WORKSHOP TRAINING MANUAL

Developing National Sustainable Development Strategies that Promote Stability and Peacebuilding

Development Account Project (ROA 105)

Strengthening National Capacity for the Integration of Sustainable Development Strategies in Countries Emerging from Conflict

United Nations Department of Economic and Social Affairs – Division for Sustainable Development

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TABLE OF CONTENTS

CONFLICT-SENSITIVE NATIONAL SUSTAINABLE DEVELOPMENT STRATEGIES: PROJECT OVERVIEW

Many countries emerging from conflict face the challenge of working towards a national strategy that integrates sustainable development and peace building approaches. As these have been known to help prevent potential relapses into conflict, targeted support to enable this dualistic method is critical. With this urgent need in mind, the Development Account Project, "Strengthening National Capacity for the Integration of Sustainable Development Principles into Development Strategies in Countries Emerging from Conflict" (ROA 105) has sought to assist governments in conflict-affected and fragile situations as they build paths towards sustainable development and lasting peace.

This project has been implemented by the United Nations Department of Economic and Social Affairs Division for Sustainable Development in partnership with other UN agencies, including the U.N. Development Programme and the U.N. Centre for Regional Development. The Division for Sustainable Development, through its work in advancing National Sustainable Development Strategies (NSDS), supports countries in achieving their NSDS goals. But the development of NSDS in countries emerging from conflict is unique, complex and extremely challenging. Progress has been made in developing and applying guidelines to develop sustainable development strategies and to integrate sustainable development principles in more medium-term oriented strategies, but a gap remains: Countries and international partners alike have found that existing guidelines do not sufficiently address impediments to strategy development and implementation in countries in special situations, such as those transitioning from emergency interventions and conflict management to development planning.

To address this need, the project's main objectives are to:

- **Increase the capacity** to utilize sustainable development principles in policy-making in countries emerging from conflict by creating guidelines for conflict-sensitive NSDS and testing them in pilot/selected countries; and

- **Produce methodologies** (scalable toolkit) that explain and illustrate ways to integrate sustainable development principles into national development strategies as part of peacebuilding processes.

The workshop described in this manual seeks to promote capacity development on various levels, specifically through critical discussion, experience-sharing and application of the material included in the project's scalable toolkit project: "Developing National Sustainable Development Strategies in Post-Conflict Countries" (http://www.un.org/esa/dsd/dsd_aofw_nsds/nsds_pdfs/guidancenotes.pdf).

WORKSHOP OVERVIEW

This manual describes a workshop method that enables participant experts in sustainable development to contextualize and adapt the material provided in the Guidance Notes, "Developing National Sustainable Development Strategies in Post-conflict Countries". The workshop provides an exploratory process to help development policy-makers and other stakeholders in conflict-affected countries address their unique contextual challenges. In

turn, the workshop supports a dual objective within their national development plans: *sustainable development* and *peacebuilding*. The intention of the workshop is to facilitate creative thinking and the application of the Guidance Notes material as well as enable the participants to critically analyze the development contexts and brainstorm ideas that can inform a peace and stability-building, cross-sectoral[1] national sustainable development plan. While a national sustainable development strategy, such as a national plan or a poverty reduction strategy, cannot be fully built in the course of a two-day workshop, the workshop can build knowledge, interest, morale and perspective and can serve as a launching point for improving the *peacebuilding potential* of national sustainable development strategies.

The workshop philosophy, logistics, and methods are described in this document. The workshop is to be held over two days and will convene approximately 30 national and international experts who will exchange knowledge, problem-solve and support each other's development initiatives. The workshop can focus on one specific country or on a group of countries. The location and the timing of the workshop should be adapted to suit the target group and to build on forthcoming development opportunities. When completed the workshop will have built awareness and facilitated new ideas and creative thinking that will in turn enable more effective, more conflict-sensitive development plans in these unique and complex situations.

This training manual is complementary to the Guidance Notes, "Developing National Sustainable Development Strategies in Post-conflict Countries". The Guidance Notes (GN) provide substantive background for making conflict-sensitive national sustainable development strategies (NSDS), and should be thoroughly reviewed by users of this workshop manual before a training is developed and implemented. A successful workshop requires the contextualization of the GN material by the workshop facilitators and by the participants. To help support this process each workshop session references pertinent GN sections that can be applied by facilitators and participants.

Overall Objectives

The mission of the workshop is to support country policy-makers and other stakeholders build more conflict-sensitive national sustainable development strategies.

Objectives

To achieve the mission of the workshop, during the its course the participants will do the following:

1. Learn about Conflict-Sensitive NSDS and Review the Guidance Notes Material through Interactive Discussion and Working Sessions

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[1] Cross-sectoral initiatives integrate activity across economic sectors (environment, social services, infrastructure) and involve partnerships and collaboration between government, business, nonprofits and philanthropies, communities, and/or the public as a whole. For more information on cross-sector collaborations reference: John M . Bryson; Barbara C . Crosby; Melissa Middleton Stone. "The Design and Implementation of Cross-Sector Collaborations: Propositions from the Literature." *Public Administration Review*. University of Minnesota. December 2006. p.44-55.
http://www.hhh.umn.edu/people/jmbryson/pdf/cross_sector_collaborations.pdf

- Review and contextualize key conflict-sensitive principles and concepts
- Analyze and apply the content of the Guidance Notes

2. Exchange Development Experiences and Plans

- Share achievements and explore gaps in their development initiatives
- Integrate knowledge and experience across sectors and geographic areas
- Explore linkages between development progress and peacebuilding

3. Brainstorm Action Steps to Support Goals and to Address Post-Conflict Challenges in NSDS

- Define their country development goals and challenges
- Develop problem-solving action steps and success indicators to address those challenges
- Identify guidance and support needs to support country plans

Multi-country workshops

A multi-country workshop will allow for a rich and creative exchange among participants from different countries. Each country will have only a few representatives, and so the workshop should prepare the country teams to return home and share what they've learned and apply their new ideas. They may also advocate for a follow-up one-country format workshop so that they can incorporate other policy-makers and stakeholders from their country into the learning process.

One-country workshops

A one-country workshop will allow for more detailed collective analysis and GN material application. Bringing a diverse group of stakeholders from one country will also facilitate institution building as the participants:

- Scope and synthesize knowledge of the history and content of the country's key development strategies;

- Coordinate processes and exchange data between their organizations, particularly those who may be divided due to institutional or social dynamics; and

- Build a common vision for development in their country and build consensus on how to improve national development plans.

Workshop Approach

The two-day workshop has been designed to accommodate an ideal group size of approximately 30 participants who are equipped to learn from each other's experiences and help each other problem solve to support long-term sustainable development. The workshop, like the Guidance Notes, seeks to support development professionals in conflict-affected countries as they build on existing development initiatives, such as Poverty Reduction Strategy Papers or National Visions (see Chapter 7 of the Guidance Notes for additional description of strategy initiatives). Like the GN, the workshop does not seek to initiate a new strategy, but rather it builds on the cumulative efforts, seeking to augment ongoing planning.

The workshop described in this manual is based on a participative and discursive approach that puts the workshop participant, her/his development needs and professional background

at the center. Building on the already existing competencies and capacities of the participants, the workshop enables specialized analysis of specific country cases and facilitates problem solving for immediately relevant issues. *Lecture-style presentations are thus kept to a minimum.* The interactive workshop approaches include:

- Action learning[2]
- Participatory analysis and evaluation
- Lateral idea and information exchange and collaboration (rather than a hierarchical, traditional classroom format)[3]

Collectively, these approaches enable contextually relevant intellectual growth that improves conflict-sensitivity and is linked to national sustainable development planning.

Principles

The workshop session processes, as outlined in the pages below, should demonstrate the principles explained in the Guidance Notes (GN). Relevant GN material is cited in each of the session descriptions. As part of this, the development principles cited in Chapter 4 "Element 3: Managing Sustainable Development Processes in Post-Conflict Countries" should be applied in all sessions. These principles assert that:

- Processes are to be based on participation and meaningful inclusion, which can support peacebuilding; (Reference GN "Section 4.1 Participation" for more information)
- Long-term considerations for sustainable development strategies and development objectives should be associated with mid-term goals and short-term activities; and
- Development planning in conflict-affected locations, which is in many ways a form of problem solving, should be an iterative process.

Feature 1: Facilitating teams

Most sessions will be co-facilitated by a coordinating team member (described below under "Coordinating Team") and a participant expert. The objectives of this approach are:

- to empower and facilitate action learning among participant experts (who are identified as development "champions" and "spoilers" in the country; Reference GN "Section 2.1 How to analyse a conflict" for more information);
- to continuously contextualize the guidance in the GN and to highlight key development issues;
- to build leadership for next steps in the development strategy process; and
- to facilitate action learning on the process of developing sustainable development strategies (in addition to the technical guidance in the GN).

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[2] Action learning is an educational process whereby the participant studies their own actions and experience in order to improve performance. Learners acquire knowledge through actual actions and practice rather than through traditional instruction. Action learning is done in conjunction with others, in small groups called 'action learning sets'. It enables each person to reflect on and review the action they have taken and the learning points arising. This should then guide future action and improve performance. For more information on Action Learning, see: Revans, R. W. 1982. The origin and growth of action learning.Brickley, UK: Chartwell-Bratt.
[3] The coordinating team should consider how to facilitate ingenuity and incentivize participation in creative processes in the country context. This includes: seniority of participants (e.g., high level participation can energize the group or can hinder creativity) and formality (e.g., formalness can provide focus and seriousness while informality can enable expressiveness).

Feature 2: Country-focused

To emphasize the participatory, country-focused nature of the workshop, the country participants must always be at center stage during workshop proceedings. This means that the coordinating team should facilitate in a low profile, modest and illicitive way that draws out and values participant knowledge. Some advance planning and coordination can support this method and yield maximum benefits for participant experts (facilitators). The CT and country experts who are facilitating as a pair should engage early, and as a team they should review and adjust the objectives and mechanics of their session(s).

Feature 3: Durability and Consistency

Among sustainable development planners in conflict-affected contexts – where governance is in transition and the risks of conflict remain part of public consciousness – morale can be low, frustration can be high, organizational mandates can be weak and political will can be diffuse. The coordinating team will face these challenges repeatedly during workshop facilitation. Thus, workshop success is not only based on achieving the three objectives stated above (See "Overall Objectives"), but also in working through these common issues, which can lead parties to disengage from a coordinated and holistic development process.

Select Resources: Guidance on Building Capacity in Fragile and Conflict-Affected Locations

This workshop may be part of a larger capacity development effort in a country context. The resources below provide useful background, guidance principles and other technical guidance for capacity building *writ large* in locations affected by conflict and fragility:

Capacity.org: A Gateway for Capacity Development – Fragile Environments.
http://capacity.org/capacity/opencms/en/topics/fragile-environments/index.html

Learning Network on Capacity Development – Fragile Situations: Key Resources.
http://www.lencd.org/topic/fragile-situations-key-resources

United Nations Development Programme. 2010. "Capacity Development in Post-Conflict Countries". *Capacity is Development.* Global Event Working Paper. 2010.
http://www.beta.undp.org/content/undp/en/home/librarypage/capacity-building/capacity-development-in-post-conflict-countries.html

Brikerhoff, D.W. 2007. Capacity Development in Fragile States. (Discussion Paper 58D). Maastricht: ECDPM.
http://www.ecdpm.org/dp58D

World Bank. 2003. "Building Capacity in Post-Conflict Countries". Conflict Prevention and Reconstruction. Social Development Notes.
http://siteresources.worldbank.org/INTCDRC/Resources/CDBrief05.pdf

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Coordinating Team

A coordinating team will be responsible for pre-workshop preparation and workshop facilitation. If resources allow, they may also be engaged in follow-up activities after the workshop, but in any case during the workshop the CT members should focus on ensuring that the *participants* will conduct the follow-up work. The coordinating team (CT) should consist of domestic and international experts in order to bring a range of knowledge and allow team members to play different convening and facilitation roles. Diversity among the team members should include:

- In-country expertise *and* international experience
- A valid and respected "insider's" perspective *and* a neutral "outsider's" perspective
- Country stakeholder organizations and international development partners

The CT will facilitate all aspects of the workshop together through group interaction and dialogue, as described above in the section "Workshop Approach". The collective role of the CT is to coordinate with each other throughout the workshop process to ensure that the process is managed so that objectives are achieved through an organic creative process.

Everything that the coordinating team (CT) does, from the moment where the workshop is decided, through to implementation and follow-up, should be done discreetly and modestly, emphasizing the important diverse perspectives of all stakeholders who can contribute to development planning. The workshop process will be participatory and will respect diverse inputs, and the CT will facilitate the process of convening the workshop. However, members of the CT should not advertize themselves as leaders or trainers, as this implies a top-down pedagogical approach. Rather, the team can have greater impact when it describes itself as a group of facilitators who draw out the knowledge of the workshop participants and who can provide "advisory support" as needed.

All members of the team need to study the GN material so that they can intuitively facilitate discussion around the issues and principles of the Notes. Furthermore, as issues come up in the course of the workshop the CT members can then advise the participants of where to find technical guidance to adapt to their country's circumstances.

NOTE: The CT also must include at least two members who will be dedicated to all logistical and administrative tasks during the workshop. This must include continuous note taking so that session minutes will be archived and so that discussion outcomes can be instantly produced, printed and disseminated as specified in the "follow-up" section of the session descriptions in this manual.

Participants

The coordinating team can be responsible for identifying and inviting the participants, putting into effect the considerations below.

Country participants. The workshop is designed for a total group size of approximately 30 people. This will include a majority group of *country participants* (at least 70%), from one or multiple countries, depending on the workshop format. In either the one-country or multi-country format diversity within the "country teams" will enrich workshop discussions and subsequent outcomes. Country participants would include (but may not be limited to):

- National and local policy makers and government representatives from the country

- Country representatives from civil society organizations and private sector
- Local academics and technical specialists from think tanks

Development partner participants. The remaining 30% of attendees will be *development partners* who can provide additional expertise and situational knowledge (e.g., professionals from United Nations, World Bank, bilateral donors).

Qualities of participants. There are several factors for the CT to consider when developing the list of workshop participants. First, to achieve objectives of cross-sectoral planning, knowledge integration and organizational strategy coordination, the participants should represent different areas of expertise (economic, social, environmental), maintain experience working in different organizations, and have knowledge of different socio-geographic regions in the country that is intended to receive technical support through the workshop. Second, it is of premier importance that the workshop process focus on national stakeholders and position them to steer their own development processes. So, participants should be interested in learning from each other and sharing their experiences, and they should be potential champions for improved development strategies. Third, unstable or conflict-affected contexts are commonly affected by rapid professional change, particularly among local talent; the CT should consider how to safeguard against this risk (i.e. through diverse representation) as it can potentially decrease momentum for change. *Finally, when identifying workshop participants, CT members should consider the potential for each individual to contribute to post-workshop follow-up. In a multi-country workshop with limited representation of each country this is of even more acute importance.*

To ensure diverse inputs into the workshop exercises, and to enable problem-solving around a the range of development challenges, the list of attendees should represent individual experience with the seven major challenges (see Guidance Notes Section 2.1 "Key Challenges"):

1. Poverty, marginalisation, and vulnerability
2. Unsustainable exploitation of natural resources and environmental deterioration
3. Insecurity, militarization, and lawlessness
4. Societal divisions
5. Poor governance, corruption, and low capacity
6. Poor economic performance, limited fiscal resources, and disruption of infrastructures and public services
7. Regional and external risks

Select participants that can help improve development coordination and institution building. Improved coordination between the development professionals and stakeholders of each country is one of the objectives of the workshop. Inefficiency and division between these parties may be a consequence of the "crowded" crisis context and weak organizational mandates during transition, for example. Bringing these parties together in one room for an exercise such as this workshop can be, in itself, a significant accomplishment, as it is an entry point for important information exchange, communications and relationship building.

Sometimes there are development planning or coordinating bodies in place, or which may be revived in the country being engaged – such as an inter-ministerial committee or sector working groups. These can be useful to incorporate into participant selection since members may have existing professional relationships, institutional memory of development

planning experiences, and can apply the workshop results to ongoing development initiatives.

"Participant experts" as co-facilitators. Participants will be engaged in advance of the workshop to help inform the format and agenda (see section "Workshop Preparation" below for more information). Some participants will also be selected as session co-facilitators (listed as a "participant expert" under the "Discussion Lead" header in the session descriptions below). The purpose of having participant expert co-facilitators is to emphasize the perspective that sustainable development planning in the country is (or can be) locally driven in a capable way. Selected participant expert co-facilitators should be:

- Respected and capable of executing the task of facilitation in a way that builds participant confidence

- Willing and able to uphold the workshop objectives and their session's objectives through the course of the two-day event

- Demonstrative of the range of stakeholders pertinent to development planning

- Representative of a diverse cross-section of expertise and location representation (within one country for one-country format or of different countries in a multi-country format)

- Strategically chosen to highlight any development issues that need special attention (e.g., environment and natural resource management)

The co-facilitator structure also enables the participant experts to develop leadership skills and learn process management skills. Co-facilitation helps build momentum, develops participant capacities and facilitates learning in an interactive and applied way. The co-facilitators should be peacebuilding and sustainable development champions and opinion leaders. Their insight and influence in the workshop helps to leverage key issues from the Guidance Notes in a meaningful and contextually relevant way.

