU Business Case

CHALLENGE 6: There may be unequal program treatments in terms of beneficiaries and locations. Inadequate engagement with systems and political settlements can also limit access to certain groups like displaced populations where access may be dominated by traditional authorities.

Projects working ON conflict should attempt to combat wrongful exclusion by adopting a multi-pronged transparent approach to targeting potentially excluded groups as beneficiaries.

Practical steps to take:

▪ **Guide the choice of project locations by context-specific analyses of where the highest concentration of target groups reside or are most affected by the conflict,** ensuring incorporation of conflict-affected groups or others involved in the conflict into the activity.

● Projects should work with target groups plus their systems and political settlements, especially actors that create the terms of engagement in society and economies.

● DOES YOUR PROJECT…

Work on women's livelihoods?	If so, engage also with localised cultures that may continue to limit women's empowerment and economic inclusion, to work towards transformative change.	☐ YES ☐ NO
Target refugees or IDPs?	If so, explicitly target host communities alongside refugees/IDPs to reduce disparities between support for refugees in areas with large shares of poor people.	☐ YES ☐ NO
Work with farmers or pastoralists?	If so, for a more inclusive ethnic representation, involve both farmers and pastoralists in project activities that may otherwise target either only farmers or only pastoralists.	☐ YES ☐ NO

● OTHER FORMS OF WRONGFUL EXCLUSION? See Box 4 below.

Box 4: Wrongful exclusion?

Help prevent it: use existing structures e.g. youth clubs to facilitate dialogue between young men/women of different ethnic groups; offer forum to voice perceived injustices; select implementation partners through actor analysis, recruit staff to reflect diversity of target groups from project regions.

If it occurs: Seek direct dialogue by implementing actors with excluded groups to seek their engagement going forward.

▪ **Consider a multi-pronged approach including state and religious authorities, forms of broadcasting or social media to ensure inclusion of hard-to-reach groups.** These leaders often have strong influence in communities in FCVS and may mediate women's relationship to the state (Domingo et al., 2013).

* TIP: To reduce the risk of exclusionary effects (where access is dominated by certain players including traditional authorities) consider reaching people through various modalities- e.g. in camps through megaphones and radios to invite camp youth to trainings on technical and business skills.

■ **Place emphasis on transparent beneficiary selection, which can be aided through conflict-sensitive monitoring and close engagement with partners.**
- **WHY?** To reduce the risk that groups of interest, partners, or target groups instrumentalize the measure by attempting to influence the implementing partner and resulting in unequal program treatment. Additionally, to avoid unintended negative consequences.
- Employ conflict-sensitive monitoring, align with the 'do no harm' principle, and closely engage with partner I/NGOs and their reporting as well.
- Form consultative groups of representatives of partner institutions to jointly plan and monitor project activities and develop and implement proposals to help prevent distribution networks discriminating against access to resources.

Key advantage & disadvantage:

Ensures a more inclusive process for beneficiary selection and working with both 'Dividers' and 'Connectors' (DNH) can contribute to peacebuilding.

May require sustained engagement with multiple actors beyond 3-5 year project cycles and be harder to get two conflicting sides 'to the table'.

TOOL: World Bank's Recovery and Peacebuilding Assessments (RPBA)

The Nigeria project relied on a Recovery and Peacebuilding Assessment[9] by the EU, UN, and World Bank, which is a joint approach to address immediate to medium-term peacebuilding requirements while laying foundations for a longer-term recovery and peacebuilding strategy. This provided information to guide location of project activities for it to proceed with a conflict-sensitive lens (based on consideration of cooperation and synergy potentials, gaps in need, security situation, and analysis of distribution of population for a more inclusive approach). It also offered a sounder engagement to understand underlying grievances related to the conflict and what were the longer-term development needs for stabilization.

[9] These PRBAs are being conducted for many countries.

GOOD PRACTICE EXAMPLES:

"Support to refugees and host communities", GIZ Kenya; and "Improving livelihoods and promoting peace in eastern Congo", GIZ DRC

Some projects engage with different conflict-affected groups simultaneously to reduce grievances and improve wellbeing. The GIZ Kenya project proposal (Angebot) articulates the injustice of one-sided interventions focusing on refugees, and consequently offers a multi-dimensional approach for refugees, IDPs, and local communities to improve wellbeing. In DRC, the project engages with different ethnic groups. An output indicator covers the number of dialogues with participants of different ethnic groups on non-violent topics. As an activity to further this output, there is a focus on providing advice on tested mediation mechanisms at the community level, that involve dialogues between young people of different ethnic groups in forums for non-violent conflict resolution.

CHALLENGE 7: Coordination/ collaboration with other projects or partners may be difficult in dynamic contexts, particularly with the risk of partners becoming politicized, and so partnerships may not exploit synergies. In addition, partnerships which could help strengthen civil society capacity may proceed at the expense of building state capacity over the long-term.

Projects working ON conflict should deliberately build a network of trusted relationships through collaboration – with each other and non-GIZ projects and partners to exploit synergies, support a plurality of opinions, and help link relief and development.

Practical steps to take:

☐ **Collaborate with other GIZ and non-GIZ projects to exploit synergies in activities.**
  - Explore synergies around the sector, target group, region, logistics, and other dimensions. Actively seek to nurture substantive exchanges.
  - Engage in technical and institutional knowledge sharing to avoid duplicating approaches, partnerships, and area of engagement, within GIZ or with other non-GIZ projects.

☐ **Consider partnerships very carefully, and undertake regular analysis of local actors, power relations and the possible role of implementation partners in local conflicts,** even if working with established providers. See Box 5.

Box 5: What if partners are no longer perceived as neutral?

It may be preferable to thus partner with smaller less established entities or stimulate the creation of new partners. Where it can be difficult to discard an established player in a sensitive manner, particularly in politically charged environments, attempts should be made to diversify partnerships to spread risks.

* TIP: Undertake a triangulated power analysis (Tool below), a "learning process that supports staff, partners and other actors to understand the forms of power that reinforce poverty and marginalisation, and to identify the positive kinds of power that can be mobilised to fight poverty and inequality" (Pitt, 2013).

☐ **Develop partnerships to offer stronger agility, for example through a flexible multi-level approach to partnerships** (e.g. with UN and regional agencies, national/ local government actors, civil society, traditional and religious leaders, representatives of the local population).
  - **WHY?** In FCVS, registered partners on the political radar may be instrumentalized by existing political parties for their own gain.
  - **WHAT ARE SOME COMPONENTS OF A MULTI-LEVEL APPROACH?** It allows –
    - To focus on international, national or local actors through a bottom-up approach, when adverse conditions may stall project implementation.
    - For flexibility to change partners rapidly, or to change partners' Terms of Reference by adding or taking away functions. This would be particularly useful components of a flexible multi-level approach to partnerships.

Box 6: Human resources constraints?

- Reach actors in key positions where personnel changes may be less frequent.
- Develop capacity based on needs of the role, function, and responsibilities of partner authorities.
- Offer more training for accountants of partners to improve budgeting.
- Training of trainers to expand

● **TAFF SHORTAGES?** See Box 6.

● Display flexibility and political awareness to use momentum during windows of opportunity (e.g. democratic processes underway).

■ **Attempt to coordinate with local and national government where possible,** for sustainability of intervention outcomes. This might not be possible though, particularly where the government may be party to the conflict, which is an important trade-off to bear in mind.

　● Local engagement (government, representatives of local population and civil society organizations) should be involved in preparation, decision-making and implementation of measures at the local level through the mechanisms of social accountability.

