LASER PULSE

EVIDENCE REVIEW ON THE INTEGRATION OF CONFLICT SENSITIVE PRACTICE WITHIN HUMAN-SERVING SECTORS

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About Laser Pulse

LASER (Long-term Assistance and Services for Research) PULSE (Partners for University-Led Solutions Engine) is a 10-year, $70M program funded by USAID's Innovation, Technology, and Research Hub, that delivers research-driven solutions to field-sourced development challenges in USAID partner countries.

A consortium led by Purdue University, with core partners Catholic Relief Services, Indiana University, Makerere University, and the University of Notre Dame, implements the LASER PULSE program through a growing network of 3,700+ researchers and development practitioners in 86 countries.

LASER PULSE collaborates with USAID missions, bureaus, and independent offices, and other local stakeholders to identify research needs for critical development challenges, and funds and strengthens the capacity of researcher-practitioner teams to co-design solutions that translate into policy and practice.

Disclaimer

CONTENTS

ACRONYMS

USAID   United States Agency for International Development

ACLED   Armed Conflict Location and Event Data Project

AIR   American Institutes for Research

AfP   Alliance for Peacebuilding

CSE   Current Conflict Sensitive Education

CVP   Conflict and violence prevention

AC&V   Armed conflict and violence

LAQ   Learning Agenda Question

GLOSSARY OF DEFINITIONS

Armed Conflict	An umbrella term for the systematic use of violence between two or more organized armed groups (i.e., any criminal cartel, army, militia, or other military organization, whether or not it is state-sponsored, excluding any group assembled solely for nonviolent political association). There are four primary types of armed conflict: (1) international armed conflict, (2) intrastate armed conflict/internationalized intrastate armed conflict, (3) criminal armed conflict, and (4) non-state armed conflict. Under the World Health Organization's conceptualization of violence, Armed Conflict is a form of collective violence that is motivated by political, economic, and social drives. Armed Conflict rests at the extreme end of the Conflict Continuum, where organized collective violence meets incompatible goals. Source: Derived from CPS/Center for Conflict and Violence Prevention, the International Committee of the Red Cross, Uppsala University's Conflict Data Program (n.d.)
Climate Security	The ways in which the impacts of and responses to climate change alter the socioeconomic and geopolitical systems that affect peace and security. Source: USAID Climate Strategy (2022)
Conflict	An inevitable aspect of human interaction, conflict is present when two or more individuals or groups pursue mutually incompatible goals. 'Conflict' is a continuum. When channeled constructively into processes of resolution, conflict can be beneficial; however, conflict can also be waged violently, as in war. Source: USIP Peace Terms Second Edition (2018)
Conflict and Violence Analysis	An analysis of how political, economic, social, and security factors interact in a given context to shape latent and overt social tensions and expressions of violence and conflict. USAID's approach to conflict and violence analysis seeks to identify how identity groups, institutions, interests and incentives, and narratives, social norms, and values interact to drive or mitigate patterns of violence and conflict. It further seeks to identify how key actors influence these patterns, how risk and resilience factors influence individuals' and groups' vulnerability to the effects of conflict and violence, and how these dynamics and related trends might evolve in the future. Source: CVP/Violence and Conflict Assessment Framework (n.d.)

