



DeLoG Joint Learning Event on
Local Governance and Sustaining Peace
12th – 15th March 2019, Brussels

Organised under the lead of UNDP, UNICEF and SDC.
Hosted by the Belgian Technical Cooperation (Enabel).

FINAL REPORT

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List of Acronyms

CDA	Conflict & Development Analysis
DfID	Department for International Development
FCS	Fragile and Conflict-affected Settings
GIZ	German Corporation for International Cooperation
HO	Handout
IDP	Internally Displaced Person
INGO	International Non-Governmental Organisation
JLE	Joint Learning Event
JPLG	Joint Programme on Local Governance (UN Somalia)
LED	Local Economic Development
LF	Lead Facilitator
M&E	Monitoring & Evaluation
PEA	Political Economy Analysis
PM	Participant's Manual
PPT	PowerPoint Presentation
SD	Service Delivery
SDC	Swiss Development Cooperation
SGBV	Sexual and gender based violence
SIDA	Swedish International Development Agency
TOC	Theory of Change
UNDG	United Nations Development Group
UNDP	United Nations Development Programme
WB	World Bank

1. Introduction

Fragility and conflict remain unabatedly the main drivers of poverty and lack of sustainable development for nearly 20% of the world's population. However, current (donor) interventions have not yet sufficiently developed effective governance approaches to help concerned countries find a pathway to peace and development. This particularly concerns the approach to local governance.

Meanwhile, the global policy discourse asserts the need to consider local actors and dynamics in supporting sustainable peace-building, implementing the SDGs and in reinforcing societies' resilience to crisis. Fragile and conflict-affected settings (FCS) pose immense challenges to implementing 'classical' decentralisation reforms and support programmes that are common under mainstream development conditions. A more flexible, contextualised, risk-informed and phased approach is needed to improve the efficiency of donor programming for local governance in these challenging contexts.

The Joint Learning Event (JLE) on 'Local Governance and Sustaining Peace' organised by the DeLoG Network under the technical leadership of UNDP, UNICEF and SDC took place in Brussels from 12th – 15th March 2019, and was hosted by the Belgian Technical Cooperation (Enabel).

2. Purpose and Objectives

The Course aimed to *contribute to an enhanced understanding and use among DeLoG partners of effective localised approaches to sustaining peace in fragile and conflict-affected settings.*

Building upon a few case studies, the Course discussed the nexus between local governance and sustaining peace from a conceptual as well as programmatic point of view. The role of local governance in strengthening service delivery (for social and economic needs), social cohesion and ultimately state legitimacy in fragile and conflict-affected settings¹ within an integrated and conflict-sensitive approach, was prioritised. The Course discussed approaches and tools for better analysing local governance contexts, for fomenting inclusive local multi-stakeholder coalitions, for building systems and capacities for conflict-sensitive local decision-making and for monitoring more strategically the impact of programmes. Also, different types of fragile and violent contexts were explored.

The objectives for the JLE were therefore as follows:

- To raise awareness of and re-affirm the significance of local governance for sustaining peace in fragile and conflict-affected settings.
- To facilitate knowledge- and practice-sharing on local governance in fragile and conflict-affected settings, with focus on: (i) the role of localised service delivery for supporting the social and economic recovery of conflict-affected livelihoods in rebuilding state legitimacy; and (ii) the ways in which inclusive local governance can help restore social cohesion.
- To familiarise participants with different programmatic tools for local governance in fragile and conflict-affected settings.
- To strengthen the DeLoG Network by engaging its members in discussing conceptual and programmatic approaches and identifying potential joint actions such as country-based joint programming.

The Course targeted staff from DeLoG member organisations who work and/or are interested in the fields of local governance in fragile and conflict-affected settings. Learning outcomes and key understandings for each thematic session are to be found in annex 1.

¹ Fragility as understood for the Course includes dimensions of violence/security, justice, institutions and economic foundations. Disaster-related fragility is considered when it comes as an additional dimension of fragility onto situations of conflict and violence, not as single-factor situation.

3. Course Content & Agenda

The content of the Course took into account the survey which participants were asked to fill in advance and the objectives identified and agreed upon by the organising parties. The content reflected the latest research on the main functions of local governance that can have an impact on fragility and conflict (i.e. service delivery and social cohesion). The Course was divided into 5 sessions (see table 1). There were two generalist sessions (Opening/Bringing it all back home) and three thematic sessions (The Nexus between Local Governance & Peace; Service Delivery, Social Cohesion).

In general, each thematic session was structured as follows:

- ✓ A presentation of learning objectives (see annex 1)
- ✓ Expert inputs: A presentation by academic experts on the latest research
- ✓ A case study presented by the Course participants on a development programme
- ✓ Evidence linking local governance to the subject area
- ✓ Reflections and exercises
- ✓ A presentation by the facilitator, group discussions and interactive training activities to further explore the theme of the session along three angles; Theory of Change and Donor Approaches, Conflict Sensitivity and Impact Measurement.
- ✓ A re-cap of key understandings (see annex 1).

Table 1 Course Content

Course Structure

	Day 1: Opening The Nexus: Local Governance & Peace	Day 2: Local Governance for Service Delivery	Day 3: Local Governance for Social Cohesion	Day 4: Bring-it-back-home Cities & Peace Closing
Start of the day – recap				
Morning Block 1	Session 1: Opening Welcoming Setting the Stage: methodology	Session 3: Local Governance for Service Delivery Guest Speaker Case Study: Somalia	Session 4: Local Governance for Social Cohesion Guest Speaker Case Study: Ukraine	Session 5: Bring it All Back Home Small Group Discussions
Coffee Break				
Morning Block 2	Session 2: Local Governance and Sustaining Peace Guest Speaker Key Definitions	Session 3: Local Governance for Service Delivery Concepts & Approaches	Session 4: Local Governance for Social Cohesion Concepts & Approaches	Session 5: Bring it All Back Home Presentations Synthesis
Lunch				
Afternoon Block 1	Session 2: Local Governance and Sustaining Peace Concepts & Approaches	Session 3: Local Governance for Service Delivery Conflict Sensitivity	Session 4: Local Governance for Social Cohesion Conflict Sensitivity	Session 6: Cities and Sustaining Peace Expert Lecture Dialogue
Coffee Break				
Afternoon Block 2	Session 3: Local Governance for Service Delivery Context Analysis Key Understandings	Session 4: Local Governance for Social Cohesion Impact Measurement Key Understandings	Session 4: Local Governance for Social Cohesion Impact Measurement Key Understandings	Session 7: Closing Closing Address Final Evaluation

4. Methodology

The Course was delivered using a variety of methods including a traditional presentation approach, using PowerPoint slides (PPT), which was used during experts' presentations, programme case studies and the Thematic Coordinator's sections. This was complemented by interactive and participative methods in order to harness the collective knowledge and experience of participants and promote peer exchange.

The following methods were used for this:

- Plenary, sub-group and individual brainstorming exercises
- Role-play
- Small group debates
- Agree-Disagree 'Body Mapping'
- A 'Car Park', which was an open space wall board for participants to write down issues which were arising and which required more input.
- Energisers (post-lunch) and daily Course evaluations

5. Training Team and Experts

The Training Team was composed of:

- The Thematic Coordinator, Nicolas Garrigue, and the Facilitator Noel Matthews
- the DeLoG Secretariat Team (Lea Flaspoeehler, Agnes Luedicke and Madina Davletkildееva)
- Marija De Wijn, UNICEF

External experts provided insight into recent research, and participants also presented case studies on Somalia, Ukraine and Venezuela. They included:

Guest Speakers

- Joshua Rogers who currently manages the Berghof Foundation's work on local governance in Yemen and is an active member of its local governance research and learning cluster.
- Aoife McCullough who as part of the Secure Livelihoods Research Consortium at Overseas Development Institute (ODI), is currently working in the Politics and Governance Team focusing on providing research and analysis on conflict, political settlements and how to support state legitimacy.
- Dion Van Den Berg who is head of the Europe team at PAX for Peace and is involved in a number of post-conflict states, in processes in the domains of transitional justice and interlinking state building with peace building.
- Dr. Seth Kaplan (PhD) who is a Professorial Lecturer in the Paul H. Nitze School of Advanced International Studies (SAIS) at Johns Hopkins University, Senior Adviser for the Institute for Integrated Transitions (IFIT), and consultant to organisations such as the World Bank, USAID, State Department, and OECD.

Case Study Presenters

- Abdirahman Adan Mohamoud who supports the municipal finance activities of the UN Joint Programme on Local Governance in Somalia, building capacities of district authorities in generating greater revenue to enhance service delivery;
- Anjali Pradhan who works with UNICEF Somalia as Local Governance Specialist and supports the UN Joint Programme on Local Governance in Somalia;
- Abdirahman Mohamed Idle who works with UNICEF Somalia and supports the Joint Programme on Local Governance (JPLG);

- Maik Matthes who is project manager for the GIZ Transitional Development Assistance project in Ukraine supporting host communities and IDPs;
- Monica Bucio Escobedo who is Child Field Officer for UNICEF in Venezuela.

Biographies of the experts are presented in annex 2.

6. Participants

Twenty-nine participants were selected and invited on the basis of relevant experience, country of duty, organisation and gender. In the end, a total of 27 attended the Course (13 females and 14 males), with two late withdrawals because of travel restrictions in Pakistan for one and work commitments in Libya for another. This group of participants came from DeLoG member organisations such as EU, GIZ, Global Affairs Canada, UNICEF, UNDP, UN-HABITAT, SDC, LOGIN Asia and SIDA, but also from organisations such as CNFPT (Centre National de la Fonction Publique Territoriale), NALAS (Network of Associations of Local Authorities of South-East Europe) and PLATFORMA. Overall 27 participants from 23 countries, representing 12 development cooperation organisations, attended the training.

7. Thematic Overview

As can be seen from the workshop structure above, the curriculum was divided into three themes outlined below:

- i. The local governance and sustaining peace nexus
- ii. Local governance for service delivery
- iii. Local governance for social cohesion

For each theme, concepts, lessons learned and challenges were explored, building upon evidence gathered from academic research and empirical programme-based case studies.

Overall, the key questions guiding the learning process were:

- How can our actions in support of local governance contribute to overcoming fragility and conflict?
- How are our actions in support of local governance affected by situations of fragility and conflict?
- How can we measure better the impact of our actions in support of local governance on reducing sustainably fragility and conflict?

The roles of women and youth in the transformation of local governance, and the many challenges they face in doing so, were also addressed throughout the three sessions. Also, whenever possible, the specific case of migrant-hosting communities and the wider impact of migration on local governance, was also discussed.

I. The Local Governance & Sustaining Peace Nexus

The role of local governance in contributing to building and sustaining peace is often approached from two angles, one of which is its role in providing an inclusive space for dialogue and collective action, where inclusive local governance is viewed as potentially shifting the incentives for local leadership and stakeholders towards cooperation in problem-solving rather than confrontation based on identities and competition for legitimacy. The other angle is its role in legitimising the state by rebuilding its functional presence closer to citizens and making it more responsive to local needs and grievances. Incentives for government actions are changed from a top-down accountability chain towards the alignment to local

needs and priorities.

The key assumption behind the nexus, presented for consideration by participants is that with a more inclusive, accountable and responsive local governance, government-society relations will benefit given that local governments represent the government authority closest to citizens and are able to link the local to the national level. The social contract between government and society will then often need to be reshaped, ensuring greater legitimacy to the state and therefore lessening incentives for violent contestation and increasing the ability of conflict-affected societies to absorb tensions, sustain shocks and resolve crises peacefully. The curriculum under theme 1 therefore explores how responsive and inclusive local governance systems provide peace dividends, (e.g. services, jobs, security) but equally importantly they contribute to state legitimacy and accountability from the bottom up.

The curriculum under this theme also examines the daunting challenges and barriers to transforming local governance in fragile and conflict-affected settings given that the local level is where the unmet needs of populations and the institutional weakness of the state interact in at their most incendiary. Ineffective and rent-driven local governance based on elite pacts is common in such settings and often exacerbates fragility and conflict. Local governments usually lack the understanding, political and technical capacities and financial means to deliver basic services and rebuild social cohesion. Localising a sustaining peace approach cannot be limited to localising national peace agreements. It requires understanding and acknowledging local conflict and governance realities, including the fact that public authority may not only lie in such settings with government actors. It therefore requires shifting our thinking about what actually constitutes public authorities and adopting an integrated approach bringing together the security, social and economic needs of communities and effecting change in different dimensions. On the other hand, concentrating on the local level is not and should not be seen as a panacea to the challenges confronting peace-building and state-building efforts of the international community.

In summary then, under this theme, participants were provided with the opportunity to unpack the assumption that the transformation of local governance in fragile and conflict-affected settings can contribute to building sustainable peace and explore the different challenges facing it. This assumption basically states that transforming local governance (towards a more inclusive, accountable and responsive model) can help to:

- Extend the presence, authority and protection of the state to all regions, cities, villages and quarters;
- Build confidence in the political settlement by enabling a fair distribution of resources to the local level; Direct the efforts of the government toward responding to the needs of affected communities in a more inclusive manner; and
- Address some drivers of conflict and violence by strengthening social cohesion and supporting the endogenous resilience capacities of local communities.