● Attempt to engage at the political level, even amidst weak state structures. In some cases, close coordination between international donors and implementing organizations at the political level can be effective in convincing governments of proposed reforms. This might include ambassadors conveying project interventions to the government to ensure it engages effectively at the political level.

* TIP: Consider physical proximity to local government offices, as it can play a role in strengthening ties at the political level and offer a degree of flexibility, allowing project staff to be more easily called upon for advisory, capacity strengthening when needed, and thus offering a degree of responsiveness to target group needs.

Key advantage & disadvantage:

Close working relationships with partners can help the project to achieve objectives despite shrinking implementation space.

It may be difficult to regularly monitor a wide range of partners to assess the risks of politicisation, and coordination may require additional time by project staff.

TOOL: Checklist for doing power analysis

Review existing power and political economy studies	☐ YES ☐ NO
Define purpose of power analysis, involve others in deciding the purpose. Questions: What are your needs and entry points? What do you need to know about context? What are the core issues and questions? What actors and relationships do you need to understand? What forms of power need to be considered? What can be learned from previous power studies and TORs?	☐ YES ☐ NO
Identify methods (e.g. key informant interviews, focus groups, immersions, workshops to analyse and validate information) and concepts for power analysis	☐ YES ☐ NO
Define TORs, involving others. Procure consultants	☐ YES ☐ NO
Clarify links to cooperation strategy/policy dialogue	☐ YES ☐ NO
Decide on single study or multiple reports/issue briefs	☐ YES ☐ NO
Clarify publication and dissemination of outputs	☐ YES ☐ NO
Identify actors and clarify roles of those involved (order of steps can be adapted)	☐ YES ☐ NO

Source: Pitt, 2013.

GOOD PRACTICE EXAMPLES:

"Development and expansion of transport capacity", GIZ Liberia; "Food security and agricultural development", GIZ South Sudan; "Support for internally displaced persons and the resilience of host communities in the north and north-east of Nigeria", GIZ-EU Nigeria

1. Examples of GIZ project collaboration:

Roads, Liberia	Food security, South Sudan	Resilience, Nigeria
• Integrates with another GIZ relief program on agricultural training and infrastructure to improve farmers access to roads. • The project helps strengthen farm to market roads, by bringing expertise and joining with the Ministry of Public Works to provide funding for community-based organizations to develop these feeder roads.	• The choice to operate in the southern areas of South Sudan was based on another ongoing GIZ project in the water sector. • A geographic overlap allowed the project to develop a common approach on water and food security, exploit synergies, and be more effective to offer support in the field, sharing cars	• The project is co-funded by BMZ and the European Development Fund, to help stabilize regions and provide support for refugees, returnees, IDPs and host communities. • This offers wider support for education, livelihood promotion, infrastructure, governance for target groups and engagement to promote stability.

2. Localised engagement: The DFID-funded Girls' Education South Sudan and EU-funded IMPACT programmes support education to break the intergenerational transmission of poverty. Its success in improving the level and breadth of education in conflict was attributed to its localised and flexible design. 'State Anchors' were recruited– a network of organisations, charities, and agencies with longstanding presence in South Sudan, who "employ staff from local communities who know the language, understand the context and are trusted" (Shotton and Schwerzel, 2018). As part of their work, they help set up temporary learning centres as alternatives to schools. Staff moves with displaced communities. They also inform, monitor, and evaluate progress. This has led to sustainable involvement and an increase in the number of girls in school (Shotton and Schwerzel, 2018).

3. Capacity development: Localised engagement might require actors to be trained to effectively provide the services required. In the GIZ–EU funded project in Nigeria, capacity development takes place at three levels, in a vertically-integrated approach for sustainability of outcomes:

Society: dialogue and cooperation between NGOs, administration, and population

Organization: structures and processes to implement LRRD are developed in federal administrations and local CSOs

Individual: strengthen implementation skills for LRRD in federal and local structures

?

Suggested questions for project implementors in interventions

- What mechanisms are there to adapt project management or objectives in response to learning about what works/ does not work, the constraints and challenges which have been identified, particularly in relation to conflict?

- What are the effective approaches and management structures for relationships that can allow for flexibility and to deal with 'disrupters'—relationships with governments, subnational governments, with other GIZ projects in country, with other partner projects or sectors?

- What are the barriers to institutional sustainability– in terms of; (i) programme design; (ii) beneficiary characteristics; and (iii) context factors i.e. changing conflict or violence context?

- If the policy environment is not helpful or policy space shrinks during the project, what combinations of interventions could address any gaps and threats? How have you had to adjust your programme to address potential trade-offs?

- To what extent are linkages and coordination with other institutions and projects required, possible, and undertaken for sustained poverty reduction?

2.3 Project monitoring, evaluation, and learning

This section identifies major challenges and effective strategies around project monitoring and evaluation in FCVS.

Key challenges and strategies:	
Observed challenge	**Effective strategy**
Baselines may sometimes not be prioritised in the desire to act quickly.	Projects working IN conflict should develop baseline studies within strong monitoring and evaluation processes.
MEL systems may not adequately address compounded challenges in FCVS.	Projects working IN conflict should develop strong learning across a range of critical indicators (including key layered challenges) in a MEL framework to ensure accountability and adapt project objectives to changing contexts.

CHALLENGE 8: Baselines may sometimes not be prioritised in the desire to act quickly, and conflict settings may make sampling for baselines particularly difficult where reliable populations numbers may be difficult to obtain partly as a result of widespread displacement. Yet the absence of baselines limits the ability to assess progress or learn.

Projects working IN conflict should develop baseline studies within strong monitoring and evaluation processes to ensure accountability.

Practical steps to take:

- For monitoring: Articulate the results chain, select SMART indicators (Specific, Measurable, Achievable, Realistic, Time-bound- but with adequate flexibility written in!), and identify data sources for baselines and follow ups.
  - Data sources could include primary data (e.g. beneficiary perception surveys, community score cards, interviews) and secondary data (administrative, open source). They can be quantitative, qualitative, or both, see Box 7. Projects could generate data which will be useful to a wider range of stakeholders and improve data availability for general use.

Box 7: Why mixed methods?

Logframes often focus on quantitative data, which may not adequately cover situations like conflict-induced forced migration, where some people may not be seen by the system. This does not allow space to understand well where invisible populations are or less quantifiable processes/ outcomes (e.g. empowerment, social cohesion, or resilience beyond food security).

Accompanying qualitative data (focus groups, life histories, etc) could help uncover these outcomes and the processes and pathways through which outcomes are observed.

- Identify risks and assumptions (while ensuring conflict- and gender-sensitivity).
- **Set up the baseline with milestones and a target for each indicator, to help project heads develop an overview of what is going on in the country and what is needed.** "Once you get started only do you really see the needs" (KII).
  - Ensure continued flexibility after the set-up phase. One KII noted, "good ideas in 2015 weren't really appropriate in 2017", reflecting the changing dynamics in conflict-affected situations and the need for flexibility in project adaptation and implementation.
- **For evaluation: Frame the evaluation, select the appropriate type (e.g. impact, performance, or process evaluations), design and methods.**
  - Key features of an evaluation: independence, transparency, robust methodology and evaluation criteria. See Tool below.

Key advantage & disadvantage:

Baselines provide the ability to compare outcomes before and after interventions, which can offer justification for additional funds and measure project impacts

It may be costly to introduce a baseline, and project staff may not be used to the tool or have only limited engagement with it so far (which needs to change!).