Conflict Integration	The intentional effort to improve the effectiveness and sustainability of development and humanitarian assistance by addressing the collective dynamics that underpin peace, security, and core sectoral goals. Source: CPS/Center for Conflict and Violence Prevention and CDA Collaborative Learning Project (2014)
Conflict Sensitivity	The practice of understanding how aid interacts with conflict in a particular context, to mitigate unintended negative effects, and to influence conflict positively wherever possible, through humanitarian, development and/or peacebuilding interventions. Source: CDA: Conflict Sensitivity and Do No Harm (n.d.)
Context	The 'given' factors in an environment – in particular, the factors that interact with conflict dynamics and aid programs and activities. They include the physical, geographic, socio-economic, and demographic characteristics, as well as the existing institutions and an area's history of conflict and violence. Understanding the context in which aid is being distributed is the first step in taking a conflict sensitive approach. Source: CDA: Conflict Sensitivity and Do No Harm (n.d.)
Countering Violent Extremism	Proactive actions taken to preempt or disrupt efforts by violent extremists to radicalize, recruit, and mobilize followers to violence, and to address specific factors that facilitate recruitment and radicalization to violence. CVE encompasses policies and activities to increase peaceful options for political, economic, and social engagement available to communities and local governments, and their abilities to act on them. Source: USAID Policy for Countering Violent Extremism Through Development Assistance (2020)
Gender Analysis	Gender analysis is a subset of socio-economic analysis used to identify, understand, and explain gaps between males and females that exist in households, communities, and countries. It is also used to identify the relevance of gender norms and power relations in a specific context (e.g., country, geographic, cultural, institutional, economic, etc.). Source: USAID/ADS 205 (2023)
Gender Sensitivity	The ability to recognize gender issues, especially different perspectives and interests arising from individuals' different social situations and gender roles. Source: USIP Peace Terms Second Edition (2018)
Incentives	The real or perceived rewards attached to decision-making. Together with interests, incentives may help explain an individual or group's motivations for engaging in violence or conflict for economic, political, or social gain. Source: CVP/Violence and Conflict Assessment Framework (n.d.)
Institutions	Formal or informal rules and practices governing human interaction. These include social and political structures, laws, policies, organizations, and other mechanisms for shaping human behavior. Source: CVP/Violence and Conflict Assessment Framework (n.d.)
Internally Displaced Person	Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized state border. Source: UN OHCHR (n.d.)

Marginalized Groups	People who are typically denied access to legal protection or social and economic participation and programs for historical, cultural, political, or other reasons. Marginalized groups often suffer from discrimination in the application of laws and policy; access to resources and services; social protection. They may be subject to discrimination, persecution, harassment, stigma, and violence. In some cases, they may also be described as "underrepresented," "at-risk," or "people in vulnerable situations."
	Source: Additional Help for ADS 201: Suggested Approaches for Integrating Inclusive Development Across the Program Cycle and in Mission Operations (2018)
Peacebuilding	A wide range of efforts by diverse actors at the community, national, and international levels to address the immediate impacts and root causes of conflict and violence before, during, and after it occurs.
	Source: Alliance for Peacebuilding (n.d.)
Refugee	Someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion.
	Source: UNHCR: Convention and Protocol Related to the Status of Refugees, 1951 and 1967
Rule of Law	The principle of governance in which all persons, institutions and entities, public and private, including the state itself, are accountable to laws that are publicly promulgated, equally enforced and independently adjudicated, and which are consistent with international human rights norms and standards. It requires measures to ensure adherence to the principles of supremacy of the law, equality before the law, accountability to the law, fairness in the application of the law, separation of powers, participation in decisionmaking, legal certainty, avoidance of arbitrariness, and procedural and legal transparency.
	Source: United Nations, The Rule of Law and Transitional Justice in Conflict and Post-Conflict Societies, Report of the Secretary-General (2004)
Violence	The intentional use of physical force or power, threatened or actual, against another person or against a group or community that results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation.
	Source: Krug, E., Mercy, J., Dahlberg, L., and Zwi, A. (2002). "The World Report on Violence and Health". The World Health Organization.
Violence Prevention	Activities to prevent the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation. Prevention activities may seek to decrease risk factors that lead to violent behavior, or reinforce protective factors that decrease the likelihood of violent behavior, whether at the individual, community, or societal level.
	Source: Centers for Disease Control and Prevention (n.d.)
Violent Extremism	Advocating, engaging in, preparing, or otherwise supporting ideologically or politically motivated violence to further social, economic, political, or religious objectives.
	Source: USAID, Policy for Countering Violent Extremism Through Development Assistance (2021)

EXECUTIVE SUMMARY

USAID's Bureau for Conflict Prevention and Stabilization and Center for Conflict and Violence Prevention (CVP) partnered with the Armed Conflict Location and Event Data Project (ACLED), American Institutes for Research (AIR), and Alliance for Peacebuilding (AfP) to co-create and implement a learning agenda that establishes the evidence base for effective approaches to armed conflict and violence prevention (AC&V); identifies opportunities for CVP investments that would produce new knowledge; and provides USAID staff with events, tools, resources, and guidance to incorporate learning agenda findings into their work. A total of 6 Learning Agenda Questions (LAQs) were created, including themes of conflict sensitivity and integration; preventing and countering violent extremism; conflict and violence prevention; conflict sensitive peacebuilding; monitoring, evaluation and learning; and climate security. AIR examined the LAQs related to conflict sensitivity and integration, and conflict and violence prevention. This report presents findings from an evidence review of the integration of conflict sensitive programming within human-serving development sectors (e.g., health, workforce, food security, education, democracy and governance).