Specific questions, which drove the analysis of participants during Theme 1, therefore, included:

- When are local government structures the most appropriate vehicle for establishing a local process of peace-building – and when are they less preferable than other options?
- Can capacity for peace be found in local societies and their traditional structures and how can these benefit to/from national peace-building dynamics?
- What does comparative experience tell us about the importance of phasing and sequencing the transformation of local governance systems, within a national peace-building approach?

II. Local Governance for Service Delivery

This theme analyses the highly negative effects of fragility and conflict on the capacity of states to deliver services and to do so closer to end-users and the curriculum introduces three major dimensions of availability, accessibility (economic and physical) and quality of services which are severely limited when infrastructure, capacities and resources for service delivery are lacking in large swathes of the country coupled with potential insecurity. The curriculum therefore explored how restoring or building capacities – infrastructure as well as human, financial, managerial and technical – of local governance institutions for service delivery so that they can play a meaningful role in the provision of services to improve living conditions of conflict-affected societies, is an essential feature of the ‘theory of change’ linking local governance and sustaining peace. In most cases, local governments, statutorily mandated and formally linked to the central government are best positioned to coordinate localised service delivery or even deliver services directly by themselves. This is why transferring service delivery responsibilities to local governments through decentralisation is often seen as a means to address the root causes of conflict especially when it is linked to a broken social contract. However, local governments are only capable of playing this role if they are supported by:

- A conducive administrative framework (e.g. clear and effective division of responsibilities between levels of government),
- Human, technical and financial resources and
- Sufficient incentives to play that role, whether these incentives are purely motivational (e.g. prospects of re-election) and/or coercive (e.g. performance-based grants).

At the same time, as participants heard from several speakers under this theme, if the localisation of state-led service delivery has a role to play in peace-building, it should not be seen merely as a technical issue, and its potential negative effects should also be considered. Political elites at the local level engage in service delivery for different reasons, such as genuinely intending to improve people’s lives and promoting social cohesion, but in some cases also to consolidate their power base or extracting payments. Therefore, a focus of some debate among participants was around the extent to which local governments in such contexts should be allowed to lead service delivery functions and in what sequence they should be given this responsibility, as capacity for inclusive, accountable and responsive service delivery cannot be built quickly. Aside from human and organisational capacity considerations, suitable service delivery frameworks, which cover the respective expected roles of national and local, state and non-state actors in service delivery and realistic service standards, are needed to make decision-making more responsive. Complex localised service delivery frameworks and the use of parallel delivery systems by the central government to bypass the local administration, have in some cases encouraged the idea that local governments are incapable of meeting the population’s needs.

In this theme, participants therefore considered the pros and cons of entrusting local governance actors, particularly local governments, with service delivery functions in fragile and conflict-affected settings. They discussed how the localisation of service delivery could potentially contribute to building government legitimacy. Specific questions for analysis included:

- Is improving service delivery enough to restore trust in the government?
- Does the involvement of local actors accelerate or challenge this process of trust building?
- Which services are best suited for localisation in fragile and conflict-affected contexts?
- What are the advantages of both de-concentration and devolution of service delivery functions in such contexts?
- What can support capacity development for service delivery at the local level in resource-poor contexts?

III. Local Governance for Social Cohesion

The final theme of the Course, social cohesion, was introduced as referring to two intertwined dimensions:

- The inequality dimension, which relates to the goal of promoting equal opportunities and reducing disparities and divisions within a society, addressing social exclusion as well;
- The social capital dimension, which concerns the goal of strengthening social relations, interactions and ties between individuals, social groups and institutions.

Good social cohesion was explained as a building block of a strong social contract, along with institutional convergence, i.e. commonality and predictability of certain values and norms across state agencies and the coherence of their respective policies and actions. Fragile states are usually characterised by a high level of inequalities and entrenched patterns of exclusion of whole sections of the population, be it from enjoying basic human rights, accessing public goods and services, finding decent livelihoods and/or from participating in decision-making. At the same time, social, cultural and/or legal norms may highly constrain the development of positive relationships between different groups and their social institutions.

Therefore, deeply divided societies demonstrate in general the inability of their various constitutive groups to agree on how they can live together, including govern and be governed, and to solve their dissents peacefully. Breaches in social cohesion often open the door to violence and conflict, which in turn exacerbate distance between social groups, create more inequalities and exclusion and shatter social capital. Poor social cohesion also reduces opportunities for the civil society to influence government policies and achieve social change. And these impacts of conflict on social cohesion are long-lasting: it is usually easier to rebuild functional service delivery systems than to restore social cohesion in deeply-divided societies traumatised by past conflict.

A key focus during the sessions under this theme was that local governance provides an opportunity to rebuild shattered social cohesion, as it can address issues of horizontal inequalities and strengthen social relations. If conducted inclusively, that is with the participation of marginalised groups (including women and youth, for example) and with non-state actors, local governance has the potential to offer a formal non-violent space for participation in the political process and for rebuilding relationships between groups by supporting issue-based rather than identity-based networks for the common good. Local governance actors can work together to improve the security of communities exposed routinely to violence by nurturing increased solidarity (through community projects, alternative dispute resolution mechanisms, sports and cultural activities), by reducing threats of physical and psychological violence (e.g. small arms control, SGBV programmes) and by allowing safe and peaceful coexistence in public space (e.g. community policing, arms-free zones, urban renovations). Safer local contexts also impact on livelihoods, as they provide an opportunity for public and private investors to re-engage with communities, rebuild infrastructure, extend services and create jobs, thus reducing some of geographical inequalities that also often fuel conflict.

At the same time, participants were asked to consider the potential negative effects of local governance, including decentralisation, on social cohesion in fragile and conflict-affected settings. For example, local elections after a conflict can also lead to local leaders being elected along ethnic lines with a strong identity-based focus, defeating the purpose of reducing political marginalisation of minority groups. Elite capture and rent-seeking can also feature at the local level, even more in conflict-affected settings, and can actually exacerbate an inequitable allocation of resources and provision of public services, deepening horizontal inequalities. Also, post-conflict states can view the task of transforming local governance as meaning the

imposition of a single liberal order based on state-sanctioned norms and institutions (local governments), excluding respected traditional social institutions even though they are for many communities the bedrock of social cohesion. Finally, ineffective local governments, handicapped by limited capacities, administration and fiscal devolution, can dampen the formation of social capital as collective action on the part of society is met by institutional apathy.

In this session, participants discussed extensively the opportunities and risks to rebuild social cohesion in fragile and conflict-affected societies through greater empowerment of local governance systems. Different contexts were considered, and participants reflected on the value of different approaches to rebuilding social cohesion through local processes, such as infrastructures for peace (e.g. Local Peace Committees), inclusive local political processes, citizen security programmes, community-based reconciliation and transitional justice, sports, cultural and religious activities. Participants were also tasked with identifying key information needs for assessing the strength of social cohesion, key capacity needs of local actors to rebuild social cohesion and asked to make specific recommendations on how to better support social cohesion through development programmes.

Specific questions for analysis included:

- How does social cohesion affect peace and development in local contexts?
- What tools and approaches can local governments use to achieve social cohesion and what are examples of relevant programmes?
- Are local governments necessarily well placed to reduce inequalities and social exclusion, and why?
- How far can social cohesion at community level become more resilient against higher-level shocks (e.g. major political crises, ethnic strife, disasters, migration, etc.)?

Session Summary Table

This section provides a summary of the discussions on content, as well as key learning points, both from participants themselves in small group-work and through Q&A with facilitators.²

² The participants' manual provides a detailed curriculum and can be accessed [here](#) or by contacting the DeLoG Secretariat at info@delog.org

Day 1: TUESDAY 12 MARCH	
09:00 Session 1: Opening	
Topic	Additions & Highlights
Opening remarks and welcome	Jean Van Wetter, Director General, Enabel and Lea Flaspoebler, Course Coordinator, DeLoG Secretariat
09:15 Setting the Stage	
<ul style="list-style-type: none"> • Course Objectives & Participants' Survey • Agenda & Methodology • Evaluation Process • Getting to Know Each Other • Code of Conduct 	<ul style="list-style-type: none"> • Course justification and objectives were explained and this was then reflected on as a response to the results of the expectations survey. • Participant's expectations survey results were presented under four headings: 1. Conceptual clarity; 2. Context, cross-cutting or inclusion focus; 3. Networking/sharing learning and experience; 4. Practical tools/systems/methodologies. • There was an alphabetical tour of the participants introducing themselves followed by a brief code of conduct.
Session 2: The Nexus Between Local Governance & Sustaining Peace	
11:00 Introduction & Learning Outcomes – Session 2	<p>Participants can:</p> <ul style="list-style-type: none"> • Explain the social-contract-based theory of change that links local governance to sustaining peace. • Identify the limitations and risks of the 'local turn' to sustaining peace. • Sequence potential interventions in a local governance programme against the long-term objective of sustaining peace. • Select the most important aspects of a local governance context to be studied and analysed prior to developing a programme for a fragile setting.
<p>11:15 Setting the Agenda: Understanding the Nexus Between Local Governance and Peace: Joshua Rogers (Project Manager, Berghof Foundation, Berlin)</p> <p>11.45 Questions & Answers</p>	<p>Presentation focused on:</p> <ul style="list-style-type: none"> • Sustainable peace and increasing importance of the local level for doing that • Analysing optimistic and pessimistic theories of change • Decentralisation as an approach towards sustaining peace and the evidence for sustaining these approaches with mixed results and conclusions on the positive impact of empowering the local level <p>Questions & Answers</p> <ul style="list-style-type: none"> • Meaningful quotas refer to the concept of bundling different type of quotas and trying to asses them together. Meaningful quota means here that there is a sufficient part of a local council (for example) to make a difference on an issue. • Local Governance and reinforcement of local structures' impact on gender issues: when you give power to an actor, it will always displeas and aggravate problems with other actors. They will happen, for example, in a context of empowering women, where certain sectors will respond to such measures.

	<ul style="list-style-type: none"> • One of the things that is happening is that we are now focusing on and asking questions on regional approaches, donor perspectives and top-down approaches. But some of the literature on institutions doesn't focus on the historical trajectory and doesn't help explain how they have come to be. In Yemen, for example, encouraging political tribal structures might work well, whereas in a neighbouring region it might not work at all. So, there should be an extensive analysis to see who is being empowered through Local Governance to avoid negative outcomes. • Fiscal economy and financial decentralisation have its own problems that might reflect negatively on the grip and power the central government holds in some regions, which might have a very negative impact in itself.
<p>12:00 Key Definitions Interactive activity to clarify the main concepts used in the Course and ensure a common understanding by all.</p>	<p>Activity 1: Each participant gets a paper with a concept and has to find which panel matches best the meaning of that concept. The idea is to bring to light the key definitions of issues such as Local Governance, Fragility, Decentralisation, Public Authority, Social Cohesion, Resilience and Sustaining Peace.</p> <ul style="list-style-type: none"> • On Fragility: The OECD gives a fragility ranking, as we have seen, but now it also gives a ranking on fragilities (plural) and focusses on developed countries, as well as developing countries. However, many Governments don't like the term 'fragile' to define them. In many cases, Governments of fragile countries have problems accepting their fragilities (societal, political, and environmental) and might deny external help. Actors have to be sensitive when engaging with fragile countries if they want to provide support. There is an actor that assesses countries' fragility – please look at the work done by the Humanitarian Development Peace Initiative (HDPI). • On Public Authority: A key aspect of Local Governance: We should understand that the local government isn't the only organisation and institution involved in Local Governance. In South Asia, there is a huge informal sector which works in a subversive way and often threatens the role of public authority. • Resilience: How do you measure resilience and how are resilience and fragility linked? <p>Activity 2: Each group was given a table of a diagram related to bad local governance, fragility and conflict. Each group has to find the drivers that correspond to the group they have been assigned. After 10 minutes, all groups reported which indicators were related to their group.</p>
<p>13:00 Lunch</p>	
<p>13:45 Reflecting on Concepts and Approaches Interactive training activity to explore the theory of change linking changes in local governance with the building of resilient peace, with focus on: (i) the social contract model; (ii) opportunities and risks for transforming local governance in fragile and conflict settings; (iii) the various approaches found among development partners with regards to local governance and peacebuilding / statebuilding; (iv) sequencing change.</p>	<p>Activity 1: The session started with an open debate on what the participants see as Theory of Change and sustaining peace – through a social contract enhanced by Local Governance.</p> <ul style="list-style-type: none"> • There are cases of deep-rooted violence being used by infra-state authorities, such as Hezbollah in Lebanon that happens outside the state scope and challenges the state's authority with regards to Local Governance. • There was a discussion on 'enablers' to achieve a Resilient Social Contract. • In relation to the social contract, we should remember that the construction of a peaceful society requires access to justice. <p>Activity 2: A handout of a table on sustainable peace was provided to each participant, in order for the group to discuss and to fill in the gaps (the assumptions, enablers and risks). [20 minutes]</p> <ul style="list-style-type: none"> • Participants were invited to better define why they included natural resources, absence of external negative influences and the historical legacy of nation building. • There is a concept known as 'pushing people behind' in which selecting some groups as part of inclusionary initiatives might actually end up excluding others.

