TRAINING MANUAL

Peace and Conflict Impact Assessment (PCIA)

for Organizations Implementing Small Agricultural Value Chain Projects

Strengthening the Implementation of Regional and Local Peace and Development Agendas in Mindanao (SPADe – MinPAD Rise) Project

October 2025

TRAINING MANUAL

Peace and Conflict Impact Assessment (PCIA)

for Organizations Implementing Small Agricultural Value Chain Projects

Strengthening the Implementation of Regional and Local Peace and Development Agendas in Mindanao (SPADe – MinPAD Rise) Project

October 2025

FOREWORD

This Peace and Conflict Impact Assessment (PCIA) Manual for Cooperatives Implementing Agricultural Value Chain Projects has been developed to support cooperative practitioners and partners in ensuring that agricultural value chain interventions contribute not only to economic development, but also to peace, stability, and social cohesion. In contexts affected by fragility and conflict, well-intended development initiatives can inadvertently reinforce tensions if conflict dynamics are not deliberately considered.

Cooperatives are uniquely positioned as both economic actors and social institutions within rural communities. By organizing producers, managing shared resources, and linking smallholders to markets, they play a decisive role in shaping local relationships and opportunities. Integrating peace and conflict sensitivity into cooperative practice is therefore a core responsibility for achieving sustainable and inclusive impact.

This Manual draws on practical experience and lessons learned from agricultural and peace-sensitive interventions implemented under the project "Strengthening the Implementation of Regional and Local Peace and Development Agendas in Mindanao (SPADe)." It provides a common framework and shared language to help cooperatives systematically assess conflict risks, strengthen positive social outcomes, and adapt project strategies in response to evolving local realities

Designed as a practical and adaptable reference, the Manual encourages continuous learning and reflection. Its effective application depends on the commitment of cooperative leaders, practitioners, and partners to engage constructively with communities, listen to diverse perspectives, and act in a conflict-sensitive manner.

We acknowledge with appreciation the contributions of cooperative practitioners, peacebuilding experts, development partners, and field teams whose experience has informed this Manual. Their collective efforts underscore the importance of linking agricultural development with peacebuilding objectives.

We extend our sincere gratitude to the European Union and the German Federal Ministry for Economic Cooperation and Development (BMZ) for their continued support in advancing peace-sensitive and inclusive agricultural development.

PETER HINN
Principal Advisor
SPADe / MinPAD- RISE

TABLE OF CONTENTS

GLOSSARY

Accountability	involves demonstrating that peace-focused organizations and institutions are responsible for their actions and outcomes by reporting to different stakeholders. It also encompasses human rights considerations, such as holding perpetrators accountable for crimes to consolidate peace, and ensuring that peacebuilding initiatives are efficient, effective, and ultimately benefit the people they serve
Conflict cycle	refers to the dynamic, recurring stages through which conflicts progress, from initial triggers to violent escalation and potential de-escalation, and back again
Conflict	refers to actions undertaken with the main objective to prevent the uncontrolled vertical (intensification of violence) or horizontal (territorial spread) escalation of existing violent conflicts
Conflict Mitigation	refers to proactive processes and strategies to reduce the intensity, frequency, and negative impacts of conflict, thereby preventing its escalation into violence and fostering stability
Conflict Resolution	a process that transforms conflicts in an enduring manner rather than settling disputes or suppressing differences, by addressing basic human needs and building qualities of sustainable relationships between groups through creating structural mechanisms involving equality among identity groups, multi-cultureless and federalism as appropriate to each situation
Conflict Sensitive Peace Promotion	a framework for analyzing and designing interventions in a way that understands how conflicts affect the project and how the project affects the conflict, with the goal of avoiding negative impacts and promoting positive impacts and systemic peace
Context	refers to the specific local, national, and international circumstances, dynamics, and histories that shape a conflict and influence the effectiveness of peace efforts
Dispute	to some, a dispute is more narrowly defined, involving one or very few issues that are more easily identified and resolved, rather than a conflict, which, for some, implies a multiplicity of complex problems that need to be resolved
Do No Harm (DNH)	is a fundamental ethical concept that obligates individuals and organizations to avoid causing harm to others, particularly in contexts like healthcare, humanitarian aid, and digital technology. This principle mandates careful consideration of potential negative impacts, including physical harm, psychological suffering, and social disruption, ensuring that actions taken for good do not inadvertently create worse outcomes than inaction

Equity	refers to the principle and practice of ensuring that all individuals and groups, particularly those marginalized by conflict, have fair access to the resources, opportunities, and benefits needed for meaningful participation and sustainable peace
Gender	refers to the array of socially constructed roles and relationships, personality traits, attitudes, behaviors, values, relative power and influence that society ascribes to the two sexes on a differential basis. Whereas biological sex is determined by genetic and anatomical characteristics, gender is an acquired identity that is learned, changes over time, and varies widely within and across cultures. Gender is relational and refers not simply to women or men but to the relationship between them
Gender Discrimination	is the unequal or disadvantageous treatment of individuals based on their gender, gender identity, or gender expression, which can manifest through actions, policies, or attitudes that systematically marginalize or limit a person's rights, opportunities, and access to resources
Human-induced	something that has been caused by the actions or influence of humans
Inclusivity	means actively including diverse voices and needs—especially those traditionally marginalized like women, youth, and minority groups—in all stages of peace processes to create more sustainable and just outcomes
Intersectionality	is an analytical framework for understanding how overlapping social identities (like gender, race, class, age, disability, and sexuality) create complex, unique experiences of power, oppression, and violence during conflict and how these affect a person's access to resources and participation in peace processes
Mainstreaming	refers to the process of systematically integrating peace-focused principles and practices into broader development, governance, and humanitarian activities, rather than treating them as separate, specialized efforts
Transparency	fosters accountability, promotes evidence-based approaches, builds public confidence, and enables informed stakeholder participation by providing open access to information on how resources are used, decisions are made, and progress is achieved

INTRODUCTION

1.1 Preface and Project Background

This training manual was developed under the **Strengthening the Implementation of Regional and Local Peace and Development Agendas in Mindanao (SPADe – MinPAD RISE)** project. SPADe is a collaborative initiative commissioned by the **German Federal Ministry for Economic Cooperation and Development (BMZ)** and co-financed by the **European Union (EU)** and BMZ, implemented by the **Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)** in partnership with the **Mindanao Development Authority (MinDA)** and the **Department of the Interior and Local Government (DILG)**.

Operating across all six regions of Mindanao, SPADe works to strengthen the capacities of state and non-state actors—including cooperatives and grassroots organizations—in promoting inclusive, conflict-sensitive, and climate-resilient development.

This manual is a direct output of that mission. It provides a structured approach for local organizations and community-based projects to implement **Agricultural Value Chain (AVC)** initiatives in a way that consciously interacts with local conflict dynamics. By introducing Peace and Conflict Impact Assessment (PCIA) as a practical tool, this guide empowers implementers to ensure their projects align with regional peace and development goals, avoid exacerbating tensions, and actively contribute to stability and resilience.

1.2 A Guide to the PCIA Workshop Series

This section outlines a series of four sequential, participatory workshops designed to integrate conflict sensitivity directly into the planning and execution of small-to-medium-scale AVC projects. The ultimate goal is to equip project teams with the skills to conduct their own PCIA, identifying and mitigating risks to ensure their work "does no harm" and, where possible, actively promotes peace.

> **Core Facilitation Principle:** These workshops are designed as participatory learning and analysis sessions, not top-down lectures. The facilitator's primary role is to guide participants—the local experts on their context—through a process of collective discovery and planning using the tools provided.

WORKSHOP SERIES OVERVIEW

Workshop 1:
Mapping the Value Chain

Objective: To visually map the key stages, processes, and product flows of a specific agricultural value chain, including external actors doing the same activity.

Output: A shared, context-specific value chain map created by participants.

Workshop 2:
Identifying the Actors

Objective: To identify all key individuals, groups, and institutions involved at each stage of the value chain.

Output: A "Stakeholder Map" layered over the value chain, illustrating who does what and where, including identifying who the other actors in this process are, and who might be affected. These may include traders involved in marketing, as well as service providers engaged in capacity building."

Workshop 3:
Analyzing Conflict Risks

Objective: To analyze existing or potential micro-level (interpersonal/group) and meso-level (community/institutional) conflicts among the identified actors.

Output: A prioritized list of micro- and meso-level conflict risks linked to specific points in the value chain.

Workshop 4:
Developing Mitigation Measures

Objective: To develop practical, actionable measures to avoid, reduce, or resolve the identified conflicts.

Output: A concrete and actionable Conflict Mitigation Plan for integration into project implementation.
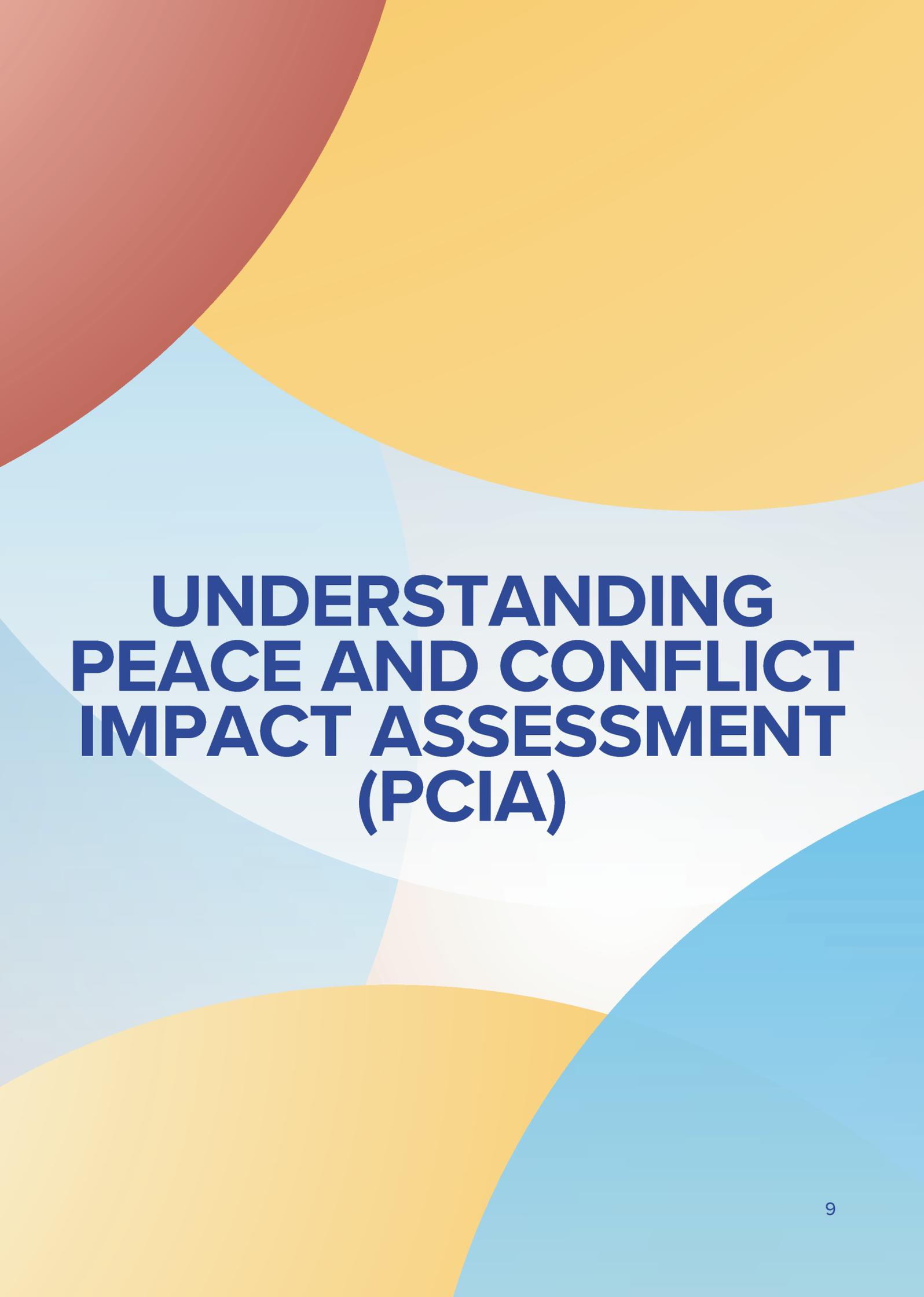
UNDERSTANDING PEACE AND CONFLICT IMPACT ASSESSMENT (PCIA)