TOOL: EVALUATION CRITERIA, KEY QUESTIONS

Relevance: Is the intervention doing the right things, and will it continue to do so if circumstances change?	☐ YES ☐ NO
Coherence: How well does the intervention fit with other interventions in sector and country?	☐ YES ☐ NO
Effectiveness: Is the intervention achieving its objectives, including across subgroups?	☐ YES ☐ NO
Efficiency: How well are resources being used in an economic and timely way?	☐ YES ☐ NO
Impact: What difference does the intervention make (e.g. positive, negative, intendent, unintended, higher-level effects)	☐ YES ☐ NO
Sustainability: Will the benefits last?	☐ YES ☐ NO

Additional criteria that may be useful refer to coverage and coordination.
Source: OECD's Development Assistance Committee

GOOD PRACTICE EXAMPLES:

Kenyan Hunger Safety Net Program, Government of Kenya

The Kenyan Hunger Safety Net Program was introduced in Northern Kenya and Other Arid Lands to deliver regular cash transfers to poor and vulnerable households to contribute to poverty reduction. The baseline data provided detailed information of the situation about households from program areas before any payment was made, allowing subsequent rounds of data to provide information on the impact of the transfers. From the report, the following conclusions are drawn:

"It is clear from the data presented in this baseline report that most households in the HSNP programme area are chronically poor and are also under severe stress… In this context, the introduction of targeted cash transfers through the HSNP has the potential to perform an important consumption enhancing or stabilising function in the poorest households… This baseline report has also raised a number of intriguing findings that are difficult to explain without further data collection and analysis. These issues will also be investigated in the following phase of monitoring and evaluation activities, to improve our understanding of the challenges faced by people living in this difficult environment, and the opportunities that the HSNP provides" (OPM and IDS, 2011).

CHALLENGE 9: Monitoring, Evaluation, and Learning (MEL) systems may not adequately address compounded challenges faced in FCVS, e.g. security challenges, conceptual challenges (lack of evidence and data, complex dynamic settings), and political challenges (engagement by actors politicised, short time horizons).

Projects working IN conflict should develop strong learning across a range of critical indicators (including key layered challenges) in a MEL framework to ensure accountability and adapt project objectives to changing contexts.

Practical steps to take:

■ **Develop a MEL plan that places a strong focus on learning.** See Box 8.
  ● Refer to the theory of change in developing the MEL plan.
  ● Establish clear learning questions around the intervention (e.g. around causality, multiple risks, unintended consequences on poverty- and conflict-affected target groups).
    ● Develop the MEL plan based on the steps above, which sets out who, when, and how learning will happen.
    ● Employ feedback loops that go beyond internal reflection to incorporate a range of stakeholders.
    ● Respond to learning for implementors to re-prioritise in real time. Source: DFID, 2019. See Figure 6.

Box 8: Five principles of an effective MEL

■ Politically aware to priorities, incentives, reality
■ Conflict and gender sensitive
■ Resources realistic, appropriate, proportionate
■ Innovative but learning from other contexts
■ Adaptive (base in real time, evidence, learning)
Source: DFID (2019).

Figure 6: Steps for learning in the MEL

| Use the theory of change | Set up learning Qs | Develop an MEL plan | Employ feedback loops | Respond to learning |

- **Ensure strong collaboration between staff designing and implementing the project, staff designing and implementing the MEL, and staff designing any subsequent phases of projects.**
  - Implementing staff should work with designers before going to the field and should share lessons learned with planners with a view to helping design future work. There should be an iterative approach to project design.
  - Project contacts on the ground in new projects or contexts should have an open line of engagement with headquarters and develop established relationships and continuity of engagement. This can enhance adaptive management approaches, that would otherwise prove difficult in fast, fluid conflict settings.
  - Provide staff with training on MEL in FCVS.
- **Employ feedback loops as a modality through which projects can engage in continuous learning and adapt project objectives in response.**
  - Engage in regular reflection on roles and public perception of the project, alongside a participatory and inclusive approach to planning and implementation of activities that includes a plurality of views from local women and men.
  - Manage expectations as an important feature of this process, through transparent communication of the project about its goals, approaches, and limits.

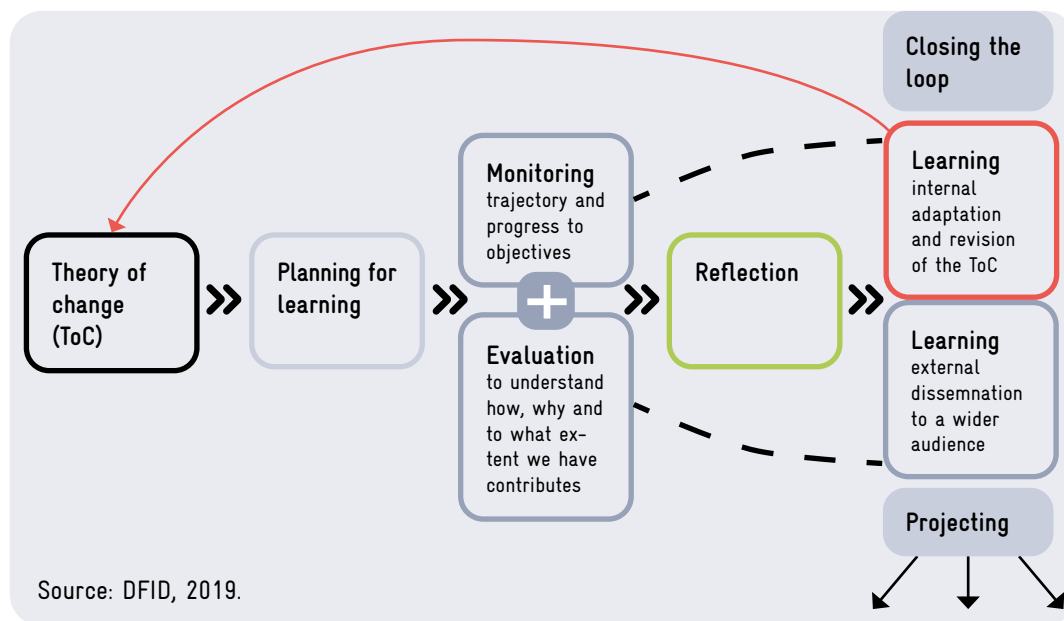### Key advantage & disadvantage:

MEL contributes to better programmes, accountability, and deeper learning especially in contexts of limited evidence.

There may be a lack of capacity to communicate learning regularly given perceived urgency to act.

TOOL: MEL DIAGRAM IN FCVS

Source: DFID, 2019.

For FCVS, the reflection cycle could moreover be speeded up to cope with change and uncertainty. It may also be better to focus on small, bite-sized activities during implementation, such as on learning what approach to community dialogues work best and modifying these strategies.

GOOD PRACTICE EXAMPLES:

"Employment Promotion Darfur for refugees, IDPs and host communities", GIZ Sudan; and "Improving livelihoods and promoting peace in eastern Congo", GIZ DRC

In Sudan, feedback of key partner authorities (e.g. Department of Labour, intermediaries such as training institutions, and target groups) is sought in terms of perceptions of the project, its approach and effectiveness. Regular data collection and documentation for monitoring is implemented jointly with government and private sector stakeholders and partners. This has proved an effective way of reducing contextual risks.

The DRC project includes feedback mechanisms to ensure that the views and complaints of target groups are regularly fed back into project management, allowing for the approach to be adapted when needed. The PCA outlines additional mechanisms to ensure project adaptability, such as developing avoidance strategies where needed, establishing conflict management as a team task, and keeping funding periods with partners short to allow for change in case of poor performance.

?