	<ul style="list-style-type: none"> • Women can have a qualitative effect on peace-building. If you stop beating, mistreating or undermining women, the same treatment can also be reproduced with other sectors of society. Opening up peace-building processes to women also opens a myriad of ideas and possibilities that perhaps were not being taken into account. • Almost all these external enablers could also become threats. • Active citizen society could also be considered an enabler.
<p>15:45 Reflecting on Context Analysis</p> <p>Interactive training activity to discuss the main variables that influence how the theory of change on local governance and peace may play out differently in different contexts, what needs to be prioritised in context analysis prior to programming, and in particular political economy aspects and how they can be analysed.</p>	<p>Activity: Local Governance Context Analysis Tools</p> <p>A context analysis exercise on a real country case using an existing UNDP tool in small groups. 4 groups were assigned a country to be analysed to each group. Participants representing these countries were sitting in the corresponding groups. The rest of the group members interviewed them, using the conflict analysis handout tool PR 2.9.</p> <p>Sample Feedback from Case study interviews:</p> <p>Kyrgyzstan:</p> <ul style="list-style-type: none"> • Capacity is an issue: central government is very strong • Revenue collection and taxation > national, districts and provinces are semi-autonomous • No government ministry for local governments • Public authorities are involved <p>Ukraine:</p> <ul style="list-style-type: none"> • Service delivery on local level • De jure vs. de facto varies – has impact on the quality of services delivered: central state tells local level to become active, but not HOW • Overcapacity in medical sector: now, there are hospital districts built up in line with the amalgamation process – problem: not all of Ukraine is amalgamated yet • People living in the occupied territory in Eastern Ukraine, don't have access to services (e.g. pensions, or school/university diplomas are not accepted) <p>Niger:</p> <ul style="list-style-type: none"> • Capacity at the local council level is limited as effective decentralisation de jure only • Financial resources are lacking and transfers from the central government and local revenues are limited • Economy of the country is based on natural resources located in conflict areas and donor assistance is filling a gap to a certain extent • Local authorities therefore have limited impact on local development <p>Lebanon:</p> <ul style="list-style-type: none"> • People vote on religious principle and it's a complex situation at national level. Religious representation in local council does not correspond to that in the community • Local level delivery is more efficient • Inclusion of women: more participation in Christian communities, less in Shia and Sunni communities • WhatsApp groups, surveys through the App used by UNDP

	<p>Activity: Group Discussion</p> <ul style="list-style-type: none"> • Different participants confirmed that they used 1-2, or all 3 approaches to context analysis, in the contexts they work in. • All participating organisations were covered and revealed different approaches used, even within the same organisation but in different contexts. • There was then a discussion on defining Political Economy Analysis. • Context analysis must produce directions and indicators for M&E. • Full-blown local governance assessments fit better in implementation rather than design phase. • A collective and coordinated effort by the host country and international community is needed, using existing global frameworks (e.g. New Deal, Recovery & PB Assessments, SDGs). 	
16:45 Key Understandings Day 1	<ol style="list-style-type: none"> 1) Fragile states are also born from fragile societies and fragile natural environments – not just from fragile institutions. 2) Local governance programmes must contribute to securing an inclusive social contract. 3) The main challenge is to help local governance systems transform from within towards greater redistribution of power and resources and reduction of violence and crisis vulnerabilities, not just to ‘strengthen’ them. 4) Local governance approaches must be context-specific <i>and</i> contribute to bring about peace and development outcomes at scale. 5) An integrated, area-based, multi-scalar approach and risk-informed approach to local governance are factors of success and can become a trademark of UNDP programming. 	
Day 1 Evaluation	Highlights of results from participant evaluation of the day under four headings:	
	<p>1. Participation:</p> <ul style="list-style-type: none"> - <i>Great mix of knowledge and experience</i> - <i>Very useful to network!</i> - <i>Active participation overall, but there should be no side-talks</i> 	<p>3. Content:</p> <ul style="list-style-type: none"> - <i>Good dynamic approach – well balanced</i> - <i>Conceptually packed – and highly relevant</i> - <i>Need more analysis on central governance role</i> - <i>Need more on conflict analysis</i>
	<p>2. Methods:</p> <ul style="list-style-type: none"> - <i>Good combination of exercises and lectures</i> - <i>More exercises are needed</i> - <i>Methodology was very participative</i> 	<p>4. Venue:</p> <ul style="list-style-type: none"> - <i>Excellent facilities,</i> - <i>Comfortable room</i> - <i>Nice venue</i>

WEDNESDAY 13 MARCH

Session 3: Local Governance for Service Delivery

Topic	Highlights
<p>09:00 Learning Review (Day 1) & Introduction (Day 2)</p>	<p>Participants identified in groups and individually some key areas of learning from Day 1:</p> <ul style="list-style-type: none"> • Theory of change (process, tools) • Optimistic & Pessimistic Theory of Change – presented by Joshua Rogers – were found to be very helpful by a significant number • Discussing and hearing about the approaches of different participating organisations • Underestimating conflict and its varying effects on different target groups • How to articulate the theory of change within a programme framework • Discussions around HR or PE analysis and the link to conflict analysis • The need to be context-specific • Understanding public authorities: the background to this and arising challenges • Understanding the lack of connection between some of these theories we are hearing about and what we actually do at local level • Now seeing that assumptions are often less developed in project documents but are actually very important to monitor and to use additional analysis tools as the projects progress – not just at the project document development stage. <p>Learning Outcomes Day 2: At the end of the session, participants will be able to...</p> <ul style="list-style-type: none"> • Explain the concept of ‘localised’ service delivery vs. local government-led service delivery. • Weigh the pros and cons of localising service delivery for building state legitimacy. • Differentiate between various categories of public services and delivery systems when analysing the suitability of localised service delivery. • Analyse the level of conflict sensitivity of an intervention in support of localising service delivery. • Develop indicators for measuring the impact of localising service delivery onto building sustainable peace.
<p>10:00 Setting the Agenda: Presentation by Aoife McCullough (Research Fellow, ODI, UK)</p> <p>10:00 Questions & Answers</p>	<p>Presentation: This session was intended to explain the theory of change, by which localised public service delivery (hereafter service delivery or SD) can contribute to reducing violence, strengthening the social contract and legitimising the state and looked at assumptions / TOC against the latest research evidence, underlining therefore their possible limitations and the risks associated with strengthening the role of local actors for SD. It also covered different approaches commonly found among development partners with regards to strengthening SD in FCS through local governance.</p> <ul style="list-style-type: none"> • Countries from this research have different governance structures – so comparability is challenging. • Problems with service delivery lead to negative perception of (local) governments, important to have in mind for “do-no-harm”. • No findings that there was a big difference between service being delivered by the state or by an NGO. • The potential impact of this research on donors’ further work is that it can provide a stabilisation guide and help problematise lots of interventions in different countries.

	<ul style="list-style-type: none"> • Grievance mechanisms were very important to address the way people are experiencing the service and the way the service is delivered; what they think service should be delivered to them/how they should be treated. • It is not just the service, but how it is delivered which seems to be the biggest factor in determining how local service delivery affects state legitimacy – although, in fact, there is no great evidence that it does. • In terms of differences between perceptions of men and women – women generally were more satisfied, because they used services more frequently, but that doesn't necessarily mean that their perception of government was affected by that. • The state and the social contract: crisis in state formation largely affects the context (colonial experiences in South-East Asia, for example). It is an obstacle that the theory of state formation is based on European experience. • You may have so many people with different beliefs, different backgrounds, it needs one group strong enough to require service delivery from the state. • In cases of poor service provision and consequent dissatisfaction, being outside the political settlement or poverty was a cause, and there is a correlating outcome that people outside the political settlement had less money and interconnection between being treated poorly as a result of both living outside the political settlement and having not enough money.
<p>10:15 Case Study: the UN Joint Programme on Local Governance and Decentralized Service Delivery in Somalia Presentation by the Programme Team (UNDP, UNICEF, UN-HABITAT)</p> <p>10:55 Questions & Answers</p>	<p>Presentation: Case study presenters from UN Team in Somalia provided a 20-minute presentation on the 'Joint Programme on Local Governance in Somalia' describing the context at the time of programme design, the main challenges, risks and opportunities. They also presented the Theory of Change that guided their strategy and how it was later modified. They explained the interventions and what the key results at outcome / impact level have been as well as lessons learned and recommendations.</p> <p>Key lessons debated and discussed:</p> <ul style="list-style-type: none"> • Experience of service delivery (quality, satisfaction) seems to be a huge factor – not simply that the service is delivered – but the customer experience. • A bottom-up approach to state-building is relevant but decentralised service delivery requires coordinated engagement from all relevant ministries, as well as state and local levels of government, backed up by strong political will. • Long-term predictable funding and financing arrangements are essential. Decentralised service delivery depends on predictable funding and financing arrangements. • Policy discussions on the transition towards domestic financing needs to be an integral part of programming. • Policy uptake by central government must be supported with central government and buttressed by 'expansion strategies' from pilot districts to allow for a uniform local governance system to be implemented. • Engaging local government in service delivery contributes to improved state resilience, trust and legitimacy. The role of local government should therefore feature more prominently in government, donor and implementing agencies' development strategies. • Prolonged technical assistance to address systemic capacity gaps and provide stability through a turbulent political climate is needed to sustain local governance reforms in FCS. • Social accountability mechanisms on service delivery are key: the system brought together local communities, service providers and local governments to monitor and report status of service provision and report challenges to generate mutually agreed solutions. • Gender and inclusion considerations need to be moved to the centre stage of programme design and implementation to make sufficient advances.

11:10 Coffee break	
<p>11:15 Reflecting on Concepts & Approaches to Local Governance for Service Delivery</p> <p>Interactive training activity to explore further how improved and localised service delivery, taking into account different types of services, contributes to strengthening the social contract and eventually can lead to reducing violence and increase state legitimacy, as well as the risks facing the localisation of service delivery.</p>	<p>Presentation: Exploring further the theory of change by which improved <i>and</i> localised service delivery contributes to strengthening the social contract. It looked at:</p> <ul style="list-style-type: none"> • How service delivery is affected by fragility and conflict? • The concept of ‘localised service delivery’ • If and how the virtuous cycle between enhanced service delivery and the social contract (and therefore state legitimacy) actually holds up in practice? • The risks that the virtuous circle previously described does not manifest itself, does not last long or is counter-productive to sustaining peace <p>Activity: Following this there was an activity: Debating Game Activity 3.4.2 where participants were put in a real-life situation whereby they needed to discuss together and prepare to defend or argue against the increased localisation of service delivery in a post-conflict context. Due to time constraints, four groups were formed (random) and acted as two groups per scenario. The scenarios give the background to the debate they are going to stage live. Each group was assigned a role in the debate. Groups had 15 minutes to prepare the debate and distribute roles among group members. For each scenario, one of the organising party attendees plays the role of the debate referee (making final decision). One of the facilitators writes down the main arguments used by each party to the debate for each scenario on a flipchart.</p> <p>Scenario 1 was a debate between Director of Primary Education (Ministry), who argues against increasing municipalities’ prerogatives and budget for running primary schools, and representatives from the Mayor’s association who argue in favour of it. Examples of some of the key arguments that were made for the motion included:</p> <ul style="list-style-type: none"> • Municipalities better understand the needs of the community, and this will contribute to the cohesion of the country if good services are provided and in a more inclusive way by local actors; • Local level authorities, such as municipalities, can also look at raising resources from all kinds of public authorities and from private sector more easily, thereby compensating for the absence of central funds; • Managing primary schools at the local level will strengthen social cohesion because of the multi-stakeholder dialogue required; • Central government can enhance the capacity of municipalities by decentralising more, and then municipalities can help central government in ensuring credibility and legitimacy. <p>Examples of some of the key arguments that were made against the motion included:</p> <ul style="list-style-type: none"> • Education can contribute strongly to social cohesion and unity and, therefore, needs to be centrally managed, so that all areas have equal access to education services. • Functional re-assignment to municipalities is not a good idea in a time of conflict, as there are too many risks to manage; • Donors are currently providing their funds to central government as part of sector budget support, so we would need to overhaul the reporting and accounting systems, so that each municipality would be accountable and could report on this – that will take a long time to achieve, and donors may not wish to wait. <p>Scenario 2 was a debate at the HQ of a major donor agency, between the Strategic Policy Team who argues in favour of changing the organisation’s policy on social welfare in fragile states. Examples of some of the key arguments that were made for the motion included:</p>