2.1 Definition and Relevance for Agricultural Value Chains

Peace and Conflict Impact Assessment (PCIA) is a structured, participatory approach for analyzing how development initiatives interact with existing or potential peace and conflict dynamics. As a principal operational tool within the **Conflict-Sensitive and Peace-Promoting (CSPP)** framework, PCIA enables organizations working on **Agricultural Value Chain (AVC)** projects in fragile contexts to anticipate, assess, and mitigate the risks of inadvertently causing harm, while strategically enhancing their contributions to local peacebuilding and social cohesion.

This is especially critical for community-based AVC projects, which inherently engage with sensitive issues such as land use, market access, leadership representation, and beneficiary selection. These local fault lines, if unexamined, can deepen marginalization or rekindle dormant disputes, undermining both development outcomes and community stability.

2.2 Theoretical Foundations and Evolution

The conceptual origins of PCIA can be traced to the work of Kenneth Bush (1998), who argued that every development intervention, regardless of its sectoral focus, has consequences for the sociopolitical environment. In his seminal work, A Measure of Peace, he introduced PCIA as a methodology to ensure projects not only deliver outputs but do so in ways that support peaceful coexistence and avoid exacerbating conflict (Bush, 1998).

This foundational idea was subsequently refined and mainstreamed by international organizations, including Saferworld, International Alert, and the OECD-DAC, which emphasized the imperative of integrating conflict sensitivity into all development cooperation, particularly in fragile states (International Alert et al., 2004; OECD-DAC, 1997).

2.3 Core Principles and Operational Focus

At its core, PCIA requires project implementers to systematically analyze three interconnected elements:

The Context:
Understanding the specific peace, conflict, and social dynamics in the project area, including existing tensions ("Dividers") and sources of cohesion ("Connectors").

The Intervention:
Analyzing how the project's design, resource flows, personnel, and operations interact with these contextual dynamics.
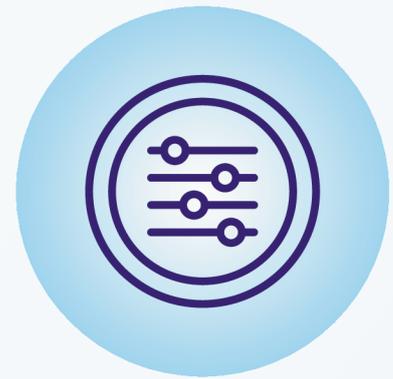
The Adjustment:
Identifying specific modifications to the project to avoid negative impacts and maximize its positive contribution to peace.

Unlike conventional risk assessments, PCIA applies a dedicated p*eace and conflict lens*. It recognizes that conflict lines are not limited to armed violence but also manifest as land disputes, gender-based exclusion, unequal resource access, and intergenerational tensions—all of which can silently erode community cohesion.

Consequently, this particular PCIA operates primarily at the micro (local/community) and meso (sub-national) levels, focusing on the project-specific sites, actors, and activities. It is a practical, iterative process, not a one-time checklist, requiring periodic revisitation to remain relevant as conflict dynamics shift (Gündüz & Klein, 2008; PCIA Handbook, Peacebuilding Centre, 2013).

A Practical Tool for Implementers of Small Agricultural Value Chain Projects

In conflict-prone areas like Mindanao, small-scale agricultural projects, particularly those driven by cooperatives, people's organizations, or local government units, are expected to contribute not just to livelihoods, but to peace and inclusion as well. PCIA provides these actors with a framework for informed decision-making, helping them understand how even well-intentioned projects might cause tension if implemented without sensitivity to local dynamics.

PCIA is particularly helpful during the planning, beneficiary targeting, procurement, service delivery, and even monitoring phases of small AVC projects. It helps project implementers ask key questions such as:

Who stands to benefit most from this intervention, and who might feel marginalized or left out?
➡ *Consider social groups, geographic areas, or economic classes that may be unintentionally excluded.*

Could the way resources are allocated or distributed be perceived as inequitable or biased?
➡ *Explore whether the distribution mechanisms are transparent and inclusive.*

Are respected local leaders, elders, or community representatives meaningfully involved in project design and decision-making?
➡ *Assess the depth and authenticity of participation, not just presence.*

Is there a risk that the project could create or exacerbate tensions within organizations or communities?
➡ *Look for signs of rivalry, competition, or fragmentation among stakeholders.*

Might the intervention unintentionally reinforce historical grievances, power imbalances, or elite capture?
➡ *Examine whether existing inequalities are being challenged or perpetuated.*

By prompting implementers to explore these questions early and consistently, PCIA supports prevention of project-related conflict, encourages transparent decision-making, and strengthens local trust. The result is not just a technically sound project, but one that is socially legitimate and politically sensitive.

Intended Users of This Manual and How It Guides Them

This manual serves a broad spectrum of users working in or supporting smallholder AVC initiatives:

Local Government Units (LGUs).
LGUs are frontline actors in delivering agricultural and rural development projects. It helps LGUs embed PCIA in planning and budgeting processes, aligning their interventions with regional peace and development frameworks.

National Government Agencies.
Agencies like the Department of Agriculture, Department of Agrarian Reform, Department of Science and Technology and Department of Interior and Local Government guide local implementation and funding of development projects. It supports them in applying CSPP standards to project evaluation, monitoring, and technical assistance mechanisms.

Donor and Development Financing Institutions.
These organizations fund or assess smallholder projects, including those of cooperatives and local governments. It provides peace-and-conflict screening tools for funding decisions and supports more informed and accountable investment strategies.

Cooperatives and People's Organizations.
These groups organize production, processing, or market participation at the community level. It equips them to analyze how organizational structures, leadership, and benefit distribution affect internal unity and external relationships.

Farmer and Fisherfolk Associations.
These associations manage shared production resources and often play a role in community livelihood efforts. It helps them promote inclusivity, resolve internal tensions, and prevent project-related grievances among members.

Trainers, Facilitators, and Resource Institutions.
These individuals and groups provide technical and capacity-building support to local implementers. It offers facilitation-ready tools for conducting conflict analysis and PCIA workshops at the community level.

For emphasis, this manual is most effective when used not just by technical staff or consultants, but by the decision-makers themselves. Peace and conflict are political matters rooted in how power, voice, and opportunity are distributed in a community. Technical personnel, while competent in their areas of specialization, often lack the contextual depth to appreciate how everyday project decisions may affect conflict dynamics. External consultants, meanwhile, may produce academically rich and well-referenced assessments, but these frequently result in reports that are difficult to implement, especially without internal ownership or understanding.

It has also been observed in PCIA training sessions that when ordinary staff are sent as participants, they often struggle to convince their organizations to adopt PCIA as a meaningful lens for project planning and execution. As a result, PCIA is either reduced to a compliance requirement or entirely disregarded until tensions surface or conflict breaks out. By then, the opportunity for early prevention has been missed, even though conflict mitigation is almost always less costly, financially, socially, and politically, than dealing with full-blown disruption.

For PCIA to make a real difference, leaders of cooperatives, people's organizations, and local governments must be directly involved in the process. Their active participation ensures that conflict sensitivity becomes a core part of decision-making and results in project strategies that are not only technically sound but also contextually appropriate, politically aware, and realistically actionable.
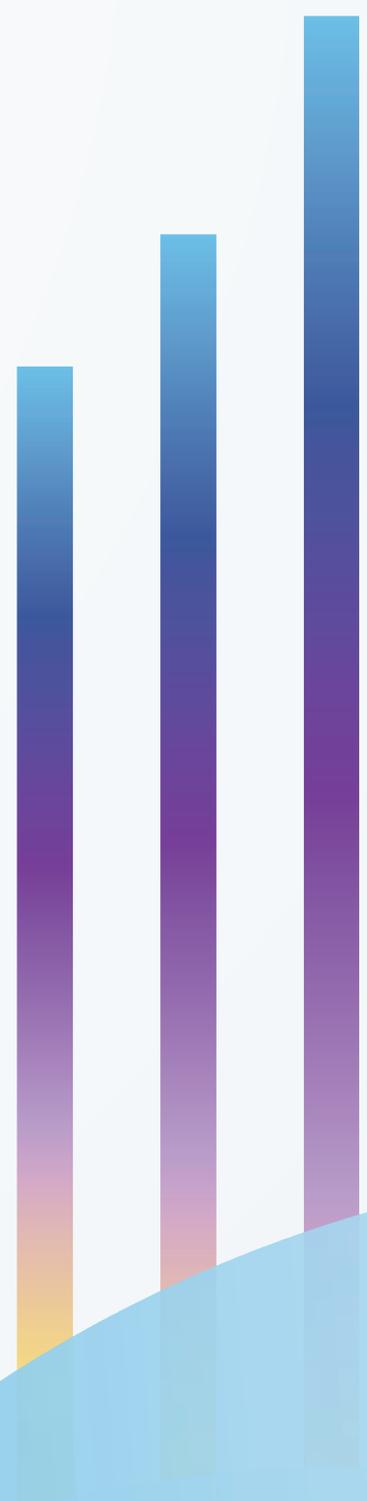
CONFLICT-SENSITIVE SITE SELECTION FOR AVC PROJECTS

In the broader context of development, small agricultural value chain (AVC) projects are typically designed to support livelihoods by addressing production, processing, and marketing gaps. These projects focus on improving economic opportunities and rarely include specific activities for direct peacebuilding, such as political dialogue, disarmament, or reconciliation processes. Furthermore, the limited duration of most AVC projects, which are often implemented within a span of three years, means there is not enough time to address deep-rooted conflict issues or fully resolve local tensions.

Given these constraints, the selection of the project implementation area becomes a critical determinant of both project success and peace outcomes. Site selection is not merely a logistical or technical decision. It is a political and social decision that directly influences whether a project can proceed without unintentionally reinforcing conflict dynamics.

From a conflict-sensitive and peace-promoting (CSPP) perspective, understanding where to implement is as important as deciding what to implement. Conflict lines, whether based on land tenure, leadership disputes, historical exclusion, gender discrimination, or inter-ethnic tensions, can strongly shape how project activities are perceived by different groups. If unexamined, these dynamics can lead to misunderstandings, power imbalances, or even outright resistance, undermining the project's goals.