Suggested questions for strategy actors in interventions

- How do you try to measure impacts and outcomes in terms of poverty reduction/ peacebuilding?

- Are the governance mechanisms designed to achieve peace and stability sufficiently inclusive? What inclusion mechanisms have proved their worth and how are these relevant or adaptable to different country contexts of engagement?

- Do you have any thoughts about how your different projects should be sequenced or integrated in order to get to zero poverty?

- How do you try and measure impacts and outcomes consistently across projects and portfolios in terms of poverty reduction/ peacebuilding?

- Where have you seen successful examples (in your or other projects) working in and on conflict, and what made these examples successful? How has learning been documented or shared?

3. Key questions for practitioners

This chapter focuses on key questions for various phases in the project cycle and summarises the challenges and strategies from Section 2[10]. The summary strategies are based on analysis of project documents, KIIs, and international literature. Each question is linked to specific opportunity areas and steps to consider in the response in terms of strategy, design, implementation, and MEL of respective programmes/projects. The opportunity areas are given a red, yellow, or green rating based on the time, resources, and capacity required for its implementation. An overall rating is also given for each of the key components of the opportunity area based on the perceived ease of implementation.

A. Policy level

REQUIREMENTS
Resources
Skills
Time

1. Question: How to build project synergies that address multiple sources of impoverishment?

Good practice: Craft portfolios of projects with explicit synergies addressing the major gaps in sources of impoverishment when working IN conflict. Respective development cooperation country strategies could commit to building or enhancing their portfolios of projects such that risk-informed[11] poverty reduction strategies are applied consistently.

■ General guidelines:
■ **Layering:** Projects can adopt an integrated approach – including different components to tackle different sources of impoverishment, or a layered approach, where projects co-exist in the same space and benefit the same people. See suggestion below on synergies.
■ **Size:** The portfolio could include some learning and some at scale, acknowledging that some challenging issues require longer term treatment and others require innovation and piloting.

[10] However, each actor could also usefully pay attention to suggestions laid out in other sections (e.g. planners should be aware of implementors challenges, strategies, and follow-up questions, and vice versa).
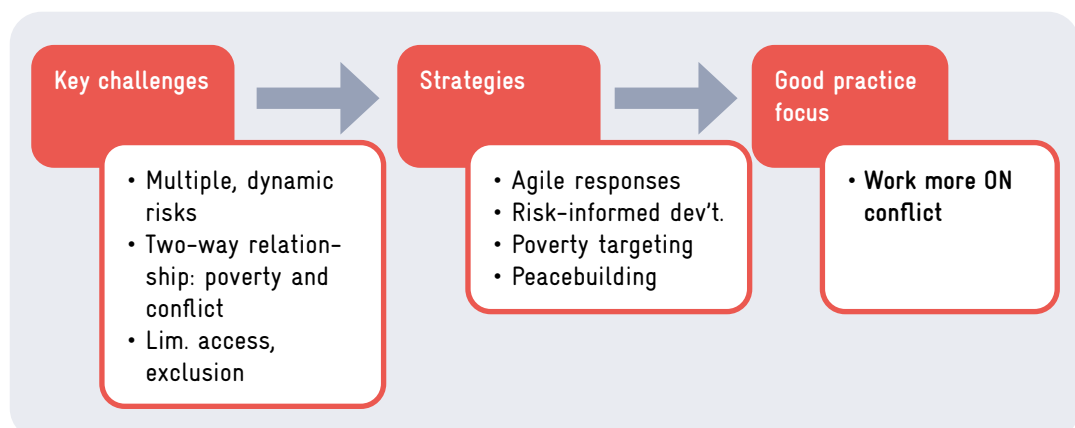
[11] Risk-informed development is a risk-based decision process that enables development to become more sustainable and resilient. It pushes development decision-makers to understand and acknowledge that all development choices involve the creation of uncertain risks, as well as opportunities.

■ **Partnerships:** Portfolios should be constructed with a view to engaging in dialogue on reforms with government – including at the local. If this can be done jointly with other donors in a co-ordinated fashion this will help to avoid overload.

■ **Flexibility:** Portfolios should also allow provisions for adaptive management recognizing fluid dynamics of conflict.

■ **Timing:** A portfolio can be implemented simultaneously or sequentially. It may make sense to develop a longer time perspective within which to sequence individual projects- e.g. 10-15-year perspective with baselines, divided in 3 phases of sequenced projects, so each project of around 5 years, etc.[12] (See Strategy 2)

■ **Decide which components fit into a multi-sectoral, multi-functional portfolio approach based on analysis of drivers of chronic poverty, impoverishment, and poverty escapes IN conflict contexts, and the related synergies that may be possible to achieve.**

■ Sources of impoverishment should include chronic stressors (which are acknowledged to be less easily fundable).

■ Examples of types of synergies to consider:

   a) vertical: a systems level project (i.e. roads), liaising with projects that focus on people living in poverty (i.e. by developing farm to market roads connecting villages with high rates of poverty).

   b) horizontal: it could be useful to develop synergies around projects or policies/ programmes tackling common sources of impoverishment.

   c) logistical: using same vehicles and adequately trained personnel in the field to reduce costs of travel and information exchange.

[12] A recent evaluation synthesis on sustainability noted: 'In ex-post evaluations there is a positive link between the duration of the project and its sustainability' (p.40). However, other evaluations did not find such a link.

B. Project planning and design phase

Key challenges in the planning and design phases relate to multiple dynamic risks, a two-way relationship between conflict and poverty, and structural constraints and systems that reinforce exclusion. To overcome these challenges, effective strategies identified were to adopt a dynamic, agile response that included longer set-up periods and provisions for remote steering, a wider array of risk-management responses, conflict-sensitive poverty-targeting, and the promotion of peacebuilding activities. This section summarises these into a key good practice strategy around how best to develop projects that effectively work ON conflict.

Key challenges	Strategies	Good practice focus
• Multiple, dynamic risks • Two-way relationship: poverty and conflict • Lim. access, exclusion	• Agile responses • Risk-informed dev't. • Poverty targeting • Peacebuilding	• **Work more ON conflict**

REQUIREMENTS

Resources

Skills

Time

2. Question: How can poverty reduction projects in active or high-conflict situations focus ON conflict?
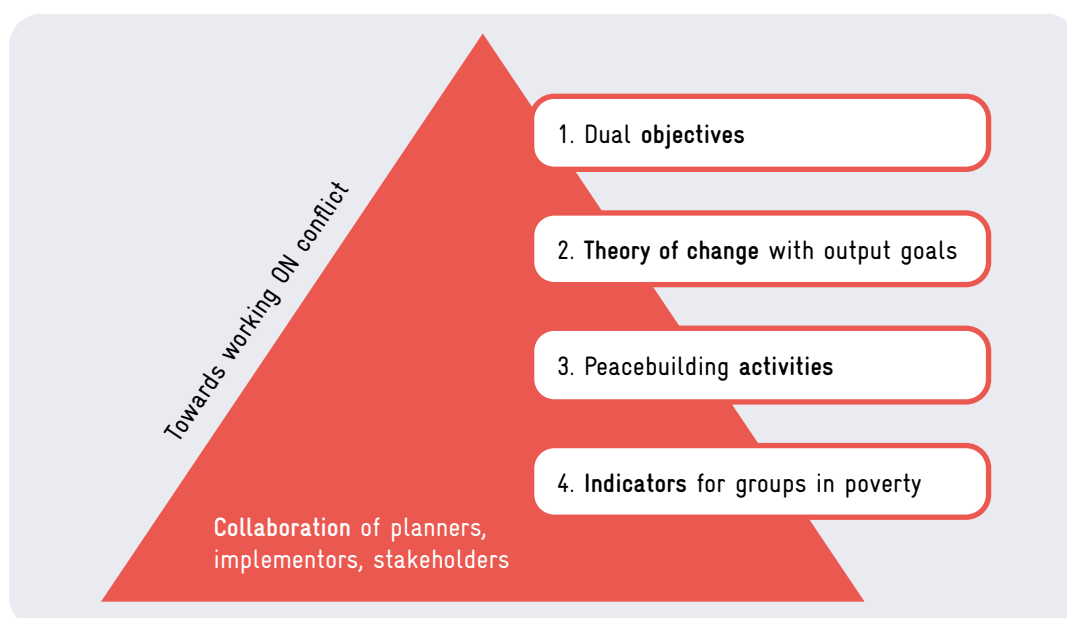
Good practice: Project planners should focus on developing projects with dual objectives and logframe targets on poverty reduction and peacebuilding.