Participant logistics. Logistics can be distracting for participants, and when not done well they can detract from their experience and even disrupt the workshop. Plan to abide by the following timelines for communicating with the participants:

Minimum 4 weeks before the workshop	Formal invitations should be sent at so that they, and the CT, can plan accordingly. Furthermore, government employees may need official approval to attend, and this can take several weeks to obtain.
Minimum 3 weeks before the workshop	Instructions on how to prepare for the workshop should be sent to the participants. See "Participant Preparation" in the "Workshop Preparation" section below for details.
Minimum 2 weeks before the workshop	Detailed correspondence about the location, travel arrangements and personal compensation (such as daily allowance) should be sent. For those who have not accepted the invitation by that time, they should be

	notified of these details upon their reply. Participants should confirm receipt of this information before traveling, as they may need to make financial arrangements to satisfy cash flow needs.

Training Materials and Resources

This manual includes all the session plans for the workshop as well as the daily agenda, handouts, and presentations. The handouts and presentations included in this manual are templates that are meant to be adapted to each country context.

Participant materials: When participants arrive at the workshop they should receive the following materials in a folder:

- Full copy of the Guidance Notes document
- Handout 2A: Workshop Goals
- Handout 2B: Workshop Agenda
- Handout 2C: Ground Rules
- Pen and paper

Other printed materials may be provided in folders, as deemed useful by the CT. This may include copies of development plans and reports or technical publications (such as those cited in the Guidance Notes). These are not required for the workshop sessions described below, but may be useful supplementary learning materials for the participants to review and take away. These materials can also be left on display at a "resource table" in the conference room for the participants to browse at their convenience.

All other handouts included in the pages below should be provided at the start of the session when they will be used as listed in the session descriptions below.

General training materials: For the exercises, have available for each working group:

- Flip charts, newsprint or very large sheets of paper
- Markers
- Tape or push-pins to post flip chart sheets on the wall
- Laptop and USB drive
- You will also need a laptop and projection system set up at the front of the meeting room.

Location and Facilities

The workshop facility should be in a location accessible to all needed participants. Security restrictions and risks may determine the meeting location. Some participants may be at greater risk (real or perceived) in some locations, or they may be prohibited from traveling to certain places. Also, for a one-country workshop the participants may feel more comfortable convening inside *or* outside their country. The workshop facility itself should be spacious enough to allow for breakout groups to be conducted in a format that is comfortable for the participants.

Language Services

For the participants, language is clearly a communications logistic, but it can be a sensitive one. Participants might associate language with identity, education and class, and in unstable or transitional countries these can be divisive issues that impact participant relations. The CT should consider these dimensions when planning how to facilitate the workshop. To manage sensitivities, arrangements for simultaneous or consecutive translation may need to be made. The conference space must be arranged to accommodate these services (e.g., microphones and head sets are needed).

If multiple languages will be used during the workshop then printed documents need to be translated. This requires advanced planning. Translators will need to be arranged ahead of time and documents need to be prepared early so that translations can be completed, approved and finalized before the workshop begins.

Timing

To gain momentum toward conflict-sensitive sustainable development planning, and to sustain the efforts of workshop participants, it is beneficial to plan the timing of the workshop event in tandem with: (1) ongoing strategy development (e.g., poverty reduction strategies or national visions), and/or (2) an upcoming national or international development summit. Linking this workshop with these momentous initiatives can incentivize the application of the guidance material and other follow-up and can support fundraising for the country's development plans.

WORKSHOP PREPARATION

This section includes information on how the Coordinating Team and the participants can prepare for the workshop.

Coordinating Team Preparation

To ensure that the workshop is interactive and context focused, the facilitation method of the workshop should be team-based. The coordinating team can prepare together with the following: (1) primary document review, (2) development strategy assessment, (3) pre-workshop consultations with key stakeholder participants, and (4) workshop scenario review.

Primary Document Review

Members of the CT will need to be familiar with the foundational material of the Development Account Project and should gain a general understanding of the country context. This will help build common knowledge of the principles and purpose of the workshop and associated technical support efforts.

Foundational Project Materials

Original Guidance on National Sustainable Development Strategies (NSDS)

United Nations Division for Economic and Social Affairs. "Guidance in Preparing a National Sustainable Development Strategy: Managing Sustainable Development in the New Millennium". 2002. http://www.un.org/esa/sustdev/publications/nsds_guidance.pdf.

Background Paper on Post-Conflict NSDS and Development Challenges

United Nations Division for Economic and Social Affairs-Division for Sustainable Development. "Analysis of the Challenges and Capacity Gaps in the Area of Comprehensive Development Planning in Post-Conflict Contexts." Background Paper for Development Account Project (ROA 105). Strengthening National Capacity for the Integration of Sustainable Development Principles into Development Strategies in Countries Emerging from Conflict. 2010.

Guidance Note on Preparing Post-Conflict NSDS

United Nations Division for Economic and Social Affairs-Division for Sustainable Development. "Developing National Sustainable Development Strategies in Post-Conflict Countries." Guidance Notes for Development Account Project (ROA 105). Strengthening National Capacity for the Integration of Sustainable Development Principles into Development Strategies in Countries Emerging from Conflict. 2011.

http://www.un.org/esa/dsd/dsd_aofw_nsds/nsds_pdfs/guidancenotes.pdf

Post-Conflict NSDS Project Website

The website for Development Account Project (ROA 105) Strengthening National Capacity for the Integration of Sustainable Development Principles into Development Strategies in Countries Emerging from Conflict has additional project reports and information on prior workshops.

http://www.un.org/esa/dsd/dsd_aofw_nsds/issues.shtml

Other Technical Resources

The three documents named above reference additional literature and web resources in the text and in their bibliographies. CT members are encouraged to review any of these, as they feel is necessary, in order to develop their knowledge of specific issues that are particularly relevant to the context that will be discussed in the workshop.

Country Information

A Development Strategy Assessment, which scopes the country context(s) that will be engaged in the workshop, is described below. In addition to that assessment, members of the CT should join the workshop with general familiarity of the country context that will be reviewed in the workshop. CT members can quickly orient themselves using these resources:

1. **BBC News Country Profiles** (brief summary and history): http://news.bbc.co.uk/2/hi/country_profiles/default.stm

2. **World Bank Country Data Profiles** (demographic and development statistics): http://data.worldbank.org/country

3. **World Factbook Country Profiles** (brief summary and development data): https://www.cia.gov/library/publications/the-world-factbook/index.html

4. **Economic Intelligence Unit Country Profiles and Country Reports** (country data summary; descriptions of economic, political and social issues; review of policy developments): http://www.eiu.com/

5. **United Nations country assistance mission websites** (various information associated with UN missions and programs)

6. **World Bank country websites** (documentation of country strategies and projects): http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/0,,pagePK:180619~theSitePK:136917,00.html

7. **Regional and local news outlets** (review of current events and local issues – be sure to access news outlets that represent the views of government and opposition groups)

8. **International Crisis Group country reports** (analysis on emergency issues): http://www.crisisgroup.org/

To inform the workshop discussions, prior to the workshop the team should scope and synthesize existing conflict analyses and development strategies that have been prepared in the country(ies) that are participating in the workshop. A written synthesis of these documents should be prepared and used as a reference document by the team. A full bibliography of the documents with web links should also be prepared as a team resource.

Documents for Review	Material to Synthesize	Purpose
Types of *conflict analyses* that can be reviewed are listed on page 30 in the Guidance Notes.	• Synthesize the analysis of parties, issues, interests and outcomes • Additional factors that can be included are described in Section 2.2 and 2.3 of the Guidance Notes	The synthesis will help the CT understand the conflict dynamics which could be escalated and deescalated through development and through the workshop. The CT can then act more sensitively – to avoid escalation and enable peacebuilding.
Types of *development plans* that can be reviewed are listed in Chapter 7 of the Guidance Notes. Sector strategies, or strategies prepared by line ministries and agencies[4], can also be reviewed.	Summarize past and present development strategies: • objectives • development and peacebuilding outcomes • coverage of the three development pillars • coverage of the seven challenges (Section 2.1 of the Guidance Notes) Synthesis the gains and the gaps in the country's development plans. Identify case studies that can be raised in discussions and workshopped by participants.	The synthesis will: • inform session preparations (such as handouts and mechanics) • highlight learning needs and participant exchange opportunities (gaps to be problem-solved through discussion and exercises, successes that can be replicated) See "Pre-Workshop Review" for more information.

The CT, based on their technical and contextual knowledge and their knowledge of the participants, can determine which of the "documents for review" are most pertinent for informing a current national sustainable development strategy that promotes peacebuilding.

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[4] By "line ministries" we indicate whichever government ministry is deemed relevant for a particular sector, such as Ministry of Agriculture, Ministry of Water, Ministry of Education, or Environmental Protection Agency.

Reviewing past and present analyses and strategies will yield historical lessons and will inform:

- *A representative invitation list* – Development stakeholders, their interests and experiences must be scoped. These then should be adequately represented among the participants. The documents may also help the CT understand the relationships between stakeholders and stakeholder institutions. This will prepare the CT to manage those relationship dynamics in the workshop.

- *Discussion topics* – Gaps and challenges in development plans can be problem-solved, and lessons can be distilled.

The written synthesis is not intended to be presented and circulated by the team. Such a circulated document would require stakeholder consultations and approval, as all things associated with the workshop are to be conducted in a participant-driven fashion.

Pre-Workshop Review

The diverse members of the Coordinating Team, now equipped with the knowledge of the context and the Guidance Notes, and an understanding of the conflict and the participating stakeholder representatives, should conduct the following work to tailor the (1) list of attendees, (2) handouts, and (3) agenda. The objective of these tasks is to ensure that the workshop event and its outputs maximize learning potential, augment sustainable development strategies, manage conflict constructively and facilitate peacebuilding:

- Review and revise the list of invitees and the invitation to ensure meaningful representation and that party/organizational sensitivities are addressed.

- Refine the handouts so that they reflect local norms and apply concepts and vocabulary that are being used in current development planning (if that is ongoing). For example, if an action plan matrix is being utilized for development planning, then it can be adapted for use in Sessions 11-13 if the Coordinating Team determines that participants have a good understanding of how to use that framework.[5] This will also aid the participants in transferring their conclusions into reality.

- Iterate the draft agenda, handouts and presentations until the team feels the workshop is ready for a team "practice run." Once the final draft is ready, the team should sit together and walk through the workshop mechanics, and:

  - Incorporate gaps identified in the Development Strategy Assessment(s) into discussion questions and session plans

  - Pinpoint where to highlight parts of the Guidance Notes that are expected to be especially important for the country context

  - Strategize what may happen in each session and how to manage the creative process in a timely fashion

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[5] This adaptation also simplifies the process of incorporating the outcomes of the exercise into an ongoing planning process. For example, in the pilot country case of Liberia, an Action Plan Matrix template was prepared in advance of the workshop, but when local experts reviewed it they suggested that the matrix format being used to plan for the Poverty Reduction Strategy ("PRS", which is to be released in 2012) also be utilized for this exercise. This matrix was easy for most participants to use. Those encountering the matrix for the first time within the workshop context received explanations from fellow participants. And furthermore, the completed matrices were easy for the participants to take to the PRS planning meetings and to integrate into those planning discussions.

- o Anticipate how the participants will react to components of the agenda, how they might react to each other, what issues they may or may not bring up

- o Determine the roles of the team members in different scenarios, especially when conflict and contentious issues arise

- o Discuss how to trouble-shoot agenda changes and how to be flexible

- o Verify that the workshop, in the midst of anticipated contextual dynamics, will address its session objectives and overall goals

Pre-workshop Stakeholder Consultations

Early engagement with workshop participants can augment workshop preparation and build interest and momentum among participants. When the CT originally convenes around the idea of conducting the workshop the first question they will need to answer is "who will participate?" Once the participants are identified (see section on "Participants" above) those people should be used as resource persons so that the CT can effectively plan the workshop. Either before or after the formal invitation is sent (as is deemed appropriate), a CT member can reach out to a participant and do the following:

- Get feedback on the draft workshop agenda, including goals, content and pertinent GN material.

- Explore development history in the country to inform the Development Strategy Assessment.

- Survey their concerns about the design and implementation of development plans in the country. Concerns may be associated with gaps or challenges in terms of technical issues or associated with process (e.g., stakeholder relationships, lack of political will or low morale among professionals).

- Identify other potential participants, understand relationships between them, and anticipate their contributions (e.g., development experience, party interests, how they champion or spoil development policy).

- Share with the participant how s/he can prepare for the workshop in order to maximize goal achievement (See below for more information on "Participant Preparation".)

Participant Preparation

Participants will be contacted by the CT 4 weeks before the workshop and will be asked to prepare for the event. The method of the workshop will be reinforced for the participants through the correspondence. This includes:

- Participants will play an active role in each part of the agenda.

- Participants will share their experiences and will support good practices in sustainable development in post-conflict countries.

- As experts (and everyone is an expert in her/his own way), the participants will *guide*, *support* and *learn* from each other throughout the workshop.

Two activities will prepare them to participate in the interactive workshop:

1. Review Guidance Notes. The participants will be provided the PDF or weblink of the Guidance Notes. The correspondence can be adapted from the following:

> "Methods and technical support to promote conflict-sensitive sustainable development are described in the Guidance Notes .You can download the Guidance Notes, entitled, "Developing National Sustainable Development Strategies in Post-Conflict
> Countries" online: http://www.un.org/esa/dsd/dsd_aofw_nsds/nsds_pdfs/guidancenotes.pdf.

> To make the two-day workshop as useful as possible for you, we are asking all participants to review the Guidance Notes before arriving. You can use this document to brainstorm examples of your country's good practices and development challenges, which you will then share with the other participants at the workshop."

2. Prepare presentation. Each country team will be asked to prepare a presentation in order to (a) prepare them to work on the sustainable development strategies, and to (b) share the synthesis and the lessons with the other participants.

All presentations will be given during a 90-minute session (see the summary for Session 6 below). For a ONE-COUNTRY WORKSHOP, the total presentation time can be 60 minutes long, leaving 30 minutes for discussion. For a MULTI-COUNTRY WORKSHOP, country's time allotments should be calculated so that all presentations can be made and 25% of the Session 6 time remains for discussion. For example, 4 countries will be given approximately 17 minutes for presentation plus 5-6 minutes for questions). ***When the coordinating team sends correspondence that conveys workshop preparation instructions to the participants the time allotments for the country presentation(s) must be clearly stated so that the presenters can plan accordingly.***

Each country will present their country's sustainable development plans and experiences, and will relate those to principles of conflict-sensitive development and peacebuilding. Presenters can use PowerPoint slides if they so choose, though this is not required. The presentations can include all of the topics in the following table (dependent upon the number of countries involved and the accompanying time restraints):

WORKSHOP TYPE	MATERIAL TO BE PRESENTED
One-Country Workshops (due to the single-country focus and extra time allowance, a portion of the presentation could be spent on historical lessons)	**Historical Review of Development Strategies.** Country team should review major development strategies starting from the time of conflict or instability. What were the development objectives in the strategies and did they achieve those objectives? Did the strategies cover the three development pillars – economic, social and environment – and integrate across these (see GN Chapter 3)? How have strategies contributed to conflict dynamics and peacebuilding (GN Chapter 2)? What are the lessons that we should use to improve ongoing or future development strategies (GN Section 4.3)?
One-Country and Multi-Country Workshops	**Summarize objectives of the national plan that is currently guiding development in the country.** Participants should see Chapter 7 of the Guidance Note for a review of some types of national development plans (e.g., Poverty Reduction Strategy, National Vision, UN Development Action Framework, etc). Country team should choose the national plan that it thinks is most useful for the workshop discussion. Country team should define the priority framework ("pillars") and the objectives of each pillar for the national plan that the participants will workshop.
One-Country and Multi-Country Workshops	**Review development challenges in the country and how those are addressed.** Participants should see GN Section 2.1 for a list of challenges that are commonly experienced in post-conflict development and use these to identify similar challenges they are experiencing in the country. GN Section 3.2 describes some ways for addressing these challenges. Country team should use this guidance to brainstorm how the country could address these challenges.
One-Country and Multi-Country Workshops	**Evaluate the country's methods for developing and implementing development strategies to promote peacebuilding and conflict prevention.** See GN Chapters 4-6 for guidance on good practice in conducting conflict-sensitive sustainable development. Country team should present which of these are being applied and how.
One-Country and Multi-Country Workshops	**List issues that the workshop participants can help problem solve.** Country teams should use the whole GN document to identify problems or opportunities for peacebuilding and sustainable development in their country. At the end of the presentation they will share these problems and opportunities so that the group of participants can work together to provide guidance and ideas for next steps.

The participants will also be told in this correspondence about preparations that : During the

workshop a series of interactive learning and problem-solving discussions will be held among the workshop participants. In particular, the participants will have the opportunity to work together to problem-solve issues the presenters raised as part of the last item in the table above.