According to the PCIA Handbook (Peacebuilding Centre, 2013), even development interventions that appear benign can have unintended impacts when introduced into fragile or contested areas. The context of implementation must be assessed at the outset, using micro-level conflict analysis and stakeholder mapping, not only to avoid harm but also to identify locations where peace-supportive conditions may already exist.

This approach aligns with the "Do No Harm" principle (Anderson, 1999) and CSPP practice in Mindanao, where local conflict lines have already been mapped through government-led multi-stakeholder processes. By using these existing analyses, such as those embedded in the Caraga Roadmap for Peace (CRMP), the Northern Mindanao Peace and Development Framework and Agenda (NMPDFA), or the BARMM (Bangsamoro Autonomous Region in Muslim Mindanao) Transitional Justice indicators, organizations can make better-informed decisions about where their interventions are most feasible and peace compatible.

SESSION 1 | Peace and Conflict Cycle
Integrating Peace and Conflict Analysis into Site Selection

Session Duration   90 minutes

Learning Objectives   By the end of this session, participants will be able to:

1. Define the three key stages of the Peace and Conflict Cycle: Conflict Vulnerable Area (CVA), In-Conflict Area (ICA), and Conflict Affected Area (CAA).

2. Explain how the conflict stage dictates the appropriateness and design of Agricultural Value Chain (AVC) interventions.

3. Identify relevant information sources for conflict analysis and assess their inclusivity.

4. Apply a basic conflict and gender analysis to their own areas of operation.

Learning Outcomes

Participants will no longer see site selection as just a geographical or logistical decision, but as a conflict-sensitive programmatic strategy. They will have a foundational framework to ensure their agricultural interventions are appropriate, safe, and effective within dynamic peace and conflict environments

Materials

- Projector and Screen
- Flip charts and markers
- Handout 1.1: The Peace and Conflict Cycle Diagram
- Handout 1.2: Exercise 1 Worksheet (A formatted worksheet with space for groups to write their answers to the four sets of question

I. Introduction (10 minutes)

II. The Foundation:
Leveraging Broader Conflict Mapping (5 minutes)

Before we begin our own local analysis, it is crucial to recognize that we are not starting from scratch. The site selection process must consider the broader conflict mapping already initiated by government-led multi-stakeholder efforts at regional or provincial levels.

Why is this important?
These analyses provide a macro-level understanding of the stages of peace and conflict in your geographic area of interest.

What does it do?
Understanding these stages helps us determine the nature and intensity of our interventions, ensuring they are appropriate and do not unintentionally fuel conflict.

III. The Peace and Conflict Cycle:
A Guide for Intervention (30 minutes)

We will use a simplified model to categorize areas based on their conflict dynamics. Please refer to **Handout 1.1.**

Figure 1: The Contextual Peace and Conflict Cycle
(Visual: A circular diagram with three segments: CVA -> ICA -> CAA, with arrows indicating progression and regression between stages.)
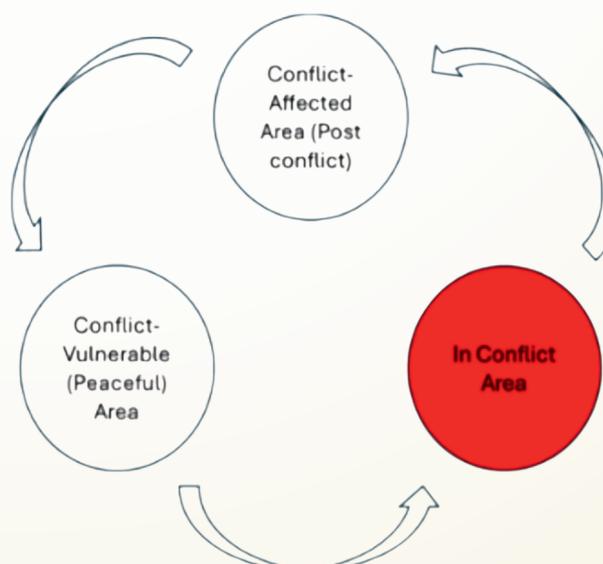
Let's Break Down Each Stage!

A. Conflict Vulnerable Area (CVA)

Definition: A generally peaceful area characterized by:
- Absence of reported armed conflict.
- Low levels of non-disruptive criminal activity.
- No significant, active land disputes requiring government/court intervention.

Key Sources for Verification:
Information to confirm a CVA status can be obtained from:
- Department of the Interior and Local Government (DILG)
- Armed Forces of the Philippines (AFP)
- Philippine National Police (PNP)
- Concerned Local Government Units (LGUs)

Important Nuance:
Even peaceful areas are vulnerable. Conflict can emerge if underlying issues are not addressed.

Guidance for AVC Interventions:
Align with Agendas
Follow priorities set through official multi-stakeholder peace and development agendas. If these are unavailable, the LGU's Executive Legislative Agenda is a suitable substitute.

Be Adaptive
Interventions often respond to identified "conflict lines" (potential sources of tension). These can change, so it is mandatory to revisit the Peace and Conflict Impact Assessment every six months.

Apply an Intersectionality Lens
Ensure meaningful participation by recognizing that individuals may face multiple, overlapping disadvantages (e.g., based on gender, ethnicity, age, disability, socioeconomic status). This lens helps us design more inclusive and equitable projects.

B. In-Conflict Area (ICA)

Definition: Localities where conflict lines have been breached. This includes:
- Active armed conflict.
- High incidence of violent crime.
- Long-standing land disputes.
- Ongoing tensions between tribes, clans, or families.

Critical Guidance for AVC Interventions:
- AVC projects are NOT suitable for implementation in ICAs.
- _Why?_ AVC projects do not include peacebuilding interventions like conflict resolution or reconciliation. Without a minimum level of safety, social order, and trust, development efforts are unlikely to succeed and could be dangerous for staff and beneficiaries.

Primary Interventions:
At this stage, only peacekeeping, legal settlements, or negotiated agreements led by government agencies and security institutions are considered effective.

C. Conflict Affected Area (CAA)

Definition: Areas experiencing lingering tensions and unresolved grievances after active hostilities have ceased. The cessation of violence does not automatically mean communities are ready for standard development projects.

Key Difference from CVA: Unlike CVAs, CAAs have identified and documented conflict lines.

Guidance for AVC Interventions:
Design for Stability
Interventions should be consciously designed to support conditions that reduce the likelihood of conflict recurrence. Be sensitive to underlying causes.

Promote Inclusion & Equity
While AVC does not directly solve conflicts, it can foster stability by promoting inclusive participation, equitable access to benefits, and economic opportunities.

Prioritize the Affected
Give priority to post-conflict vulnerable groups: Internally Displaced Persons (IDPs), former combatants (male and female), youth, and others directly affected. Apply a strong gender lens to address the distinct needs, roles, and barriers faced by women, girls, and gender-diverse individuals.

IV. A Cross-Cutting Principle: Humanitarian Assistance (5 minutes)

It is vital to remember that the provision of relief goods and essential services (food, water, shelter, healthcare) remains appropriate and necessary across all stages—CVA, ICA, and CAA.

These interventions meet basic human needs, stabilize communities, and restore a sense of normalcy, forming the foundation upon which any future development, including agriculture, can be built.

V. Exercise 1: Applying the Concepts (30 minutes)

Exercise 1: Assessing Local Peace and Conflict Conditions

Conflict Stage Assessment

Based on the definitions, what is the current peace and conflict stage (CVA, ICA, or CAA) in your target area? Justify your answer.

Trainer's Note: Divide participants into small groups. Distribute Handout 1.2. Ask them to discuss and jot down their answers based on a specific area they are familiar with or a hypothetical scenario you provide.

Gender & Intersectionality Analysis

Are there differences in how men, women, youth, the elderly, and other social groups experience or perceive this situation? (e.g., in terms of safety, mobility, access to resources).

VI. Group Report-Out and Wrap-Up (10 minutes)

Trainer's Note: Ask a representative from each group to share one key insight from their discussion.

Information Source Mapping

What specific sources of information (e.g., PNP report, LGU meeting, community survey) did you use or would you use to understand this condition?

Key Takeaways to Reinforce:
- Site selection is not just a logistical choice; it is a programmatic and ethical one.
- The conflict stage directly determines if, and how, an AVC project should proceed.
- Our analysis must be ongoing, verified, and inclusive to be effective.

Source Inclusivity & Reliability Check

Do these sources reflect diverse perspectives, including those of women, youth, and marginalized groups?

Have you verified the accuracy or reliability of these sources? How?

Were gender-sensitive methods used in collecting or validating this information (e.g., separate focus groups, inclusive surveys)?

In the next session, we will delve deeper into conducting a formal Peace and Conflict Impact Assessment (PCIA).

SESSION 2 | Context and Situation Analysis

Session Duration

1.5 hours

Learning Objectives

This session is designed to equip participants with a structured framework to analyze the complex environments where Agricultural Value Chain (AVC) projects are implemented. By the end of this session, participants will understand the core components of a Context and Situation Analysis and be able to apply them to a practical case.

Materials and Support

- PPT presentation (Annex 1)
- Laptop and Overhead Projector/Multimedia

Alternatively: Manila paper, marking pens, pinboard/wall, pins/masking tape

Learning Outcomes

Upon completion of this session, participants will be able to:

1. **Explain** the purpose and dual dimensions (Context & Situation) of the analysis matrix.

2. **Differentiate** between the vertical (context levels) and horizontal (conflict drivers) axes of analysis.

3. **Identify** the five RIPID conflict drivers relevant to AVC projects.

4. **Apply** the Context and Situation Analysis Matrix to a specific AVC case study at the micro and meso levels.

I. Introduction: The "Why" of Analysis (10 minutes)

Trainer's Note: Begin by emphasizing that good intentions are not enough; understanding the environment is critical to success.

"Welcome. Understanding the local context and situation is the essential first step in any Conflict-Sensitive and Peace-Promoting (CSPP) process. For our Agricultural Value Chain (AVC) projects, this analysis is not a bureaucratic exercise—it is a vital tool to ensure our work avoids exacerbating existing tensions and, instead, contributes positively to peace and stability. Ignoring this step can turn a well-meaning project into a source of conflict."

II. The Core Tool: The Context and Situation Analysis Matrix (20 minutes)

We use a structured tool to guide our analysis: the Context and Situation Analysis Matrix. This matrix has two key dimensions that help us map the complexity of any environment.

Vertical (Context) Analysis
This analysis examines the different layers of context, starting from the individual and extending outward to the family, organization or cooperative, the community, province, and up to the national or even international level. Contexts are not static; a local dispute can quickly escalate into a provincial issue, or vice versa. For example, the global conflict between Russia and Ukraine triggered localized effects in the Philippines, such as protests by jeepney drivers demanding fuel subsidies, demonstrating the interconnectedness between macro and micro dynamics. Recognizing that all interventions "become part of the context" upon entry, it is essential to understand not only the geographical and institutional setting but also the political, economic, and social conditions that shape stakeholder behavior and relationships.