OVERVIEW: THESE PROJECTS SHOULD ENTAIL

- Both objectives reflected in the main project goal.
- A clear theory of change on objectives and their relation, and corresponding formulated output goals. (See Strategies 2 and 4, especially Examples on South Sudan, DRC, and Burundi).
- Develop activities with strong peacebuilding components to work towards these goals- see checklist* (and Strategy 4). Whether any of these activities contributes to peacebuilding (and thus works ON conflict) depends very much on the context and the specific causes and drivers of conflict.
- Develop suitable indicators for outputs disaggregated by gender and based on vulnerable groups living under the poverty line (e.g. poor women, poor ethnic minorities, poor youth, and poor persons with disabilities) in insecure areas. (See Strategy 4 for working ON conflict).

Towards working ON conflict

1. Dual **objectives**

2. **Theory of change** with output goals

3. Peacebuilding **activities**

4. **Indicators** for groups in poverty

Collaboration of planners, implementors, stakeholders

* CHECKLIST- SAMPLE PEACEBUILDING MECHANISMS/ PROCESSES:

Local multi-stakeholder engagement and social dialogue to help feed into a process of progressive social change.	☐ YES ☐ NO
Peacebuilding and conflict resolution activities at different levels (community, household, individual), making use of existing mechanisms already in place.	☐ YES ☐ NO
Plans for mechanisms to promote social cohesion amongst potentially conflicting groups that can help reduce horizontal inequalities and grievances.	☐ YES ☐ NO
Soft tools to improve perceptions of trust, legitimacy, access to quality services.	☐ YES ☐ NO
Work with key relation groups — e.g. host communities and not just refugees or IDPs, pastoralists and farmers — as the main target base, through activities that overlap in focus (e.g. income generation activities for both refugees and host communities), and activities that complement each other depending on needs.	☐ YES ☐ NO
Engage with exclusionary systems — linked e.g. to adverse gender norms that may limit women's economic empowerment, market access contingent on patronage. To do this requires identifying a range of power players — i.e. around markets, identifying a range of job suppliers, Ministry of Labour, employers' associations (including informal sector), trade unions, TVET entities, leading private firms.	☐ YES ☐ NO

Key processes and approaches to underpin the steps described above:

🟩 **Collaborate to build these projects** with:
- ⚪ Donor programming
- ⚪ Project planners to design poverty reduction projects to include peacebuilding activities
- ⚪ Implementers who can use implementation to work out what is required to raise ambition to promote stability and peacebuilding in an adaptive management approach. (See Tool within Strategy 1).
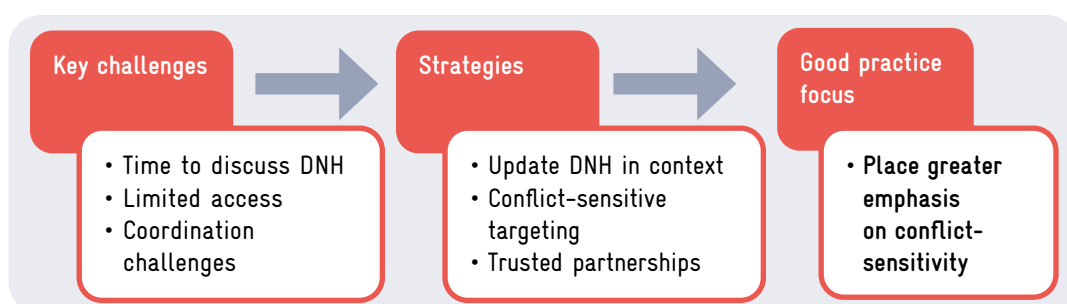
🟧 **Sequence and combine activities to address different challenges from easier to more complex, and vulnerable groups, from less to more reachable where possible.**
- ⚪ Create specific 'layering' links, sequencing, and synergies with other projects (see Strategy 7), based on the mapping of all relevant projects and interventions.
- ⚪ Explore possibilities of putting the furthest behind first, since development interventions begin with the poorest populations in hard-to-reach areas could "fundamentally address the root causes and drivers of fragility: exclusion, marginalization, inequality, corruption, as well as their by-product, extreme poverty" (UNDP, 2016).

■ **Develop provisions for adaptive management** (See Strategy 1), e.g.:
- Planning for remote steering at the outset.
- Flexible output indicators easy to change over time, through explicit space created in project design, progress reports, and budgets for new indicators and their assessment to emerge from year two of project activities.
- Flexibility to adjust to new hazards as they emerge, that were not foreseen during the project design phase or in conducting the PCA.
- Staff with adaptive planning skills and change management training.
- Small agile funding pots to respond to latent developments.

■ **Build an understanding of the country's 'political settlement'** (see Strategy 6) through:
- Mapping donor landscapes, institutions, and understanding existing humanitarian architecture in the country context and specific to the sector.
- Understanding which aspects of the political settlement projects need to interact with and why in order to address root causes of poverty (e.g. how access to marginalised groups is mediated by local leaders) and conflict.
- Using and developing existing analysis tools for poverty and conflict, discussing these on a regular basis (at least bi-annually) internally with country/project staff and with external stakeholders and partners at regular workshops and over informal exchanges, to monitor change in power relationships and enable adaptation in response to the understanding of dynamic political settlements.

C. Project implementation

Key challenges in the implementation phase relate to ensuring conflict sensitivity, limited access to certain vulnerable groups affected by conflict, and difficulties around coordination. To overcome these challenges, effective strategies identified were to detail what the 'do no harm' approach is in context and regularly discuss and update its tools, ensure a multi-pronged conflict-sensitive approach to targeting vulnerable groups, and build a network of trusted relationships to exploit synergies. This section summarises these strategies into a key good practice strategy around the applicability of 'do no harm' principles.

Key challenges	→	Strategies	→	Good practice focus
• Time to discuss DNH • Limited access • Coordination challenges		• Update DNH in context • Conflict-sensitive targeting • Trusted partnerships		• **Place greater emphasis on conflict-sensitivity**

REQUIREMENTS
- Resources
- Skills
- Time

3. Question: How can conflict sensitivity be mainstreamed into different contexts and phases of the portfolio/project cycle?

Good practice: When working IN conflict, place strong emphasis on conflict sensitivity (see Strategy 5) adapted to different projects and country contexts.