	<ul style="list-style-type: none"> • Given that localised public sector delivery can enhance the peace-building role of local governments, there needs to be a significant investment in longer-term institutional capacity and transformation rather than just short-term results and relief activities. • This institutional strengthening approach will help build trust between citizens and the state needs. • Public representatives can support this institutional approach if they can see the benefits of investing in enhance governance capacities rather than merely meeting immediate needs through services. • Investing in and through international organisations does not help the country in the long term. <p>Examples of some of the key arguments that were made against the motion included:</p> <ul style="list-style-type: none"> • Local authorities are too biased and corrupt and cannot be provided with budget support although they could be part of local committees organised by the contracted INGOs. • This will also mean that communication of results can be communicated effectively to MPs and the public. • Inclusion and ‘leave no one behind’ cannot be under the control of these local institutions as they show no commitment to it. INGOs have the commitment to this to ensure inclusion and equality of access.
<p>13:45 Reflecting on Conflict Sensitivity in Localised Service Delivery Programming</p> <p>Interactive training activity to clarify what conflict sensitivity means in relation to the localisation of service delivery and to practice the use of a do-no-harm framework when programming in this area.</p>	<p>Presentation: Increasing the role of local governments in service delivery might not be the most cost-efficient method at first, but it can bring enhanced state legitimacy and support state- and peace-building, and such cost-efficiency can only be built over time. In the process of localising public service delivery, a balance between strategic (i.e. planned, top-down) and organic (i.e. demand-driven, bottom-up unplanned) capacity development will be necessary. Responding rapidly to a particular capacity need also builds trust with local actors and can lead eventually to more strategic future capacity development interventions. This session focuses on clarifying what conflict sensitivity means for a programme in the localisation of service delivery. It looked at the difference between working around conflict and on conflict (generic), the principles of a do-no-harm approach, examples of donor interventions on service delivery that have induced additional conflict and recommendations for development partners programming to become more conflict sensitive when supporting localised service delivery.</p> <p>Activity: Conflict Sensitive Programming</p> <p>In this activity, acting as the new Local Governance Programme Manager, the participants in small groups need to prepare a 5-year road map to strengthen service delivery through a localised approach. The road map needs to be presented to the state’s Peacebuilding and Recovery Agency. It needs to be sequenced according to a three-track approach which was presented (stabilisation, recovery and system development). What are the key programmatic interventions that you are proposing for this road map?</p> <p>Group One were cynical of the 5-year map, preferring a shorter term approach. They proposed:</p> <ol style="list-style-type: none"> 1. Continue the negotiation between the government and the rebels; 2. In government-supported areas, support localised delivery mechanisms; 3. Reach the most affected local populations; 4. Support Community-driven development (CDD) in rebel-controlled areas. <p>Group 2 discussed how to sequence and start initiatives in order to provide services, realising that the state needs to provide those services better and faster than the rebels were doing. They proposed:</p> <ol style="list-style-type: none"> 1. Start by assessment of the needs of the local communities; 2. Assure assistance of returning refugees;

3. Provide for basic humanitarian assistance;
4. Establish local leadership through conciliation and dialogue;
5. Give civic education to the citizens to enhance its legitimacy vis-à-vis the citizens;
6. Propose a timeframe for an electoral process.

Group 3 proposed:

1. Align rebel groups with the system through negotiation;
2. Refugees need to be directed to well-prepared areas where shelter, food, medicines (etc.) can be provided;
3. Restructuring the judicial system to provide for the legal authorities to function as soon as possible.

Key follow-up questions were asked by participants:

Q: How long should each stage last? **A:** That is a tricky question. Minimum 3 years for stabilisation and 10 years for the whole process.

Q: You can also regress from one stage to another? **A:** Correct!

Q: We agree that the timeframe is not clear cut and at our table we had been talking about the time frame differences between Macedonia and Kosovo, for example. **A:** So yeah, there is no one-fit-all timeframe for all countries.

To start off the next session on “Conflict Sensitivity”, participants were asked by the facilitator:

Q. – What does Conflict sensitivity imply – for you?

A. Analysing the conflict and the relation the different actors have to it. If you are looking for a population you want to benefit, which you want to include, you need to analyse them within the dynamic of the conflict.

A: It is basically ‘do no harm’.

A: Adapt programming so you are taking into account all factors to improve on conflict.

Q – Can someone come up with ideas on how to know if your project is going to be conflict sensitive?

A: You can always look at the actors, seeing what their agendas are, political economy, beneficiaries, etc.

A: Equality of distribution.

A: Sustainability, resilience, accountability, etc.

Question for reflection and closing the activity: Are we really transparent in what we in this room are all doing? Do locals understand what we are trying to do? How do we convince them that we are not just going around in flashy nice vehicles, but we are actually here to help?

Activity – Participant examples: This activity consists in giving both positive and negative examples on criteria regarding conflict sensitivity. [Due to time issues, just a few minutes were given to each participant to find some examples]

Q: - Can someone share an example?

A: Yes, we had been supporting city-to-city partnerships between Europe and Nicaragua. At the beginning, they weren’t sensitive, as cities are specific animals on how they develop their cooperation projects and several of them realised that they were supporting local governments in Nicaragua that were playing a role in the repression of the protest movement. Now we are trying to be more cautious, as they want to avoid supporting a potential perpetrator of criminal activities.

	<p>A: In Bangladesh, we put in place a trust fund supporting a minority there, but instead of that we created conflicts between groups and migration issues which somehow managed to change the balances of minorities and majorities of that particular territory. We didn't anticipate that would happen. We could have put in progress a better policy more in line with territorial sensitivities.</p> <p>A: Following a storm we had in Lebanon that affected the infrastructure, the response worsened the situation and actually created much more tension, as all responses were applied mostly to the Syrian Crisis, thus creating a conflict with local Lebanese populations. Because of the response procedures working for Syrian refugee populations, Lebanese population was left unaided once the storm hit the country, which didn't help improve the view on refugees.</p> <p>A: In Somalia there was a village just in the middle of two regions. When we wanted to put solar panels, we did it an unequal way between both parts of the village that just happened to be in opposite regions, which exacerbated tensions amongst the population.</p> <p>A: After the earthquake, there were donations made to many NGOs that were not using the money for what we intended, but basically to pay salaries and fund the campaign which was going to take place in 6 months.</p>				
Note	Due to time constraints, session 3.6 – Impact measurement – Service Delivery, which was scheduled to happen at the end of day 2, was merged with session 4.6 – Impact measurement – Social Cohesion and held as a joint session on Day 3 afternoon.				
16:45 Key Understandings Day 2	<ol style="list-style-type: none"> 1. Local governance for service delivery makes it easier to demonstrate inclusiveness and accountability in the state's functioning and hence increases the potential of service delivery for rebuilding state legitimacy – as, in that relationship, how services are delivered counts more than how much is delivered. 2. Devolution to local governments in fragile settings needs to surmount greater challenges than elsewhere, and it bears the risks of weakening state legitimacy and inducing conflict if it happens too fast, too comprehensively and is driven by short-term political interests rather than long-term sustainable development objectives. 3. Rather than considering the devolution of services to local government bodies as the ultimate recipe for sustaining peace, the localisation of service delivery should be prioritised: it means empowering local decision-making while distributing management responsibilities and risks between levels of government. 4. In assessing the conflict sensitivity of programmes tackling service delivery, one should analyse how far new vulnerabilities, grievances or tensions may be generated by changing the local political economy of service delivery and what needs to be done to mitigate such risks. 5. Effective monitoring and evaluation of the peace-building effect of service delivery interventions start with a clear theory of change based on a serious context and conflict analysis. 				
Day 2 Evaluation	<p>Highlights of results from participant evaluation of the day under four headings:</p> <table border="1"> <tr> <td> <p>1. Participation:</p> <ul style="list-style-type: none"> - <i>Active participation by all keeps adding value and helps us break out of the box</i> - <i>I appreciated the great participation</i> - <i>Better participation than yesterday</i> </td> <td> <p>3. Content:</p> <ul style="list-style-type: none"> - <i>Many concepts still need to be unpacked</i> - <i>Would have liked more time on some of the issues</i> - <i>Was happy we covered conflict analysis in more depth</i> </td> </tr> <tr> <td> <p>2. Methods:</p> <ul style="list-style-type: none"> - <i>Good mix of activities</i> - <i>I liked the variety of exercises</i> - <i>Very dynamic</i> </td> <td> <p>4. Venue:</p> <ul style="list-style-type: none"> - <i>Lunch was great</i> - <i>As on previous day – lunch and facilities were very good</i> - <i>Wonderful!</i> </td> </tr> </table>	<p>1. Participation:</p> <ul style="list-style-type: none"> - <i>Active participation by all keeps adding value and helps us break out of the box</i> - <i>I appreciated the great participation</i> - <i>Better participation than yesterday</i> 	<p>3. Content:</p> <ul style="list-style-type: none"> - <i>Many concepts still need to be unpacked</i> - <i>Would have liked more time on some of the issues</i> - <i>Was happy we covered conflict analysis in more depth</i> 	<p>2. Methods:</p> <ul style="list-style-type: none"> - <i>Good mix of activities</i> - <i>I liked the variety of exercises</i> - <i>Very dynamic</i> 	<p>4. Venue:</p> <ul style="list-style-type: none"> - <i>Lunch was great</i> - <i>As on previous day – lunch and facilities were very good</i> - <i>Wonderful!</i>
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THURSDAY 14 MARCH

Session 4: Local Governance for Social Cohesion

Topic	Highlights
<p>09:00 Learning Review (Day 2) and Learning Outcomes (Day 3)</p>	<p>Participants identified in groups and individually some key areas of learning from Day 2:</p> <ul style="list-style-type: none"> • The discussion and presentation around Theory of Change, enablers, risks and assumptions was key; • In a conflict scenario, the state needs to take whatever steps necessary to deliver services so as to strengthen its legitimacy and undermine militias and other groups; • Working to support and deliver services to vulnerable minorities and ensuring their inclusion can sometimes exacerbate tensions with the already included and with elites; • We need to be able to plan for adapting programming, so we are taking into account all factors to improve on conflict and do no harm on an ongoing basis; • Grievance mechanisms in terms of service delivery and especially the way the service is delivered, i.e. what people think about which service, should be delivered to them/how they should be treated [UNDP Somalia called it ‘the customer experience’] does most to support state legitimacy; • We need to re-think that financial transfers and decentralisation is always a good thing [i.e. Functional re-assignment] in conflict settings, as there may be a lot of risks which need to be managed; • Local government [and also working with Public Authorities] should be prioritised in donor and implementing agencies’ development strategies and should use long-term support to them to support transformation – see it as an opportunity to meet capacity gaps, provide stability and support governance reforms. <p>Learning Outcomes: By the end of this session participants can:</p> <ul style="list-style-type: none"> • Explain how the quality of social cohesion can influence the pathway to sustainable peace in fragile and conflict-affected settings. • Weigh the advantages and disadvantages of various actions that local institutions can take to strengthen social cohesion. • Express a more nuanced view on the suitability for development partners of working with traditional and religious structures in conflict-affected settings for rebuilding social cohesion. • Mobilise various existing tools for measuring the impact of social cohesion programming onto fragility and conflict.
<p>09:20 Setting the Agenda: Local Governance and Social Cohesion in Fragile / Conflict Contexts Presentation by Dion Van den Berg, Pax for Peace, NL</p> <p>10:15 Questions and Answers</p>	<p>Presentation: This was to cover the Theory of Change by which greater social cohesion can contribute to reducing violence, strengthening the social contract and legitimising the state, with the overall intent of sustaining peace and stability. It was also designed to cover why local governance is seen as a relevant entry point for addressing situations of low / broken social cohesion (bringing in, if possible, some distinction as to different types of drivers of low social cohesion). Given the need to evaluate the above assumptions / TOCs against the latest research evidence, underlining therefore their possible limitations and the risks associated with strengthening the role of local actors for restoring social cohesion, it would explain the range of approaches commonly found among development partners with regards to strengthening social cohesion in fragile and conflict-affected states through local governance (contrasting in particular more community-driven approaches with more institution-based ones).</p>

	<p>Activity: The presentation / speech was followed by a Q & A session</p> <ul style="list-style-type: none"> • International decision makers don't work with the minority of the 'champions' of the society. • What paths of development do we follow in the developing world? Perceptions of key players could be very different from the reality. How to deepen the understanding of the political/social landscape in the country? Point raised: Shift of resources is needed.
<p>10:30 Case Study: Ukraine Presentation by Maik Matthes, GIZ Ukraine</p> <p>Questions & Answers</p>	<p>Presentation: The 'Strengthening Ukrainian communities hosting IDPs' project was presented which covered the context prevailing at the time of programme design and what were the main challenges and risks but also the opportunities on which the programme intends to build. It was also designed to present the Theory of Change that guided the implementation strategy and how it may have been later modified and why. There were four areas of action:</p> <ol style="list-style-type: none"> 1. By strengthening the capacities of state and non-state actors in the municipalities, they have the necessary skills to provide improved services for IDP and the resident population. 2. By training municipal administrations, it enables and motivates them to increase citizens' participation in planning and implementation processes of public. 3. By advising and supporting state and non-governmental institutions, improved and tailored offers for psychosocial support is offered to IDPs and other vulnerable parts of the local population. 4. The conflict-reducing dialogue between IDPs and the resident population is moderated professionally. <p>The key lessons learned were that:</p> <ul style="list-style-type: none"> • Institutional change and capacity development within official structures cannot be achieved by trainings only, however continuous support for the leadership through mentors will make a difference. • Apart from a very few exceptions the needs of IDPs do not differ to the needs of other vulnerable groups. Addressing them together (using an inclusive approach) reduces the risk of social exclusion or creating parallel worlds. • Keeping flexibility regarding topics/local needs and include – if necessary – new target groups and topics into activities and operational plan, e.g. ATO veterans, people with disabilities. • Keeping flexibility regarding overarching (national) political partner setting, by creating strong work relations at regional and local level. • Even if strengthening civil society structures is not a primary goal, it should be set as secondary goal (e.g., via cooperation with NGOs and volunteer initiatives as implementing partners), as long as civil society is crucial not only for dealing with emergency situations but also for building structures of resilience in communities. <p>The presentation is followed by a short Q & A session</p> <p>Q: Survey opinion towards IDPs?</p> <p>A: In the first months, IDPs were welcomed everywhere. Due to influx of IDPs, service provision was deteriorating, and the opinion started changing. There is a need to differentiate between IDPs which are registered and not, as well as whether they are pro-Ukrainian or pro-Russian.</p> <p>UNDP, for example, has done preliminary surveys, now they have second-phase surveys.</p> <p>Q: Democracy and capitalism do not go hand-in-hand anymore, financial architecture is dominating. There is a need for restructuring. Governments are just instruments of control.</p>