Horizontal (Situation) Analysis
While some frameworks call this "situation" and others refer to it as "conflict analysis," what matters is consistency in use throughout the PCIA process. This dimension focuses on understanding the drivers of tension. These are sometimes called "conflict lines." The conflict drivers are dynamic and often intersect. For instance, after a typhoon, assistance may be distributed based on political favor rather than need, blending disaster- and power-based conflicts. Similarly, disputes over ancestral domains may be both resource- and identity-driven.

A. The Vertical Axis: Context
(The 'Where' - Levels of Influence)
This axis examines the different layers of context, from the personal to the international.

Levels: Personal, Family, Organization/Community, Municipal, Provincial, Regional, National, International

Key Insight: These levels are interconnected. A local dispute can escalate, and an international event (like the Russia-Ukraine war affecting fuel prices) can trigger local protests. Our interventions themselves "become part of the context" the moment we begin.

B. The Horizontal Axis: Situation (The 'What' - Drivers of Tension)

This axis helps us diagnose the nature of the tensions or conflicts in that context. For AVC projects, we focus on five common drivers, captured in the acronym **RIPID**:

R   **Resource-based**: Conflicts over land, water, inputs, and economic access.

I   **Identity-based:** Conflicts rooted in ethnicity, religion, gender, or social marginalization.

P   **Power-based**: Conflicts related to political control, elite capture, and access to decision-making.

I   **Information-based**: Conflicts arising from misinformation, lack of transparency, or exclusion from communication.

D   **Disaster-based**: Conflicts triggered or worsened by natural or human-induced disasters.

Horizontal/Situation Analysis

Vertical/Context Analysis

Context/ Issue	Resource-based	Identity-based	Power-based	Information-based	Disaster, etc.
International	Border, territory	Minority	Trans-national	Untruthful information	Humanitarian
National	Ancestral lands	Political identity	Political power	Untruthful information	Humanitarian & relocation
Regional	Ancestral domain	Race	Organized crime	Fake news	Humanitarian & relocation
Provincial	Water, forest, mining	Social, political	Organized crime	Differing information	Humanitarian & relocation
Municipal	Water, forest, mine	Indigenous Peoples	Political power	Differing information	Humanitarian & relocation
Organization / Community	Land, water, fruits, power	PWD, LGBT	Common crime	Rumor mongering	Access to goods
Family	Inheritance	Gender	Incest	Argument	Loss of home
Personal	Personal Budget	Self-pity	Suicide	Office prob	Loss of job

Example:

Level of Analysis	Resource-Based	Identity-Based	Power-Based	Information-Based	Disaster/Other
International	Maritime disputes affecting fishing livelihoods in Sulu Sea	Cross-border identity of Moro refugees in Sabah	Influence of international donors on peace and gender programs	Global narratives on Mindanao conflict and women's roles	Refugee influx affecting women's access to services
National	Land conversion for infrastructure affecting farmers	Underrepresentation of Moro and IP in national policy	Centralized control over peace funds with limited gender budgeting	National media underreporting community violence	Armed conflict displacing women and children
Regional (BARMM)	Logging in ancestral domains affecting community access to forest products	Ethnic tensions affecting mobility and participation of vulnerable groups	Limited female representation in political processes	Spread of fake news about the role of youth in peacebuilding	Flooding disrupting women-led cooperatives
Provincial	Water access disputes affecting irrigation for farms	Clan identity limiting women's participation in decision-making	Political dynasties excluding women from leadership	Conflicting reports on *rido* and its gendered impacts	Earthquakes affecting shelters and health services
Municipal	Irrigation issues affecting vegetable farming groups	Women excluded from barangay consultations	Barangay power struggles marginalizing women and youth leaders	Misinformation about aid targeting women and children	Evacuation centers lacking gender-sensitive facilities
Organization / Community	Land use conflicts in cooperatives with low female membership	Discrimination against LGBTQ+ and PWD women	Leadership disputes in women's organizations	Rumors undermining women's peace efforts	Limited access to maternal health post-disaster
Family	Inheritance disputes excluding daughters from land ownership	Domestic violence and gender role conflicts	Male-dominated decision-making in farming households	Miscommunication about relocation affecting women's safety	Loss of home increasing women's caregiving burdens
Personal	Job loss affecting single mothers in agriculture	Identity crisis among displaced young women	Workplace exclusion of women in agribusiness	Mental health issues from online harassment	Trauma from conflict or disaster affecting women's recovery

Trainer's Note: Use examples from the provided table (e.g., "Water access disputes at the provincial level are a resource-based driver") to illustrate how the matrix works.

III. Focusing the Analysis for AVC Projects (15 minutes)

Context/ Issue	Resource-based	Identity-based	Power-based	Information-based	Disaster, etc.
Provincial	Water, forest, mining	Social, political	Organized crime	Differing information	Humanitarian & relocation
Municipal	Water, forest, mine	Indigenous Peoples	Political power	Differing information	Humanitarian & relocation
Organization / Community	Land, water, fruits, power	PWD, LGBT	Common crime	Rumor mongering	Access to goods

Figure 3. Focused Micro and Meso Analysis Matrix

Actionable Scope:
We prioritize the micro (Community/Organization) and meso (Municipal, Provincial) levels. These are the levels where our projects operate and can realistically influence change.

Conflict Stage Link:
This focused analysis is especially critical when working in Conflict-Vulnerable Areas (CVAs) to identify tentative conflict lines, and in Conflict-Affected Areas (CAAs) to understand the clear, documented drivers we must navigate.

IV. Exercise 2: Applying the Matrix to a Real AVC (30 minutes)

Exercise 2: Context and Situation Analysis of an Agricultural Value Chain

Instruction: In your groups, choose one agricultural value chain crop or project from your area. Using the focused matrix below, complete both the vertical (context) and horizontal (situation) analysis.

Step 1: Write your chosen AVC (e.g., "Coconut Farmers Cooperative" or "Municipal Rice Value Chain") **at the top.**

Context/ Issue	Resource-based
Provincial	
Municipal	
Organization/ Community	
Family	

Step 3: Identify the one or two most critical conflict drivers that your project wouldneed to carefully address.

Step 2: For each level (Provincial, Municipal, Community/ Organization)**, brainstorm and note down the most relevant issues for each of the five RIPID conflict drivers.**

Context/ Issue	Resource-based	Identity-based	Power-based	Information-based	Disaster, etc.
Organization / Community					

V. Group Report-Out and Synthesis (15 minutes)

Key Takeaways to Reinforce:
- The matrix provides a shared language and structure for analyzing complex environments.
- The RIPID drivers often overlap and reinforce each other (e.g., a disaster can expose power-based inequalities in aid distribution).
- By focusing on micro and meso levels, we make the analysis manageable and actionable for project design and implementation.

"This analysis is the foundation for everything that follows. In the next session, we will use this understanding to conduct a full Peace and Conflict Impact Assessment (PCIA) to design specific project interventions."

SESSION 3 | Value Chain Mapping

Session Rationale

This foundational workshop moves beyond a traditional economic value chain map to create a conflict-sensitive map. It establishes the critical principle that a project's preparatory activities are often the primary source of conflict risk and must be included in the analysis from the start.

Learning Outcomes

By the end of this session, participants will have:

Produced a tangible Value Chain Map for their specific project.

Articulated why including preparatory activities is critical for conflict sensitivity.

Prepared the essential foundation for stakeholder and conflict analysis in subsequent workshops.

Learning Objectives

Upon completion of this workshop, participants will be able to:

Define the specific scope of their AVC project for conflict analysis.

Identify all key processes, including pre-production preparatory activities.

Construct a visual map of their AVC that illustrates the sequential flow of activities.

Session Flow & Instructions

Total Time: 90 Minutes (30-minute workshop + 60-minute presentation)

Materials Per Group: Manila paper, Metaplan cards, marking pens, pinboard/wall, pins/masking tape.

A. Facilitator's Introduction (5 mins - Plenary)

Briefly state the session's goal: *"We are not just mapping economics; we are mapping the project's journey to find where conflict can start."*

Local Dynamics Are Complex and Interconnected

In Mindanao, land disputes, clan politics, and historical grievances often intersect with development projects. Even non-agricultural activities (e.g., leadership training, community organizing) can shift power dynamics, influencing how AVC interventions are received. Mapping these actions at the top of the conflict analysis framework allows implementers to see the full picture, anticipate challenges, and design inclusive and transparent processes from the start.

Conflict Triggers Often Emerge Early:
- Exclusion of certain groups (e.g., women, youth, IPs) from beneficiary lists can lead to resentment and resistance.
- Perceived favoritism in selection processes may reignite clan feuds or deepen political divisions.
- Lack of transparency in how decisions are made can erode trust in project implementers and institutions.

These tensions, if unaddressed, can spill over into later stages of the AVC—such as production, processing, or marketing—disrupting operations and damaging relationships.

Show examples of a linear and a complex map (Figures 4 & 5).

Peacebuilding Starts Before Value Chain

In conflict-sensitive programming, process matters as much as outcomes. How beneficiaries are chosen and how communities are engaged sets the tone for cooperation and trust. Including the preparatory actions in the mapping ensures that early risks are identified and mitigated, preventing escalation during implementation.

Emphasize the key rule: The map starts with your first operational action and ends where the product leaves your direct control.

COPRA AVC

- PAHAYAG SA BARANGAY (Promotion of Product)
- FOR NON-MEMBER ATTEND (PMES) (MEMBERSHIP)
- PAGHIMO NG BUYING STATION FOR MEMBER
- NEGOTIATION THE FINANCING
- PICK-UP DELIVERED (COPRA)
- WAREHOUSE CONSOLIDATED
- TRANSPORT TO DAVAO
- MARKETING

Figure 4. Linear AVC Map

Figure 5. Complex AVC Map

B. Group Mapping Activity (30 mins - Small Groups)

In their project teams, participants will:
- Define the Product & Scope (5 mins)
- Select one specific commodity from their project.
- Discuss and agree on the precise start and end points of their operational involvement.

Brainstorm Activities on Cards (15 mins)
Brainstorm all key activities. Crucially, they must include preparatory actions like:
- Community Profiling & Engagement
- Beneficiary Selection
- Initial Training & Capacity Building
- Write each major activity on a separate Metaplan card.

> **Facilitator's Tip:** Encourage clustering. If the same actor does multiple tasks (e.g., farmer does planting, weeding, fertilizing), one card for "Farm Production" is sufficient. If tasks involve different actors, use separate cards.