Consider conflict sensitivity not as a one-time issue, but as a cyclical, interrelated (see Figure 7), non-linear process throughout the project cycle. This involves:

■ **Context Analysis** (See Strategy 5 and its Example)
  a) Conduct an analysis of the project and/or programme-relevant conflict context, including: actors and groups involved; the profile, causes and dynamics of conflict (both nationally and subnationally as relevant); and contentious issues (also with reference to PCA) in order to gain an adequate understanding of the conflict.
    • Also consider analysis available from third parties, such as World Bank assessments, resources from other aid organizations, research and think tank reports, and wider country literature on conflict and poverty.
    • Ensure that the analysis is gender-disaggregated, for example by considering how the conflict variably impacts vulnerable women compared to men.
  b) Based on this context analysis, identify and place specific emphasis on connectors (e.g. legitimate local groups that increase agency of people in poverty) and dividers (e.g. certain politicized partners) amongst the target population and those linked to conflict, and how they relate to poverty reduction.
  c) Form a Consultative Group of representatives of partner institutions to jointly plan and monitor project activities and develop and implement proposals.

Figure 7: Interrelated steps
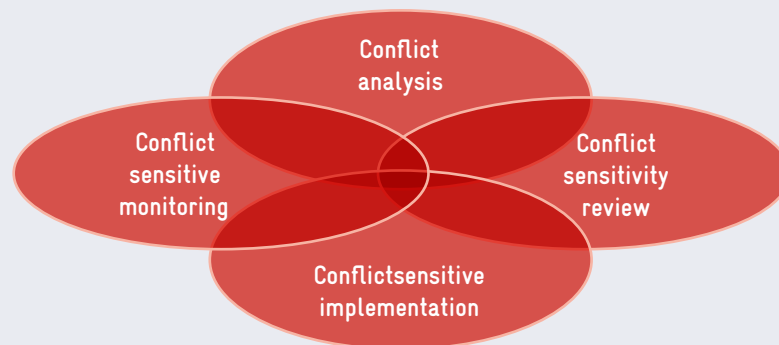
■ **Conflict-sensitive project design** (See Strategy 5 and 8)
  a) Clearly formulate the goals of the planned project.
  b) Based on the context analysis, design projects to minimise negative impact (weaken dividers) and maximize positive effects (strengthen connectors). See checklist below.*
  c) Plan projects with enough flexibility to be able to react to the volatile, fast-changing conditions of fragile contexts.
    • Consider an iterative approach to programme design (project design and budgets) that allows for sequencing activities, delaying specific phases and changing/dropping them altogether if necessary.
    • Keep funding periods with international and national NGOs and local grants short so that implementation partners can be changed if performance is poor.

* CHECKLIST- IMPORTANT CONSIDERATIONS TO MINIMISE NEGATIVE IMPACTS:

Carefully and transparently choose target groups, beneficiaries, and partners	☐ YES ☐ NO
Consider presence of invisible populations	☐ YES ☐ NO
Analyse existing power dynamics	☐ YES ☐ NO
Tailor conflict resolution mechanisms in relation to project interventions	☐ YES ☐ NO
Explore subnational conflict dynamics	☐ YES ☐ NO
Ensure phased, flexible activity sequencing and implementation	☐ YES ☐ NO
Develop avoidance strategies to mitigate negative impacts of difficult issues (i.e. corruption, presidential election, etc)	☐ YES ☐ NO

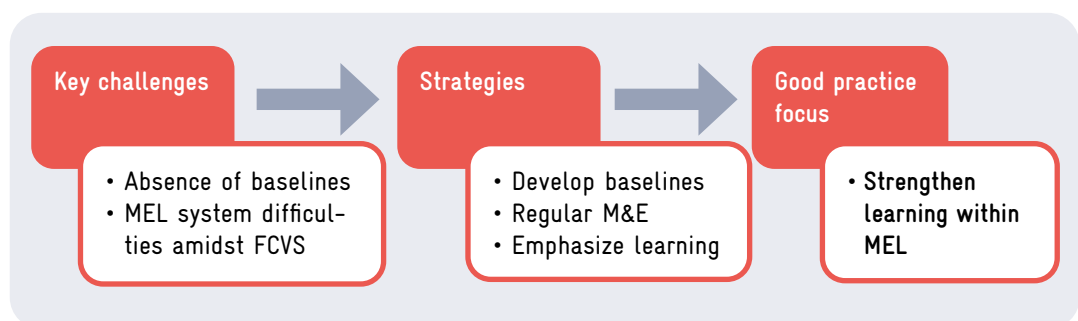■ **Conflict-sensitive implementation** (See Strategy 5 and 8):

a) Make sure the entire project staff and key partners are aware of the context analysis and the need for conflict sensitivity. Provide training where necessary.

b) Keep in mind that decisions and actions have consequences on connectors and dividers – all interventions therefore need to be planned and conducted in a conflict-sensitive way. This concerns the choice of partners, allocation of resources, choice of target groups and beneficiaries, but also the choice of project staff, and identifying activities that can reinforce social cohesion while contributing to poverty reduction.

c) Adopt a flexible multi-level approach to activities and partnerships, depending on circumstances, conditions, and capacities. This should involve:

• Engaging regularly in local consultation with a range of partners and stakeholders including local external perspectives to help avoid 'groupthink'.

• Building close working relationships (by focusing on synergies, complementarities in relation to addressing vulnerabilities) in the flexible partner structure to achieve project objectives amidst potentially shrinking implementation space.

• Internally, being sensitive to the ethnic or other social background of project staff to avoid biases which would undermine legitimacy.

■ **Monitoring, Evaluation and Redesign** (See Strategy 8 and 9):
  a) Monitor results of your interventions, regarding planned targets/ indicators, and their effect on conflict. Ensure that project monitoring is conflict- and gender-sensitive, by considering: who is conducting the monitoring, who is being consulted, when is monitoring taking place, how will its analysis be used to influence decision-making?
  b) Re-evaluate your context analysis periodically. This should be done in fixed intervals as well as if changes in the situation on the ground are observed. Ensure that a focus on assessing conflict sensitivity is included in the evaluator's Terms of Reference.
  c) If negative effects are observed or the situation changes, adapt the implementation of the project. This can mean changing the way interventions are conducted, changing or diversifying partners, amending sequence or timeframe of activities, or changing focus.

D. Project monitoring, evaluation and learning

Key challenges in the Monitoring, Evaluation, and Learning phase relate to an absence of baselines and difficulties for MEL to adequately address the compounded challenges in FCVS. To overcome these challenges, effective strategies identified were to develop baseline studies, and place more emphasis on learning within a strong MEL framework. This section summarises these strategies into a key good practice strategy around strengthening learning in FCVS.

Key challenges →
- Absence of baselines
- MEL system difficulties amidst FCVS

Strategies →
- Develop baselines
- Regular M&E
- Emphasize learning

Good practice focus
- **Strengthen learning within MEL**

REQUIREMENTS
Resources
Skills
Time

4. Question: How can the commitment to regular baseline surveys and short-loop learning exercises be developed and strengthened within the MEL cycle?

Good practice: Carry out routine mixed methods baseline surveys for projects working IN and ON conflict to enable regular gender-disaggregated, conflict-sensitive impact assessment and ensure that there is regular lessons learning of strategies working IN and ON conflict within and across projects.

Essential components of baselines and learning, embedded within the MEL cycle, are:

<div style="border: 2px solid; background: #e8604c; color: white; padding: 1em; border-radius: 8px;">

Box 10: Five principles of an effective MEL

■ Politically aware to priorities, incentives, reality
■ Conflict and gender sensitive
■ Resources realistic, appropriate, proportionate
■ Innovative but learning from other contexts
■ Adaptive (base in real time, evidence, learning)
Source: DFID (2019).