WORKSHOP AGENDA AND SESSIONS

AGENDA

Day One		
Time	**Session**	**Theme**
9:00-9:30	1	Opening Remarks
9:30-10:15	2	**Introduction to Workshop Objectives and Participants**
10:15-10:30		Coffee Break
10:30-11:00	3	**Integrating Sustainable Development Principles into Development Strategies in Countries Emerging from Conflict**
11:00-12:00	4	**Sustainable Development Challenges in *The Country***
12:00-1:00	5	**Introduction to the Guidance Notes**
1:00-2:15		Lunch
2:15-3:45	6	**Sustainable Development in *The Country***
3:45-4:00		Coffee Break
4:00-4:45	7	**Linking Sustainable Development Challenges and Priority Areas**
4:45-5:00	8	**Day One Wrap-up**

Day Two		
Time	**Session**	**Theme**
9:00-9:15	9	**Welcome and Review of the Day's Agenda and Objectives**
9:15-9:45	10	**Discussion of Previous Day's Results**
9:45-10:15	11	**Formulating an Action Plan**
10:15-10:30		Coffee Break
10:30-12:30	12	**Action Plan Working Groups: Brainstorming and Planning**
12:30-1:45		Lunch
1:45-3:15	13	**Action Plan Working Groups: Presentation and Discussion**
3:15-3:30		Coffee Break
3:30-4:45	14	**Action Plan Follow-up**
4:45-5:00	15	**Closing Remarks**

SESSION 1: OPENING REMARKS

SUMMARY

Purpose:

The workshop and its objectives will be endorsed by at least one opinion leader or policy implementer from country(ies) participating in the workshop.

Objectives:

- Build confidence in the group of participants that the workshop outcomes are serious, meaningful and important
- Highlight critical success and gaps that need to be discussed during the workshop
- Cite important, relevant material from the Guidance Notes (e.g., pertinent challenges from Section 2.1 of the Guidance Notes, or Guidance Notes material referenced in the Development Strategy Assessment)

Time:

30 minutes

Discussion Lead(s):

Country representative(s) such as:

- Representative from a Prime Minister's or President's office
- Representative from the Ministry of Planning or a development policy coordination team
- Representative from key ministries whose profile needs to be elevated according to the Guidance Notes (e.g., Ministry of Environment)

Relevant GN sections:

- Any section of the GN that covers topics that have emerged as particularly important in the country according to the "development strategy assessment"

Handouts and Presentations:

None

Process:

The workshop will be opened first and foremost by country representatives in order to focus on country ownership, objectives, knowledge and needs. There can be more than one speaker in Session 1, if this helps to achieve the many session objectives, and if this helps to bring attention to development gaps found in the Development Strategy Assessment (DSA). For example, if the DSA reveals that environmental issues have not received adequate attention in the country's development strategies, then it would be useful for the Minister of Environment to make some opening comments about this to the participants.

The speakers should exhibit a serious tone and emphasize the importance of the workshop so that the participants will take the work seriously. The speakers can also mention how the workshop outputs could potentially be taken to the government leadership and applied in

the policy realm. But they should also endorse the *informal approach* – including creative, open-minded and collaborative methods – which will be used in all sessions of the workshop. This includes an emphasis on *teamwork*, which is needed during *and after* the workshop. A focus on these points should energize the participants to engage in the workshop activities.

The opening remarks will also:

- Highlight development success in the country(ies), including those associated with recovery and peacebuilding;
- List some development gaps that need to be addressed in development strategy discussions;
- Underscore the value of the principles in the Guidance Notes (including the need for long-term sustainable development planning, addressing the seven challenges, etc); and
- Sharing and transferring knowledge and experience between the participants (e.g., between sectors, between locations within a country or between countries).

The time spent on the opening remarks should be kept to 30 minutes. This can be difficult when high-level speakers are present. However, all speakers and the workshop participants should be prepared to keep this session within the time limit because of the important work that the participants need to do.

CT NOTE: The material covered by the speakers may mirror the analysis in the DSA. The CT should note also the concerns raised in the DSA that are not raised by the speakers. The CT should make sure to raise these issues in session discussions so that they are brought to the attention of the participants.

SESSION 2: INTRODUCTION TO WORKSHOP OBJECTIVES AND PARTICIPANTS

SUMMARY

Purpose:

Participants will review and agree on the contents and methodology of the workshop, and they will introduce themselves.

Objectives:

- Overview the workshop approach and workshop goals
- Review and approve the agenda
- Set the ground rules
- Determine privacy requirements and what may be shared outside the workshop
- Facilitate participant introductions

Time:

45 minutes

Discussion Lead(s):

- Participant expert
- Member of coordinating team

Relevant GN sections:

- No specific sections

Handouts and Presentations:

- Handout 2A: Workshop Goals
- Handout 2B: Workshop Agenda
- Handout 2C: Ground Rules

Process:

After Session 1, a member of the coordinating team and a participant expert will open with discussion of logistics and workshop conduct.

CT NOTE: As explained in "Workshop Overview" above, prior to the workshop the CT member and the participant expert will have prepared for how they will conduct the session together. The coordinating team (CT) members appear as discussion facilitators only after Session 1 so as to convey that their role is secondary to that of the country stakeholders; for if they are seen as more important or instructive, then this perception can disrupt the participant's initiative as they look to "do what the donors want".

1. Overview of Workshop Approach (5 minutes): The discussion leads will quickly explain the format of the workshop and the approach. Name the workshop's participatory and experiential learning principles summarized in the "Workshop Overview" (above). Cite that the workshop process will mirror the principles that the GN talks about, principles that can improve conflict-sensitive development plans (according to experience in different

countries). This approach is referenced in detail in the "Workshop Approach" section above in the chapter "Workshop Overview".

2. Review Workshop Goals and Approve the Agenda (15 minutes): Distribute Handouts 2A and 2B. Participant expert will read aloud the Workshop Goals and will walk through the agenda. Participant expert will then ask a discussion question:

- "How will this agenda achieve the workshop goals?"

The discussion will then allow the participants to (1) confirm the workshop agenda and goals, (2) ask clarifying questions, and (3) establish a common vision for the workshop process.

CT NOTE: The CT should record, monitor and manage participants' expectations throughout the workshop.

3. Setting Ground Rules (5 minutes): Distribute Handout 2C as a startpoint for brainstorming with the group the ground rules that they feel would support the workshop approach and enable them to achieve the Workshop Goals.

The participant expert will review the points on the Handout (or ask participants to read them silently). The Participant expert will then ask the discussion question:

- "Does anything need to be added so that we can achieve our goals?"

The Participant expert will write the final list of ground rules on a flip chart and post it on the wall for the attendees to refer to during the workshop. When the ground rules are violated anyone can bring this to the attention of the group during the workshop.

CT NOTE: The template of Handout 2C needs to be adapted by the CT to suit the contextual risks and social norms.

4. Facilitate Participant Introductions (20 minutes): The participants will go around the room and introduce themselves. The participants will be asked to keep their introductions brief, and they should state (for example):

- Name
- Organization
- One thing they have done that is related to post-conflict sustainable development
- One thing they want to learn about in the workshop

The Participant expert should ask someone in the middle of the room, not necessarily the most high profile participant, to begin the introductions. The CT members should move around the room and introduce themselves while scattered among the participants. These methods can help to mitigate a sense of hierarchy in the room.

CT follow-up:

- Save in a Word file the agreed Workshop Goals (*put on workshop CD*).
- Save in a Word file the agreed Workshop Agenda (*put on workshop CD*). Print the revised Workshop Agenda out so the participants can use it to follow the schedule during the event.
- Save in a Word file the final Ground Rules (*put on workshop CD*).
- Save in a Word file the list of participants with contact information (*put on workshop CD*). Print the list of participants and circulate it as soon as it is ready during the

workshop so that the participants can verify their information has been recorded correctly.

HANDOUT 2A: WORKSHOP GOALS

Workshop Goals

1. Learn about Conflict-Sensitive NSDS and Review the Guidance Notes Material through Interactive Discussion and Working Sessions

- Review and contextualize key conflict-sensitive principles and concepts
- Analyze and apply the content of the Guidance Notes

2. Exchange Development Experiences and Plans

- Share achievements and explore gaps in their development initiatives
- Integrate knowledge and experience across sectors and locations
- Explore linkages between development progress and peacebuilding

3. Brainstorm Action Steps to Support Goals and to Address Post-Conflict Challenges in NSDS

- Define their country development goals and challenges
- Develop problem-solving action steps and success indicators to address those challenges
- Identify guidance and support needs to support country plans

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SESSION 2: INTRODUCTION TO THE WORKSHOP OBJECTIVES AND PARTICIPANTS

HANDOUT 2B: WORKSHOP AGENDA

WORKSHOP AGENDA

Day One		
Time	**Session**	**Theme**
9:00-9:30	1	Opening Remarks
9:30-10:15	2	**Introduction to the Workshop Objectives and Participants**
10:15-10:30		Coffee Break
10:30-11:00	3	**Integrating Sustainable Development Principles into Development Strategies in Countries Emerging from Conflict**
11:00-12:00	4	**Sustainable Development Challenges in *The Country***
12:00-1:00	5	**Introduction to the Guidance Notes**
1:00-2:15		Lunch
2:15-3:45	6	**Sustainable Development in *The Country***
3:45-4:00		Coffee Break
4:00-4:45	7	**Linking Sustainable Development Challenges and Priority Areas**
4:45-5:00	8	**Day One Wrap-up**

Day Two		
Time	**Session**	**Theme**
9:00-9:15	9	**Welcome and Review of the Day's Agenda and Objectives**
9:15-9:45	10	**Discussion of Previous Day's Results**
9:45-10:15	11	**Formulating an Action Plan**
10:15-10:30		Coffee Break
10:30-12:30	12	**Action Plan Working Groups: Brainstorming and Planning**
12:30-1:45		Lunch
1:45-3:15	13	**Action Plan Working Groups: Presentation and Discussion**
3:15-3:30		Coffee Break
3:30-5:30	14	**Action Plan Follow-up**
5:30-6:00	15	**Closing Remarks**

GROUND RULES

1. Encourage *everyone* to **participate fully**.

2. **Identify problems to solve together**. Talking about challenges also brings the *opportunity* to find solutions.

3. Keep an **open mind**. Keys to successful development are creativity and forward thinking.

4. **Speak freely**, and allow others to do the same.

5. **Ask questions**. We are here to learn. *No question is silly*.

6. Be a **constructive** critic. Exchange ideas and build solutions together. Respect differences.

7. Remain **focused on the discussion**. Please be attentive and do not distract others from doing the same. This includes silencing all devices, cell phones, pagers, etc.

8. Respectfully **adhere to the schedule**. Arrive and return from breaks on time.

9. Be proud of your **collective commitment**. This is an exciting time to make exciting changes. Enjoy the process.

SESSION 3: INTEGRATING SUSTAINABLE DEVELOPMENT PRINCIPLES INTO DEVELOPMENT STRATEGIES IN COUNTRIES EMERGING FROM CONFLICT

SUMMARY

Purpose:

The participants will become oriented with the philosophy of the workshop and the value that this kind of dialogue and creative planning exercise can have for countries emerging from conflict.

Objectives:

- Introduce the impetus for the workshop initiative
- Explore the relationship between development and peacebuilding
- Contextualize the value of a conflict-sensitive national sustainable development strategy effort in *the country*

Time:

45 minutes

Discussion Lead(s):

- Participant expert
- Member of the coordinating team

Relevant GN sections:

- Element 2: Linking Sustainable Development and Peacebuilding

Handouts and Presentations:

- Presentation 3A: Sustainable Development and Peacebuilding

Process:

The two discussion leads will make a joint presentation, which will include some participant discussion. Presentation 3A includes the following components:

1. Introduce the Reason for Launching this Workshop to Support the Country(ies) (5 minutes): The Participant expert will provide information (e.g., anecdotes, statistical data) on what inspired the workshop to build capacity for planning conflict-sensitive national sustainable development strategies. Tied into this explanation should be some preliminary examples of how development and peacebuilding are interconnected in the country(ies). For the examples, consider the following:

- How can sustainable development contribute to peacebuilding? Development interventions can:
  - o Mitigate conflict drivers such as poor or inequitable public service or natural resource access;
  - o Improve local perceptions of security, for example through livelihoods development and reduction of environmental uncertainties; and

- Yield tangible "peace dividends", such as improved infrastructure and social services, helping to build a constructive social contract between stakeholders.
- How can peacebuilding contribute to development? Peacebuilding (at any stage in a conflict) can:
  - Improve inclusiveness of conflict parties in development decisions and policy-making;
  - Readjust public perspectives toward long-term development goals rather than short-term coping methods; and
  - Build confidence in development plans among all stakeholders – from civil society to government to donors and international organizations.

These are further detailed in the text and notes of Presentation 3A.

2. Review Sustainable Development and Peacebuilding (40 minutes): The discussion leads will review PowerPoint slides that explain the concepts of sustainable development and peacebuilding. The template for this PowerPoint is Presentation 3A (below). The presentation text in orange in this template is to be adapted in advance by the discussion leads.

Once the presentation has been made, the facilitators will ask discussion questions to prompt the participants to begin sharing their experiences. The discussion questions will extract examples of successes and failures that the group can refer back to during the workshop as evidence of problems and solutions. The questions will also allow the facilitators to gauge the level of extant knowledge, and to identify any knowledge gaps that need to be addressed through the workshop.

Throughout the group discussion, to help participants contextualize the Guidance Notes and to identify useful material for them to use, the discussion leads and the CT should point out relevant GN material to the group. This will kick-start a practical "immersion" or "action learning" process.

Example Discussion Questions:

- "How have development and peacebuilding been linked in policy or investment initiatives in the country? What were the outcomes?"

- "How can peacebuilding contribute to sustainable development in your country?"

CT NOTE: The discussion leads and CT can also feed the conversation with ideas that emerged from the Development Strategy Assessment, and from their own pre-workshop brainstorming.

CT follow-up:

- Save in a Word file the answers to the discussion questions (*put on workshop CD*). Print the discussion notes and circulate them to the participants so that they can refer back to these ideas during the workshop.

SESSION 3: INTEGRATING SUSTAINABLE DEVELOPMENT PRINCIPLES INTO DEVELOPMENT STRATEGIES IN COUNTRIES EMERGING FROM CONFLICT

PRESENTATION 3A: SUSTAINABLE DEVELOPMENT AND PEACEBUILDING (WITH NOTES)

Sustainable Development and Peacebuilding

Workshop: "Building Conflict-Sensitive Sustainable Development Strategies"
Location
Date
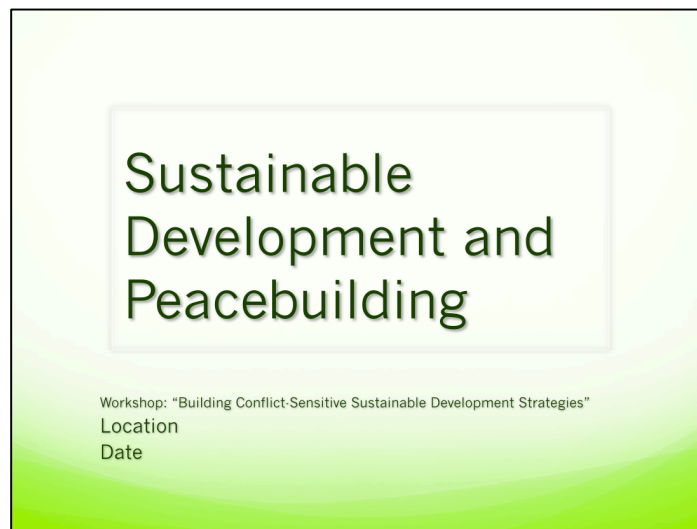
NOTE TO PRESENTER: THIS PRESENTATION TEMPLATE MUST BE ADAPTED FOR THE SO THAT PARTICIPANTS WILL START TO UNDERSTAND THE CONTEXT OF "DEVELOPMENT AND PEACEBUILDING"

Launching the Workshop

- What inspired the workshop?

[The items in orange in this presentation must be inserted by the Country Expert who is presenting in order to answer the question above and to provide context for participants]

- What was the tipping point that led to the workshop (e.g., data evidence, a story)

•Explain why this workshop was put together:
•The items in orange in this presentation must be inserted by the Country Expert who is presenting in order to answer the question above and to provide context for participants]

•What was the tipping point that led to the workshop? E.G., someone within the country(ies) read the Guidance Notes; found a new piece of data; heard a story from a citizen or another country representative; learned about this project's pilot workshops in Lebanon, Liberia and Nairobi; and with this perspective felt their country could benefit from this kind of workshop.

Sustainable Development and Peacebuilding

Sustainable development and peacebuilding
are interconnected, so...

IN OUR DEVELOPMENT STRATEGIES
THEY SHOULD ALSO BE INTERCONNECTED

Illustrative examples will be on the following pages

Sustainable Development and Peacebuilding

Sustainable development's three core dimensions:

- **Economy:** Economic sustainability means maximizing society's well-being, economic equity, and eradicating poverty through the creation of wealth and livelihoods, equal access to resources and the optimal and efficient use of natural resources

- **Society:** Socio-political sustainability means promoting social equity and uplifting the welfare and quality of life by improving access to basic health and education services, fulfilling minimum standards of security and respect for human rights, including the development of diversity, pluralism and grassroots participation

- **Environment:** Environmental sustainability means the enhancement and conservation of the environment and natural resources for present and future generations

(For more see: Guidance Notes, p. 32)

Sustainable development has three core dimensions:

•**Economy:** Economic sustainability means maximizing society's well-being, economic equity, and eradicating poverty through the creation of wealth and livelihoods, equal access to resources and the optimal and efficient use of natural resources

•**Society:** Socio-political sustainability means promoting social equity and uplifting the welfare and quality of life by improving access to basic health and education services, fulfilling minimum standards of security and respect for human rights, including the development of diversity, pluralism and grassroots participation

•**Environment:** Environmental sustainability means the enhancement and conservation of the environment and natural resources for present and future generations

•These dimensions should be pursued together in holistic development strategies, with the objective of achieving the "triple bottom line" – economic, social and environmental benefit and progress. Development plans such as Poverty Reduction Strategies and National Visions generally take this holistic perspective.