Arrange the Map (10 mins)
- Arrange the cards vertically on the manila paper.
- Start at the TOP with preparatory activities.
- Move downward through production, post-harvest, processing, and marketing.
- End at the BOTTOM with the hand-off point (e.g., "Sale to Wholesaler").
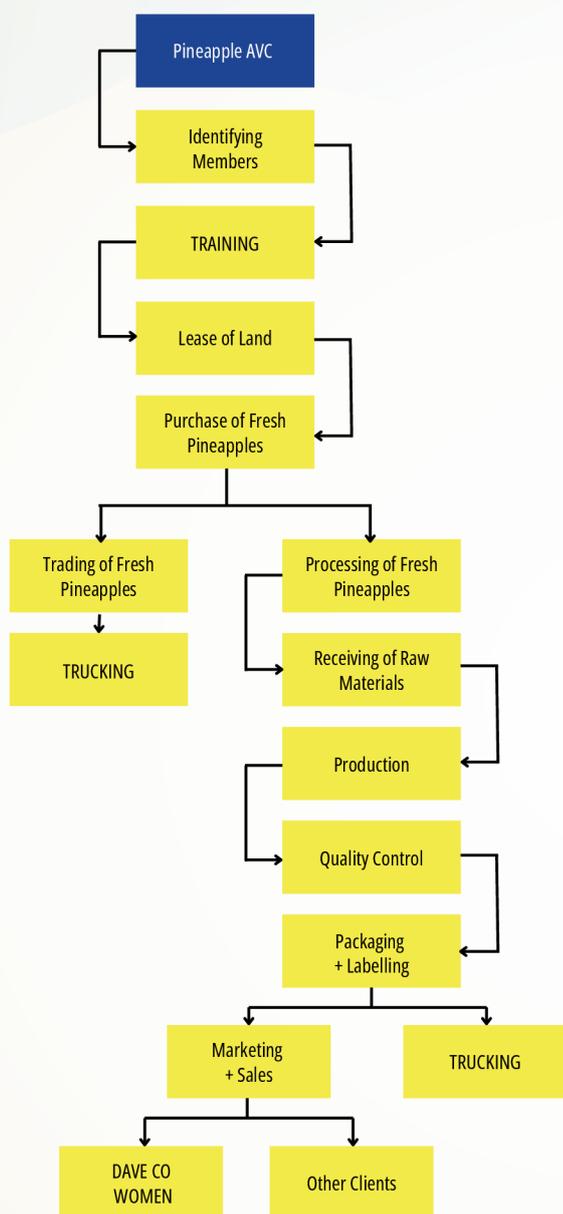- Use arrows to connect the cards and show the flow.

C. Plenary Presentation & Reflection (60 mins - All Groups)

Each group has 5-7 minutes to present their map.

Guiding Questions for Presentation:

> **What product and project scope are you mapping?**

> **Which preparatory activities did you include at the top, and why are they important?**

> **What are the key stages in your core value chain?**

> **Facilitator's Role:**
> After each presentation, briefly highlight clear scoping and good inclusion of preparatory activities. Gently question maps that are missing these elements.

D. Key Principles for the Facilitator

> **Stress Inclusivity of Pre-Production:**
> Use the cacao project example to illustrate how excluding women from early training created conflict later. The map must capture these "upstream" risks.

> **Focus on Operational Control:**
> Reinforce that the map should not include activities where the organization has no direct influence. This keeps the analysis practical and actionable.

> **Validate All Maps:**
> Whether linear or complex, both are correct. The accuracy in reflecting the project's actual flow is what matters for the next stages of PCIA.

SESSION 4 | Stakeholders Mapping

This workshop builds directly on the Value Chain Map from **Workshop 1**. Participants will now identify the key individuals, groups, and institutions involved at each stage and how they will affect or influence the activity. The goal is to move beyond a simple list and critically analyze who is involved, who is excluded, and what relationships exist, setting the stage for conflict analysis.

Learning Objectives

Upon completion of this workshop, participants will be able to:

Identify the key stakeholders and actors for each process in their AVC map.

Analyze stakeholder dynamics, focusing on inclusion, representation, and relationship history.

Organize stakeholder information systematically to prepare for conflict analysis.

Learning Outcomes

By the end of this session, participants will have:

Produced a completed Stakeholder Map linked directly to their value chain processes.

Critically assessed the inclusivity of their project's stakeholder engagements.

Identified potential relationship dynamics that could lead to cooperation or conflict.

Total Time: 30 Minutes

Materials Per Group: The AVC Map from Workshop 1, new manila paper, Metaplan cards, markers. *(Laptopscan be used as an alternative for digital mapping).*

A. Facilitator's Brief (5 mins - Plenary)

- Explain that every process on their map involves people, and these people (stakeholders) are the source of both cooperation and conflict.

- State the goal: To create a stakeholder matrix that will be used to pinpoint potential conflict for CVA and existing conflict for CAA in the next workshop.

B. Group Mapping Activity (25 mins - Small Groups)

In their project teams, participants will:

1. Set Up the Matrix (5 mins)

- On a new sheet of manila paper, create a two-column table.
- In the left column, vertically list all the key processes from their Workshop 1 AVC Map.
- Label the right column: "Stakeholders/Actors Involved."

2. Identify and Analyze Stakeholders (20 mins)

- For each process in the left column, brainstorm and list all relevant individuals, groups, or institutions in the right column.
- **Go Beyond Listing:** As they identify stakeholders, facilitators should prompt groups to discuss critical questions for each process:
  - **Inclusivity:** "Are women, youth, or marginalized groups represented here? Who might be excluded?"
  - **Relationships:** "What is the history between these actors? Is there a history of cooperation or tension?"
  - **Power & Influence:** "Who makes the decisions in this process? Who is affected but has no say? Are there other external actors who might influence whether the activity takes place?

This analysis does not need to be written in full on the map, but key insights should be noted to inform the next workshop.

C. Key Principles for the Facilitator

Link to the Previous Map:
Emphasize that this is a direct extension of Workshop 1. Every process must have its stakeholders identified.

Focus on Function:
Encourage participants to think about the role each stakeholder plays in a specific process (e.g., regulator, beneficiary, service provider, decision-maker).

Prompt Critical Thinking:
The value of this workshop is in the discussion, not just the list. Circulate and use the guiding questions to push groups to think about underlying dynamics.

No Presentation:
This is a working session. After 30 minutes, groups should move directly to Workshop 3 with their completed Stakeholder Map in hand.

Figure 6. Stakeholder Mapping

SESSION 5 | Context and Situation Analysis

Session Rationale

This workshop moves from who is involved to what could go wrong. Participants will systematically analyze their value chain to identify specific, actionable conflict risks at the micro and meso levels using the RIPID framework, transforming a generic project map into a conflict-sensitive planning tool.

Learning Objectives

Upon completion of this workshop, participants will be able to:

Apply the RIPID framework to analyze conflict drivers within their AVC processes.

Distinguish between general problems and specific, actionable conflict risks.

Systematically document potential tensions linked to specific stakeholders and processes.

Learning Outcomes

By the end of this session, participants will have:

Produced a completed Conflict Analysis Matrix integrating their AVC map, stakeholders, and RIPID analysis.

Identified and prioritized key conflict risks within their project's operational scope.

Prepared a concise presentation of their analysis for peer feedback.

Session Flow & Instructions

Total Time: 2 hours 30 minutes (1.5-hour workshop + 1-hour presentations)

Materials Per Group: The Stakeholder Map from Workshop 2, new Manila paper, Metaplan cards/markers in multiple colors. (Laptops can be an alternative.)

A. Facilitator's Brief (10 mins - Plenary)

Reintroduce the RIPID framework (Resource, Identity, Power, Information, Disaster) as a lens for spotting conflict drivers.

Emphasize the core distinction: *"We are looking for problems that cause division between groups, not just general frustrations."*

It is important to remember that while all conflicts are problems, not all problems are necessarily conflicts. Many issues -- such as poverty, poor governance, or lack of services -- may cause frustration but do not automatically lead to conflict unless they are left unaddressed or become sources of division.

Explain the session's goal: to expand their existing map into a Conflict Analysis Matrix.

B. Group Analysis Activity (1 hour 20 mins - Small Groups)

In their project teams, participants will:

Set Up the Matrix (10 mins)

Conduct the RIPID Analysis (1 hour 10 mins)

Create a new, wider table on manila paper with three main sections:
- Column 1: AVC Map (processes from Workshop 1)
- Column 2: Stakeholders Involved (from Workshop 2)
- Column 3: Context & Situation Analysis (subdivided into the five RIPID categories).

For each AVC process and its corresponding stakeholders, the group will work through each RIPID category, one by one.

Guiding Questions for Analysis:

R **Resource-based**: Could competition or disagreement over assets (land, water, inputs, profits) arise here?

I **Identity-based:** Could divisions based on clan, ethnicity, religion, or gender be triggered?

P **Power-based:** Are there imbalances in decision-making or control that could cause friction?
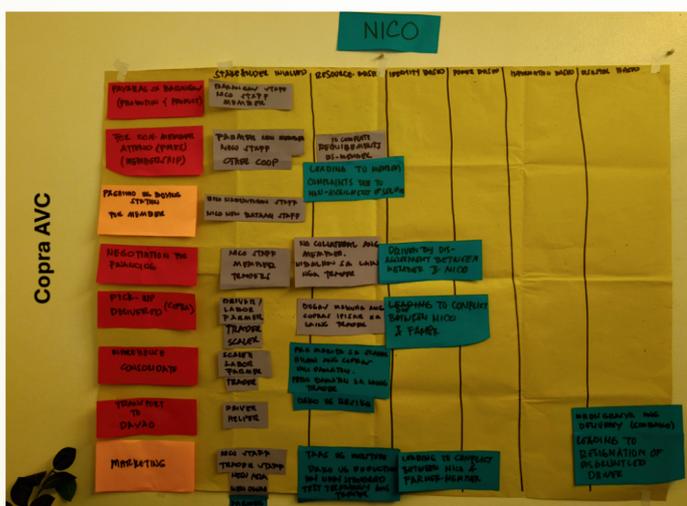
I **Information-based:** Could misinformation, lack of transparency, or secretive decisions create distrust?

D **Disaster-based:** Could a shock (drought, flood, price crash) create or exacerbate tensions in this process?

Table 1. AVC Map, Stakeholders Involved, and Context and Situation Analysis Matrix

AVC Map	Stakeholders Involved	Context and Situation Analysis				
		Resource-based	Identity-based	Power-based	Information-based	Disaster-based
Beneficiary Identification	Members' committee, Manager, community members					
Membership Training	Education committee, member applicants					
Marketing	Marketing personnel, Manager, Buyer, other suppliers, traders					

Figure 7. Context and Situation Analysis Sample

C. Plenary Presentation & Reflection (1 hour - All Groups)

Each group has 7-10 minutes to present their completed matrix.
Focus the presentations on:
- Which AVC processes revealed the most conflict drivers?
- What was the most surprising or significant conflict risk they identified?
- Which RIPID category (e.g., Power, Identity) was most prevalent in their analysis?
- Facilitator's Role: After each presentation, facilitate brief Q&A. Look for common themes across groups and validate the rigor of their analytical process.

D. Key Principles for the Facilitator

Quality over Quantity
Reinforce that a few well-identified, specific risks are more valuable than a long list of vague problems.

Manage Pressure
Explicitly give groups "permission" to have blank spaces. The analysis must reflect their honest assessment, not a guess to please facilitators.

Highlight Intersections
When a single process touches multiple RIPID drivers (e.g., beneficiary selection affecting both Power and Identity), point this out as an indicator of a high-priority, complex risk.

Normalize Difficulty
If a group struggles, suggest they convene a wider team meeting later, validating that participatory analysis is an ongoing process.

SESSION 6 | Conflict Mitigation and Resolution Strategies

Session Duration

2.5 Hours (1.5-hour workshop, 1-hour presentations)

Learning Objectives

This session is designed to enable participants to distinguish between conflict mitigation and resolution and to apply structured frameworks for integrating these strategies into Agricultural Value Chain (AVC) projects.