</div>

■ **Strengthen methodology and impact results and evaluations,** especially in terms of their independence, and through involvement of more external partners for evaluation.

    a) **Monitoring**: Articulate the results chain, select SMART indicators (Specific, Measurable, Achievable, Realistic, Time-bound but with built in flexibility), and identify data sources for baseline and follow ups. To deal with data shortages, engage in multiple approaches e.g. work with mixed methods data and rely on networks of key informers. (Strategy 8).

    b) **Evaluation**: Frame the evaluation, select the appropriate type (e.g. impact, performance, or process evaluations), select the appropriate design and methods, paying attention to gender and conflict sensitivity and adopting a gender-disaggregated analysis where possible. (Strategy 8)

    c) **Learning**: Develop a MEL plan that responds to implications of learning (refers to theory of change, establishes clear learning questions, employs feedback lops, responds to learning and re-prioritises activities in real-time). (Strategy 9)[13]

■ **Every project should have a mixed method baseline assessment** pre-project or at inception, with provision for regular review (mid-term, end-term, post-project). (Strategy 8)

    a) Baselines could stand for portfolios of projects in the same area.

    b) Where projects are national in scope, baselines/outcomes can be measured by national surveys where available.

    c) Adding qualitative components to national surveys can generate greater understanding of processes through which the assessment outcomes are observed.

■ **Engage in regular lesson learning and information exchange** with (independent, knowledgeable) external partners, specifically about what important lessons have been learned in other contexts, how the specific project work is similar or different to other similar projects going on in other FCVS. This can be through short, focused feedback loops. (Strategy 9)

[13] This first set MEL suggestions in FCVS are summarized from DFID (2019).

4. Conclusion

This document lays out key challenges, effective good-practice strategies, and follow-up questions to consider in poverty reduction interventions in sub-Saharan Africa.

With regards to the design phase, a key challenge was around the multidimensional and dynamic nature of both fragility and poverty. In this context, a wider focus on conflict and its overlaps with other risks that contribute to impoverishment is critical in contributing to higher net rates of poverty reduction. A risk-informed development strategy to pursue in poverty reduction is accordingly suggested, alongside a focus to work more ON conflict, given the centrality of this source of impoverishment in FCVS.

Implementation challenges are also manifest in FCVS, linked to difficulties in ensuring consistent application and discussion of 'do no harm' principles in fast-paced environments, improving access to otherwise potentially excluded groups, and building a network of trusted relationships on which to draw to enhance synergies. A focus on conflict sensitivity with higher ambition goes beyond emphasizing 'do no harm' principles, to also advocate peacebuilding measures and thus the emphasis once more to work ON conflict within or alongside poverty reduction interventions in FCVS.

Throughout this process, enhancing the evidence base between causal links, pathways, and outcomes (e.g. from conflict to poverty, and vice versa) is important in ensuring that the theory of change and its applications are grounded in knowledge on context-specific realities. This additionally requires a renewed focus on baselines and on strengthening mechanisms for learning in these contexts where data and evidence are often lacking. While the study organises results according to the key actor, it is important to emphasize that each actor would considerably benefit from reading the strategies and follow-up questions specific to other actors which can help enhance project effectiveness and the cohesiveness of the project cycle. Ultimately, the close collaboration of these different actors and practitioners is what can contribute to improved effectiveness of interventions at the poverty-conflict nexus.

References

AfDB. (2014). Addressing Fragility and Building Resilience in Africa: Group Strategy 2014 - 2019.

APFO, CECORE, CHA, FEWER, International Alert, Saferworld (2015). "Conflict-sensitive approaches to development, humanitarian assistance and peace building: tools for peace and conflict impact assessment."

Arauco, V., Gazdar, H., Hevia-Pacheco, P., Kabeer, N., Lenhardt, A., Quratulain Masood, S., Naqvi, H., Nayak, N., Norton, A., Sadana Sabharwal, N., Scalise, E., Shepherd, A., Thapa, D., Thorat, S., Hien Tran, D., Vergara Camus, L., Woldehanna, T. and Mariotti, C. (2014) 'Strengthening social justice to address intersecting inequalities post-2015'. ODI Report. London: ODI.

Bird, K. (2018). Practical Measures to Enable the Economic Empowerment of Chronically Poor Women. Working Paper. London: ODI.

CDA. (2016a). "Do no harm workshop: Trainers manual". https://www.cdacollaborative.org/wp-content/uploads/2017/02/Do-No-Harm-DNH-Trainers-Manual-2016.pdf

CDA. (2016b). "Reflecting on Peace Practice (RPP) Basics: A Resource Manual".

Charancle, J., and Lucchi, E. (2018). Incorporating the principle of 'do no harm': How to take action without causing harm, Reflections on a review of Humanity & Inclusion's practices. Project evaluation. ALNAP.

Christian Aid. (2009). "How mining companies deprive Africa of millions in lost taxes." Retrieved from http://www.christianaid.org.uk/pressoffice/pressreleases/march2009/mining-companies-deprive-Africa-millions.aspx

Collier, P. (1999), "On the Economic Consequences of Civil War", Oxford Economic Papers 51(1): 168-183.

Colquitt, J., Scott, B., and LePine, J. Trust, trustworthiness, and trust propensity: A meta-analytic test of their unique relationships with risk taking and job performance. Journal of Applied Psychology 92(4): 909-927.

Cook, J., & Wall, T. 1980. New work attitude measures of trust, organizational commitment, and personal need non-fulfillment. Journal of Occupational Psychology, 53: 39-52.

CPAN. (2014). Getting to zero poverty by 2030- infographic. Retrieved from http://www.chronicpovertynetwork.org/about-us

Da Corta, L., Kessy, F., Ruhinduka, R., Shepherd, A. and Scott, L. (2018) Resilience and sustainable poverty escapes in Tanzania. USAID report. Washington, DC: USAID

Derbyshire, H., and Donovan, E. (2016). Adaptive programming in practice: shared lessons from the DFID-funded LASER and SAVI programmes. Retrieved from http://savinigeria.org/wp-content/uploads/2016/08/Laser_Savi_Report-online-version-final-120816pdf.pdf

Deutsch, M. (1958). Trust and suspicion. Journal of Conflict Resolution 2: 265–279.

DFID. (2019). "Monitoring, Evaluation and Learning (MEL) in Conflict and Stabilisation Settings: A Guidance Note". Stabilisation Unit. London: DFID.

Dirks, K. T., & Ferrin, D. L. (2002). Trust in leadership: Meta-analytic findings and implications for research and practice. Journal of Applied Psychology, 87, 611–628.

Diwakar (2017). A tale of triple disadvantages: disability and poverty dynamics amongst women in rural Bangladesh. Chronic Poverty Advisory Network, Working Paper.

Diwakar, V. (2015). The effect of armed conflict on education: Evidence from Iraq. Journal of Development Studies 51(12): 1702-1718.

Diwakar, V. with Lacroix, A. (2019, forthcoming). Climate shocks and poverty persistence: Investigating consequences and coping strategies in Niger, Tanzania, and Uganda. CPAN Challenge paper. London: CPAN.

Diwakar, V., and Shepherd, A. (2018). Sustaining Poverty Escapes. ODI Working Paper. London: ODI.

Diwakar, V., Shepherd, A., and Sturge, G. (2017). Conflict, pro-poorest growth, and wellbeing: A subnational analysis. CPAN Challenge paper. London: CPAN.

Domingo, P. Holmes, R., Menocal, A., and Jones, N., with Bhuvanendra, D., and Wood, J. (2013). Assessment of the Evidence of Links between Gender Equality, Peacebuilding and Statebuilding: Literature Review. London: Overseas Development Institute.