Sustainable Development and Peacebuilding

Sustainable Development

From short-term crisis response to long-term benefit and growth

SOME PEOPLE SAY that "sustainable development helps us meet our present needs without compromising our ability to meet future needs...."

.. IN FACT, sustainable development should even *support* our ability to meet future needs.

•Short-term crisis response: Means meeting people's basic needs for food, water, shelter, healthcare, education, etc. in the near term. This may be emergency aid response, for example for communities affected by violence, or isolated as a consequence of insecurity or government neglect.

•Long-term growth: This includes, for example, livelihoods development, economic recovery and growth and sustained public service provision.

•Smart sustainable development links these short and long-term initiatives. Short term crisis response, such as emergency food production programs, can have long-term impacts on the economy, environment and society. In parts of the conflict and famine-struck Horn of Africa this has led to price gauging, looting, and has aggravated water scarcity problems. This has led to even more food insecurity, physical insecurity and environmental insecurity. Short-term and long-term plans should be integrated, so that they support a set of human security objectives that are met along an extended timeline.

Sustainable Development and Peacebuilding

Peacebuilding

- Addressing the factors that cause or exacerbate inequity, conflict and violence

- Mitigating risk of conflict and preventing a relapse of conflict dynamics

- Transforming social-economic-environmental systems so that they sustain progress and equitable opportunity

•Addressing the factors that cause or exacerbate inequity, conflict and violence – GIVE EXAMPLES OF THE ROOT CAUSES OF INSTABILITY (E.G.,SOCIETAL DIVISION, ECONOMIC MARGINALIZATION OF SOME GROUPS, LAWLESSNESS IN SOME LOCATIONS, SPILLOVER OF CONFLICT ACTIVITY FROM NEIGHBORING COUNTRIES)
•Mitigating risk of conflict and preventing a relapse of conflict dynamics – ADDRESSING THE CAUSES AND STOPPING ESCALATION, FOR EXAMPLE:
    •SOCIETAL DIVISION → BRIDGING GAPS BETWEEN GROUPS
    •ECONOMIC MARGINALIZATION OF SOME GROUPS → REDUCING POVERTY, IMPROVING LIVELIHOODS AND SERVICES FOR VULNERABLE GROUPS
    •LAWLESSNESS IN SOME LOCATIONS → IMPROVE SECURITY AND TRANSPARENT MAINTENANCE OF LEGAL/JUSTICE SYSTEMS
    •SPILLOVER OF CONFLICT ACTIVITY FROM NEIGHBORING COUNTRIES → IMPROVE CROSS-BORDER MANAGEMENT OF ILLEGAL AND VIOLENT ACTIVITY, CONDUCT PREVENTIVE ACTIVITIES IN BORDER REGIONS
•Transforming social-economic-environmental systems so that they sustain progress and equitable opportunity – THESE PRINCIPLES ARE ALSO PRINCIPLES OF SOUND, SUSTAINABLE DEVELOPMENT

Sustainable Development and Peacebuilding

How can sustainable development contribute to peacebuilding?

- FOR EXAMPLE: Development interventions can...
  - Mitigate conflict drivers (e.g., social division, economic marginalization, lawlessness, spillover, poor or inequitable service or natural resource access)
  - Improve local perceptions of security (e.g., through livelihoods development, reduction of environmental uncertainties, governance building, security and judicial sector reform)
  - Yield tangible "peace dividends" that helps build a constructive social contract between stakeholders (e.g., development outcomes such as poverty reduction, public service delivery)

EXAMPLE: Development interventions can:
•Mitigate conflict drivers (e.g., poor or inequitable service or natural resource access, OR ANY OF THE EXAMPLES ON THE PREVIOUS SLIDE: SOCIETAL DIVISION, ECONOMIC MARGINALIZATION OF SOME GROUPS, LAWLESSNESS IN SOME LOCATIONS, SPILLOVER OF CONFLICT ACTIVITY FROM NEIGHBORING COUNTRIES – SEE SECTIONS 2.1 AND 3.2 OF GUIDANCE NOTES FOR MORE IDEAS)
•Improve local perceptions of security (e.g., through livelihoods development, reduction of environmental uncertainties, governance building, security and judicial sector reform)
•Yield tangible "peace dividends" that helps build a constructive social contract between stakeholders (e.g., development outcomes such as poverty reduction, public service delivery)

Sustainable Development and Peacebuilding

- Cite examples from THE COUNTRY(IES) on how development has contributed to peacebuilding

Cite examples – MAKE REFERENCE TO SPECIFIC EXAMPLES IN THE COUNTRY(IES), BASED ON GENERAL EXAMPLES FROM THE PREVIOUS SLIDE:
•Mitigate conflict drivers (e.g., poor or inequitable service or natural resource access)
•Improve local perceptions of security (e.g., through livelihood development, reduction of environmental uncertainties)
•Yield tangible "peace dividends" that helps build a constructive
•Mitigate conflict drivers
•Improve local perceptions of security
•Yield tangible "peace dividends"

•How is development and peacebuilding interconnected in the country(ies) participating in the workshop? E.G. Examine the list in Section 3.2 of the Guidance Notes. Choose 2-3 of the seven challenges listed that you think are relevant challenges in the workshop country(ies).

Sustainable Development and Peacebuilding

How can peacebuilding contribute to development?

- FOR EXAMPLE: Peacebuilding (at any stage in a conflict) can...
  - Improve inclusion of conflict parties in decisions and policy-making
  - Readjust public perspectives toward long-term issues rather than short-term coping mechanisms
  - Build confidence among all stakeholders, from civil society to government to donors and international organizations

FOR EXAMPLE: Peacebuilding (at any stage in a conflict) can:
•Improve inclusion of conflict parties in decisions and policy-making – THROUGH PARTICIPATORY DEVELOPMENT PLANNING PROCESSES, ORDER TO BUILD INFORMED POLICIES AND A SENSE OF OWNERSHIP AND RESPONSIBILITY AMONG CITIZENS (SECTION 4.1 OF GUIDANCE NOTES)
•Readjust public perspectives toward long-term issues rather than short-term coping mechanisms – IN ORDER TO FACILITATE SUSTAINED CHANGE, E.G., IN ECONOMIC BEHAVIOR, NATURAL RESOURCE MANAGEMENT, INSTITUTION BUILDING (SECTION 4.2 OF GUIDANCE NOTES)
•Build confidence among all stakeholders, from civil society to government to donors and international organizations – WHEN STAKEHOLDERS HAVE CONFIDENCE IN THE AGENCIES THAT ARE LEADING DEVELOPMENT AND THEY HAVE CONFIDENCE IN THE OUTCOMES OF DEVELOPMENT EFFORTS, THEY ARE MORE LIKELY TO SUPPORT THE IMPLEMENTATION OF DEVELOPMENT PROGRAMS

Sustainable Development and Peacebuilding

- Cite examples from THE COUNTRY(IES) on how peacebuilding has contributed to development

Cite examples – MAKE REFERENCE TO SPECIFIC EXAMPLES IN THE COUNTRY(IES), BASED ON GENERAL EXAMPLES FROM THE PREVIOUS SLIDE:
•Improve inclusion of conflict parties in decisions and policy-making
•Readjust public perspectives toward long-term issues rather than short-term coping mechanisms
•Build confidence among all stakeholders, from civil society to government to donors and international organizations

Sustainable Development and Peacebuilding

Natural resource management is a catalyst in the peacebuilding-development cycle

~ ~ ~ ~ ~

Sustainable natural resource management can have mutually reinforcing development and peacebuilding outcomes:

Cite examples from the country

Sustainable Development and Peacebuilding

- <u>Improve inclusion</u>: e.g., by incorporating remote and neglected locations into development programming

- <u>Readjust public perspectives</u>: e.g., by educating stakeholders on the risks of over-usage having long-term impacts

- <u>Build confidence</u>: e.g., by supporting user collaboration

- <u>Mitigate conflict drivers</u>: e.g., by improving equitable natural resource access

- <u>Improve local perceptions of security</u>: e.g., by developing and strengthening governance systems

- <u>Yield tangible "peace dividends"</u>: e.g., by upgrading livelihoods and public health

Cite examples from the country

Sustainable Development and Peacebuilding

The dynamic between sustainable development
and peacebuilding is cyclical –
These are not mutually exclusive activities, but
rather they are constantly interacting.

_____

*For the most effective national sustainable
development plans we just need to capture
some of the numerous opportunities to support
conflict transformation.*

Cite the examples you have given on Slide 8 and Slide 10 and reference how peacebuilding and development interaction is cyclical. [AN EXAMPLE OF SUCH A CYCLE: a development program targets watershed management. Watershed management will include collaboration between neighboring communities that may have previous animosities. As animosities are reconciled, then coordinated watershed management improves. And the development/peacebuilding cycle can continue.]

SESSION 4: SUSTAINABLE DEVELOPMENT CHALLENGES IN *THE COUNTRY(IES)*

SUMMARY

Purpose:

The participants will launch into the thinking exercise of the workshop by considering the development challenges that are commonly seen in countries affected by conflict. In working groups they will discuss the concepts, apply them to *their country's* context and define what they mean. The exercise will prompt them to draw on their existing knowledge and development experiences and to learn from each other. They will develop new perceptions of these: what they are, why they are important, and how they are relevant in *the country(ies).* This will be accomplished as the individual participants conduct the exercise and as the working groups share with each other their conclusions from the exercise.

Objectives:

- Facilitate learning about each other's perspectives on the challenges and build conclusions on how those can be defined in groups of people with mixed backgrounds
- Review, contextualize/define the seven post-conflict sustainable development challenges presented in the Guidance Notes
- Rank and justify those rankings of the challenges
- Present and discuss the results of the working groups

Time:

60 minutes

Discussion Lead(s):

- Participant expert
- Member of the coordinating team

Relevant GN sections:

- Section 2.1 "Key Challenges"
- Section 3.2 "Sustainable Development as Structural Peacebuilding"

Handouts and Presentations:

- Handout 4A: Guidance Note Challenges
- Handout 4B: Development Challenges in Conflict-Affected Countries

Process:

1. Review the Seven Key Challenges (10 minutes). Using the PowerPoint projector, the CT member will project Handout 4A and read through them. The CT member can read these as a "neutral" party, explaining that these are categories of challenges that have been seen in many conflict-affected countries, and that the real value of this list is when experts in the room apply their knowledge and experience, determining what these challenges are,

specifically, in the country. The CT member should explain that the Guidance Notes give general descriptions of these in Section 2.1 "Key Challenges". The CT member should review:

- These challenges are drawn from a review of challenges in different countries affected by conflict and violence
- These are common challenges that can be defined in different ways in different countries
- These challenges can perpetuate conflict dynamics
- Addressing these challenges can enable peacebuilding
- These challenges are commonly overlooked – and that can be dangerous for peacebuilding and development

2. Apply the Challenges to the Country Context (30 minutes): Working groups will convene as follows:

- *One-Country Workshop Format: There should be approximately 6 people per group. The Participant expert will determine a method to convene groups so that they have mixed representation of stakeholders and sector knowledge.*

- *Multi-Country Workshop Format: Each country will convene its own group, regardless of the number of representatives present for each country (there may be unequal numbers between the country teams).*

The groups will do two tasks in a short amount of time:

- Answer the discussion question: "Refer to the seven categories of challenges on Handout 4A. How does each apply to *this country?* Write a definition based on the country's experiences. We will call this a "challenge definition.""

- Looking at the seven challenges (now with the group's "challenge definitions" attached), rank them in terms of general concern for sustainable development in the country (rank them in the order of "greatest concern" to "least concern") by asking the discussion question: "How is each of these seven challenges related to past conflict and the risk of conflict escalation in *the country?* Which are now the biggest risks to sustainable development in *the country*?"

3. Present Group Results (20 minutes): The workshop participants will reconvene together. Each working group will share their "challenge definitions" and the order in which they ranked them. The CT will support the Discussion Leads and the participants as they cluster the group's definitions under each of the seven categories listed on Handout 4A. These clusters will provide a list of country-specific challenges that the participants can use as a brainstorming tool during the course of the workshop. At the conclusion of the session the discussion leads will circulate Handout 4B, which provides some general findings on how these challenges could be addressed through development. The participants will be given the opportunity to review that handout at their leisure as they prepare for other exercises.

- Save in a Word file the definitions of the challenges, clustering those of each of the groups (*put on workshop CD*).
- Save in a Word file the rankings of the challenges and the justifications (*put on workshop CD*).
- Print them out so the participants can refer to the results when conducting other exercises.

SESSION 4: SUSTAINABLE DEVELOPMENT CHALLENGES IN *THE COUNTRY*

HANDOUT 4A: GUIDANCE NOTE CHALLENGES

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Development Challenges in Conflict-Affected Countries

1. **Poverty, marginalisation, and vulnerability:**
   - Economic, social and political inequality among culturally, ethnically, or socially defined groups.
2. **Unsustainable exploitation of natural resources and environmental deterioration**
   - Direct harm of natural resources and ecosystems, for example, through hazardous substances or overtaxing renewable resources.
   - Indirect harm to the environment often caused by coping strategies of local and displaced people in emergency situations or via uncontrolled overexploitation.
3. **Insecurity, militarization, and lawlessness**
   - Distorted traditional power structures that include active non-state armed groups and easily accessible weapons.
   - Human rights abuses and violent crime.
4. **Societal divisions**
   - Residual politicisation and stereotyping.
   - Bridges between social groups are weak, though group ties and identities within groups are strong.
5. **Poor governance, corruption, and low capacity**
   - Decimation of government institutions and organizational linkages.
   - Poor coordination among local and national institutions, formal and traditional institutions, the state and the (newly developing) civil society.
   - Corruption.
   - "Brain drain," the loss of the country's most skilled workers.
6. **Poor economic performance, limited fiscal resources, and disruption of infrastructures and public services**
   - Damaged infrastructure, scarce employment opportunities, reduced foreign investment, big shadow economies, and increased capital flight.
   - Inability to collect taxes, manage resources, implement policy, or uphold the rule of law.
7. **Regional and external risks**
   - Receipt of support or intervention from other countries that is not context-sensitive.
   - Conflict as a result of the direct or spillover effect from external involvement.

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SESSION 4: SUSTAINABLE DEVELOPMENT CHALLENGES IN *THE COUNTRY*

HANDOUT 4B: DEVELOPMENT CHALLENGES IN CONFLICT-AFFECTED COUNTRIES

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**DEVELOPMENT CHALLENGES AND RESPONSE ACTIONS IN
CONFLICT-AFFECTED COUNTRIES**

1. **Poverty, marginalization, and vulnerability:**
   - Economic, social and political inequality among culturally, ethnically, or socially defined groups.

   How to Handle Challenge through Sustainable Development:
   - ➢ Concentrate on the needs of vulnerable and marginalized groups.
   - ➢ Determine and address the root causes of poverty.

2. **Unsustainable exploitation of natural resources and environmental deterioration**
   - Direct harm of natural resources and ecosystems, for example, through hazardous substances or overusing renewable resources.
   - Indirect harm to the environment often caused by coping strategies of local and displaced people in emergency situations or via uncontrolled overexploitation.

   How to Handle Challenge through Sustainable Development:
   - ▪ Set priorities and timing early, as inaction or poor choices can easily lead to locking development into an unsustainable path that undermines peace.
   - ▪ Properly manage resources to encourage economic growth and employment; and to foster multi-level and multi-group engagement, cooperation and reconciliation.

3. **Insecurity, militarization, and lawlessness**
   - Distorted traditional power structures that include active non-state armed groups and easily accessible weapons.
   - Human rights abuses and violent crime.

   How to Handle Challenge through Sustainable Development:
   - ➢ Improve political processes so that they are inclusive and legitimate.
   - ➢ Implement state-society contract formation and reformation.

4. **Societal divisions**
   - Residual politicisation and stereotyping.
   - Bridges between social groups are weak, though group ties and identities within groups are strong.

   How to Handle Challenge through Sustainable Development:
   - ➢ Negotiate long-term goals and create a shared vision for the future to build trust and bridges, and confidence in the government's interest in equality.
   - ➢ Openly discuss differences and understand the benefits and losses of certain policies and trade-offs.

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5. **Poor governance, corruption, and low capacity**
   - Decimation of government institutions and organizational linkages.
   - Poor coordination among local and national institutions, formal and traditional institutions, the state and the (newly developing) civil society.
   - Corruption.
   - "Brain drain," the loss of the country's most skilled workers.

   How to Handle Challenge through Sustainable Development:
   - ➢ Implement policies to fight corruption.
   - ➢ Build capacity; working toward better governance is crucial.

6. **Poor economic performance, limited fiscal resources, and disruption of infrastructures and public services**
   - Damaged infrastructure, scarce employment opportunities, reduced foreign investment, big shadow economies, and increased capital flight.
   - Inability to collect taxes, manage resources, implement policy, or uphold the rule of law.

   How to Handle Challenge through Sustainable Development:
   - ➢ Consider growth strategies of several dimensions: social, economic, and environmental.
   - ➢ Strengthen policies by seeking to achieve multiple goals at once, where possible. For example, using resources more efficiently is better socially, economically and environmentally.