Learning Outcomes

Upon completion of this session, participants will be able to:

1. Differentiate between conflict mitigation and conflict resolution strategies.

2. Identify the six "Process-Based Strategies" (6 Cs) for integrating conflict sensitivity into project cycles.

3. Formulate appropriate mitigation and resolution strategies for specific AVC conflicts.

4. Develop an initial action plan to address a selected conflict situation.

Materials and Support

- Manila paper, meta plan cards, marking pens, pinboard/wall, pins/masking tape.
- Alternatively: Laptops for digital collaboration if available.
- Handout 4.1: The PRISM Framework Checklist
- Handout 4.2: The 6 Cs Process-Based Strategies

I. Introduction: From Analysis to Action (10 minutes)

Trainer's Note: Begin by linking this session to previous work on conflict analysis.

*"Welcome. In our previous sessions, we learned how to map and analyze conflicts within Agricultural Value Chains. Now, we move from diagnosis to treatment. This final workshop focuses on identifying practical strategies to manage and resolve the conflicts you have identified. We will work with two key concepts—**Mitigation and Resolution**—and two powerful planning tools: the **PRISM Framework** and the **Process-Based '6 Cs' Strategies**. Group members may contribute one or more strategies for conflict mitigation or resolution. That's perfectly fine—list all suggestions. In practice, having multiple options is always beneficial when resolving problems."*

Scope of Work: For this training, each organization will select only three conflict situations from their previous analysis for deeper planning. The full set of conflicts can be addressed upon your return.

II. Core Concepts: Mitigation vs. Resolution (15 minutes)

Strategies can be integrated into projects as dedicated inputs or woven into implementation processes. It is crucial to know the difference between two key approaches:

A. Conflict Mitigation: The "First Aid"

Definition: Actions taken to reduce the negative impacts of an existing conflict. It manages the symptoms without necessarily solving the root cause.

Key Focus: De-escalation, harm reduction, and preventing the situation from worsening.

AVC Example: A farmer group plans a protest against a supplier of faulty seeds.
- **Mitigation Action:** The supplier provides emergency supplies and credit to affected farmers to calm tensions and prevent the protest, without yet admitting fault or changing the core supply contract.

B. Conflict Resolution: The "Surgery"

Definition: The process of addressing and solving the root causes of a conflict to find a sustainable, mutually acceptable solution.

Key Focus: Solving the underlying problem, often through negotiation and formal agreements.

AVC Example: Annual disputes between mango farmers and an exporter over fixed prices that don't reflect market highs.
- **Resolution Action:** The parties negotiate a new "flexible pricing" or "bonus system" that shares market risks and rewards, resolving the core contractual issue.

Analogy: Two neighbors argue over a tree damaging both roofs.
- **Mitigation:** Propping up the branches and using tarps to stop immediate damage.
- **Resolution:** Agreeing to jointly hire an arborist to trim the tree and signing a maintenance agreement.

III. The Toolkits: PRISM and the 6 Cs (25 minutes)

C   **Capacity Building:** Training on technical and procedural aspects to reduce confusion and build shared understanding.

C   **Consultation:** Engaging all affected stakeholders in project decisions to raise concerns early.

C   **Communication:** Using clear, respectful messaging to minimize rumors and establish open channels for dialogue.

C   **Choosing/Selection:** Applying fair and transparent criteria for beneficiaries and staff to build trust and reduce tension.

C   **Crafting Plans:** Using participatory planning to align expectations, prevent duplication, and create a common reference point.

C   **CSDNH Implementation:** Consistently applying Conflict Sensitivity and Do No Harm principles to review decisions and adapt to unintended impacts.

IV. Exercise 4: Developing a Conflict Strategy Plan (60 minutes)

Instruction: For each of your three selected conflicts, complete the following on a manila paper or digital document:

1. **Conflict Title:** Briefly name the conflict (e.g., "Water Access Dispute between Upland and Lowland Farmers").
2. **Strategy Selection:** Is the immediate need Mitigation (to de-escalate) or Resolution (to solve the root cause)? Justify your choice.
3. **Proposed Action Plan:**
   - **PRISM Action:** Using the PRISM checklist, identify one specific change to a project input (Personnel, Resources, Infrastructure, Systems, or Materials) that would help address this conflict.
   - **6 Cs Action:** Using the 6 Cs, identify one process-based strategy (e.g., a new consultation method, a communication channel, a revised selection process) that would help implement your proposed action.

V. Plenary Presentations and Peer Learning (60 minutes)

- Each group will present one of the three conflict situations they selected, their analysis, and the proposed mitigation or resolution strategies.
- Each presentation should be concise (7-10 minutes) and cover the points from the exercise.
- This fosters peer learning and allows for the identification of common patterns and creative approaches across different contexts.

- The plenary provides structured feedback using the "I Like, I Wish, I Wonder" format:

> **I Like:** What was strong or insightful about the strategy?

> **I Wish:** A constructive suggestion for enhancement.

> **I Wonder:** A clarifying question to probe deeper into the plan.

VI. Wrap-Up and Synthesis (10 minutes)

Trainer's Key Takeaways:

Distinguish to Act
Knowing whether a situation needs mitigation (first aid) or resolution (surgery) is the first step to an effective response.

Two Toolkits
Use PRISM to check the conflict-sensitivity of your project inputs and the 6 Cs to guide your project processes.

Start with Process
Conflict mitigation in AVC projects often begins with practical process improvements—widening participation, improving transparency, and introducing collaboration through the 6 Cs. This is where you can build trust and prevent escalation.

Transform Analysis into Action
You have now practiced transforming observations from your Peace and Conflict Impact Assessment into workable decisions that reduce conflict risks and promote cooperation.

PCIA MANUAL ADAPTABILITY OVERVIEW

This training manual is a flexible tool designed for use by both multi-organization forums and individual organizations.

For Multi-Organization Trainings

When used in a multi-stakeholder setting, the model assumes participants will cascade the PCIA knowledge to their respective organizations. This responsibility rests primarily with the attending decision-makers and technical staff. However, the lasting value of the training depends entirely on effective follow-through. Without a deliberate effort to share the methodology internally, the initial appreciation for PCIA often fades, diminishing the training's impact.

For Single-Organization Trainings

For a single organization, this manual provides a structured opportunity for a team to analyze how its agricultural value chain (AVC) projects interact with the local peace and conflict context. A dedicated, internal session allows for deeper, less rushed discussion. This is particularly beneficial for complex topics like conflict mitigation and resolution, which may require more in-depth deliberation.

Key Recommendations for Effective Use

- **Adapt the Sessions:** The sessions can be adapted to fit an organization's internal culture and learning style. However, the six core sessions represent the minimum essential requirements for a meaningful PCIA training and must be retained to ensure conflict sensitivity is integrated throughout the project cycle.

- **Revisit Periodically:** PCIA should not be a one-time exercise. Organizations are encouraged to revisit the analysis periodically to account for new developments that may shift conflict dynamics.

- **Systematize Monitoring:** Monitoring key peace and conflict indicators should be integrated into the organization's regular monitoring and evaluation (M&E) activities.

Photo Credits: Philippine Federation of Credit Cooperatives (PFCCO), Model Cooperative Network (MCN)

Core Purpose and Scope

The manual's flexibility is a key strength, but its integrity depends on adhering to its core purpose: to help organizations understand how their interventions affect—and are affected by—peace and conflict dynamics at the micro and meso levels. It is not a tool for resolving deep-rooted armed conflict. Rather, it is a practical guide to prevent projects from exacerbating tensions and, where possible, to contribute positively to peacebuilding.

ORGANIZING THE TRAINING

1.0 Training Overview

This PCIA Manual is a practical guide for integrating Conflict-Sensitive and Peace-Promoting (CSPP) approaches into Agricultural Value Chain (AVC) projects. It is specifically designed for micro and meso-level contexts—such as communities, local organizations, municipalities, and provinces—where projects are directly implemented.

Unlike broader PCIAs that operate at national or regional levels, this manual provides local cooperatives and organizations with the essential concepts and hands-on tools to:

- Identify conflict drivers within their value chains.
- Analyze stakeholder dynamics.
- Design practical mitigation strategies to reduce risks and foster peace.

The approach is grounded in existing government assessments and aligned with local peacebuilding agendas, ensuring AVC projects are inclusive, conflict-sensitive, and effective where they matter most.

2.0 Training Format and Participation

The PCIA training is a two-day, in-person event. To ensure effective learning and organizational uptake, **each participating organization must be represented by two key staff members:**

- **One decision-maker** with the authority to champion and implement changes.
- **One technical staff member** is responsible for applying the PCIA methodology and cascading the learning within their organization.
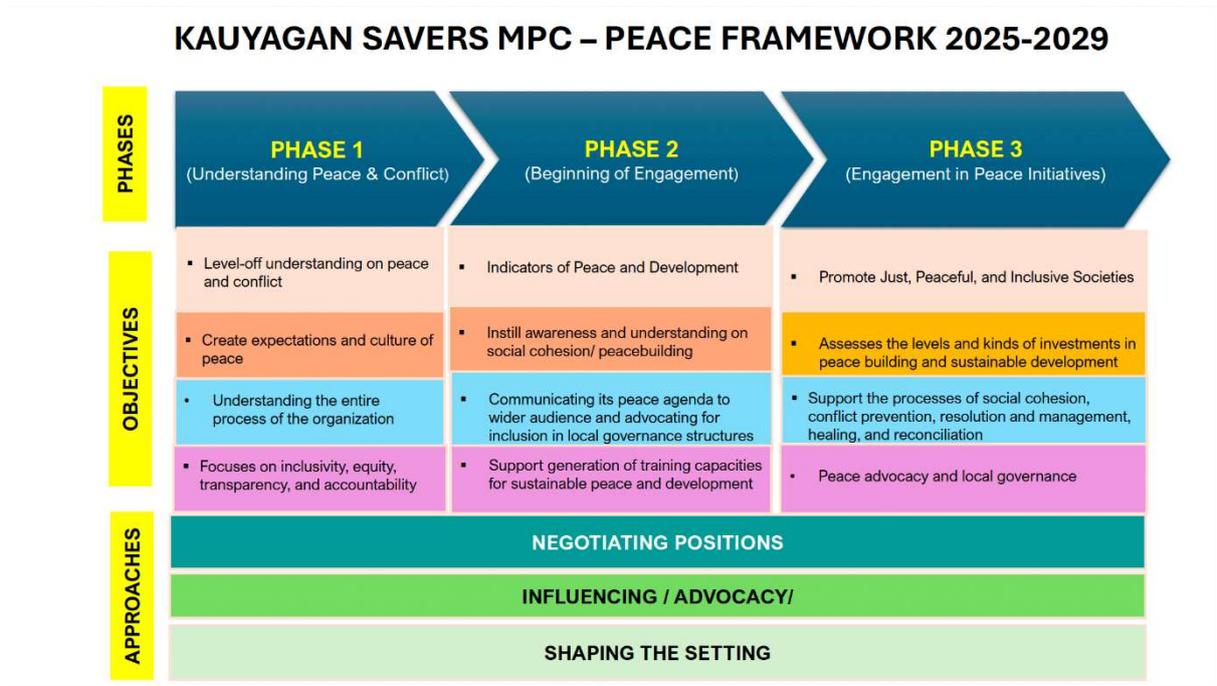
3.0 Training Objectives

Upon completion of the two-day training, participants will be able to:

1. **Articulate** the critical relevance of PCIA to the success and sustainability of AVC projects.
2. **Apply** practical CSPP tools in parallel with ongoing project implementation.
3. **Identify and analyze** key conflict drivers within a value chain and develop constructive approaches to address them.
4. **Execute** the step-by-step process for conducting a complete Peace and Conflict Impact Assessment.