	<p>A: War economy, war trade bring profits, there are interests in conflict escalation. Pension funds are heavily investing in arms productions. Financial sector is very sensitive to naming and shaming. There is a possibility for consumers to get involved through lobbying and relations with the banks etc. Big part of the solution of the problems in the South lies with us, because of the way we organised the globalisation.</p> <p>Q: Who is setting the priorities on which services you provide?</p> <p>A: We went to those municipalities, talked and asked where the needs lie. We also met with NGOs and asked for their estimates. In case the results of the two sides did not coincide, we brought them together for a discussion of priorities.</p> <p>Q: Local self-governance from operational point of view is an obstacle or advantage? Is administrative reform on the agenda?</p> <p>A: An advantage. Yes, administrative reform is on the agenda, currently competencies for service provision in some sectors are limited.</p> <p>Remark: Difference between amalgamated and non-amalgamated communities: that's why it makes sense for GIZ to work with institutions directly sometimes.</p> <p>Q: Was social cohesion an object of social programming?</p> <p>A: No. It was rather part of the learning process during the project implementation.</p> <p>Q: Why should strengthening civil society be one of the goals?</p> <p>A: It is related to the broader understanding and the role of public authorities.</p>
11:15 Coffee Break	
<p>11:30 Reflecting on Concepts & Approaches for Building Social Cohesion through Local Governance</p> <p>Interactive training activity to unpack the quasi-concept of social cohesion, looking at its two main dimensions of social inclusion and social capital, the links between social cohesion and conflict, the different approaches commonly pursued to restore social cohesion and their effectiveness and the risks of worsening social cohesion through a localised approach.</p>	<p>Presentation: The concept of social cohesion was presented and its link to fragility (as a driver and as a manifestation of it), as well as the way local governance interventions can support social cohesion. In particular, it looked at unpacking the two dimensions of social inclusion and social capital inherent to social cohesion and explaining how poor social cohesion can lead to conflict and, conversely, how strengthening dimensions of social cohesion has positive impacts on the social contract. It also examined the virtues of a localised approach to strengthening social cohesion and what are the different methods commonly pursued by DPs to rebuild social cohesion in FCS (direct or mainstreaming) and evidence as to their effectiveness. The session also included a facilitated discussion on the specific roles that women and youth play in preserving / restoring social cohesion and, finally, briefly looked at the risks of damaging social cohesion through a localised approach. During this presentation, participants were also asked to reflect: 'How does 'social cohesion' translate in your mother tongue?' and 'What does social cohesion invoke for you personally as concept(s) and mechanism(s), based on your own life / work experience?'</p> <p>Key points were made as follows:</p> <ul style="list-style-type: none"> • There is still uncertainty as to how (and how far) external interventions can strengthen social cohesion since social cohesion relies to a large extent on endogenous processes of building trust and inter-group relations (social capital) and these are, by definition areas, that are sensitive and for which external actors (such as donor agencies) are not naturally legitimate supporters. Also, determinants of positive social cohesion are not necessarily only driven by the incentives commonly proposed in development programmes (public goods, voice, jobs, knowledge, etc.). • Many interventions forget the political dimension on social cohesion and hence are not designed to take into account the political economy of inter-group relations and social inclusion. These interventions remain on the surface and are not able to tackle the structural determinants of divisions of society, for example, or horizontal inequalities, or lack of trust between groups. • Institutions also have an important role to play in actively strengthening social cohesion, while it is often seen as a society-society issue only. For example, institutions should ensure equity and fairness in the provision of public goods and services; ensuring equal treatment in front of the law, creating safe spaces for social interactions (i.e. women, child-friendly zones), small arms control, supporting civil society freedom, etc.

	<p>Activity: The activity in the curriculum is a series of Women & Youth and Role-Plays [50 min] which were intended to focus on women and youth in social cohesion programming, which in FCS is a common approach among donors. This is because it has been demonstrated that higher social cohesion is positively correlated with a higher participation of women and young people to the political and working life of their countries, more intense social participation and confidence in new technologies. However due to time constraints this was shortened to a 20 minutes plenary discussion.</p> <p>Key points were made as follows:</p> <ul style="list-style-type: none"> • Discrimination and exclusion are embedded • Need to look at the institutions that are sensitive to the gaps and groups • Societies with more social capital and cohesion have more ability to demand • The concept of social contract varies greatly • The experience of social cohesion varies greatly • Cultural perception of social cohesion and hierarchies • Youth leaving the municipality quite early is a challenge • Routes for young males to go through in conflict scenarios • Youth has advantages which is being tech-savvy • Role of social media • Aging population, fast growing population • Online groups, protections • Importance to define precisely which age group we are talking about: who ‘youth’ refers to, what programmes can be directed towards children. Children engagement, not just youth engagement • Institutionalisation of youth participation: good or evil? • Adolescence and youth: take wider community into accounts to minimise the threat of marginalisation (inclusion shouldn’t cause exclusion) • Education as a function vs. quality of the education: local authorities should take on more responsibility for the quality of the education • More youth in development organisation and fair treatment. It is not about the years of experience, but rather the potential to bring fresh ideas.
13:00 Lunch Break	
<p>13:45 Reflecting on Conflict Sensitivity in Social Cohesion Programming</p> <p>Interactive training session to discuss the use of a conflict-sensitive approach when working with traditional and religious structures in social cohesion programming and the benefits</p>	<p>Activity: Reflecting on Conflict Sensitivity in Social Cohesion Programming. Having discussed the opportunities and risks of a local governance approach to social cohesion, available tools and roles of women & youth, participants were then asked to bring all of these ideas together into developing an action plan on social cohesion building in three different contexts:</p> <ul style="list-style-type: none"> • Context 1: The City of Sonsonate, in El Salvador (2011): A poor urban neighbourhood with violent crime issues • Context 2: Mon & Kayin States in South-Eastern Myanmar: A rural area with an ethnic/religious variety • Context 3: IDP Hosting Cities in Northern Jordan (2014): a large population increase with Syrian refugees since the civil war <p>In three small groups participants developed an appropriate ‘social cohesion’ approach for an integrated local governance programme, which also deals with service delivery and job creation. For this, they filled in the template on the back of the exercise sheet, which asks them to</p>

<p>and risks associated with engaging this type of local stakeholders.</p>	<p>differentiate between activities that address directly social cohesion issues and those that mainstream a social cohesion approach into other project components.</p> <p>Feedback in plenary was as follows:</p> <p>Group 1, El Salvador:</p> <ul style="list-style-type: none"> • <i>Social capital was missing in the text.</i> • Engaging women and youth in activating process, asking for grievances and using mechanisms for this is vital. • Services very poor: so there is a need to start helping government supply basic services. • Focus on inclusion through arts and sports. • Community activation and mobilisation and support to address their own interests. • Aim for a snowball effect in a longer term: institutional focus, capacity development; i.e. looking at police: how are they working, where do they need improvement? <p>Group 2, Myanmar:</p> <ul style="list-style-type: none"> • There is a need to start by mapping and understanding the stakeholders (influence, needs, power) --> power distribution. • Support information campaigns / raise awareness through digital tools, local meetings between NGOs and population --> intergroup dialogue. • Develop dialogue platforms at local scale: thematic roundtables on service delivery. Potential outcome of roundtable: main challenges / problems within basic service delivery. • Inclusion should be mainstreamed (in every step). • Capacity development for local governments, local groups, including youth and women. <p>Group 3, Northern Jordan:</p> <ul style="list-style-type: none"> • There needs to be significant expansion of public services. • Make sure service is delivered to IDPs <u>AND</u> locals of host community. Manage risks in this. • Focus on infrastructure development. • Women's Leadership development should be a key focus. • Different considerations come into play in different situations (women vs. men), so women have sort of common trajectories (handcrafts), whereas men are not willing to sit together. • <i>Facilitators' suggestion:</i> There is a need to also focus on housing policies and mainstreaming. <p>Key points made in conclusion: While there is a wide range of contextual factors (e.g. pre-conflict levels of social cohesion, strength of institutions, complexity of diversity situation, etc.), that will influence the feasibility and potential success of a local government intervention towards social cohesion, there are also measures that can be taken at the programming level to mitigate the risks identified previously.</p> <ul style="list-style-type: none"> • Local governments can be good conveners for rebuilding social cohesion if the legal framework empowers them to do so and they are trained on using different participation mechanisms.
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	<ul style="list-style-type: none"> • Combining different approaches dealing with social cohesion, including with work on local institutions as they reinforce each other. • Recognising local culture and beliefs as social cohesion, the closer to the local level, the more endogenous a process is, and involve elders and traditional / religious leaders where needed. • Focus, but not exclusively, on marginalised / less powerful actors in society to reactivate social cohesion (e.g. women, youth).
15:30 Coffee Break	
<p>15:45 Reflecting on Impact Measurement for Local Governance Service Delivery & Social Cohesion</p> <p>Interactive training activity to explore how development actors can improve the way they measure how far their actions in support of localised service delivery supports a pathway out of fragility and conflict. Interactive training activity to raise awareness on the complexity and challenges of measuring changes in social cohesion in its various constitutive dimensions and expose participants to different social cohesion measurement tools.</p>	<p>Presentation: This session focused on raising the awareness of participants on the complexity of measuring service delivery and social cohesion and on familiarising them with a few existing tools and considering what are the key dimensions to be considered when attempting to measure social cohesion, in order to be then able to evaluate the impact of their work at that level. The session looked at tools and common challenges met in establishing a baseline on and monitoring the evolution of social cohesion, especially in FCS, what should be the main dimensions measured to capture change in social cohesion. Participants were asked if anyone had experience of establishing a baseline on social cohesion in a programme target area and/or measure convincingly the impact of their programme on social cohesion. If so, how? What were the difficulties faced? What have been some of the proxy indicators they may have used to gauge social cohesion?</p> <p>The presentation also pointed out that while service delivery is more straightforward to measure in terms of impact, social cohesion is one of the areas where baseline data is most crucially missing in FCS (and not only), because of the intangibility of the concepts involved the lack of a single definition and often the absence of incentives for state statistical agencies to measure it. In addition, many of the descriptors of social cohesion in FCS can be highly sensitive and there are therefore challenges and risks that data collectors could face in their work.</p> <p>A key learning point made was that a comprehensive measure of social cohesion needs to cover its two main dimensions: social capital and social inclusion. Often, what is found in social cohesion measurements used in development programmes focus mostly on social capital.</p> <p>Presentation: Social Cohesion Measurement Tools</p> <p>Reference was made to the HO in the Manual which presents the summarised content of 3 existing tools: 1. UNDP Social Cohesion Index (Arab Region), 2. UNDP SCORE Index; 3. WB Social Capital Integrated Questionnaire. Participants were asked if any of them has used any of these tools or another one not listed and what their experience was. Did it help them fine-tune their approach and increase the effectiveness of their project or did it give them results that were not easily translatable in concrete actions later on? Was it possible to maintain a regular monitoring of social cohesion though the method they have been using? The point was made that not all global tools are suitable for fragile and conflict settings and, in general, for social cohesion. Customised tools are necessary as what determines social cohesion <i>and what it means to people</i> is very context specific.</p> <p>Activity: Agency experience sharing in terms of Impact Measurement on both service delivery and social cohesion</p> <ul style="list-style-type: none"> • SDC: Across different thematic areas we have relating indicators; however, the challenge is the collection of data in terms of having consistency on information with regard to comparing different countries, so it is currently not possible to have a high-level analysis. Also, data collection is problematic in terms of security. In Bangladesh, every 6 months we combine all implementing partners to have a look at what has been done (outcome analysis) and to revisit programmes (good practices). In Tunisia, we find that really measuring impact is difficult. You have to distinguish the impact of different programmes (which are related to each other) and this is even more difficult in conflict regions, where measuring governance in general is challenging.

- Platforma: While we have good outcome measurement, for example, in terms of how many people are participating in training etc., the questions are whether outputs are creating outcomes, if there is an impact and how that reflects on the theory of change. EU: *(related to Platforma, we are funding them)* M&E-mechanism: trying to combine different levels (by experts)
- LOGIN Asia: We are using a micro-framework of SDG 16 impact. We should have a common understanding (with partners), when we are mapping actions and impact.
- UNDP, Moldova: We have also considered trying to have qualitative results by conducting interviews etc., but that is even more problematic, because people are afraid to speak.

Activity: What to measure?

Participants were asked to name a few key qualitative areas important for sustaining peace where change needs to happen as a result of an intervention on localising service delivery. The point was made that there is a number of standard areas of change that a programme targeting service delivery as a means to contribute to building sustainable peace should be looking into.