Drauth (2018). DAX- Firms and Human Rights: Understanding Institutional and Stakeholder Pressures along the Value Chain. VS Verlag für Sozialwissenschaften.

FAO. (2018). Sustainable food systems: Concept and framework. Retrieved from http://www.fao.org/3/ca2079en/CA2079EN.pdf

Fearon, J., and Laitin, D. (2003). "Ethnicity, Insurgency, and Civil War." The American Political Science Review 97(1): 75-90.

Green, D. (2019, July 4). What have we learned from a close look at 3 DFID Adaptive Management programmes? Oxfam Blogs. Retrieved from https://oxfamblogs.org/fp2p/what-have-we-learned-from-a-close-look-at-3-dfid-adaptive-management-programmes/

Hegre, H., Nygård, H.M., Strand, H., Gates, S., Flaten, R.D. (2011). The conflict trap. Annual Meeting of the American Political Science Association, Seattle, September 2011.

IFPRI (2015). 2015 Global Hunger Index: Armed conflict and the challenge of hunger. Washington, DC: IFRPI.

International Dialogue. (2011). The New Deal. International Dialogue on Peacebuilding & Statebuilding. Retrieved from: https://www.pbsbdialogue.org/en/new-deal/about-new-deal/

Justino, P. (2009). "Poverty and violent conflict: A micro-level perspective on the causes and duration of warfare." Journal of Peace Research 46 (3): 315-333.

Keen, D. (2008). Complex Emergencies. London: Polity.

Levine, S. (2016) 'Livelihood recovery in post-conflict northern Uganda.' SLRC Working Paper 42. London: Secure Livelihoods Research Consortium.

Mallett, R. and Pain, A. (2017). Markets, conflict and recovery: findings from the Secure Livelihoods Research Consortium. London: Secure Livelihoods Research Consortium.

Mallett, R. and Slater, R. (2015). Livelihoods, conflict and aid programming: Is the evidence base good enough? SLRC Working Paper. London: Secure Livelihoods Research Consortium.

Maxwell, D., Santschi, M. and Gordon, R. (2014) 'Looking back to look ahead? Reviewing key lessons from Operation Lifeline Sudan and past humanitarian operations in South Sudan.' SLRC Working Paper 24. London: Secure Livelihoods Research Consortium.

Mayer, R., Davis, J., and Schoorman, F. (1995). An Integrative Model of Organizational Trust. The Academy of Management Review 20(3): 709-734.

Mazurana, D., Marshak, A. Opio, J. H. and Gordon, R. (2014) 'Surveying livelihoods, service delivery and governance: baseline evidence from Uganda.' SLRC Working Paper 12. London: Secure Livelihoods Research Consortium.

Mitra, S., Posarac, A., & Vick, B. (2013). Disability and poverty in developing countries: a multidimensional study. World Development, 41, 1-18.

OECD. (2017). Gender equality and women's empowerment in fragile and conflict-affected situations: A review of donor support. OECD Development Policy Papers No. 8.

OECD. (2018). States of Fragility 2018 - Highlights. Paris: OECD.

OPHI. (2018). Global Multidimensional Poverty Index 2018: The Most Detailed Picture to Date of the World's Poorest People. Oxford Poverty and Human Development Initiative, University of Oxford.

OPM and IDS. (2011). Kenya Hunger Safety Net Programme: Monitoring and Evaluation Component, Baseline Report. Oxford Policy Management, and Institute of Development Studies.

Pitt, J. (2013). Power analysis: A practical guide. Sweden: Sida.

Rockmore, M. (2011). "The Cost of Fear: The Welfare Effects of the Risk of Violence in Northern Uganda." Households in Conflict Network Working Paper No. 109.

Scott, L., Miller, R., Eichsteller, M., Diwakar, V., Njagi, T. and Nyukuri, E. (2018) Resilience and sustainable poverty escapes in rural Kenya. USAID report. Washington, DC: USAID

Shepherd, A., Samman, E., Gavas, M. and Faure, R. (2016) Trends in poverty and inequality and further clustering of developing countries: challenges and opportunities for development policy. Prepared for the European Commission, internal document.

Shepherd, A., Scott, L., Mariotti, C., Kessy, F., Gaiha, R., da Corta, L., Hanifnia, K., Kaicker, N., Lenhardt, A., Lwanga-Ntale, C., Sen, B., Sijapati, B., Strawson, T., Thapa, G., Underhill, H. and Wild, L. (2014) The Chronic Poverty Report 2014–2015: The road to zero extreme poverty. London, UK: ODI

Shields, R. and Paulson, J. (2014). 'Development in reverse'? A longitudinal analysis of armed conflict, fragility and school enrolment. Comparative Education 51(2): 212-230.

Shotton, J., and Schwezel, P. (2018). "Effective delivery of education programs in South Sudan." In Working in fragile states: Lessons for policy and practice. Centre for Development Results. Retrieved from https://docs.wixstatic.com/ugd/f9ec1c_30a110c3682b4acfa185d34e7b1d3614.pdf

SIDA. (2017). Multidimensional poverty analysis. Internal document.

SLRC (2014a) 'The impact of serious crimes during the war on households today in Northern Uganda.' SLRC Briefing Paper 5. London: Secure Livelihoods Research Consortium.

SLRC (2014b) 'The war-wounded and recovery in Northern Uganda.' SLRC Briefing Paper 6. London: Secure Livelihoods Research Consortium.

UNDP. (2016). UNDP Offer on SDG Implementation in Fragile Situations. New York: UNDP.

UNDP. (2018). Evaluation of UNDP Support to Poverty Reduction in the Least Developed Countries. New York: UNDP.

UNESCO. (2010). The quantitative impact of armed conflict on education. Think piece for Education for All: Global Monitoring Report.

UNSC S/PRST/2001/5. Statement by the President of the Security Council. UN Security Council.

USAID. (2011). The development response to violent extremism and insurgency: Putting principles into practice. Washington, DC: USAID.

USAID. (2012). Conflict Assessment Framework – Version 2.0. Washington DC: USAID.

Weijs, B., Hilhorst, D. and Ferf, A. (2012) 'Livelihoods, basic services and social protection in Democratic Republic of the Congo.' SLRC Working Paper 2. London: Secure Livelihoods Research Consortium.

Woodrow & Chigas (2009). "A Distinction with a Difference: Conflict Sensitivity and Peacebuilding"

World Bank and UN. (2018b). Pathways for Peace - Inclusive Approaches to Preventing Violent Conflict. Washington DC: The World Bank Group.

World Bank. (2011). Conflict, security, and development. Washington DC: The World Bank.

World Bank. (2018a). Maximizing the Impact of the World Bank Group in Fragile and Situations. Washington DC: The World Bank Group.

Annex

Country	Project	Poverty marker	Peace & security marker
Burundi	Support for decentralization and poverty reduction / ADLP III	1	1
Sudan	Employment Promotion Darfur for refugees, IDPs and host communities	2	1
South Sudan	Food security and agricultural development	1	1
Chad	Food security and resilience of refugees and residents in Ouaddai, East Chad	2	1
Kenya	Support for refugees and host communities	2	1
Niger	Advising the Ministry of Planning, Regional Planning and Community Development	1	0
Liberia	Development and expansion of transport capacity	1	1
Liberia	Employment-oriented promotion of women in the health sector	1	0
Sierra Leone	Health system strengthening and epidemic prevention	1	0
DRC	Improving livelihoods and promoting peace in eastern Congo	2	2
Nigeria	Support for internally displaced persons and the resilience of host communities in the north and north-east of Nigeria	1	2