

Do No Harm Trainer's Manual

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IMPRESSUM

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Icons used:



Case Study



Handout



Role Play



Internet Resources

Contents

IMPRESSUM	III
FOREWORD	VII
INTRODUCTION.....	IX
This Trainer's Manual and the Local Capacities for Peace Project	IX
SECTION I – BEFORE THE EVENT	1
How to Plan a Local Capacities for Peace Workshop	1
The Contents of a Workshop	2
How to organise an “Application Exercise”	3
Issues Covered in a Standard Do No Harm Workshop	4
Background and History of the LCP Project.....	5
Useful Clarifications at the Beginning of a Workshop.....	5
Preparing for Follow-up	7
Sample Schedules for Do No Harm Workshops	9
SECTION II – ELEMENTS OF A LOCAL CAPACITIES FOR PEACE WORKSHOP.....	1
Discovering the Learning from the LCP Project – Case Study Exercise	1
Case Studies for Introductory Workshops.....	4
Facilitation Notes “Food for Work for Rebuilding War-Damaged Homes in Tajikistan”	5
Facilitation Notes “Mediation Training in Townships, South Africa”	11
Facilitation Notes “Social Integration of Former Child Soldiers in Mozambique”	15
Facilitation Notes “Kampong Svay Area Development Programme, Cambodia”	21
Case Studies for Application Exercises.....	27
Facilitation Notes: “Assisting Displaced People from Bahr el Ghazal in Southern Sudan”.....	29
Facilitation Notes “Internally Displaced Persons (IDPs) in Sri Lanka”	33
The “Framework for Considering a Project's Effects on Conflict”	39
STEP 1: Understanding the Context of Conflict	43
Linking Conflict Analysis and Do No Harm.....	43
STEP 2: Identifying Dividers, Tensions and Capacities for War	45
STEP 3: Identifying Connectors and Local Capacities for Peace.....	49
STEP 4: Unpacking A Project.....	53
STEP 5: Effects through “Resource Transfers” and “Implicit Ethical Messages”	55
The Effects through Resource Transfers	56
Effects through “Implicit Ethical Messages”	59
STEP 6: Generating Options	65
A) Initiating Creative Thinking	65
B) Options Game.....	66
C) Generating Options to Avoid Unintended Negative Effects.....	68
STEP 7: Redesigning the Project.....	71
Session: Background and History of the Local Capacities for Peace Project	73
The LCP Project in a Nutshell.....	73
Background of the LCP Project.....	73
Timeline of the LCP Project	74

The “Seven Lessons” of the Local Capacities for Peace Project.....	76
SECTION III – GENERAL METHODOLOGY	1
Facilitator’s Role	1
Facilitating Small Group Work	2
Facilitating a Case Study Exercise	4
How to Lead Role Plays	7
SECTION IV – FURTHER MATERIAL AND RESOURCES.....	1
Materials I	1
Patterns, Categories, Effects – Key Terms Used in Do No Harm Workshops.....	1
Notes on Using the Framework and its Elements	1
Disaggregate Complexity – or Using the Categories of DNH Context Analysis for Unpacking Complex Things.....	4
Applying the Framework.....	6
Material II.....	7
Vignettes: Examples from the Field	7
Illustrating the Fact That There Are Always Programming Options to Avoid Doing Harm	10
Material III.....	17
“Indications” for Assessing Aid’s Impacts on Conflict.....	19
Donors and Do No Harm	23
Do No Harm and Peacebuilding: Five Lessons.....	27
Peacebuilding and DNH	33
Three Key Lessons and their Implications for Training.....	37
General Principles for Adapting Do no harm Training for Different Audiences	39
Being Engaged in Situations of Conflict – Learning from Experience.....	41
SECTION V – CASE STUDIES AND HANDOUTS.....	1
Case Studies for Introduction Workshops.....	1
Case Study “Food For Work for Rebuilding War-Damaged Homes in Tajikistan”	3
Case Study “Mediation Training in South Africa”	7
Supplement to the Case Study „Mediation Training in South Africa“	11
Case Study “Social Integration of Former Child Soldiers in Mozambique”	13
Case Study Kampong Svay Area Development Programme, in Svay Rieng Province	19
Case Studies for Application Exercises.....	27
Case Study “Assisting Displaced People From Bahr el Ghazal in Southern Sudan”	29
Case Study “Internally Displaced Persons (IDPs) in Sri Lanka”	33
Handouts	39
The Do No Harm Framework.....	41
The “Conceptual Map” of Do No Harm	42
Do No Harm and Project Cycle Management	43
The Seven Lessons of the Do No Harm-Approach	44
The Seven Steps of the Do No Harm-Approach	45
Effects through Resource Transfers.....	46
Effects through Implicit Ethical Messages: The R-A-F-T-Principle	47
Effects through Implicit Ethical Messages: List of Messages	49
Roles Plays on Implicit Ethical Messages.....	51
The Timeline of the LCP Project and Beyond	58
The DNH Workbook (revised 2001).....	59
Useful Links	65

FOREWORD

This Manual is a revised version of CDA's original Trainer's Manual of 2002. It is based on the experiences of numerous trainers conducting different types of trainings and workshops for different types of audiences in very different situations since 2001. Particularly, this Manual incorporates some of the experiences of peacebuilding organisations working with Do No Harm.

While conducting Do No Harm trainings and workshops during the past more than 16 years we learned much about the difficulties of “mainstreaming” Do No Harm into an organisation's procedures and mode of operation. Part of those difficulties we concluded is also the type of process that is suggested in the 2002 Trainer's Manual. That process of learning was designed to allow participants to discover themselves the key lessons of the Local Capacities for Peace (LCP) Project. That was important in the early years so that participants could discover for themselves the importance and relevance of systematically analysing potential unintended negative effects. Today, the Do No Harm language has become almost as established as Gender language. It is widely accepted that project interventions in any situation may have – and often do have – unintended negative effects. Workshop participants today are more interested in “how do you do it?”.

Therefore, we decided to design a manual for trainings and workshops that address first and foremost this question. Our experience has shown that the “Seven Steps of the Do No Harm-Approach” provide a very practical and useful sequence of steps that allow participants to experience during a workshop how Do No Harm programming (or monitoring) can be done. That additional experience (apart from learning the content matter of Do No Harm) we hope will encourage participants to develop ideas how to integrate Do No Harm in what they do and how they do it.

This manual is structured along the Seven Steps. It presents the LCP project's findings and the tool developed as participants are following these Steps. Each unit includes suggestions for trainers about how to organise a workshop session so that participants engage with the ideas. The material and the options provided for how to conduct sessions have all been tested in different workshop settings by various trainers and have been found to be useful. However, there are many other ways of organising and conducting sessions. Thus, the suggested options are just that: suggestions.

We thank CDA Collaborative Learning Projects for allowing trainers to work with and adapt the 2002 Trainer's Manual. We thank our trainer colleagues particularly in Africa and South Asia for contributing their suggestions and ideas. And we thank participants of various workshops we conducted over the last three years for allowing us to experiment with elements of this revised manual and for giving us honest and helpful feedback.

Though this revision again was a collaborative project, errors and faults are definitely our responsibility. We appreciate suggestions for improvement.

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