- Political economy: Did/Does the programme help redistribute political power around who makes what decisions on service delivery, including the division of responsibilities between central / local level, in a transformative way instead of a merely instrumental / superficial way? Did/does the programme in particular provide incentives for decision-makers in the service sectors supported by the programme to practice a more participatory form of governance?
- Accountability: Did/Does the programme help strengthen upward and downward accountability of service providers? Did/does it contribute to better grievance-handling from users and front-line providers?
- Inclusiveness: Did/Does the programme facilitate inclusive dialogue and collective problem-solving among all stakeholders effectively involved in delivering the service, including non-state actors when they play an active role? Did/Does the programme facilitate greater access to service(s) for social groups that were hitherto excluded from it? Did/Does it prevent new exclusions / marginalisation to appear?
- State-society relations: Did/Does the programme provide increased / easier opportunities for interaction between people and state institutions? Where these varied (involving different state actors) and serving different purposes (e.g. information-sharing, participation in decision-making, service, grievance-handling)? Did/does the programme help increase service-orientation among front-line providers? Is user satisfaction / trust higher as a result of the programme?
- Resilience: Did/Does the programme help build capacities of the service delivery system to understand crisis risks, anticipate crisis and respond faster and more effectively (here crisis could also relate to natural disaster-related events)?

These criteria are not exhaustive; they are those related more particularly to the contribution of localised service delivery programming in FCS to strengthening the social contract. Other regular evaluation criteria for judging the long-term impact of a programme (ownership, sustainability, replicability, cost efficiency) would also apply. So, participants were reminded that what precisely is to be measured in any particular context depends on the conflict situation itself, which needs to be analysed through a careful conflict-related development analysis and other PEA-type analyses, the theory of change used in the programme and the programme content.

Activity: Developing Indicators

With reference to PR.3.8 (UNICEF Case Study – Kyrgyzstan), which is a HO in their Manual, participants were invited to form 5 groups and one of the 5 key areas of change listed above was assigned to each of the groups. Each group was asked to formulate 3 indicators for the area of

change they have been assigned. Indicators should be pitched at the outcome-level (see case study) and fit one or both of the outcome statements of the case study (in total, each group formulated 3 indicators only, not 6).

Groups fed back their indicators in plenary as follows:

Group 1: Social Protection

- How many social protection units are created at local and national level
- Value perception given at local level to participation
- % of people being aware of given mechanisms
- Perception of social protection service

Facilitator asked: What about state-society-relations and trust as an indicator?

Group 2: Social Cohesion

- Policies to be adopted: how should they be indicated
- Diversity and minority rights were improved based on a baseline;
Comment Nicolas: putting into relation different groups (e.g. women)
- *Comment:* it is easier to come up with output or outcome than with impact

Group 3: Social Inclusion

- % of clients at service centres who are from vulnerable groups
- Number of local self-governance with institutionalised youth participation
- Certain amount/% of local self-budget
- % of female participants
- % of vulnerable participants
- % of youth and women in elected councils
- Access to decision-making positions
- Qualitative: measuring the perception of youth trust in local government and of vulnerable groups.

Group 4: Social Capital

- Investment and country mechanisms
- Number of vulnerable children, youth, families with access to social protection

<p>16:45 Key Understandings Day 3</p>	<ol style="list-style-type: none"> 1. Social cohesion and institutionalisation of governance are essential building blocks of a strong social contract and a pathway to sustainable peace. 2. Social cohesion policies and programmes need to tackle both existing issues and risks affecting social inclusion and social capital, and not just the latter, which is often seen, especially at the local level, as programmatically and politically easier. 3. Given how critical to social cohesion is the interaction between society and the state, local governance bears great importance for rebuilding social cohesion, and local institutions should apply a strong social cohesion lens in the delivery of their various functions. 4. Working with informal actors who are broadly considered legitimate to hold public authority in their community should not be skipped. In doing so, trade-offs between democratic principles and the reality of local paradigms are inevitable, but they need to be apprehended dynamically: evidence shows that engaging with local social norms and structures is more beneficial in the end for peace and stability than ignoring them. 5. There is no perfect nor universal tool to measure social cohesion, but there are a few constants: it cannot be captured through a single indicator, it requires evaluating different dimensions with different tools, it needs substantial resources and time – it remains in all settings a complex exercise fraught with potential misunderstandings. <p>Participants were also reminded of session 5.3.2 and 5.3.3 on the following day – providing the learning topics and asking participants to identify two learning outcomes under one of these headings, which they feel they will be able to apply in their professional practice and areas for further development. They do not need to formulate the wording as yet, they will do that on the following day.</p>					
<p>Day 3 Evaluation</p>	<p>Highlights of results from participant evaluation of the day under four headings:</p> <table border="1" data-bbox="586 769 2123 1029"> <tr> <td data-bbox="586 769 1355 901"> <p>1. Participation:</p> <ul style="list-style-type: none"> - <i>Active participation by all</i> - <i>Yes, good – many voices and experiences</i> </td> <td data-bbox="1364 769 2123 901"> <p>3. Content:</p> <ul style="list-style-type: none"> - <i>A lot of time is required to read the primers and participate</i> - <i>Great content but need time to reflect</i> - <i>Social cohesion material was very useful</i> </td> </tr> <tr> <td data-bbox="586 908 1355 1029"> <p>2. Methods:</p> <ul style="list-style-type: none"> - <i>Really getting into some depth with this material</i> - <i>Ran out of time on some topics</i> - <i>Need more time</i> </td> <td data-bbox="1364 908 2123 1029"> <p>4. Venue:</p> <ul style="list-style-type: none"> - <i>Same as before – excellent</i> - <i>Facilities were very good</i> - <i>Comfortable</i> </td> </tr> </table>		<p>1. Participation:</p> <ul style="list-style-type: none"> - <i>Active participation by all</i> - <i>Yes, good – many voices and experiences</i> 	<p>3. Content:</p> <ul style="list-style-type: none"> - <i>A lot of time is required to read the primers and participate</i> - <i>Great content but need time to reflect</i> - <i>Social cohesion material was very useful</i> 	<p>2. Methods:</p> <ul style="list-style-type: none"> - <i>Really getting into some depth with this material</i> - <i>Ran out of time on some topics</i> - <i>Need more time</i> 	<p>4. Venue:</p> <ul style="list-style-type: none"> - <i>Same as before – excellent</i> - <i>Facilities were very good</i> - <i>Comfortable</i>
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FRIDAY 15 MARCH

Session 5: Bring It All Back Home & Closing

Topic	Highlights
09:00 Introduction to Day 4 and Learning Review from Day 3	
09:10 Extra Session [Postponed from previous day]	<p>Activity: Agree /Disagree</p> <p>In this activity, which was used as an icebreaker to start the day, participants were able to explore their own views and ‘red lines’ vis-à-vis working with Traditional and Religious Structures (TRS) for improving social cohesion in FCS, which are based on a mix of personal beliefs, organisational guidelines and anticipation of effectiveness. There are no right or wrong answers when it comes to engaging with TRS, and organisational directives in this regard can be vague. In any case, the trend goes among DPs towards engaging with TRS unless serious attack of core organisational values is at risk and/or engaging clearly has a conflict-exacerbating effect. In this activity, <u>it was very important that facilitators do not make any value judgment on arguments and opinions exposed by participants.</u> Participants were told that this was not a ‘right or wrong’ exercise.</p> <p>Participants were asked to stand in the middle of the training room where an ‘AGREE’ sign was posted on the wall on one side and ‘DISAGREE’ sign on the opposing wall. The 3 slides of FR.4.2 (<i>Session 4 – Statements</i>) were moved through one by one and participants were asked to locate themselves between the Agree and Disagree signs according to their level of agreement or disagreement with the written statement. Once all participants were positioned, some of them were asked to explain their position, and a short discussion was facilitated between participants. They shared their experience of engaging / working with TRS at the local level, whether for social cohesion programming and how it enhanced or reduced programme impact, what the trade-offs were and if there were any unintended consequences in the longer-term.</p> <p>General findings in this sessions were as follows:</p> <ul style="list-style-type: none"> • Traditional/religious structures’ relative strength comes from the fact that they do not take their legitimacy from the state, but, nevertheless, strongly influence peoples’ lives in many respects, including in administering justice, guaranteeing respect for local norms, helping to solve conflicts, convening social groups for ‘common’ work (including of cultural/spiritual value), sometimes providing services (in particular security) and defending their communities’ interests to the ‘outside’ world, regulating access to natural resources needed for local livelihoods etc., all of which have a great impact on social cohesion as a whole. • In FCS, in particular in rural areas, decentralising power or simply strengthening the role of local governance in finding a pathway out of fragility, provide de facto power to TRS, whether we as donors like it or not. As a result, it is now also a feature that is found increasingly in DP’s programmes, as they are seen as more effective in shaping development outcomes than very weak or absent local state institutions in such contexts.

	<ul style="list-style-type: none"> • TRS also impact social capital and cohesion, given that chiefs who face fewer constraints from other elites (e.g. local administrators, businesses, CSO leaders) can build social capital as a way to control or monitor society with resulting welfare benefits for their community members. <p>A detailed write-up of this discussion is at annex 3.</p>						
<p>10:00 Bring it all back home [Part 1] Participants identify and discuss among themselves specific learnings from the training, and then gather in groups to re-conceptualise the main learnings of the Course under the three Course themes identifying areas which were key for learning and/or for further development in their duty station country</p>	<p>Presentation: The objective of the session was presented which was to firstly allow participants to identify and then discuss among themselves specific learnings from the training, which they find particularly relevant to their professional practice and/or for further development at their duty stations. Using a format provided by facilitators, participants identify learnings they believe are both significant as well as feasible to apply in their professional practice. Participants were encouraged to identify 3 key learnings under the key themes of the Course displayed in the room.</p> <p>Activity: Small group work [6 groups] focused on these learnings and shared with each other. Although the initial curriculum had stated they would be then prioritised to a top six topics, given the wide variety and heterogeneity of the learnings, the facilitator decided against prioritising them and instead decided that participants would be asked to comment on the display of learnings, mentioning their own learning points and any connections they could see between learning.</p>						
<p>10:45 Coffee break</p>							
<p>11.15 Bring it all back home (Part 2) A facilitated discussion on the learning from the programme, with clarification and explanation as required</p>	<p>Activity: Participants were facilitated to speak to the 3 cards for their key learning which they had placed on the White Board naming the specifics of this learning under the theme headings covering the topic/theme, any specific learning points, what difference they expect these learnings will make in their professional practice and how they plan to apply these learnings. As well as serving to re-enforce existing learning and possibly even promote new learning by reminding participants on topics they may have forgotten, this was also intended to serve as a formative learning assessment of the training Course.</p> <p>The three theme headings and associated learnings are below. Those which are starred were mentioned by at least two people. These are also cross-matched with the Evaluation findings from Survey Monkey [See below – Evaluation]</p> <table border="1"> <thead> <tr> <th>Nexus Between Local Governance & Peace</th> <th>Local Governance for Service Delivery</th> <th>Local Governance for Social Cohesion</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Understanding Definitions of Social Cohesion, social capital etc. • Understanding Public Authorities and their role • The importance of building State legitimacy* • Theory of Change* • Understanding the nexus of LG and peace-building </td> <td> <ul style="list-style-type: none"> • The importance of building state legitimacy* • Service delivery doesn't have to come from the state only • Using Public authorities* • How vs. how much in service delivery* • Quality is more important than quantity in service delivery* • Using the conflict-sensitive interview guide </td> <td> <ul style="list-style-type: none"> • Programming checklist for social cohesion • Programme Responses to improve Social Cohesion • The Three-Track Approach/Model* • The importance of State & Human Security • Measuring impact and outcomes • Theory of Change* • Social Inclusion Assessment tools </td> </tr> </tbody> </table>	Nexus Between Local Governance & Peace	Local Governance for Service Delivery	Local Governance for Social Cohesion	<ul style="list-style-type: none"> • Understanding Definitions of Social Cohesion, social capital etc. • Understanding Public Authorities and their role • The importance of building State legitimacy* • Theory of Change* • Understanding the nexus of LG and peace-building 	<ul style="list-style-type: none"> • The importance of building state legitimacy* • Service delivery doesn't have to come from the state only • Using Public authorities* • How vs. how much in service delivery* • Quality is more important than quantity in service delivery* • Using the conflict-sensitive interview guide 	<ul style="list-style-type: none"> • Programming checklist for social cohesion • Programme Responses to improve Social Cohesion • The Three-Track Approach/Model* • The importance of State & Human Security • Measuring impact and outcomes • Theory of Change* • Social Inclusion Assessment tools
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	<ul style="list-style-type: none"> Using a pessimistic & optimistic Theory of Change Social contract and sustaining peace. Sequencing actions in local governance programme Context and Political Economy Analysis 	<ul style="list-style-type: none"> Measuring impact and outcomes, not just outputs Using the UNDP/WB Conflict Assessment tools Localised service delivery for building state legitimacy Conflict sensitivity in localising service delivery Develop indicators for measuring the impact service delivery 	<ul style="list-style-type: none"> Conflict assessment at all stages of programme Social cohesion and sustainable peace How to strengthen social cohesion Tools for measuring the impact of social cohesion
12:30	Lunch Break		
13:30	<p>Cities and Sustaining Peace: The Nexus between Cities and Peace in Fragile Contexts by Seth Kaplan (John Hopkins University, USA)</p> <p>14:15 Questions & Answers</p>		
14:30	<p>Venezuela Case Study Monica Bucio Escobedo, UNICEF</p> <p>This was an un-planned impromptu additional session, which took advantage of the fact that we had Monica Bucio Escobedo in the room as a participant who is based in Venezuela, which is currently in the midst of a political and humanitarian crisis.</p>		
14:30	<p>Closing Comments and Course Evaluation</p> <p>The Course evaluation was conducted using an online survey and results are summarised below.</p>		
15.30	<p>Closing Ceremony</p> <ul style="list-style-type: none"> - Closing Speech - Award of Training Certificates 		

9. Evaluation & Learning Assessment

Overall Approach

Many development practitioners who are familiar with implementing and evaluating (measuring) development programmes often conflate two aspects of measuring effectiveness in a learning programme: evaluation and learning assessment. In fact, these two are connected but distinctly different areas. Learning assessment is an attempt to gauge how much has been learned during a programme. This can be part of a measuring process, which also includes evaluation by participants who tends to have more ‘customer service’ orientation, effectively asking what participants thought of the venue, content, method, training ‘service’ provided.