7. **Regional and external risks**
   - Receipt of support or intervention from other countries that is not context-sensitive.
   - Conflict as a result of the direct or spill-over effect from external involvement.

   How to Handle Challenge through Sustainable Development:
   - ➢ Coordinate and cooperate across borders. For example, joint infrastructure projects can stimulate economic growth and create employment.
   - ➢ Build relations between neighboring countries. For example, transboundary environmental cooperation and management of ecosystems or natural resources can be a stepping stone to (re)build relations and trust between countries.

This handout features a summary of the Guidance Notes.
United Nations Department of Economic and Social Affairs Division for Sustainable Development. *Developing National Sustainable Development Strategies in Post-Conflict Countries.* Development Account Project (ROA 105). (2011): 20-23, 35-36. Strengthening National Capacity for the Integration of Sustainable Development Principles into Development Strategies in Countries Emerging from Conflict. Available at: http://www.un.org/esa/dsd/dsd_aofw_nsds/nsds_pdfs/guidancenotes.pdf

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SESSION 5: INTRODUCTION TO THE GUIDANCE NOTES

SUMMARY

Purpose:

Participants will have a brief review of from the contents of the Guidance Notes. They will have reviewed the material prior to the workshop, so this is intended to help refresh their thinking and to note which components of the material are relevant and useful. This material will also help them brainstorm more conflict-sensitive development strategies for their country during the workshop discussions and exercises.

Objectives:

- Review Guidance Notes strategy and content, the five elements, including the seven key challenges, and entry points
- Identify Guidance Notes material that may be useful for conflict-sensitive development in the participants' country(ies)

Time:

45 minutes

Discussion Lead(s):

- Participant expert
- Member of the coordinating team

Relevant GN sections:

- All sections of the Guidance Notes are briefly reviewed in this session

Handouts and presentations:

- Handout: Full copy of the Guidance Notes (available for download online - http://www.un.org/esa/dsd/dsd_aofw_nsds/nsds_pdfs/guidancenotes.pdf)
- Handout 5A: Thought Questions on Guidance Notes (so that participants can take written notes)
- Presentation 5A: UNDESA/DSD Guidance Note: Developing National Sustainable Development Strategies in Conflict-Sensitive Contexts

Process:

The Discussion Leads will provide a brief overview of the material in the Guidance Notes. The CT member will emphasize that this is general, global guidance that the participants need to apply to their country. The participant expert will facilitate discussion that will lead the participants to identify the useful elements of the GN and their relevance in their country context. Before the workshop the discussion leads should review the GN together and identify potentially useful elements that could be raised in discussion questions. Findings from the Development Strategy Assessments will indicate some GN material that will be contextually relevant. The results of the discussion during Session 4 can also be linked to useful parts of the Guidance Notes.

1. Ask Thought Questions (2 minutes): Before reviewing the Guidance Notes, provide Handout 5A. This gives two thought questions to the participants to direct their thinking and learning during the presentation. Advise the participants to write their ideas on that paper during the presentation. Explain that the group discussion will focus on these thought questions after the presentation:

- What parts of this Guidance Notes material is useful for sustainable development planning in your country?

- What lessons from your experience in sustainable development does this Guidance Notes material make you think of?

2. Review Guidance Notes (23 minutes): The material of the GN, and how the guidance can inform development-related activities, will be reviewed in a presentation by the discussion leads (see Presentation 5A for the presentation template). Hard copies of the presentation should be distributed to the participants so that they can use it for quick reference during the workshop. To keep the thought questions on the minds of the participants, the presenters will connect the presentation content to the workshop's discussions in order to facilitate application and brainstorming:

- "…Could this point be useful for sustainable development planning in your country? Because earlier we discussed [cite country issue/example]…"

- "…This point reminds me that earlier we discussed the lesson of [case example]. Does this point highlight any other lessons in that area that we should keep in mind when doing sustainable development planning?"

3. Discuss Participants' Reflections on the Thought Questions (20 minutes): Open the discussion to the whole group so that the participants can share their ideas, which were generated by the thought questions. The CT should record any references by the participants: if there are parts of the Guidance Notes they want to explore more or if there are case experiences that would be useful for them to learn from.

SESSION 5: INTRODUCTION TO THE GUIDANCE NOTES

PRESENTATION 5A: UNDESA/DSD GUIDANCE NOTE: DEVELOPING NATIONAL SUSTAINABLE DEVELOPMENT STRATEGIES IN CONFLICT-SENSITIVE CONTEXTS (WITH NOTES)

•These Guidance Notes provide suggestions on how to improve your existing development plans
•This is PROCESS guidance to support existing development plans – not guidance to build a new plan

The "Five Elements"

- Element 1: Understanding the Conflict
- Element 2: Linking Development and Peacebuilding
- Element 3: Managing Sustainable Development Processes in Conflict-Affected Countries
- Elements 4: Building Capacities for Sustainable Development in Conflict-Affected Countries
- Element 5: Sequencing and Prioritizing Policy Reforms in Conflict-Affected Countries
- Entry Points for Sustainable Development in Conflict-Affected Countries

•Listed on this slide are the components of the Guidance Notes
•These Guidance Notes provide general recommendations
•The Notes also suggest other reading for more specific guidance
•The real value of these Notes is in the participants application of them
•Participants should use the Notes to identify their development challenges and opportunities, and find solutions for progress – USE THE NOTES FOR BRAINSTORMING

Element 1:
Understanding the Conflict

- Seven overlapping challenge categories are associated with unsustainable development and conflict relapse:
  1. Poverty, marginalization and vulnerability
  2. Unsustainable exploitation of natural resources and environmental deterioration
  3. Insecurity, militarization and lawlessness
  4. Societal divisions
  5. Poor governance, corruption and low capacity
  6. Poor economic performance, limited fiscal resources and disruption of infrastructure and public services
  7. Regional and external risks

•Element 1 of the Guidance Notes reviews these seven overlapping challenges of the Guidance Notes.

•These seven challenges are categories of challenges

•The actual challenges that a country experiences are unique

•Participants can use this list and the descriptionS in the Guidance Notes as a brainstorming tool

THESE CAN BE A PRE-EXISTING PROBLEM OR CAN BE ENABLED BY DEVELOPMENT PLANS

1. These are security, social, economic, environmental challenges – cross-sectoral, overlapping (which is why we want to work across sectors in these discussions and learn)

2. Addressing these challenges can help prevent conflict escalation or relapse

Element 1:
Understanding the Conflict

● ACTION PRINCIPLES
- ✓ Consolidate existing analysis that considers these topics
- ✓ Conduct needed *practical* analysis
- ✓ Apply analysis

Steps participants can take to make their development strategies more effective in mitigating conflict and supporting peacebuilding:

•Consolidate existing analysis on these topics: Survey what analysis the government or external organizations have done on these issues (e.g., Post-Conflict Needs Assessments for the sectors, other conflict analysis)

•Conduct needed practical analysis: What hasn't been analyzed should be? For example, participants might see land as a major source of conflict in their country, but no conflict analysis or land management assessment has been conducted. In this case, they might want to find a way to do analysis on these topics.

•Apply the analysis: Lots of studies are done and then put on a bookshelf. All this analysis the donors and governments do is only useful when we APPLY IT TO OUR DEVELOPMENT WORK.

Element 2: Managing Sustainable Development and Peacebuilding

- Equity across space, time, groups
- Access to services and other benefits
- Triple Bottom Line
  - Economy
    - Economic sustainability = Eradicate poverty, build livelihoods and wealth
  - Society
    - Socio-political sustainability = Respect for diversity and participation, improved quality of life
  - Environment
    - Environmental sustainability = Enhancement and conservation of natural resources – for future generations

•These are general principles of sustainable development that are also important in conflict contexts.

•Equity and access can, in particular, be conflict drivers, making them very important for participants to think about. Citizens may resort to violence if they feel they do not have equal access to financial opportunity. They may also become violent if they do not have fair access to food, water or education.

•The triple bottom line of sustainable development can be implemented through a multi-sectoral development plan that considers the seven challenges

Element 2: Managing Sustainable Development and Peacebuilding

● ACTION PRINCIPLES
  ✓ Sustainability = integrated benefit system
  ✓ Address the challenges through development intervention
  ✓ Improve equity through pro-poor economic development (structural peacebuilding)
  ✓ Focus on environment, natural resources and peacebuilding

Steps participants can take to make their development strategies more effective in mitigating conflict and supporting peacebuilding:

•Uphold the triple bottom line through a multi-sectoral development plan and this can support an INTEGRATED SYSTEM OF BENEFITS FOR ALL CITIZENS

•Go through the list of challenges and make plans to address them through your development plan

•Make sure that all citizens benefit from development, as this will reinforce peacebuilding across society

•DON'T FORGET THAT ENVIRONMENT IS LINKED TO ALL PARTS OF DEVELOPMENT – e.g., livelihoods recovery, water services, agriculture economy. Environmental management and rehabilitation often falls at the bottom of the priority list for development, especially in the aftermath of violent conflict. Country policy makers need to keep this issue at the top of the list.

Element 3: Managing Sustainable Development Processes in Conflict-Affected Countries

- Process qualities that support peacebuilding
  - <u>Participation</u> = Builds relationships and social contract, grows existing knowledge, improves understanding of interests and expectations, leading to efficiency and trust
  - <u>Long-term perspective</u> = Identifies and avoids unintended impacts and entrenching problems, ensures policy coherence, unifies goals
  - <u>Iteration and improvement</u> = Enables action learning with analysis, policy, action plans, implementation, review; focuses on goals rather than producing a fixed plan

These three activities support peacebuilding:

•In Lebanon, experts and stakeholders with different perspectives and sector backgrounds came together for planning. This helped build relationships (trust) and knowledge between them; manage expectations; improve efficiency of work.

•In Liberia, policy makers, community leaders and other stakeholders came together to plan their Poverty Reduction Strategy for the next 5 years. This was also nested within a 20 year National Vision Plan. In this planning process they could plan forward and then assess their plans for: unintended impacts, coherence across policies and sectors, unified objectives.

•As the earlier slides have pointed out, the planning process requires input from different kinds of parties. The country will change during throughout the development planning process. Planners should keep an eye on development and peacebuilding goals and not on a static or rigid plan that could become irrelevant.

Element 3: Managing Sustainable Development Processes in Conflict-Affected Countries

● ACTION PRINCIPLES
  ✓ Have inclusive and meaningful participation
  ✓ Address long-term impacts in short-term plans
  ✓ Have mechanisms (procedures and organizational roles) to iterate and improve plans

Steps participants can take to make their development strategies more effective in mitigating conflict and supporting peacebuilding:
•Have inclusive and meaningful participation
•Address long-term impacts in short-term plans
•Have mechanisms (procedures and organizational roles) to iterate and improve plans

Element 4: Building Capacities for Sustainable Development in Conflict-Affected Countries

- <u>Data and data processing</u> allow for *informed* policy making, monitoring and evaluation of transformation processes

- <u>Functional institutional linkages</u> (within government, between state and civil society) allow knowledge and human talent to be shared formally and informally

- <u>Accountability mechanisms</u> hold governments and donors responsible for their actions helps reduce risk (a multitude of organizations active in conflict-affected countries can enable corruption, rent-seeking, inequality)

- <u>Visionary leadership</u> is a tool for change – forward thinkers can be catalysts and guarantors of peace/stability/development; they can build coalitions for change

•Capacity of all kinds can be low when stability is low or after violent conflict
•These four areas can be especially problematic, but important for effective development planning
•<u>Data and data processing</u> allow for *informed* policy making, monitoring and evaluation of transformation processes – WHEN THE STATE IS WEAK, COLLAPSED OR AT WAR DATA (NECESSARY FOR DEVELOPMENT PLANNING) WON'T BE COLLECTED OR MANAGED
•<u>Functional institutional linkages</u> (within government, between state and civil society) allow knowledge and human talent to be shared formally and informally – WHEN REBUILDING OR STRENGTHENING INSTITUTIONS INTER-INSTITUTIONAL LINKAGES ALSO NEED TO BE BUILT. E.G., SO THAT THEY EXCHANGE INFORMATION AND COORDINATE INFORMED POLICIES
•<u>Accountability mechanisms</u> hold governments and donors responsible for their actions helps reduce risk (a multitude of organizations active in post-conflict countries can enable corruption, rent-seeking, inequality) – FOR GOOD GOVERNANCE AND TO BUILD TRUST WITH CITIZENS THERE NEEDS TO BE TRANPARENCY (E.G., IN DECISIONS, INVESTMENTS)
•<u>Visionary leadership</u> is a tool for change – forward thinkers can be catalysts and guarantors of peace/stability/development; they can build coalitions for change) – IN A TIME OF TRANSITION SOME TRUSTED, INFLUENTIAL PERSONALITIES CAN FACILITATE CHANGE (THIS GOES BEYOND THE TOP LEADERSHIP)

Element 4: Building Capacities for Sustainable Development in Conflict-Affected Countries

● ACTION PRINCIPLES
  ✓ Improve data collection, analysis, use
  ✓ Foster better institutional linkages for information and other resource sharing
  ✓ Have proactive government role in allocating and managing aid
  ✓ Build leadership for change

Steps participants can take to make their development strategies more effective in mitigating conflict and supporting peacebuilding:
•Improve data collection, analysis, use
•Foster better institutional linkages for information and other resource sharing
•Have proactive government role in allocating and managing aid
•Build leadership for change

Element 5: Sequencing and Prioritizing Policy Reforms in Conflict-Affected Countries

- Phase I: Stabilization, quick wins, and priority setting

- Phase II: Transition governance and service delivery systems from emergency to longer-term "normal" standards; build legitimacy

- Phase III: Transition from externally-driven to internally-driven processes; comprehensive planning and strategies

BUT TRANSFORMATION IS NOT LINEAR
– THESE PHASES CAN HAPPEN SIMULTANEOUSLY.

DIFFERENT PEOPLE, PLACES, SECTORS HAVE DIFFERENT CHALLENGES AND SUCCESSES, AND DEVELOPMENT PLANNING NEEDS TO BE APPROPRIATELY ADJUSTED.

•Donors have tried to compartmentalize development planning, but many countries day that it is not this easy and simple
•Transformation is not linear – these phases can happen simultaneously to different people, places, sector:
> •People: A wealthy group in a country might recover or develop faster than a poor, marginalized or insurgent group; a refugee or IDP population might dominate one part of the country at the same time when rich neighborhoods in the capital or in tourist areas also exist
> •Places: Urban areas often benefit from development and reconstruction earlier that rural, remote areas
> •Sectors: Infrastructure is often rebuilt first, and other human services can take longer to put in place (e.g., education)
> •Each of these have challenges and successes, and development planning needs to be appropriately adjusted

Element 5: Sequencing and Prioritizing Policy Reforms in Conflict-Affected Countries

● ACTION PRINCIPLES

Operationalize the other ACTION PRINCIPLES, but narrow in and adjust to DIFFERENT CONDITIONS

✓ Identify and address Phase I opportunities
(e.g., consider challenges, sector, people, place)
✓ Identify and address Phase II opportunities
(e.g., consider challenges, sector, people, place)
✓ Identify and address Phase III opportunities
(e.g., consider challenges, sector, people, place)

Steps participants can take to make their development strategies more effective in mitigating conflict and supporting peacebuilding:
•Don't think of these phases rigidly across one country
•When doing development planning, adjust to different conditions at the sector, location and person level

Entry Points for Sustainable Development in Conflict-Affected Countries

- National Visions
- Poverty Reduction Strategies
- Other development planning efforts

For example, the original project's pilot countries used the following entry points for future planning:

•In Liberia, project participants worked on the Poverty Reduction Strategy (PRS) that they were preparing. So, this workshop, its exercises, and the post-workshop follow-up focused on incorporating lessons from the Guidance Notes into the PRS.

•In Lebanon, the country had several sector-based strategies that had not been integrated into a whole national strategy because of government transition. So, this workshop, its exercises, and the post-workshop follow-up supported exchange between the different sector professionals who worked on these strategies. In turn, this mutually supported the integration of these strategies into a holistic strategy and the incorporation of Guidance Notes recommendations.

SESSION 5: INTRODUCTION TO THE GUIDANCE NOTES

HANDOUT 5A: THOUGHT QUESTIONS ON GUIDANCE NOTES

GROUNDING THE GUIDANCE NOTES

- What parts of this Guidance Notes material is useful for sustainable development planning in your country?

- What lessons from your experience in sustainable development does this Guidance Notes material make you think of?

SESSION 6: SUSTAINABLE DEVELOPMENT IN *THE COUNTRY(IES)*

SUMMARY

Purpose:

The participants will review the content, objectives and achievements of development strategies in *the country(ies).*

Objectives:

- Review sustainable development strategies in *the country(ies),* including the priority framework ("pillars") and the objectives of each pillar for the national plan that the participants will workshop on Day 2

- Assess the development objectives described in the strategies and the achievement of those objectives

- Examine how strategies have contributed to instability and peacebuilding

- Analyze how development plans have addressed the seven challenges (discussed in Session 4)

- Document the strategy gaps and lessons that emerge from the collective review, which can inform development planning in the country

Time:

90 minutes

Discussion Lead(s):

- Participant expert(s)

Relevant GN sections:

- All sections of Guidance Notes

Handouts and presentations:

- Session 6 Country Presentations (see table below)

Process:

For a ONE-COUNTRY WORKSHOP: The time allotted for this session will be dedicated to the country on which the workshop is focusing.