Day	Description	Methodology	Tools
Day 1			
SESSION 1 _Peace and Conflict Cycle_ Time needed: 1 hour	This session explains how to classify areas as Conflict-Vulnerable (CVA), In-Conflict (ICA), or Conflict-Affected (CAA) to guide appropriate interventions. It stresses that while AVC projects are only suitable in CVAs and CAAs, relief services are essential across all types to stabilize and support communities.	Plenary	Materials and Support: PPT presentation (Annex 1), Laptop, Overhead projector/multimedia. Alternatively, Manila paper, marking pens, cards (for drawing), pinboard or wall, pins or masking tapes
SESSION 2 _Context and Situation Analysis_ Time needed: 1 hour	Participants analyze both the broader context (micro to macro levels) and the specific conflict drivers affecting AVC projects. Using the RIPID framework, they identify root tensions to ensure projects avoid aggravating conflict and instead contribute to peace.	Plenary	Materials and Support: PPT presentation (Annex 1), Laptop, Overhead projector/multimedia. Alternatively, Manila paper, marking pens, pinboard or wall, pins or masking tapes
Lunch			
SESSION 3 _Value Chain Mapping_ Time needed: 30 minutes workshop, 1 hour (all groups) presentation	Organizations map the processes they control within their AVC, starting from preparatory steps to the product's handoff. Early activities like beneficiary selection are included, as these often trigger conflict and must be analyzed in peacebuilding efforts.	Workshop and Presentation of Outputs	Materials and Support: Manila paper, meta plan cards, marking pens, pinboard or wall, pins or masking tapes
SESSION 4 _Stakeholder Mapping_ Time needed: 30 minute workshop	Participants identify stakeholders for each AVC process, examining their roles, influence, and history of	Workshop	Materials and Support: Manila paper, meta plan cards, marking pens, pinboard or wall, pins or masking tapes.

Day	Description	Methodology	Tools
	collaboration or conflict. This analysis ensures that marginalized groups are considered and highlights potential friction points in the value chain.		Alternatively, laptops can be used if available.
Day 2			
SESSION 5 _Context and Situation Analysis_ _Time needed: 1 hour and 30 minute workshop, 1 hour presentations_	Building on earlier maps, participants assess each AVC process for possible conflicts using the RIPID categories. They identify which tensions are present, preparing the groundwork for mitigation strategies in the next session.	Workshop and Presentation of Outputs	Materials and Support: Manila paper, meta plan cards, marking pens, pinboard or wall, pins or masking tapes. Alternatively, laptops can be used if available.
Working Lunch			
SESSION 6 _Conflict Mitigation/Resolution Strategies_ _Time needed: 1 hour and 30 minute workshop, 1 hour presentations_	Groups develop strategies to address three selected conflicts using input-based (5Ms) and process-based (6Cs) approaches. They also identify opportunities that promote participation, transparency, and collaboration, then present their solutions in a plenary.	Workshop and Presentation of Outputs	Materials and Support: Manila paper, meta plan cards, marking pens, pinboard or wall, pins or masking tapes. Alternatively, laptops can be used if available.
Egress			

Kauyagan Savers MPC: Strategic Peace Framework (2025-2029)

KAUYAGAN SAVERS MPC – PEACE FRAMEWORK 2025-2029

PHASES	PHASE 1 (Understanding Peace & Conflict)	PHASE 2 (Beginning of Engagement)	PHASE 3 (Engagement in Peace Initiatives)
OBJECTIVES	• Level-off understanding on peace and conflict	• Indicators of Peace and Development	• Promote Just, Peaceful, and Inclusive Societies
	• Create expectations and culture of peace	• Instill awareness and understanding on social cohesion/ peacebuilding	• Assesses the levels and kinds of investments in peace building and sustainable development
	• Understanding the entire process of the organization	• Communicating its peace agenda to wider audience and advocating for inclusion in local governance structures	• Support the processes of social cohesion, conflict prevention, resolution and management, healing, and reconciliation
	• Focuses on inclusivity, equity, transparency, and accountability	• Support generation of training capacities for sustainable peace and development	• Peace advocacy and local governance

APPROACHES	
NEGOTIATING POSITIONS	
INFLUENCING / ADVOCACY/	
SHAPING THE SETTING	

Phases of Intervention

Phase I	**Key Interventions:**
Understanding Peace & Conflict [Binding]	• Level-off understanding of peace and conflict within the organization – board of directors, management, staff, members, and communities
	• Improve relationships among members/staff/management/board
	• Peace & development indicators are integrated into the business processes, guidelines, and policies
	• Extend humanitarian effort to conflict-affected communities
	• Establish a focal person from the management per committee
	• Capacity development support on peace & development
	• Regular assessments of the organizational structure are carried out, and relevant updates made
	• Coop has an organizational structure that is well-designed and relevant to the mission/goal
	Milestones:
	• Setting and implementing strategic direction related to peace development initiatives
	• Efficient and effective business processes
	• Improved effort to conflict-affected communities through humanitarian assistance
	• Systems are in place to regularly measure congruence between the stated mission and the operating culture
	• Systems are in place to ensure appropriate involvement of all levels of staff in decision-making

Phases of Intervention	
Phase II **Beginning of Engagement** **Bonding**	**Key Interventions:** - Expand business operations by establishing satellite offices in Lantapan and Sumilao - Increase membership development - establish target per year - Cohesiveness and collaboration among different units/departments - Offer new services and programs for the members - Establish trademark/uniqueness/niche of the coop - Representation in Municipal Development Council (MDC) - Representation in Municipal Cooperative Devt Council (MCDC) - Membership of the Cooperative Federations - Capacity building support on conflict resolution for unit heads, officers and board - Relevant expertise exists within the organization - Implementation plans are jointly developed by senior management, staff and other appropriate stakeholders **Milestones:** - Stakeholders recognize the expertise of the coop - Program priorities are based on the actual needs of target groups - Program priorities and services are defined in collaboration with stakeholders - Programs are efficient, adequate, cost-effective, and timely - Increased membership and developed new services

Phases of Intervention	
Phase III **Engagement** **In Peace initiatives** **Bridging**	**Key Interventions:** - Membership of the federation - peace-related initiatives - Representation from Municipal, Provincial, and Regional levels - Capacity building on peace advocacy and local governance - Implementation of special projects related to peace & development to covered and expansion areas - Programs are efficient, adequate, cost-effective, and timely - Coop is capable of adapting programs and service delivery to the changing needs of stakeholders and/or target groups - Reviews its structures in response to the organizational development needs **Milestones** - Coop has a shared vision of its role in society - Constituency through stakeholder commitment and ownership - Established sectoral expertise - Coop has the mechanism in place to influence relevant government policies - Established contacts with government decision-makers - Coop can engage policy-makers in dialogue - Coop activities and recommendations are integrated into government development plans - Mobilized leverage funding with the government and other like-minded funding partners

Suggested Additions to Strengthen Peacebuilding Integration

1. Cross-Cutting Themes Across All Phases

Add a section that highlights how peacebuilding is not just phase-specific but embedded across all operations:

- **Gender and Social Inclusion (GESI):** Ensure peacebuilding efforts are inclusive of women, youth, IPs, persons with disabilities, and other marginalized groups.
- **Environmental Peacebuilding:** Link peace efforts with climate resilience and sustainable resource management.
- **Conflict Sensitivity:** Institutionalize conflict-sensitive approaches in planning, implementation, and evaluation.

2. Institutional Integration

Expand on how peacebuilding is embedded into the cooperative's/organization's core systems:

- **Governance:** Include peacebuilding principles in bylaws, board charters, and decision-making protocols.
- **Monitoring & Evaluation:** Develop peace and conflict indicators that are tracked regularly.
- **Human Resources:** Include peacebuilding competencies in job descriptions, performance reviews, and staff development plans.

3. Strategic Partnerships

Add a section on collaboration with external actors:

- **Faith-Based Organizations (FBOs):** Partner with faith-based organizations for technical support and joint advocacy.
- **Local Government Units (LGUs):** Co-develop peace programs and integrate them into barangay and municipal development plans.
- **Academic Institutions:** Collaborate on research, training, and documentation of peacebuilding, peace and development practices.

4. Community-Based Peacebuilding

Strengthen grassroots engagement:

- **Peace Circles or Forums:** Facilitate regular community dialogues to address local conflicts and promote reconciliation. The cooperative serves as facilitator for these dialogues.
- **Youth Peace Ambassadors:** Train young members to lead peace education and advocacy.
- **Livelihood-Peace Nexus:** Link economic empowerment programs with peace outcomes (e.g., cooperatives as platforms for social cohesion).

5. Policy Advocacy

Clarify how the coop/organization will influence policy:

- **Peace Policy Agenda:** Develop a clear and actionable peace advocacy agenda that aligns with both national and local peacebuilding frameworks. The cooperative/organizations shall formulate a localized peace agenda that reflects community needs and values,and actively lobby for its integration into municipal and barangay development plans, local governance structures, and public service programs. This agenda will serve as a strategic tool to influence policy, promote inclusive peace initiatives, and ensure cooperative-led efforts are recognized and supported by government institutions.
- **Participation in Peace Councils:** Seek formal roles in local peace and order councils or similar bodies.

REFERENCES

1. Gündüz, C., & Klein, D. (2008). *Conflict-sensitive approaches to value chain development* (microREPORT #101). United States Agency for International Development (USAID).

2. Peacebuilding Centre. (2013). *Peace and Conflict Impact Assessment (PCIA) Handbook* (Version 4). Ottawa, Canada.

3. GIZ. (2021). *Strengthening the Implementation of Regional and Local Peace and Development Agendas in Mindanao (MinPAD-RISE)* [PowerPoint slides]. Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ).

4. Verallo, J. R. III. (2025). *CSPP-guided Value Chain Training of Trainers (ToT)* [PowerPoint slides]. Unpublished material.

5. Office of the Presidential Adviser on Peace, Reconciliation, and Unity. (2018). *Handout: Basic Course on Conflict-Sensitive and Peace-Promoting Approaches (CSPP)* (Lean Version, Updated October 28, 2018).

ANNEX

Annex 1. PCIA Powerpoint Presentations

CONTEXT AND SITUATION ANALYSIS

Horizontal/Situation Analysis

Context/Issue	Resource-based	Identity-based	Power-based	Information-based	Disaster, etc.
International	Border, territory	Minority	Trans-nat	Lead to war	Humanitarian
National	Same below	Political	Same	Same	Humanitarian & relocation
Regional	AD, same below	Race	Common crime	Same	Humanitarian & relocation
Provincial	Water, forest, mining	Social, political	Common crime	Same	Humanitarian & relocation
Municipal	Water, forest, mine	Political	Common crime	Lead to criminal woes	Humanitarian & relocation
Organization/ Community	Land, water, fruits, power	PWD, LGBT	Common crime	Marites	Access to goods
Family	Inheritance	Gender	Incest	Argument	Loss of home
Personal	Personal Budget	Self-pity	Suicide	Office prob	Loss of job

Vertical/ Context Analysis

Horizontal/Situation Analysis

Resource-based Issue
- Land
- Natural resources
- Money
- Etc.