Results of this review indicate that the evidence base is underdeveloped for demonstrating outcomes from integrating conflict sensitive practice within sectors. In order to improve the evidence base, it is recommended that USAID prioritize the evaluation of conflict sensitive programming in the education sector where program replication and scale-up is more likely across contexts and countries, and continue efforts to identify potential leverage points and places for developing sustainable sector-specific conflict sensitive approaches that can be tested within the workforce, health, and food security sectors across diverse contexts and countries. Furthermore, USAID should continue to invest in high quality, mixed-methods evaluation studies specifically designed to measure the impact of conflict sensitive practices, and provide guidance and expectations for designing and conducting conflict sensitive evaluation designs using a continuum of sensitivity approaches that recognizes gradations of practice from context conscious to conflict sensitive (rather than conflating or confusing one with another).

SUMMARY OF FINDINGS

Using systematic review methodologies to examine evidence produced between 2012 and 2022, AIR identified 571 research and evaluation titles for abstract review based on inclusion criteria, retaining 49 of these resources for full thematic analysis and research synthesis. From this review we found substantial evidence gaps that may be the result of inconsistency among the definitions and methods of measurement for conflict sensitive practice and subsequent evaluations of such practices. **Evidence from our review suggests that the education sector has developed the largest number of concrete conflict sensitive tools and practices that can be formally evaluated for impact on outcomes,** whereas the readiness to implement and evaluate conflict sensitive practices appears to be more variable and dependent on site-specific dynamics and those operating (and being served) within the workforce, health, and food security sectors. The review also found that the quality of evidence produced across studies was generally poor, limiting the confidence in results to guide future action.

INTRODUCTION

Conflict sensitivity is an approach to ensure that interventions do not unintentionally contribute to conflict, but rather, strengthen opportunities for peace and inclusion. To guide this review, AIR was asked to adopt USAID's definition of conflict sensitivity as: *The practice of understanding how aid interacts with conflict in a particular context, to mitigate unintended negative effects, and to influence conflict positively wherever possible, through humanitarian, development and/or peacebuilding interventions* (2023).

While practices can vary, conflict sensitivity action typically consists of three key steps that may seem similar to a political economy analysis (Whaites, 2017). The first step includes understanding the context in which you operate through a context analysis, including peace and conflict dynamics, interests and incentives of key actors, intergroup tensions, gender dynamics, etc. The second step is to understand the interaction between the intervention and the context by asking how the context affects the intervention and how the intervention can affect the context. Finally, the third step is to deliberately adapt an intervention to minimize harm and maximize opportunities to build peace and stability (USAID, 2023; Government of Canada, 2021).

The goal of this review was to conduct an evidence assessment of AC&V prevention and sensitivity research to map the evidence base for what conflict sensitivity approaches work, and in which sectors and contexts, as well as pinpoint areas that require greater investigation.

Methodology

USAID offers a wealth of knowledge in both AC&V prevention and implementing life-enhancing programming in conflict-affected environments. Recognizing these capacities, the project team pursued an intensive, multi-stakeholder engagement process involving 43 interviews with USAID/DC and mission staff working across AC&V, education, food security, health, rule of law, and humanitarian assistance issues. Together, these consultations revealed an interest in the potential for cross-sector conflict sensitivity integration to benefit program design and outcomes, policy, and knowledge generation across USAID bureaus, offices, and missions. To understand whether conflict sensitivity is truly evidence-based, what guidance exists, and where USAID can grow as thought leaders, AIR conducted an evidence assessment of AC&V prevention and sensitivity research guided by the following question:

What are best practices, and related exemplars, for integrating conflict sensitivity into different sectors?