For a MULTI-COUNTRY WORKSHOP: The time allotted for this session will be split between the country teams that are presenting. Each country team will need approximately 15-20 minutes to present, and the workshop timeline should be adjusted if the total time for the session will exceed 90 minutes.

The country(ies) will make the presentations they have prepared for the workshop (see "Participant Preparation" above), which may include all of the following topics, depending on the time allowance (although the last topic should always be included):

SESSION 6 COUNTRY PRESENTATION(S)	
Workshop Type	**Material To Be Presented**
One-Country Workshops (due to the single-country focus and extra time allowance, a portion of the presentation could be spent on historical lessons)	**Slide 1: Historical Review of Development Strategies.** Country team should review major development strategies (e.g., Poverty Reduction Strategies, National Plans, Sector Plans – See Chapter 7 of Guidance Note for a review of types of development strategies) starting from the time of conflict or instability. What were the development objectives in the strategies and did they achieve those objectives? Did the strategies cover the three development pillars – economic, social and environment – and integrate across these (see GN Chapter 3)? How have strategies contributed to instability and peacebuilding (GN Chapter 2)? What are the lessons that we should use to improve ongoing or future development strategies (GN Section 4.3)?
One-Country and Multi-Country Workshops	**Slide 2: Summarize objectives of the national plan that is currently guiding development in the country.** Participants should see Chapter 7 of the Guidance Note for a review of some types of national development plans (e.g., Poverty Reduction Strategy, National Vision, UN Development Action Framework, etc). Country team should choose the national plan that it thinks is most useful for the workshop discussion. Country team should define the priority framework ("pillars") and the objectives of each pillar for the national plan that the participants will workshop.
One-Country and Multi-Country Workshops	**Slide 3: Review development challenges in the country and how those are addressed.** Participants should see GN Section 2.1 for a list of challenges that are commonly experienced in post-conflict development and use these to identify challenges they are experiencing in the country. GN Section 3.2 describes some ways for addressing these challenges. Country team should use this guidance to brainstorm how the country could address these challenges.
One-Country and Multi-Country Workshops	**Slide 4: Evaluate the country's methods for developing and implementing development strategies to promote peacebuilding and conflict prevention.** See GN Chapters 4-6 for guidance on good practice in conducting conflict-sensitive sustainable development. Country team should present which of these are being applied and how.
One-Country and Multi-Country	**Slide 5: List issues that the workshop participants can help problem solve.** Country teams should use the whole GN document to identify problems or opportunities for

Workshops	peacebuilding and sustainable development in their country. At the end of the presentation they will share these problems and opportunities so that the group of participants can work together to provide guidance and ideas for next steps.

The review of development strategies in *the country* requires not only the "who, what, where, when, why and how", but it also requires some evaluation with regard to its development and peacebuilding accomplishments. This will be accomplished through the format provided for preparation and through discussion questions.

The country presentations will conclude with a decision from the group as to which particular development strategies (e.g., poverty reduction strategies, national plans, sector plans – See Item #1 in matrix above) they will work with for the Action Plan working group sessions on Day 2. If a national sustainable development strategy is under development at the time of the workshop (e.g., poverty reduction strategy or a national plan) then one of these would likely be chosen by the participants as the strategy that they will work on. (This selection may have been pre-agreed with the participants before the workshop, as well.)

If a national development strategy is not currently under development   The following needs to be created so that the country team can conduct Session 7:

- a preliminary, cross-sectoral strategy framework of 4-5 broad priorities for a national development strategy (referred to as "pillars")
- development objectives statement for each "pillar"

These 4-5 pillars and objectives will be determined by the participants, who will use the material from the Session 6 presentation and their personal knowledge of development in the country.

In a ONE-COUNTRY WORKSHOP: The plenary group will discuss and decide on the two items above after the presentations in this session have been made. This process for envisioning and defining a set of pillars will add an estimated *45 minutes to Session 6*.

In a MULTI-COUNTRY WORKSHOP: The country team will have determined these items during their preparations prior to the workshop.

CT follow-up:

- Save in a Word file the pillars and their objectives (*put on workshop CD*). These will be used for the action planning exercise on Day 2.

SESSION 7: LINKING SUSTAINABLE DEVELOPMENT CHALLENGES AND PRIORITY AREAS

SUMMARY

Purpose:

The participants will identify the challenges associated with the pillars in the development plan that they will use in the action plan exercise.

Objectives:

- Discuss and determine which of the key challenges are most relevant to each pillar
- Describe the rationale for associating specific challenges with each pillar

Time:

45 minutes

Discussion Lead(s):

- Member of the coordinating team

Relevant GN sections:

- Section 2.1 "Key Challenges"
- Section 3.2 "Sustainable Development as Structural Peacebuilding"

Handouts and presentations:

- Handout 7A: Challenges Matrix

Process:

1. Apply the Seven Challenges to the Sustainable Development Pillars (45 minutes):
Working groups convene. The groups will conduct the following tasks:

- Review the pillars, pillar objectives and the seven challenges (including the clustered definitions that came out of Session 4)

- Choose the three most relevant challenges for each pillar and justify the selection based on the answers to these discussion questions:

  o What pillar challenges do you think are associated with peacebuilding and development in *this country*?

  o What pillar challenges do you want to work on resolving in tomorrow's action planning activity?

- Complete Handout 7A and submit it to the coordinating team. The CT will synthesize the results after the conclusion of the day's workshop activities and will share the results with the group on Day 2.

One-Country Workshop Format: There should be approximately 6 people per group. The participant expert will determine a method to convene groups so that they have mixed

representation of stakeholders and sector knowledge. These might be the same groups that convened in Session 4, if those were deemed by the group to be highly effective. However, to facilitate social networking among the participants it would be best to make new groups, but still ensure that there is diverse stakeholder representation and technical expertise in each group.

<u>Multi-Country Workshop Format:</u> Each country will convene its own team, regardless of the number of representatives present for each country (there may be unequal numbers between the country teams).

SESSION 7: LINKING SUSTAINABLE DEVELOPMENT CHALLENGES AND OBJECTIVES

HANDOUT 7A: CHALLENGES MATRIX

CHALLENGES MATRIX		
Strategy Pillar	**Challenge Clusters**	**Reasons**

SESSION 8: DAY ONE WRAP-UP

SUMMARY

Purpose:

The participants will self-assess their progress for the day and will plan next steps.

Objectives:

- Sum up the day's activities and assess progress toward workshop objectives
- Determine what outcomes can be publicly shared
- Provide logistical information for the following day

Time:

15 minutes

Discussion Lead(s):

- Participant expert
- Member of the coordinating team

Relevant GN sections:

- Section 4.3 "Iteration and Improvement"

Handouts and presentations:

- Handout 2A: Workshop Goals
- Handout 2B: Workshop Agenda

Process:

1. Assess the Day's Outcomes (10 minutes): The discussion leads will reference the important principles of "iteration and improvement" (which includes evaluation) as a means for enabling adaptive planning and improving effectiveness of sustainable development in conflict-affected countries. They will also cite Section 4.3 of the Guidance Notes, which discusses this in more detail. With that rationale, the group will review the Workshop Goals (Handout 2A) and will determine what was achieved and what was not. They will then review the Day 2 agenda to determine how it needs to be adjusted so that objectives can be achieved before the end of the workshop.

The participants will also be asked: "Of these session outcomes from today, what can be publicly shared?" This will allow the participants to assess appropriate actions in terms of publicity and maintaining privacy.

Participants will be encouraged by the discussion leads to reflect further on the outcomes of Day 1 before reconvening for Day 2.

2. Review logistics for Day 2 (5 minutes): The CT will remind participants of the starting time and location for Day 2. They will also remind the participants to return for the second day with ALL their workshop materials (e.g., handouts) from Day 1.

TEAM DEBRIEF: DAY 1 WRAP-UP AND NEXT-DAY PLANNING

Progress Assessment:

A debrief among the coordinating team members after the conclusion of Day 1 will help prepare the team to maximize progress toward Workshop Goals during Day 2.

First, the CT will conduct an interim assessment with these team discussion questions:

1. What were key development planning concerns of the participants that require more advisory support/technical guidance?

2. What gaps, according to the Development Strategies Assessment(s), do they still need to discuss?

3. Were there any negative stakeholder dynamics in the workshop? How can those be constructively dealt with on Day 2?

4. Who were the development champions on Day 1 of the workshop, and how could they be utilized on Day 2?

5. Who were the workshop spoilers on Day 1 of the workshop, and how could their input be constructively managed on Day 2?

Second, the Workshop Goals should be reviewed (see Handout 2A). The team should ask these questions for each goal:

A. Was this goal achieved?
B. If yes, what was the outcome?
C. If not, what needs to be done to achieve it?

Reference Sheet:

Using the team's findings from Questions (1), (2) and (C) above, a team reference sheet should be prepared. The sheet will cluster the findings and reference relevant guidance note sections in a neat, bullet-point format. The sheet should then be used by the CT as a quick guide for facilitation, and to ensure that priority issues from the GN that require coverage are raised in the course of workshop discussion on Day 2. This sheet can also be handed out to the participants on Day 2, if the CT feels this would be appropriate and constructive.

Handouts and Presentations:

Each of the handouts and presentations for Day 2 should be reviewed and adapted to address the findings of the Progress Assessment.

Session 7 Results:

The results of the exercise in Session 7 need to be synthesized and, for the Action Plan Matrix exercise on Day 2, each pillar needs to have three challenges assigned. To make these assignments complete Handout 10A "Pillar Challenges Summary" (one for each country in the case of a Multi-Country Workshop). An example of Handout 10A is provided below in Session 10. The matrix format allows the CT to mark the challenges the working

groups identified. Pillars and challenges are listed along the top of the matrix and the working groups are listed along the left side.

For a One-Country Workshop: Once the working groups' selections are marked the CT can add up the selections and list the totals in the bottom row. If the totals include more than three high-ranking challenges per pillar (as illustrated for Pillar 3 in Handout 10A, below), then the CT team should select the "winners" based on: (1) the need for diverse challenge coverage across the pillars, (2) findings from the team's Progress Assessment.

For a Multi-Country Workshop: The country teams will have determined their own challenge rankings on their own during Session 7 and no computations need to be conducted.

SESSION 9: WELCOME AND REVIEW OF THE DAY'S AGENDA AND OBJECTIVES

SUMMARY

Purpose:

The participants will share their reflections on the prior day and review the program for the day.

Objectives:

- Reengage with and reflect on the results from the previous day
- Build energy for the day's activities
- Review the agenda

Time:

15 minutes

Presenter/Discussion Lead:

- Participant expert (preferably an influential and well-liked decision-maker who will energize the group with her/his presence)
- Member of coordinating team

Relevant GN sections:

None

Handouts:

- Handout 2B: Workshop Agenda (revised, if applicable)
- Handout: Reference Sheet (if appropriate – see "Team Debrief" section above)

Process:

1. Jump into the Agenda through Reflection (12 minutes): Distribute handouts as needed (revised Workshop Agenda and Reference Sheet). Jump directly into discussion and prompt participants to re-immerse themselves in the workshop material by way of their reflections on the prior day:

- "What was your 'a-ha' moment yesterday? What idea did someone share that motivated or inspired you yesterday to address these conflict challenges?"

If time allows, the discussion leads can also ask:

- "What are you most motivated to work on today?"

A member of the CT may start with a point that is fresh (may not have been given a lot of attention in Day 1), constructive and provocative. The answers to these questions will give the coordinating team clues on what material can motivate participation during the course of the day. It can also boost confidence among those whose ideas are mentioned.

2. Review the Agenda (3 minutes): At the conclusion of the discussion review the schedule for the day.

CT NOTE: Starting Day 2 with this order of activities is intended to energize and engage the participants. Keep the agenda review brief and do it at the end of this session, as a discussion about logistics starts the day at too slow of a tempo.

SESSION 10: DISCUSSION OF THE PREVIOUS DAY'S RESULTS

SUMMARY

Purpose:

The participants will learn and reaffirm the results of the Session 7 exercise.

Objectives:

- Share the total results from Session 7

- Explore development-conflict-peacebuilding linkages inherent in these connections (justifying challenge selections)

- Display comparative matrix to show all tables' results from the exercise

Time:

30 minutes

Discussion Lead(s):

- Member of the coordinating team (preferably a member from one of the participating countries)

Relevant GN sections:

- Chapter 2 "Element 1: Understanding the Conflict" – and in particular Section 2.1 "Key Challenges"
- Chapter 3 "Element 2: Linking Sustainable Development and Peacebuilding" – and in particular Section 3.2 "Sustainable Development as Structural Peacebuilding"

Handouts and Presentations:

- Handout 10A: Pillar Challenges Summary (matrix showing the results of the Session 7 exercise)

Process:

1. Review Pillar Challenges (10 minutes): Circulate the synthesis of the results from Session 7. This will include Handout 10A, which will show the results from the Session 7 working group handouts. This will also include a master version of Handout 7A, which will show the final three selected challenges for each pillar, and which will list the various "reasons" the working groups provided in the right-hand column. A member of the coordinating team will review the three challenges that have been selected under each pillar. That CT member will also review the "reasons" that the working groups had provided on their handouts for those selected challenges.

2. Define Pillar Challenges (20 minutes): The reasons for the selections will be reviewed aloud by the discussion lead. S/he will reference material from the Guidance Notes' Section 3.2 and other parts of the GN that reinforce how resolving these challenges can promote peacebuilding. S/he will also explain that those reasons will help the working groups take

everyone's ideas into consideration as they develop their action plans. To add to those reasons, and to reinforce group learning, a discussion question will be asked:

- "What other reasons justify this as a challenge under this pillar? How does addressing this challenge mutually support peacebuilding and development?"

The discussion lead will lead the group through the master copy of Handout 7A. The group will go through each of the challenges under each pillar and will add reasons to that column of the master copy.

SESSION 10: DISCUSSION OF THE PREVIOUS DAY'S RESULTS

HANDOUT 10A: PILLAR CHALLENGES SUMMARY

ONE-COUNTRY WORKSHOP SAMPLE

MULTI-

PILLAR CHALLENGES SUMMARY

Challenge	Pillar 1						
	1	2	3	4	5	6	7
Group 1	X	X		X			
Group 2			X	X		X	
Group 3		X	X		X		
Group 4	X		X		X		
Group 5							
Group 6			X	X	X		
FREQUENCY	2	2	4	3	3	1	

FINAL SELECTION

PILLAR 1
CHALLENGE 3
CHALLENGE 4
CHALLENGE 5

PILLAR 2
CHALLENGE 2
CHALLENGE 3
CHALLENGE 5

PILLAR 3
CHALLENGE 2
CHALLENGE 4
CHALLENGE 5 or CHALLENGE 6 (ONE NEEDS TO BE CHOSEN)

PILLAR 4
CHALLENGE 2
CHALLENGE 3
CHALLENGE 4

PILLAR CHALLENGES SUMMARY

Challenge	Pillar 1							Pillar 2							Pillar 3							Pillar 4						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Country 1	X	X		X					X	X				X		X		X		X		X		X				X
Country 2			X	X		X			X	X			X		X	X			X			X	X		X			
Country 3		X	X		X																							
Country 4	X		X		X				X	X		X					X					X	X	X				
Country 5									X	X		X				X		X	X			X	X	X				
Country 6			X	X	X				X	X	X					X		X		X		X	X	X				

COUNTRY

WORKSHOP SAMPLE

SESSION 11: FORMULATING AN ACTION PLAN

SUMMARY

Purpose:

The participants will understand the objectives and the mechanics of the action plan exercise and will separate into their working groups.

Objectives:

- Prepare the participants to conduct the action plan matrix exercise
- Explain the action plan matrix and the data to be plugged into each cell
- Describe the process of formulating an effective action plan by determining its objectives, conceiving viable solutions, setting up management and implementation techniques, and determining the indicators of success.
- Establish a common understanding of the objectives of the exercise

Time:

30 minutes

Discussion Lead(s):

- Participant expert
- Member of the coordinating team

Relevant GN sections:

- All sections of the Guidance Notes are relevant. The GN executive summary and Presentation 5A: "UNDESA/DSD Guidance Note: Developing National Sustainable Development Strategies in Conflict-Sensitive Contexts" can be used for quick reference.

Handouts and Presentations:

- Presentation 11A: Conflict-Sensitive Development Strategies Action Plan Exercise
- Handout 11A: Action Plan Matrix Exercise Worksheet Instructions
- Handout 11B: One-Country Workshop Action Plan Matrix Worksheet (for one-country workshops only)
- Handout 11C: SAMPLE One-Country Workshop Action Plan Matrix (for one-country workshops only)
- Handout 11D: Multi-Country Workshop Action Plan Matrix Worksheet (for multi-country workshops only)
- Handout 11E: SAMPLE Multi-Country Workshop Action Plan Matrix (for multi-country workshops only)
- Extra copies of the GN executive summary and Presentation 5A should also be available

Process:

Review the exercise and explain the matrix (10 minutes): The handouts and copies of the presentation will be distributed to the participants. One of the discussion leads will go through the presentation (see model Presentation 11A), which explains the steps of the exercise and describes the matrix that the working groups will complete.

