Conflict analysis and sensitivity in children and youth programming
Summary

1. Conflict analysis for youth programming
   • Do you understand the conflict dynamics at play?
   • Do you understand the interplay between your intervention and the conflict dynamics?

2. Participation of children and youth in conflict analysis
   • Is child and youth participation present across the analysis and design cycle?
   • What risks are children and youth likely to face as a result of participating in design and programming?
Conflict analysis for youth programming
When designing an intervention in a conflict-affected context, it is important to first understand the dynamics of the conflict in question. This can happen in different ways, depending on the level of engagement, budget available and timeframe.

Four key approaches can be used, according to your program needs, what you need to understand and the types of information already available; these include:

1. **In-depth conflict assessments** to understand the conflict dynamics in depth;
2. **Periodic conflict scans**, to quickly assess how dynamics are evolving over time;
3. **Punctual conflict snapshots**, to do ad hoc quick checks on specific conflict dynamics at play;
4. **Fast, light-weight, participatory analysis exercises** to rapidly identify key trends and dynamics.
Understanding the interplay between your intervention and the conflict dynamics

Your intervention may affect the conflict dynamics in either desired or undesired ways. At the same time, it may be affected. To understand this, your conflict analysis should ask questions on:

- **COORDINATION:** When will our intervention take place? How will this align with other events?
- **COVERAGE:** Where will our intervention take place? Why have we chosen these locations? Will our choice of locations serve to increase or decrease tensions?
- **MARKET EFFECTS:** What resources (e.g., funds or skills) will our intervention bring into the conflict system? How will these resources affect the conflict dynamics?
• LEGITIMISATION EFFECTS: Who does our intervention target? What role do they play in the conflict dynamics? How will the intervention change their role? Who will be involved in delivering our intervention? What role do they play in the conflict dynamics? How will the intervention change their role?
• DISTRIBUTION EFFECTS: Who does our intervention leave out? What role do they play in the conflict dynamics? How will the intervention change their role?
• SUBSTITUTION EFFECTS: Through your intervention are you replacing similar services that will have to be provided by other existing local or national state structures? If so, what is the strategy for coordination and collaboration with these structures in order to support sustainability?
THEFT, CORRUPTION, and FRAUD: are there any risks of theft associated with your programme? Can the resources injected in the context through your programs be diverted to exacerbate conflicts? How would you minimize risks associated to theft, fraud and corruption and ensure complaints mechanisms are in place in case of abuse?
Child and youth sensitivity

Meeting young people’s needs and aspirations
Child and youth sensitivity

Meeting young people’s needs and aspirations

1. Is child and youth participation present across analysis and design?
2. What risks are children and youth likely to face as a result of participating in design and programming?
Is child and youth participation present across analysis and design?

Critical to remove blind spots which can make our programming have undesired effects.
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Laura Lundy’s model of participation
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Is child and youth participation present across analysis and design?

- **SPACE**: Are there safe and appropriate opportunities for children and youth to take part in the process? Which children and youth are able to access these spaces?
- **VOICE**: Are children and youth supported in articulating their own experiences and opinions? What support is provided?
- **AUDIENCE**: Is there somebody who hears what children and young people are saying?
- **INFLUENCE**: Will what children and young people say be taken into account? How will that happen, and who is responsible for it?

Laura Lundy’s model of participation
What risks are children and youth likely to face as a result of participating in design and programming?

All programming carries risks. Some risks are exacerbated because of the formative nature of childhood and youthhood.
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Types of risks
- Physical
- Psychosocial
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What risks are children and youth likely to face as a result of participating in design and programming?

- **PHYSICAL**: Will children and youth be physically at risk, for example through proximity to violent conflict?
- **PSYCHOSOCIAL**: Will children and youth’s psychosocial wellbeing be put at risk, for example through direct and indirect experiences of trauma?
- **DIGITAL**: Will children and youth risk their digital safety, for example through insecure data storage or intercepted digital communications?
- **IDENTITY**: Will children and youth be exposed to identity-associated risks, for example through being identified as “troublemakers” or “collaborators”
Understanding conflict dynamics:
Four approaches

1. Conflict assessments
2. Conflict scans
3. Conflict snapshots
4. Participatory analysis exercises

Understanding interplay between intervention and conflict

- Coordination
- Coverage
- Market effects
- Distribution effects
- Substitution effects
- Theft, corruption and fraud