Identity-based Issue
- IP, Ethnicity, spatial location
- Women and Gender
- Youth, Children, PWD
- Ex-combatant
- Other vulnerable groups

Power-based Issue
- Political power
- Social status
- Financial advantage
- Organizational affiliation
- Greed

Information-based Issue
- Un-informed
- Mis-informed
- Lack of transparency
- Miscommunication

Disaster-based Issue
- Man-made disaster
  - ✓ Economic
  - ✓ Criminality
  - ✓ War
- Nature-caused disaster
  - ✓ Climate events

IDENTIFYING OPPORTUNITIES THAT COULD MITIGATE THE POTENTIAL CONFLICT?

Why Opportunities?

- The three most important elements, among so many others, in conflict management are a) participation, b) transparency, and c) collaboration
- Identifying opportunities is an avenue to work and collaborate with other stakeholders in the context
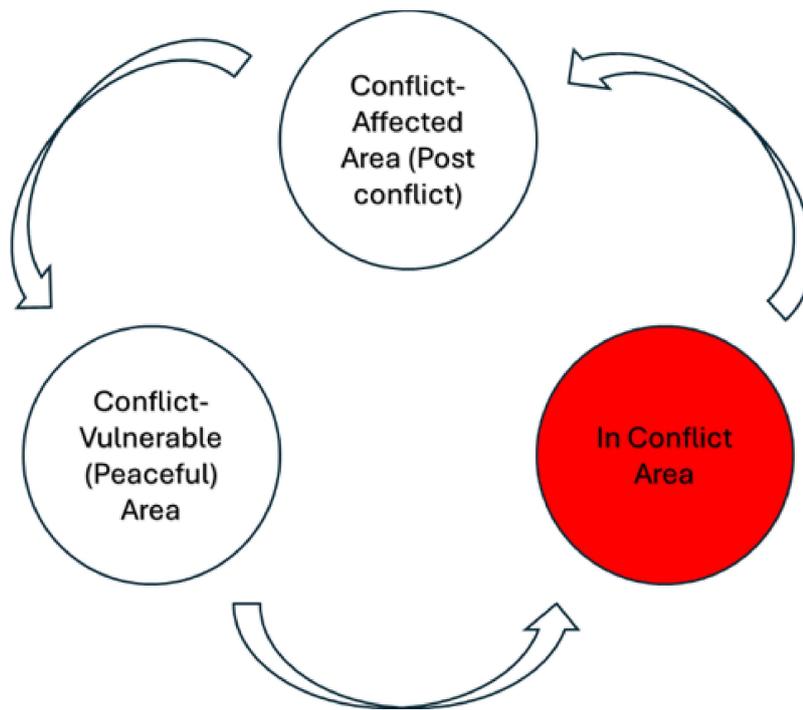

IN PROJECTS, CSPP CAN BE USED AS/IN THE:

- **INPUT**
  - (Hu) Man
  - Money
  - Machine
  - Method
  - Material (tangible and intangible)

- **PROCESS**
  - CB/CD
  - Consultation (inclusion and Participation)
  - Communication
  - Choosing/Selection
  - Crafting Plans
  - CSDNH Implementation

Handout 1.1

A cyclic diagram with three circles connected by curved arrows forming a clockwise cycle:
- **Conflict-Affected Area (Post conflict)** (top)
- **In Conflict Area** (right, shown in red)
- **Conflict-Vulnerable (Peaceful) Area** (left)

Handout 4.1: Exercise 1 Worksheet

(A formatted worksheet with space for groups to write their answers to the four sets of questions.)

Exercise 1: Assessing Local Peace and Conflict Conditions

1. **Conflict Stage Assessment:**
   - Based on the definitions, what is the current peace and conflict stage (CVA, ICA, or CAA) in your target area? Justify your answer.

2. **Gender & Intersectionality Analysis:**
   - Are there differences in how men, women, youth, the elderly, and other social groups experience or perceive this situation? (e.g., in terms of safety, mobility, access to resources).

3. **Information Source Mapping:**
   - What specific sources of information (e.g., PNP report, LGU meeting, community survey) did you use or would you use to understand this condition?

4. **Source Inclusivity & Reliability Check:**
   - Do these sources reflect diverse perspectives, including those of women, youth, and marginalized groups?
   - Have you verified the accuracy or reliability of these sources? How?
   - Were gender-sensitive methods used in collecting or validating this information (e.g., separate focus groups, inclusive surveys)?

HANDOUT 4.1 PRISM

The PRISM Framework:
A Gender-Sensitive Tool for Peace and Conflict Impact Assessment (PCIA)

Purpose: This framework is designed to help project teams proactively assess how the provision of key project inputs can intentionally promote peace or, if mismanaged, exacerbate conflict. For each element, use the guiding questions to analyze your project's design and implementation.

P – Personnel: Human Resource Deployment

How does the deployment of our staff and hired labor affect social dynamics and power balances?

Assessment Checklist:
- Does our project team (management, field staff, facilitators) have gender balance and include members from different social, ethnic, or religious groups present in the community?
- Are staff assigned in a way that addresses the needs of historically marginalized or remote areas, rather than concentrating presence in easy-to-reach or powerful communities?
- Do we have protocols to prevent workload imbalances or perceptions of favoritism in staff attention?
- Are hiring processes for project staff and casual labor transparent and fair, providing equal opportunity for women and marginalized groups?

Risks: Reinforcing power imbalances; creating perceptions of bias; overlooking the specific knowledge and needs of women's groups.
Opportunities: Building legitimacy and trust; modeling inclusive employment; easing identity-based tensions through representative staffing.

R – Resources: Financial Flows and Incentives

How do our financial allocations and monetary benefits impact competition and trust within the community?

Assessment Checklist:
- Are the criteria for selecting financial beneficiaries (e.g., for subsidies, grants, honoraria) developed participatorily and communicated clearly to all?
- Is the allocation of funds transparent? Are budgets and beneficiary lists publicly displayed in an accessible format?
- Have we conducted a gender analysis to ensure financial resources reach both women and men, considering their different roles in the value chain?
- Are there mechanisms to publicly clarify financial decisions and address rumors or complaints about fund usage?

Risks: Accusations of corruption or favoritism; intensifying competition between groups; diverting resources to elite members of the community.

Opportunities: De-escalating financial disputes; building transparency and accountability; economically empowering women and marginalized producers.

I– Infrastructure & Equipment: Access and Management

How does the provision and management of shared equipment and infrastructure create cooperation or conflict?

Assessment Checklist:
- Are schedules for shared equipment (tractors, mills, dryers) fair, transparent, and accessible to all groups, including women, smallholders, and marginalized communities?
- Have usage and maintenance protocols been co-developed with users to ensure buy-in and shared responsibility?
- Does the location and operational timing of shared infrastructure consider the safety and mobility constraints of women and other vulnerable groups?
- Is there a local, inclusive committee to manage access and resolve disputes over equipment use?

Risks: Dominant groups monopolizing access; disputes over breakdowns and maintenance; reinforcing existing social exclusions.
Opportunities: Creating platforms for cooperation between groups; building social capital; improving efficiency through collective management.

S – Systems: Procedures and Governance

How do our project's rules, processes, and feedback mechanisms build confidence or create suspicion?

Assessment Checklist:
- Are key project procedures (e.g., procurement, training selection, quality standards, grievance mechanisms) documented, consistent, and clearly communicated?
- Were these systems validated by community representatives, including women and youth, to ensure they are seen as fair and legitimate?
- Is there a safe, accessible, and responsive Feedback and Grievance Redress Mechanism (FGRM) that all stakeholders trust to use without fear of reprisal?
- Do our monitoring systems track peace and conflict indicators (e.g., perceptions of fairness, level of cooperation, reported disputes)?

Risks:
Opportunities: Rebuilding trust in formal institutions; providing a predictable and fair environment; catching and resolving small disputes before they escalate.

M – Materials: Input and Benefit Distribution

How does the distribution of tangible and intangible project benefits affect social cohesion and motivation?

Assessment Checklist:
- Is the distribution of inputs (seeds, tools, seedlings) fair, transparent, and based on clear, communicated criteria?

- Does the type of input provided match the specific roles and needs of different groups (e.g., women's preferred crop seeds, appropriate tools for their tasks)?
- Are intangible benefits (training, exposure trips, certifications) distributed equitably to avoid creating new elites?
- Do we actively manage expectations about what can be provided and to whom, to reduce envy and false promises?

Risks: Creating jealousy and rivalry; benefiting only well-off farmers; providing inappropriate inputs that fail or reinforce gender gaps.
Opportunities: Enhancing collective motivation; demonstrating equity in action; using strategic incentives to reward cooperative behavior.

HANDOUT 4.2 - Process-Based Strategies (6 Cs)

These refer to how project processes are designed and conducted to prevent or resolve tensions. They operationalize peacebuilding in everyday activities.

- **Capacity Building/Development** – *Conflict mitigation through improved understanding of processes and systems.* Training individuals and groups on the technical and procedural aspects of project implementation, such as operations, tools, standards, or systems, helps reduce confusion, misinterpretation, and mistrust. When people clearly understand how things work and why decisions are made a certain way, tensions are diffused and cooperation increases. Building this kind of shared understanding helps prevent unnecessary conflict, particularly in environments where misunderstanding or lack of access to information can quickly lead to resentment or resistance.

- **Consultation** – Ensure inclusive representation and participation of all affected stakeholders with particular attention to intersectionality . Genuine, repeated, and inclusive consultation avoids misunderstandings and resentment. It allows people to raise concerns early and provides a platform for resolving differences before they grow into conflicts.

- **Communication** – *Using clear, respectful, and culturally appropriate messaging.* Open communication minimizes rumors and misinterpretation. Establishing regular updates, complaint channels, and community dialogues allows for issues to be addressed promptly and peacefully.

- **Choosing/Selection** – *Applying fair and transparent criteria in identifying project beneficiaries and staff.* When people understand and trust the selection process, tensions are reduced. Selection based on need, contribution, or consensus avoids exclusion and builds collective support for project activities.

- **Crafting Plans** – *Conflict mitigation through participatory and harmonized planning.* Joint planning that includes diverse stakeholders ensures that everyone understands the goals, roles, and steps of the project. It aligns expectations, prevents duplication or contradiction, and integrates local knowledge to improve project relevance and ownership. Without a shared and approved plan, different actors may interpret and implement the project in their own ways—leading to confusion, overlap, and eventual conflict. A well-crafted plan becomes the common reference point that minimizes friction and supports smoother coordination.

- **CSDNH Implementation** – *Applying Conflict Sensitivity and Do No Harm principles throughout the project.* The consistent use of these principles ensures that decisions are regularly reviewed for unintended impacts. It allows project teams to anticipate conflict triggers and adapt in ways that reduce tension and promote peace outcomes.

This Peace and Conflict Impact Assessment (PCIA) Manual for Cooperatives Implementing Agricultural Value Chain Projects has been developed to support cooperative practitioners and partners in ensuring that agricultural value chain interventions contribute not only to economic development, but also to peace, stability, and social cohesion. In contexts affected by fragility and conflict, well-intended development initiatives can inadvertently reinforce tensions if conflict dynamics are not deliberately considered.