The discussion leads will also ask the participants to reaffirm the level of (in)formality of the product in order to prevent participants from feeling insecure or intimidated:

- The discussion lead may say, for example: "This action plan exercise is intended to be a *brainstorming exercise*. This workshop intends to support learning, problem solving and the generation of *innovative ideas* for development and peacebuilding. This is a creative exercise, and you as a group can determine what your next steps will be. We will discuss that further in Session 14 today. Does anyone have any suggestions or is that agreeable?"

2. Break into Working Groups (10 minutes):

For a ONE-COUNTRY WORKSHOP: Working groups will be established, and each group will focus on one pillar of the national plan that is under discussion. The discussion leads will divide the participants so that the working groups include a diverse cross-section of sector, context and organizational expertise. If the participants are working on pillars that they are professionally tasked to already (i.e., as part of a PRS or national plan development process), then they might feel strongly that they should work on the pillar that they know. But the CT should also try to mix the participants so that they can learn outside of their normal area and educate others on their own areas. This will enable better cross-sectoral integration, for example. The CT could have participants self select which group they want to be in, and then the CT or an influential local party could negotiate changes to ensure diversity and representation in each pillar group.

For a MULTI-COUNTRY WORKSHOP: Working groups of mixed country representation will be formed. These groups will prepare at least one line item action plan per country in the group. Each group will have maximum 5 countries present in it. The working groups will be formed based on commonalities: If one country wants to build an action plan for dealing with urban slum issues they may want to be in a group with a country that has a similar problem or a success story in this area so that they can collaborate. With this in mind, the participants will be asked to form their own groups, and given their knowledge of the countries the CT can facilitate these topical connections. If a country has more than one person present in the workshop then they can decide if it is more beneficial to split up into different working groups or stay together.

Provide a laptop computer and a flash drive to each working group so that they can complete their matrix on a soft copy and then project it on a screen when they present in Session 13.

3. Establish Common Perspective of Group Contributions (10 minutes): Once the working groups are together, go around the conference room and ask each group to provide an impromptu answer:

- For a ONE-COUNTRY WORKSHOP: "Which pillar are you? Which challenges are you going to address? And what can your pillar work on that the other pillars might not work on?"

- For a <u>MULTI-COUNTRY WORKSHOP:</u> "Who is in your group? What challenges do you want to address in your group? What challenges would you like to see other groups work on?"

The purpose of going around the room is to allow the participants to situate themselves in their new working groups, and to get perspective on the mandate and advantage of their group in relation to the others. The groups will then have an opportunity to ask clarifying questions before they start Session 12.

SESSION 11: FORMULATING AN ACTION PLAN

PRESENTATION 11A: CONFLICT-SENSITIVE DEVELOPMENT STRATEGIES
ACTION PLAN EXERCISE (WITH NOTES)

Conflict-Sensitive Development Strategies
Action Plan Exercise
Building Capacity to Utilize Sustainable Development Principles in National Policy-Making
LOCATION
DATE

This slide: (1) reminds the participants of the purpose of the Guidance Notes and then (2) summarizes the purpose of the Action Plan exercise within that.

Process

- Action Plan Matrix process on the workshop agenda
  - Filling out the worksheet
  - Presentation and discussion
  - Follow-up
- Work in break-out groups and plenary sessions
  - Emphasis on group work
  - Minimal facilitation
  - Ground rules

•REVIEW THE WORKSHOP AGENDA AND EXPLAIN THE SESSIONS FOR THIS EXERCISE: Action Plan Matrix process on the workshop agenda

- •SESSION 12: Brainstorming and planning and filling out the worksheet
- •SESSION 13: Presentation and discussion
- •SESSION 14: GENERAL Follow-up – THE PARTICIPANTS WILL DISCUSS STEPS THEY WANT TO TAKE AFTER THE WORKSHOP

•REVIEW THE METHODS FOR CONDUCTING SESSIONS 13 AND 14: Work in break-out groups and plenary sessions

- •THE PROCESS SHOULD BE CREATIVE, BUILDING NEW IDEAS AND EXCHANGING INFORMATION: Emphasis on group work
- •PARTICIPANTS WILL LEAD THEMSELVES: Minimal facilitation
- •REMIND THE PARTICIPANTS TO UPHOLD THE GROUND RULES (HANDOUT 2C) WHEN THEY WORK IN GROUPS: Ground rules

Process

DON'T BE FORMAL: This is not a formal or official proposal you are preparing in these "action plans" – you are starting a conversation on important components of conflict-sensitive development planning

SHARING THE RESULTS: The results are those of the group of participants – they can be circulated outside of the workshop if the participants feel this would be appropriate and useful

BE CREATIVE: This activity is to think about important issues that are currently under-pursued, under-investigated, under-considered in the country's sustainable development policy

INVENT SOLUTIONS: If the perfect answer is not immediately evident then invent it (e.g., if the data does not exist then suggest what it *should be and who should provide it*)

•THESE POINTS ADD TO THE GROUND RULES
•READ THROUGH THESE POINTS ON HOW THE PARTICIPANTS SHOULD WORK TOGETHER TO BUILD THEIR ACTION PLANS
•EMPHASIZE THAT THESE METHODS WILL HELP PARTICIPANTS LOOK AT PROBLEMS IN NEW WAYS AND FIND NEW IDEAS FOR SOLUTIONS

DELETE THIS SLIDE IF YOU ARE CONDUCTING A MULTI-COUNTRY WORKSHOP
•SHOW THE PARTICIPANTS THE WORKSHEET THEY WILL BE USING
•IF THEY WILL USE LAPTOPS, EXPLAIN HOW THAT PROCESS WILL WORK
•TELL THE PARTICIPANTS THEY WILL SET UP THEIR GROUPS AND THEIR LAPTOPS AFTER THIS PRESENTATION IS OVER
•IF THEY WILL USE THE HARD COPY OF THE WORKSHEETS, ASK THE PARTICIPANTS TO ORGANIZE THEIR IDEAS ON SEPARATE PIECES OF PAPER WHEN NEEDED
•EXPLAIN THAT IN BOTH CASES – WITH COMPUTER OR HARD COPY WORKSHEETS – THE OUTCOMES OF THIS EXERCISE SHOULD BE WRITTEN OUT FOR THE WORKSHOP RECORD SO THAT FUTURE READERS WILL UNDERSTAND THE NOTES

Multi-Country Workshop: Sample Action Plan Matrix
DELETE SLIDE IF CONDUCTING A ONE-COUNTRY WORKSHOP

MULTI-COUNTRY WORKSHOP ACTION PLAN MATRIX

GROUP:

GROUP OBJECTIVE:

Country	Challenge Category #	Intervention Action	Agent of Change	Output	Outcome Indicator	Baseline Data	Target	Sources for Data Verification	Completion Date

DELETE THIS SLIDE IF YOU ARE CONDUCTING A ONE-COUNTRY WORKSHOP

•SHOW THE PARTICIPANTS THE WORKSHEET THEY WILL BE USING

•IF THEY WILL USE LAPTOPS, EXPLAIN HOW THAT PROCESS WILL WORK

•TELL THE PARTICIPANTS THEY WILL SET UP THEIR GROUPS AND THEIR LAPTOPS AFTER THIS PRESENTATION IS OVER

•IF THEY WILL USE THE HARD COPY OF THE WORKSHEETS, ASK THE PARTICIPANTS TO ORGANIZE THEIR IDEAS ON SEPARATE PIECES OF PAPER WHEN NEEDED

•EXPLAIN THAT IN BOTH CASES – WITH COMPUTER OR HARD COPY WORKSHEETS – THE OUTCOMES OF THIS EXERCISE SHOULD BE WRITTEN OUT FOR THE WORKSHOP RECORD SO THAT FUTURE READERS WILL UNDERSTAND THE NOTES

•BEFORE EXPLAINING WHAT THE PARTICIPANTS SHOULD ENTER INTO EACH COLUMN (NEXT SLIDE), THE PRESENTER SHOULD SAY:

•WORKING GROUPS WILL BE SET UP AT THE END OF THE PRESENTATION

•**For a ONE-COUNTRY WORKSHOP**: Working groups will develop one line item for each challenge in their pillar.

OR

•**For a MULTI-COUNTRY WORKSHOP**: Working groups will develop one line item per country in their group. This line item will be inspired by the pillar challenges they selected in Session 7.

Action Plan Working Groups: Filling Out the Worksheet

- **CHALLENGE CATEGORY #**: What is the challenge category that the participants want to address for this line item in the action plan exercise?

- **INTERVENTION ACTION**: There are many problems within each challenge category. What can be done to address these problems? In this cell of the matrix name at least one sustainable development activity that could address one of these problems.

- **AGENT OF CHANGE**: An agent of change needs to be identified for each activity. Ask yourself: Who should lead the activity? Who has knowledge and capacity to lead the activity? Who would be interested in leading the activity? An agent of change should be an organization from within the country being discussed (not a UN or other foreign or external agency).

- **OUTPUT**: What do you want each action to produce? Immediate outputs of the action could be a policy, agreement, infrastructure, etc.

- **OUTCOME INDICATOR**: What do you want each outcome to produce? The outputs should generate desired social, environmental, economic outcomes that support peacebuilding.

- **BASELINE DATA**: What is the current measurement of this problem you are trying to fix? This will be a statistical measurement. For example: poverty level, employment rate, liters of potable water/per capita, hectares of degraded land.

- **TARGET**: What is your goal for increasing or reducing the baseline measurement?

- **SOURCES FOR DATA VERIFICATION**: From where can we get the base line and target data? Name the organization that collects this data.

- **COMPLETION DATE**: By what date do we want to complete this activity and achieve our projected target? Choose a date based on your assumptions of what needs to be done to achieve your target and based on what you think is achievable.

•EXPLAIN THE CATEGORIES THAT LABEL THE COLUMNS ON THE WORKSHEET SO THAT PARTICIPANTS KNOW HOW TO FILL OUT THE WORKSHEET
•THESE INSTRUCTIONS ARE ALSO PROVIDED ON HANDOUT 11A, WHICH SHOULD HAVE BEEN DISTRIBUTED TO PARTICIPANTS AT THE BEGINNING OF SESSION 11

DELETE THIS SLIDE IF YOU ARE CONDUCTING A MULTI-COUNTRY WORKSHOP
•HANDOUT 11C WILL GIVE SOME EXAMPLES TO THE PARTICIPANTS – THIS IS HOW THE WORKSHEET HAS BEEN FILLED OUT BEFORE
•THIS HANDOUT SHOULD HAVE BEEN DISTRIBUTED TO PARTICIPANTS AT THE BEGINNING OF SESSION 11

Multi-Country Workshop: Action Plan Matrix

DELETE SLIDE IF CONDUCTING A ONE-COUNTRY WORKSHOP

SAMPLE
MULTI-COUNTRY WORKSHOP ACTION PLAN MATRIX

GROUP: Country A, Country B, Country C

GROUP OBJECTIVE: To resolve natural resource management challenges that can contribute to instability

Country	Challenge Category #	Intervention Action	Agent of Change	Output	Outcome Indicator	Baseline Data	Target	Sources for Data Verification	Completion Date
A	2 – Unsustainable exploitation of natural resources and environmental degradation	Improve food security in water scarce locations	Country's Water Authority; Country's Ministry of Agriculture; Community agriculture groups/water user associations	Improved irrigation efficiency (equipment and practices); Local access/use of "green" agriculture inputs	Improved food production; Reduced seasonal risk; More efficient water consumption	Average monthly food production rates for 3-year period; Local malnutrition rates	In low moths, increase monthly food production rates by 15%; Halve local malnutrition rates	Ministry of Agriculture; Ministry of Health	September 2015
B	2 – Unsustainable exploitation of natural resources and environmental degradation	Reduce environmental impacts of mineral mines	Mining companies; Country's Ministry of Mining	Cleaner mining practices and technology; Safe waste disposal; More compliance with environmental laws	Reduced land and water pollution from mining locations; Reduced affects on public health and local livelihoods	Level of toxins in the watershed, area land and water supply; Rate (# and % in population) of related illnesses in affected area; Rate of care (# and % in ill population)	Reduce toxin levels to safe standards per World Health Organization; Reduce new illnesses by 60%; Increase healthcare to 100%	Ministry of Mining; Water Authority and water utilities; Environmental Protection Agency	June 2015
C	2 – Unsustainable exploitation of natural resources and environmental degradation	Improve forest conservation and security in border regions	Country's Department of Forestry; Border security	Reduce illegal timber trafficking and charcoal dependence; Replant in deforested areas	Sustainable forest regrowth and forest protection in affected areas; Stronger and less corrupt border control	Deforestation rate; Alternative fuel use rate; Border official salary payments	Halve the deforestation rate; Increase alternative fuel use by 65%	Department of Forestry; Environmental Protection Agency	April 2014

DELETE THIS SLIDE IF YOU ARE CONDUCTING A ONE-COUNTRY WORKSHOP
•HANDOUT 11E WILL GIVE SOME EXAMPLES TO THE PARTICIPANTS – THIS IS HOW THE WORKSHEET HAS BEEN FILLED OUT BEFORE
•THIS HANDOUT SHOULD HAVE BEEN DISTRIBUTED TO PARTICIPANTS AT THE BEGINNING OF SESSION 11

Action Plan Working Groups: Presentation and Discussion

Reconvene as a large group and share action plans with all participants:

- After each presentation, the participants will:
  - Provide input and ideas to the presenters
  - Make changes and additions to their presented plans
  - Build consensus among each other

- After all presentations, the participants will identify overlaps in their plans
  - Also, revise any duplication between the Action Plans [IN ONE-COUNTRY WORKSHOPS ONLY]

- Action plan implementation:
  - How would you implement your plan?
  - How would you collaborate on implementation?

THIS SLIDE SHOULD AGAIN BE PROJECTED FOR SESSION 13
•THE PRESENTER SHOULD REMIND THE PARTICIPANTS:
    •EVERYONE WILL RECONVENE FOR SESSION 13
    •EACH GROUP WILL PRESENT THEIR WORKSHEET
    •AFTER EACH PRESENTATION, PARTICIPANTS WILL THEN ASK QUESTIONS AND PROVIDE RECOMMENDATIONS TO IMPROVE EACH OTHER'S ACTION PLANS
        •Provide input
        •Make changes and additions
        •Build consensus – IN ONE-COUNTRY WORKSHOPS THIS WILL IMPROVE OWNERSHIP AND ACTION FOR RESULTS, IN MULTI-COUNTRY WORKSHOPS THIS WILL SUPPORT GROUP LEARNING
    •AFTER ALL PRESENTATIONS, THE PARTICIPANTS WILL THEN DO SOME SYNTHESIS
        •THEY WILL BE ASKED TO POINT OUT OVERLAPS BETWEEN THE PLANS
        •*IN ONE-COUNTRY WORKSHOPS ONLY,* THEY WILL REVISE ANY DUPLICATIONS BETWEEN THEIR ACTION PLANS TO IMPROVE EFFICIENCY
    •LAST, THE DISCUSSION WILL GO AROUND THE ROOM AND ASK EACH PILLAR WORKING GROUP (FOR ONE-COUNTRY WORKSHOPS) *OR* EACH COUNTRY TEAM (FOR A MULTI-COUNTRY WORKSHOP):
        •How would you implement your plan?
        •How would you collaborate on implementation?
THIS SLIDE SHOULD AGAIN BE PROJECTED FOR SESSION 13

SESSION 11: FORMULATING AN ACTION PLAN

HANDOUT 11A: ACTION PLAN MATRIX EXERCISE WORKSHEET INSTRUCTIONS

ACTION PLAN MATRIX EXERCISE
Worksheet Instructions

Below are the definitions of each of the columns included in the Action Plan Matrix. These definitions explain what you should enter into each cell. For examples of what could be entered in each column, please see the Sample Action Plan Matrix Worksheet.

CHALLENGE CATEGORY #: What is the challenge category that the participants want to address for this line item in the action plan exercise?

INTERVENTION ACTION: There are many problems within each challenge category. What can be done to address these problems? In this cell of the matrix name at least one sustainable development activity that could address one of these problems.

AGENT OF CHANGE: An agent of change needs to be identified for each activity. Ask yourself: Who should lead the activity? Who has knowledge and capacity to lead the activity? Who would be interested in leading the activity? An agent of change should be an organization from within the country being discussed (not a UN or other foreign or external agency).

OUTPUT: What do you want each action to produce? Immediate outputs of the action could be a policy, agreement, infrastructure, etc.

OUTCOME INDICATOR: What do you want each outcome to produce? The outputs should generate desired social, environmental, economic outcomes that support peacebuilding.

BASELINE DATA: What is the current measurement of this problem you are trying to fix? This will be a statistical measurement. For example: poverty level, employment rate, liters of potable water/per capita, hectares of degraded land.
[If the participants do not have access the exact statistic they want to cite when they are conducting the exercise, then they should write their best estimate on the worksheet.]

TARGET: What is your goal for increasing or reducing the baseline measurement?

SOURCES FOR DATA VERIFICATION: From where can we get the base line and target data? Name the organization that collects this data.

COMPLETION DATE: By what date do we want to complete this activity and achieve our projected target? Choose a date based on your assumptions of what needs to be done to achieve your target and based on what you think is achievable.