However, it is important to distinguish between these two areas. Therefore it is important to keep in mind, that it is possible for participants to rate the services low, when in fact it can be assessed, that they have actually learned a lot. At the same time it is also possible, that a highly enjoyable learning ‘experience’ which gets very high evaluation scores may not necessarily have contributed to significant learning. Learning (for experienced practitioners) often starts with ‘discovering what we don’t know’. This can be an uncomfortable and frustrating experience, which may not necessarily give the training organisers the positive evaluation scores they were hoping for, although the learning assessment results themselves may be significant and impressive.

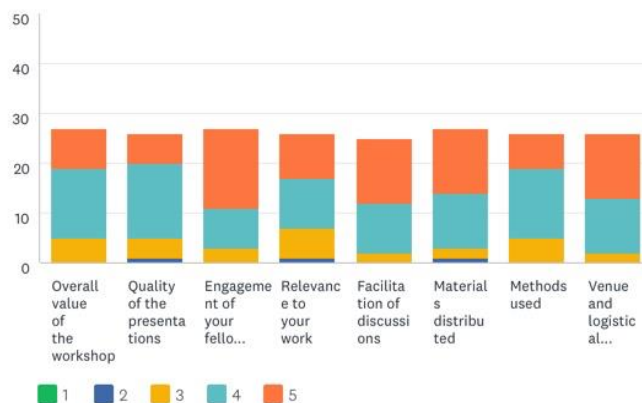
For this Joint Learning Event, the current approach to evaluation was to use two evaluation exercises, as well as an end-of-day (informal) and an end-of-event (formal) exercise were carried out. The overall responses of the daily evaluations can be found in the table above, while the results of formal summative evaluation are provided below.

In terms of learning assessment, a short group exercise at the beginning of each day was conducted to gather feedback and help capture and reinforce the learning from the previous day. This also contributed to the identification of questions or lack of clarity on content of the previous day. On the last day, a ‘bringing it all back home’ session was used as a formative learning assessment, the highlights of this session are also included in the table above. The outcome of this learning assessment also correlated with the results of the online evaluation, which asked a question about learning from the programme, as well.

Evaluation Highlights

Please score the Workshop according to the criteria below: 1 – Not at all satisfied 2 – Somewhat satisfied 3 – Satisfied 4 – Very Satisfied 5 – Highly satisfied

Answered: 27 Skipped: 0



As shown in the table above, satisfaction levels were high in most areas. ‘Engagement and networking with fellow participants’ as well as ‘facilitation of discussions’ and ‘logistical arrangements/venue’ were getting the strongest scores. There were some concerns from one participant in terms of ‘quality of presentations’ and ‘relevance to work’, but the answers of the other participants lead to very positive results indeed, with 95% giving the programme a satisfied/very satisfied or highly satisfied rating in all aspects covered by the question.

55% of the participants replied that the expectations were fully met, with 100% also confirming they would recommend the Course to others.

1. Participants responded mainly positive on ‘Facilitation of discussions’. However a few were observing that the facilitator’s approach was overly theoretical and one suggested for the facilitator to be engaging more and not being defensive. There was an additional comment that the gender balance of the facilitation team should be more even in the future.

The answers to questions on presentations quality, level of understanding and recommendations for future workshops respectively, in general offer the following insights:

- There was a high level of satisfaction with external speakers, the case studies used, the tools and theoretical knowledge provided;
- This was also true for the participatory side of the workshop – many people valued and appreciated that and particularly the interaction with their fellow practitioners;
- There were questions or some level of dissatisfaction with the first days’ content which was considered to be theoretically heavy and perhaps could have been better focussed and more practically oriented;
- This view on the first day also echoes a view expressed several times that the curriculum

- should be more practical and focus more on tools, cases and practical application in the field;
- It seems clear that in the inevitable challenge which all trainers have, balancing depth of discussion, analysis and application with covering enough topics at the time, a significant number of participants felt we covered too much theory at the expense of not giving enough time to work on the application of concepts, tools and networking. This correlates with the trainers' and participants' observations that the workshop went over time on several occasions, so that we had to ask participants to stay one hour longer in order to complete the curriculum objectives on the third day.

10. Looking Forward & Conclusion

What follows builds upon the report from the Pilot Course in 2018 and that the 2019 iteration benefitted from a number of improvements proposed following that delivery. In its first pilot year in 2018, the Course evaluation concluded that the 'Course thematic content was probably too wide given the 4-day duration' and that the three topics (service delivery, social cohesion and LED), would be reduced to two topics and that LED would be omitted from the 2019 version. It seems clear from the 2019 delivery that this helped improve delivery which was more measured and less fraught than previously. At the same time, the 2019 Course also ran over time and sessions had to be curtailed or even merged in the case of the Impact Assessment sessions, for example. In addition, the Nexus session also took up most of the first day and so was still effectively a third topic. The learning review and evaluation also point to the fact that a number of participants were looking for more foundational information on local governance, decentralisation etc., even though the facilitators on day 1 pointed out that decentralisation per se would not be covered. This will need to be considered in the next iteration. As the previous year's evaluation notes:

'(...) the decision to leave aside a more traditional approach to discussing local governance through the legal and institutional prism of decentralisation, seems to have disappointed a number of participants and, in retrospect, addressing decentralisation in more details in the introductory session would have made sense and pre-empted such frustration'.

The curriculum design was also observed by the author and confirmed in part by the evaluation as being too optimistic in terms of the participants' starting points, absorption capacity for theoretical presentations and, at the same time, just getting to know each other, networking (which a number of them considered to be a high priority and explicitly cited as a Course outcome) and recovering from sometimes long journeys which resulted in a feeling of 'fatigue' at the end of the training day, and that for some, at least, the Course was too content and task-driven, not enough attention being paid to practical application, networking and energising activities.

Looking forward then, it is recommended that the following changes be considered for the next iteration of the curriculum:

1. A key proposal going forward is that the programme organisers and the facilitators do not merely rely on self-assessment and self-reporting of learning as with the current model. Learning Assessment should be re-considered within the curriculum, given that currently participants are reporting what they subjectively think they learned as well as what is being remembered in that single moment they are asking the question. This has limited value to those assessing effectiveness of the programme, and it is strongly recommended that a Learning Assessment

Framework and Strategy be developed for the next version of the Course. This framework would take the learning outcomes as its starting points and look at a range of triangulated methods for assessing progress (using indicators) against these outcomes. This framework can also be made explicit from application stage (possibly including pre and post-testing) and throughout the Course. This Learning Assessment Framework would then also guide facilitators in their use of time and focus, as it would be the plumb-line (with the indicators) against which effectiveness would be measured.

2. Decentralisation and local governance should be included as topics on a more foundational and participative day 1 and then connected with the nexus, local governance and peace-building as the curriculum moves into day 2. This may mean extending the length of the Course to 4.5 or 5 days.
3. More time in the workshop should be spent on highlighting tools and their practical application in the field, and perhaps using a curriculum structure which includes tools as a section of each day/session would ensure this happens. In addition, a Tools Table, with a marketplace-type review of tools could also be introduced.
4. Participant reading materials are too dense for such a short Course, with the result that they consider them too daunting to read. One participant suggested ensuring that all material is read in advance, but this is practically not possible to police, so it may be better to recognise that less is more and opt instead for 'core' reading and 'additional' reading, with core being pitched at a more realistic level, given participants' professional commitments. It was clear at the workshop that participants were highly unlikely to have read the material in advance and were also not going to read it after long days in the training room.
5. Modern pedagogic 'learner-centred' learning principles provide us with the adage 'if you can ask – don't tell', particularly when supporting experienced practitioners. With this in mind, it is clear that some of the theoretical sessions could also be more deductively (as opposed to inductively) structured. Sessions could begin with a 20-minute reading phase, for example, rather than a presentation. This could then be followed by a 10-minute group discussion phase to come up with questions, followed by a facilitated discussion and elaboration by an expert. The same could apply to case presentations, where, in some cases, most of the time is spent presenting what is already written in the case.

Overall it is clear that satisfaction levels among participants were high and that a well-designed, organised and managed Course delivered on its goals. If we can now take it forward following the proposals above, it has the potential to become a finely-tuned engine for learning, which can make and defend claims as to its effectiveness and impact.

Annex 1: Course Agenda

TUESDAY 12 MARCH

Guest speakers: Joshua Rogers (Project Manager, Berghof Foundation, Berlin)

08:30 Arrival & registration of participants

SESSION 1: OPENING

09:00 Opening remarks and welcome

Jean Van Wetter, Director General, Enabel
Lea Flaspöehler, DeLoG Secretariat
House-Keeping

09:15 Setting the Stage
Course Objectives & Participants' Survey
Agenda & Methodology
Evaluation Process
Getting to Know Each Other
Code of Conduct

10:30 Coffee break

SESSION 2: THE NEXUS BETWEEN LOCAL GOVERNANCE & SUSTAINING PEACE

11:00 Introduction & Learning Outcomes

11:15 Setting the Agenda: Understanding the Nexus between Local Governance and Peace
Presentation by Joshua Rogers, Berghof Foundation
Questions & Answers

12:00 Key Definitions
Interactive activity to clarify the main concepts used in the Course and ensure a common understanding by all.

13:00 Lunch Break

13:45 Reflecting on Concepts and Approaches
Interactive training activity to explore the theory of change linking changes in local governance with the building of resilient peace, with focus on: (i) the social contract model; (ii) opportunities and risks for transforming local governance in fragile and conflict settings; (iii) the various approaches found among development partners with regards to local governance and peacebuilding / state building; (iv) sequencing change.

15:30 Coffee Break

15:45 Reflecting on Context Analysis

Interactive training activity to discuss the main variables that influence how the theory of change on local governance and peace may play out differently in different contexts, what needs to be prioritised in context analysis prior to programming, and in particular political economy aspects and how they can be analysed.

16:45 Key Understandings & Closing Day 1

WEDNESDAY 13 MARCH

Guest speakers: Aoife McCullough (Research Fellow, ODI, UK)

Case Study: Somalia (UNDP, UNICEF, UN-HABITAT)

SESSION 3: LOCAL GOVERNANCE FOR SERVICE DELIVERY

09:00 Learning Review (Day 1) & Introduction (Day 2)

09:20 Setting the Agenda:
Presentation by Aoife McCullough, ODI
Questions & Answers

10:00 Case Study: the UN Joint Programme on Local Governance and Decentralized Service Delivery in Somalia
Presentation by the Programme Team (Abdirahman Adan Mohamoud, Anjali Pradhan, Abdirahman Mohamed Idle)
Questions & Answers

10:45 Coffee break

11:15 Reflecting on Concepts & Approaches to Local Governance for Service Delivery
Interactive training activity to explore further how improved and localised service delivery, taking into account different types of services, contributes to strengthening the social contract and eventually can lead to reducing violence and increase state legitimacy, as well as the risks facing the localisation of service delivery.

13:00 Lunch Break

13:45 Reflecting on Conflict Sensitivity in Localised Service Delivery Programming
Interactive training activity to clarify what conflict sensitivity means in relation to the localisation of service delivery and to practice the use of a do-no-harm framework when programming in this area.

15:30 Coffee break

15:45 Reflecting on Measuring the Impact of Localised Service Delivery on Fragility & Conflict
Interactive training activity to explore how development actors can improve the way they measure how far their actions in support of localised service delivery support a pathway out of fragility and conflict.

16:45 Key Understandings & Closing Day 2

THURSDAY 14 MARCH

Guest speaker: Dion Van den Berg, Pax for Peace, NL

Case Study: Ukraine

SESSION 4: LOCAL GOVERNANCE FOR SOCIAL COHESION

- 09:00 Learning Review (Day 2) and Learning Outcomes (Day 3)
- 09:20 Setting the Agenda: Local Governance and Social Cohesion in Fragile / Conflict Contexts
Presentation by Dion Van den Berg, Pax for Peace
Questions and Answers
- 10:00 Case Study: Ukraine
Presentation by Maik Matthes, GIZ Ukraine
Questions & Answers
- 10:45 Coffee Break
- 11:15 Reflecting on Concepts & Approaches for Building Social Cohesion through Local Governance
Interactive training activity to unpack the quasi-concept of social cohesion, looking at its two main dimensions of social inclusion and social capital, the links between social cohesion and conflict, the different approaches commonly pursued to restore social cohesion and their effectiveness and the risks of worsening social cohesion through a localised approach.
- 13:00 Lunch Break
- 13:45 Reflecting on Conflict Sensitivity in Social Cohesion Programming
Interactive training session to discuss the use of a conflict-sensitive approach when working with traditional and religious structures in social cohesion programming and the benefits and risks associated with engaging this type of local stakeholders.
- 15:30 Coffee Break
- 15:45 Reflecting on Impact Measurement for Local Governance and Social Cohesion
Interactive training activity to raise awareness on the complexity and challenges of measuring changes in social cohesion in its various constitutive dimensions and expose participants to different social cohesion measurement tools.
- 16:45 Key Understandings & Closing Day 3

FRIDAY 15 MARCH

Guest speaker: Seth Kaplan (John Hopkins University, USA)

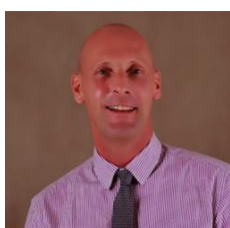
SESSION 5: BRING IT ALL BACK HOME & CLOSING

- 09:00 Introduction to Day 4 and Learning Review from Day 3
- 09:20 Bring it all back home! (Part 1)
Participants identify and discuss among themselves specific learnings from the training which they find particularly relevant to their professional practice.
- 10:45 Coffee break
- 11.15 Bring it all back home! (Part 2)
Participants gather by 'country groups' and re-conceptualise the main learnings of the Course under an action plan which they think development partners should implement in their duty station country to achieve better results in terms of sustaining peace through local governance.
- 12:30 Lunch Break
- 13:30 Cities and Sustaining Peace
Expert Presentation: The Nexus between Cities and Peace in Fragile Contexts
Facilitated Discussion
- 15.15 Final Evaluation
- 15.45 Closing Ceremony
- Closing Speech
- Award of Training Certificates
- 16.15 End of Day and End of Course

Annex 2: Training Team Bios



Nicolas Garrigue is the Thematic Course Coordinator for the JLE 2019, as he was for the JLE 2018. He works as a Senior Consultant on Local Governance in Crisis-Affected Settings with UNDP and other international organizations. Nicolas has spent nearly 25 years working in field postings and in headquarters of different international organizations, including UNDP, UNOPS and UN missions, in the areas of local governance, local development, democratization and electoral assistance. He has dedicated most of his career to working on fragile and crisis-affected countries (e.g. Iraq, Yemen, Tunisia, Libya, East Timor, Haiti, Myanmar, Palestine). Currently, Nicolas's work focuses on Myanmar, Tunisia and Yemen. Nicolas has authored UNDP's Guide on Local Governance in Fragile & Conflict-Affected Settings (2016) as well as UNDP's Signature Product on Restoring Local Governance Functions after a Disaster (2015). He holds an M.Sc. in Rural Development Studies from Montpellier University, France.



Noel Matthews. As an Irish citizen working in Asia, Africa, Arab states and Europe, Noel has designed and directed a wide range of international development programmes over the last 25 years, and generally provides senior management oversight and/or technical and programmatic leadership on capacity institutional development in democratic transitions. He works on local governance, public administration reform, civil society development, women's political participation and gender equality as well as sectoral reform work in livelihoods, health and rural development, usually in fragile and/or transition contexts. In addition to program and organisational leadership, he brings a variety of specialisms to these practice areas including, political economy and conflict analysis, policy and strategy development, design and management of multi-stakeholder dialogue processes, capacity development and developing and mentoring advisory practices in the field of democratic governance. Noel has served as both regional and country director of international organisations and NGOs and as team leader/manager of various initiatives/programmes for a range of development partners [Including DFAT, EU, Sida, UNDP, WB] focused on supporting democratic governance transitions. He is currently Team Leader for the EU on governance programme formulation in Malaysia and supporting EU & Member State dialogue and effectiveness in Myanmar.



Joshua Rogers is a researcher with focus on the effect of conflict on local governance and the dynamics of state formation under conditions of conflict and external intervention more broadly. His regional expertise is on the modern Middle East and North Africa, with a particular focus on 20th and 21st century Yemen. He has taught on conflict analysis, the political economy of violence, conflict and development, post-war reconstruction, conflict sensitivity and the politics of the Middle East; and has published on the mechanisms linking conflict and state-formation, Egypt's statebuilding in Yemen, youth demands in Yemen's change squares, and on a range of other topics. Joshua holds a BA from Oxford University, an MA from the Free University in Berlin and a PhD from SOAS, University of London. He currently manages the Berghof Foundation's work on local governance in Yemen and is an active member of its local governance research and learning cluster.



Aoife McCullough specialises in contested politics, state legitimacy, and radicalisation. She has led or contributed to conflict and governance analyses in Niger, Mali, South Sudan and Pakistan for donors and NGOs. As part of the Secure Livelihoods Research Consortium, she is currently leading a multi-country study to investigate whether there is a relationship between service delivery and state legitimacy. More broadly, Aoife has researched and written on the challenges of operating in fragile states, including on the current agenda of Countering Violent Extremism. She holds an MSc in Anthropology and Development from the London School of Economics and a BA in Psychology from Trinity College Dublin.



Dion Van Den Berg (1960) studied Dutch literature and linguistics. He started working for IKV (the Interchurch Peace Council, the Netherlands; now PAX for Peace) in 1980. He is now head of the Europe team at PAX for Peace. From the early eighties onwards, he was involved in the promotion of municipal peace policy in variety of countries, including Turkey, Croatia, Bosnia and Herzegovina, Serbia (Vojvodina and Sandzak), Kosovo, Macedonia, DRC (Congo), South Sudan, Ukraine, Syria and Iraq. In the eighties, he was involved in the 'detente from below' campaign that aimed at overcoming the Cold War divide in Europe by means of support for dissidents and independent groups in Warsaw Pact countries. Ever since 1995, he supports the Campaign for Truth and Justice of the survivors of the genocide of Srebrenica (Bosnia and Herzegovina). Currently, he is involved, in a number of post-conflict states, in processes in the domains of transitional justice and interlinking state building with peace building.



Dr. Seth Kaplan (PhD) is a Professorial Lecturer in the Paul H. Nitze School of Advanced International Studies (SAIS) at Johns Hopkins University, Senior Adviser for the Institute for Integrated Transitions (IFIT), and consultant to organisations such as the World Bank, USAID, State Department, and OECD. Dr. Kaplan is the co-author of the United Nations – World Bank flagship report Pathways for Peace: Inclusive Approaches to Preventing Violent Conflict (2018) and USAID’s Fragility Assessment Framework (2017). He was the lead author, coordinator, and managing editor of both an eight-country comparative study for the United States Institute of Peace on social contract formation in fragile states and a 100-page flagship publication for IFIT articulating a new approach to regime transitions in post-conflict and post-authoritarian countries. Dr. Kaplan is the author of three books: Fixing Fragile States: A New Paradigm for Development (Praeger Security International, 2008); Betrayed: Promoting Inclusive Development in Fragile States (Palgrave Macmillan, 2013); and Human Rights in Thick and Thin Societies: Universality Without Uniformity (Cambridge, 2018). He runs the website <http://www.fragilestates.org/>.

Case Study Presenters



Abdirahman Adan Mohamoud has 16 years of professional experience, ranging from a local youth organisation, tertiary education, private sector, humanitarian work, development and local governance. For the past 13 years, he has been working with UN-Habitat under different capacities. He now supports the municipal finance activities of the UN Joint Programme on Local Governance in Somalia, building capacities of district authorities in generating greater revenue to

enhance service delivery.



Anjali Pradhan works with UNICEF Somalia as Local Governance Specialist and supports the UN Joint Programme for Local Governance in Somalia. Before that, she worked for 25 years with UNICEF Nepal as the Chief of the “Child Friendly Local Governance Unit“, where she supported the Government in implementing Child Friendly Local Governance (CFLG) in Nepal for the first time, including through legal reforms.



Abdirahman Mohamed Idle works with UNICEF Somalia and has been supporting the Joint Programme of Local Governance (JPLG) for the last four years. He is responsible for the planning and implementation of the programme in Somaliland. He has been working for 11 years in different capacity for both programme and operations and almost 8 years within UNICEF in different capacities. In addition, he has a relevant Academic Knowledge in the governance sector.



Maik Matthes started working for GIZ in 2010 after finishing his studies in political science, history and law. In 2010 – 2015, he worked as an adviser in a project that dealt with the Palestinian Civil Police. Apart from the construction of community police stations, the focus of the project was to develop and implement the concept of community policing in Palestine. In 2015, he started working as a project manager for the TDA project in Ukraine. Apart from setting the scope of activities, he was involved in building up the project team. One year later, Maik took over the responsibility for one component. Since then, his team and himself are trying to improve municipal services in hosting communities in Eastern Ukraine. The spectrum covers administrative, medical and social services as well as education and integration.

Annex 3

Friday, 15.03.19

Traditional & Religious Structures (TRS)

1. Sharing public authority with traditional and religious structures is not compatible in the long run with building a modern stable and strong social contract.

Agree

- *It's voluntarily*
- *(experience Bangladesh) It worked in the short-term. In the medium- and long-term it was not possible, because it couldn't satisfy the people.*
- *Religion plays a role in social cohesion through traditions and constructive spirit.*
- *In Latin America, it should be part in the long run. In Guatemala, for example, public authority is shared with religious leaders.*
- *The state is not separate from the society, and religion is part of the society. Compatibility would not be something that will be sacrificed through engagement with religious leaders.*
- *Play a big role in bringing cohesion in general. There are organisations which can play an important/influencing role in hard times. In the long run, it is not compatible.*

Disagree (somewhat)

- *Traditional structures: e.g. indigenous people: They SHOULD be part in the local community. They share public authority.*
- *It is compatible, but not only.*
- *The state is not separate from society. That is also some sort of social contract.*
- *The exact problems post-colonial countries are facing: i.e. in Egypt, there are parallel structures outside the cities, which have crucial rules and bring complications.*
- *In Somaliland TR actors play a crucial role.*

Other

- *Bangladesh: excluding leaders in the long run can cause some problems.*
- *Traditional and religious actors can be very different.*

2. Rebuilding social cohesion in conflict-affected communities benefits from having traditional and/or religious structures.

Agree

- *If religion is part of the conflict, you don't want to have such strong structures. But if they are not part of the conflict, it is good to have strong TRS. They can have a great impact.*
- *When we speak about conflict-affected communities, we speak about weaknesses of formal institutions. It is important to involve religious structures in solving the problem. You have to engage with religious actors.*
- *We know about examples where they haven't been included, and it caused damage.*

Middle

- *It might be the roots of the conflict. Better not so solve the conflict. It's also part of the people, so you shouldn't get rid of it.*
- *Responsibility of government to solve problems in conflict-affected communities.*
- *Ukraine: Orthodox Church was quite unified, right now it's separated. This caused an internal conflict between people on the local level. So, if it's unified, it's good. All these religious players have a great role.*

- You need to at least speak to religious structures and not totally exclude them.
- Religious and ethnic composition of the society matters a lot.

Disagree

- Strong religious or traditional structure can be aggravating polarisation.
- In a conflict-affected community the problem is TRS. The neutral or not hardliners are easy to handle with. In a (post-)conflict-affected community a strong traditional structure is a problem, normally that's what the conflict is about.
- If religion is one of the reasons for the conflict, then religious actors cannot play a positive role in solving the conflict.
- If TR actors are the problem, they can't be part of the solution.

As always: everything depends on the context. Especially if you are working with minority groups it can be problematic, because they have their own structures.

Resulting question: Do you bolster the religious/traditional structures by aligning with them?

Important:

- Political economy analysis and cost-benefit analysis.
- Society composition: dominant or minority groups

3. Donors should engage with TRS for building social cohesion (and reducing conflict) only if they accept a certain number of basic human rights principles.

Agree

- Traditional donors with background for human rights should push for it. Engaging without at least taking into account some human rights means leaving the people behind who are putting hope into an engagement by the donors.
- Conditionality before starting the project might already spur some positive change.

Middle / Disagree

- Drivers should be the Civil Society. Donors should not engage in social cohesion.
- You cannot impose conditions. Engaging with groups is different from imposing conditions on them.
- If you put a condition on human rights before starting the project, then you are already pushing for a change (even without having started the programme).
- In any case: they should get engaged. You cannot impose conditions. During the programme cycle, you can try to speak to TRS.
- FGM: you engage with those traditional communities independently and then try to change something. It's even worse not to engage.
- You have to engage a lot of actors, get into dialogue.

Other points and questions:

- There are normally some regional/local champions (donors, organisations, projects) that you should cooperate/engage with.
- Type of the project/involvement makes a big difference: is it humanitarian, service delivery or something else?
- Does the sequencing make a difference? (when the conditionality is imposed)