SESSION 11: FORMULATING AN ACTION PLAN

HANDOUT 11B: ONE-COUNTRY ACTION PLAN MATRIX WORKSHEET

ONE –COUNTRY WORKSHOP ACTION PLAN MATRIX

PILLAR:								
PILLAR OBJECTIVE:								
Challenge Category #	Intervention Action	Agent of Change	Output	Outcome Indicator	Baseline Data	Target	Sources of Verification	Completion Date

SESSION 11: FORMULATING AN ACTION PLAN

HANDOUT 11C: ONE-COUNTRY SAMPLE ACTION PLAN MATRIX

SAMPLE
ONE –COUNTRY WORKSHOP ACTION PLAN MATRIX

PILLAR: Economic Recovery and Transformation

PILLAR OBJECTIVE: To transform the economy to meet citizen needs by leveraging the domestic private sector, improving youth employment, investing in infrastructure for economic growth, addressing fiscal monitoring issues for microeconomic stability, and improving agriculture and rural participation.

Challenge Category #	Intervention Action	Agent of Change	Output	Outcome Indicator	Baseline Data	Target	Sources of Verification	Completion Date
1- Poverty, marginalization and vulnerability	▪ Enhance access to information ▪ Promulgate local content law ▪ Identify growth corridors ▪ Prioritize infrastructure development	▪ Country's business association ▪ Religious council ▪ Community leaders ▪ Relevant government ministries	▪ Enhanced decision-making ▪ Changes in perception ▪ Sustainable employment driven by competitive small business enterprises	▪ Improved frameworks for business decisions ▪ Socio-economic and social mobility improvements	61% poverty rate	45% poverty rate	▪ Ministry of Planning and Economic Affairs ▪ Country's statistical bureau	June 2016
2 – Unsustainable exploitation of natural resources and environmental deterioration	▪ Enforce monitoring and evaluation of environmental law ▪ Enhance capacity for environmental regulators	▪ Concessionaires and large companies ▪ Environmental protection agency ▪ Forest authority	▪ Compliance on environmental protection laws ▪ Better monitoring and enforcement of environmental laws	▪ Sustainable exploration of natural resources ▪ Improved biodiversity ▪ Preservation of ecosystems	2.2% annual deforest-ation rate	50% reduction in deforest-ed land	▪ Environ-mental protection agency ▪ Forest authority ▪ Ministry of Planning and Economic Affairs	September 2015
6- Poor economic performance, limited fiscal resources, and disruption of infrastructure and public services	▪ Rehabilitate infrastructure ▪ Revise policies to increase taxes ▪ Create more growth corridors to meet emerging needs	▪ Ministry of Finance ▪ Ministry of Planning and Economic Affairs ▪ Ministry of Public Works ▪ National Central Bank	▪ Attraction of value-added industries ▪ Increase in exports ▪ Increase in national government revenue	▪ Reduction in unemployment ▪ Reduction in poverty ▪ Appreciation of national currency	61% poverty rate Current unem-ployment rate TBD Currency value TBD	45% poverty rate Current unem-ployment rate TBD Currency value TBD	▪ Ministry of Finance ▪ Ministry of Planning and Economic Affairs ▪ National Central Bank	January 2017

SESSION 11: FORMULATING AN ACTION PLAN

HANDOUT 11D: MULTI-COUNTRY ACTION PLAN MATRIX WORKSHEET

MULTI-COUNTRY WORKSHOP ACTION PLAN MATRIX

GROUP:									
GROUP OBJECTIVE:									
Country	Challenge Category #	Intervention Action	Agent of Change	Output	Outcome Indicator	Baseline Data	Target	Sources for Data Verification	Completion Date

SESSION 11: FORMULATING AN ACTION PLAN

HANDOUT 11E: MULTI-COUNTRY SAMPLE ACTION PLAN MATRIX

SAMPLE

MULTI-COUNTRY WORKSHOP ACTION PLAN MATRIX

GROUP: Country A, Country B, Country C

GROUP OBJECTIVE: To resolve natural resource management challenges that can contribute to instability

Country	Challenge Category #	Intervention Action	Agent of Change	Output	Outcome Indicator	Baseline Data	Target	Sources for Data Verification	Completion Date
A	2 – Unsustainable exploitation of natural resources and environmental degradation	Improve food security in water scarce locations	Country's Water Authority Country's Ministry of Agriculture Community agriculture groups/water user associations	Improved irrigation efficiency (equipment and practices) Local access/use of "green" agriculture inputs	Improved food production Reduced seasonal risk More efficient water consumption	Average monthly food production rates for 3-year period Local malnutrition rates	In low moths, increase monthly food production rates by 15% Halve local malnutrition rates	Ministry of Agriculture Ministry of Health	September 2015
B	2 – Unsustainable exploitation of natural resources and environmental degradation	Reduce environmental impacts of mineral mines	Mining companies Country's Ministry of Mining	Cleaner mining practices and technology Safe waste disposal More compliance with environmental laws	Reduced land and water pollution from mining locations Reduced affects on public health and local livelihoods	Level of toxins in the watershed, area land and water supply Rate (# and % in population) of related illnesses in affected area Rate of care (# and % in ill population)	Reduce toxin levels to safe standards per World Health Organization Reduce new illnesses by 60% Increase healthcare to 100%	Ministry of Mining Water Authority and water utilities Environmental Protection Agency	June 2015
C	2 – Unsustainable exploitation of natural resources and environmental degradation	Improve forest conservation and security in border regions	Country's Department of Forestry Border security	Reduce illegal timber trafficking and charcoal dependence Replant in deforested areas	Sustainable forest regrowth and forest protection in affected areas Stronger and less corrupt border control	Deforestation rate Alternative fuel use rate Border official salary payments	Halve the deforestation rate Increase alternative fuel use by 65%	Department of Forestry Environmental Protection Agency	April 2014

100

SESSION 12: ACTION PLAN WORKING GROUPS: BRAINSTORMING AND PLANNING

SUMMARY

Purpose:

The working groups will break out and conduct the Action Plan exercise.

Objectives:

- Identify sub-challenges within the identified pillar challenge categories
- Share experiences and ideas so as to define activities to mitigate those sub-challenges
- Formulate focused action plans

Time:

120 minutes

Discussion Lead(s):

- Break-out groups will self-facilitate

Relevant GN sections:

- Same as Session 11

Handouts and Presentations:

- Same as Session 11

Process:

Break-out groups will self-facilitate while members of the coordinating team circulate through the groups to provide guidance, to ensure that groups are working well together (they may need facilitation and brainstorming support) and to provide advisory support on substantive issues. The rest of this session's mechanics have been described under Session 11 (above).

SESSION 13: ACTION PLAN WORKING GROUPS: PRESENTATION AND DISCUSSION

SUMMARY

Purpose:

The working groups will each share their Action Plans and the full group of participants will have the opportunity to provide input.

Objectives:

- Describe Action Plans and explain how they operationalize conflict-sensitive principles from the Guidance Notes
- Evaluate and iterate Action Plans among all participants

Time:

90 minutes

Discussion Lead(s):

- Members of the coordinating team (including any members from participating country)

Relevant GN sections:

- Same as Session 11

Handouts and Presentations:

- Presentation 11A: Conflict-Sensitive Development Strategies Action Plan Exercise (Slide 12)

Process:

The session leads will ask – and will consistently prompt – all participants to provide feedback as the session progresses. The time for each working group presentation will depend on the total number of groups. Five working groups will each have 15 minutes of presentation time and discussion. Presentation time and discussion time should be split 50/50 during the allocated time for the group.

Each group session will include:

- **Action Plan Matrix explanation:** The group will
- project the working group matrix
- review the group objective
- explain and justify each action plan line

The group will conclude with an argument for why these actions will mutually support sustainable development and peacebuilding.

1. **Plenary discussion:** Other participants will respond to the group's action items and justifications. They will provide input in the following ways:
   1. Provide input and ideas to the presenters
      - Share perspectives from under-considered sectors and issues
      - Cite sections of the Guidance Notes that can support the action line items (the coordinating team will provide important support on this as well)
      - Ask any clarifying questions
   2. Groups will then make changes and additions to their presented plans
   3. After all presentations, the participants will identify overlaps in their plans, and [IN ONE-COUNTRY WORKSHOPS ONLY] will revise any duplication between the Action Plans
   4. The discussion will then open on Action Plan implementation. Discussion leads will ask:
      - How would you implement your plan?
      - How would you collaborate on implementation?

As the pillar working groups follow in succession they should attempt to reconcile overlaps. In a ONE-COUNTRY WORKSHOP this will help synthesize and coordinate recommendations that may be implemented through the country's development plans. In a MULTI-COUNTRY WORKSHOP this will help further develop the ideas that the different countries may take home, share and apply.

CT follow-up:

2-1. Save each pillar working group's Action Plan Matrix (*put on workshop CD*).

SESSION 14: WORKSHOP FOLLOW-UP

SUMMARY

Purpose:

The participants will discuss how they will move forward with their draft Action Plans and the development of a conflict-sensitive national sustainable development strategy in their *country(ies).* Brainstorming next steps and completing a worksheet will be followed by a plenary discussion of these plans so that the participants will collectively commit to these plans.

Objectives:

- Detail follow-up activities for developing a conflict-sensitive development strategy
- Identify what they need to do to achieve those goals

Time:

2 hours

Discussion Lead(s):

- Participant expert
- Member of the coordinating team

Relevant GN sections:

- Chapter 7 "Entry Points for Sustainable Development in Post-conflict Countries"

Handouts and Presentations:

2. Handout 14A: Workshop Follow-Up Worksheet

Process:

1. Design Proposals for Workshop Follow-Up (35 minutes): The participant expert will distribute Handout 14A. Participants will be asked to brainstorm the follow-up activities for the workshop that they feel would be useful and effective for advancing conflict-sensitive development plans in their country. They will use Handout 14A to guide and document their follow-up plans. *As in Session 11, these worksheets can be completed and saved using a laptop, if available.*

In a ONE-COUNTRY WORKSHOP the participants will form working groups of 4-6 people each. The group will work together to fill out the worksheet. In a MULTI-COUNTRY WORKSHOP individual country teams (these may consist of only one person) will complete the worksheet.

2. Discussion of Follow-Up Proposals (75 minutes): The participant expert will guide the participants as they present and discuss their proposals. First, each group will present their worksheet (project the worksheet if laptops were used in the exercise). Once all worksheets have been presented, the participants will:

Choose the follow-up activities that they would like to move forward.

- In a <u>ONE-COUNTRY WORKSHOP</u> the participants will discuss and choose 5 activities. If needed they will then fill in any blank spots under the chosen activities' descriptions (on the worksheets). The participant expert who is leading the discussion with then ask one workshop member to volunteer to start each activity.
- In a <u>MULTI-COUNTRY WORKSHOP</u> each country team will choose at least 2 activities. After hearing other groups' proposals, each country team will then announce the 2 activities that they will take forward. They will also explain how they plan to start the chosen activities.

The results of the discussion will be recorded by the Discussion Leads on a computer (projected onto a screen) or on flip charts. The worksheets must also be immediately photocopied (clear, readable copies for workshop records). This way the Coordinating Team can archive the worksheets and include them on the workshop CD, but the participants can also take the original home.

2. Agree on Modalities for Distributing Workshop Materials (10 minutes): The discussion leads will remind the participants that the following documents and outcomes are saved in computer files:

- All products of the sessions (including minutes from the Session 14 questions above)
- All handouts
- All presentations (in PDF format)
- List of participants with contact information
- Products from the working group sessions

The coordinating team will distribute these to all participants on CDs, if the participants agree. This check will require the group go through an itemized list of documents and saying "yes" or "no" to public sharing). The CT will suggest that these documents can be shared with policy makers who could not participate in the workshop (including very high-up policy makers), if the participants agree.

CT follow-up:

- The products and meeting minutes of the discussion on Workshop Follow-up should be recorded in detail and distributed to the participants in a Word file (*put on workshop CD*).

SESSION 14: WORKSHOP FOLLOW-UP

HANDOUT 14A: WORKSHOP FOLLOW-UP WORKSHEET

Workshop Follow-Up

Below is a list of follow-up plans that other countries have used.
State what you, the workshop participants, will do to follow-up on this workshop so that progress and learning can continue.
Be as specific as you can. ***These activities will be done by you independently, and owned by you.***

- **Write up a workshop statement or report**
    - What is the purpose of this activity:
    - Who will do this:
    - How will it be done:
    - How will it be distributed (meetings, websites, email, other):
    - To who will it be distributed:
    - Can you do this with the information you have? If not, name what you will do to get the information you need:

- **Build or revive a development planning coalition** (such as an inter-agency or inter-ministerial committee)
    - What is the purpose of this activity:
    - Who will do this:
    - How will the group be convened:
    - How with the group be maintained:
    - Can you do this with the resources you have? If not, name what you will do to get the resources you need:

- **Take workshop material to your development planning coalition** (e.g., meetings for planning the upcoming Poverty Reduction Strategy or National Vision Plan)
    - What is the purpose of this activity:
    - What workshop material will be taken to the forum:
    - Who will do this:
    - Who will the materials be distributed to:
    - How will the materials be delivered so that it will be applied to the development plan:
    - Can you do this with the resources you have? If not, name what you will do to get the resources you need:

- **Distribute workshop material to other development stakeholders and decision-makers** (participants' report, handouts, PowerPoints, outputs from workshop exercises, personal lessons)
    - What is the purpose of this activity:
    - What workshop material will be distributed and to who:
    - How will it be distributed:
    - Who will deliver it:
    - How will you make sure it is received and has an impact on the receiver:
    - Can you do this with the resources you have? If not, name what you will do to get the resources you need:

- **Convene another workshop for a wider group of development stakeholders and planners**
    - What is the purpose of this activity:
    - Who will convene the workshop:
    - Who will attend the workshop:
    - What will the workshop cover:
    - What will be the result of the workshop:
    - Can you do this with the resources you have? If not, name what you will do to get the resources you need:

- **Prepare for a large event, such as a summit, a donor meeting**
    - What is the purpose of this activity:
    - What is the event:
    - Who will lead the preparations:
    - Who will participate in preparations:
    - What with they prepare (e.g., participants' workshop report, a development plan):
    - Who will receive what is prepared (e.g., a representative of a development agency):
    - How will it be delivered (e.g., in meetings, presentations):
    - Can you do this with the resources you have? If not, name what you will do to get the resources you need:

- **Give workshop materials to the donors who are writing strategies and preparing projects in your country**
    - What is the purpose of this activity:
    - What workshop material will be delivered and to who:
    - How will it be delivered:
    - Who will deliver it:
    - How will you make sure it is received and has an impact on the receiver:
    - Who will do this:
    - Can you do this with the resources you have? If not, name what you will do to get the resources you need:

- **Maintain strategic communications and collaboration with the workshop participants**
    - What is the purpose of this activity:
    - What will be communicated and how (email, website):
    - What will be collaborated on and how (email, website):
    - Who will participate in this:
    - Who will set this up (if technology, like a listerv or website is needed):
    - Who will lead this:
    - Can you do this with the resources you have? If not, name what you will do to get the resources you need:

- **Have another idea? List what it is and how it will be done (use the back of this page if needed):**

SESSION 15: CLOSING REMARKS

SUMMARY

Purpose:

The participants will conclude the meeting with a common understanding of priority development options to promote peacebuilding an stability in their *country(ies).*

Objectives:

- Summarize the outcomes of the workshop
- Review points of consensus on next-steps in conflict-sensitive development planning
- Promote a sense of momentum and encourage participants' eagerness to learn more

Time:

15 minutes

Discussion Lead(s):

- Participant experts

Relevant GN sections:

None

Handouts and presentations:

- Handout 15A: Workshop Assessment

Process:

1. Conclude the Workshop and Open the Door for an Extended Planning Process (15 minutes): A participant expert will summarize the outcomes (lessons, priorities, relationships, needs for further learning and growth) of the workshop. An opinion-leader or a policy maker who is in a leadership position and who can sponsor this effort (who may be the same person) will state their interest in applying these lessons and carrying them forward the process of conflict-sensitive sustainable development.

- *In a ONE-COUNTRY WORKSHOP this speaker should be a leader from the country.*
- *In a MULTI-COUNTRY WORKSHOP this speaker may be a regional leader or a leader from a development partner institution. The former is preferable, as this will promote participant ownership and reduce donor dependence.*

The closing remarks should include:

- Review of points of consensus on next-steps to ensure that the *country(ies)* conducts national sustainable development planning that promotes peacebuilding
- Validation of next steps and encouragement from the sponsor to remain in the process
- Promoting a sense of momentum and eagerness to learn more in this area

The speaker will then ask the participants to complete the evaluation form (Handout 15A). S/he will explain that the results can be used to improve future workshops and any follow-on meetings that the participants convene.

The closing speakers should conclude with a statement of their own intended next steps to continue progress in this effort to ensure long-term conflict-sensitive sustainable development in *the country(ies).*

SESSION 15: CLOSING REMARKS

HANDOUT 15A: EVALUATION FORM

Workshop on Conflict-Sensitive National Sustainable Development

Workshop Assessment

- In the workshop, what are the biggest lessons you learned for your country about conflict-sensitive sustainable development planning?

- What do development planners need to learn more about in terms of conflict-sensitive sustainable development strategies? How could they learn it?

- What relationships are important to make conflict-sensitive sustainable development planning happen in your country? How can those relationships be built and maintained?

- If this workshop was convened again:

    1. Who should attend? Why?

    2. What material should be elaborated?

    3. What material should be cut?

    4. Did you like the format of the workshop?

- What follow-up activities would you like to have after this workshop?

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