AIR followed best practices in systematic review methodology as advanced by the Campbell Collaborative (2023), and developed an analytical framework outlining search parameters, data sources, inclusion criteria, and coding priorities. Drawing on best practices in systematic reviews, AIR identified search parameters using the PICO criteria (population, intervention, control, and outcomes), with particular attention to historically marginalized populations, such as persons with disabilities, youth, children, children with disabilities, older adults, LGBTQI+ persons, indigenous and tribal communities, ethnic and religious minorities, immigrants, internally displaced and refugee populations, women, boys, and girls.
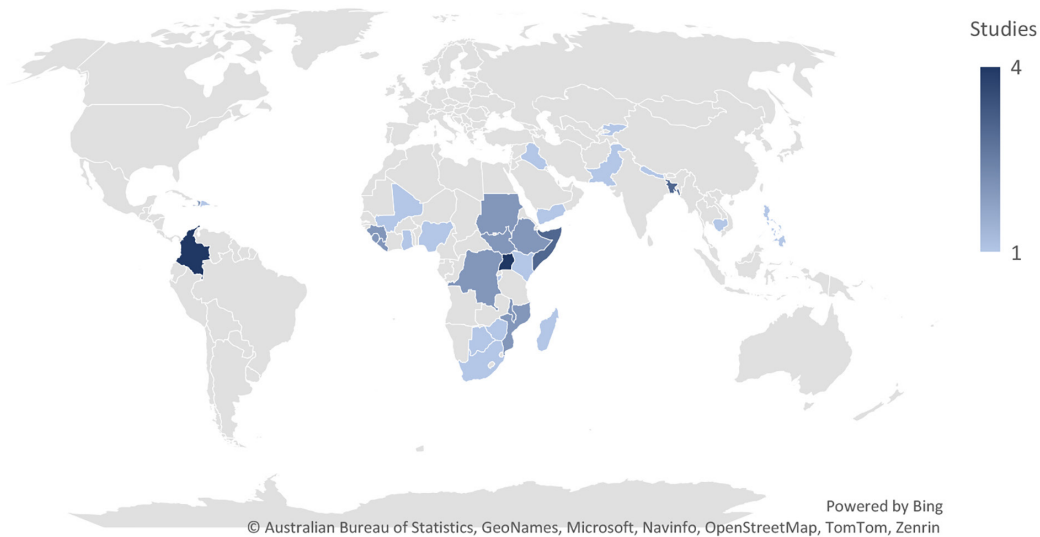
Beginning with the abstract review phase, AIR researchers thoroughly searched government resources, databases, journals, and unpublished research provided by subject matter experts. While reviewing abstracts for relevance, AIR researchers applied the inclusion criteria liberally so as to avoid missing crucial information, thoroughly coding key characteristics of all abstracts having potential relevance to the learning agenda question. Bi-weekly quality control reviews ensured consistency across coders and produced a catalogue of 70 resources for full-text coding. Through a deliberative process, AIR developed a codebook for full-text coding, taking note of target populations, geographic locations, sectors involved, theories of change, hypotheses, study designs and data collection methods, outcome measures and indicators, findings, limitations, and evidence quality—among other characteristics necessary to understanding the state of conflict sensitivity integration across sectors. After reviewing 70 resources, 49 titles were retained for thematic analysis (Exhibit 1).

Exhibit 1. Document Processing Results

| 571		70		49
titles selected for abstract review based on inclusion criteria	➤	titles retained to review full text against inclusion criteria	➤	titles retained for thematic analysis

AIR rated the credibility of the evidence against criteria assessing the quantitative and qualitative quality of each study, using an established credibility of evidence tool (Campie & Solokosky, 2016; Wilson, Olaghere, & Kimbrell, 2019). AIR researchers proceeded to analyze findings from the retained evaluations of programs (quantitative and qualitative), systematic reviews, rapid evidence assessments, research, and research syntheses. Throughout the research process, AIR consulted with USAID to identify and evaluate sub-questions and topics of greatest utility to the agency.

Included Studies

Latin America and the Caribbean, Sub-Saharan Africa, the Middle East, and Asia are all represented in the final corpus of studies, with the majority of studies concentrated in Sub-Saharan Africa (69%) (Exhibit 2). The two countries with the highest number of studies were Colombia and Uganda (four each).

Exhibit 2. Geographic Locations of Studies

Studies
4

1

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The number of titles retained for analysis increased from 2012 to 2022, with the largest growth in the evidence base occurring between 2018 and 2021 (Exhibit 3).

Exhibit 3. Titles Retained for Analysis 2012 to 2022
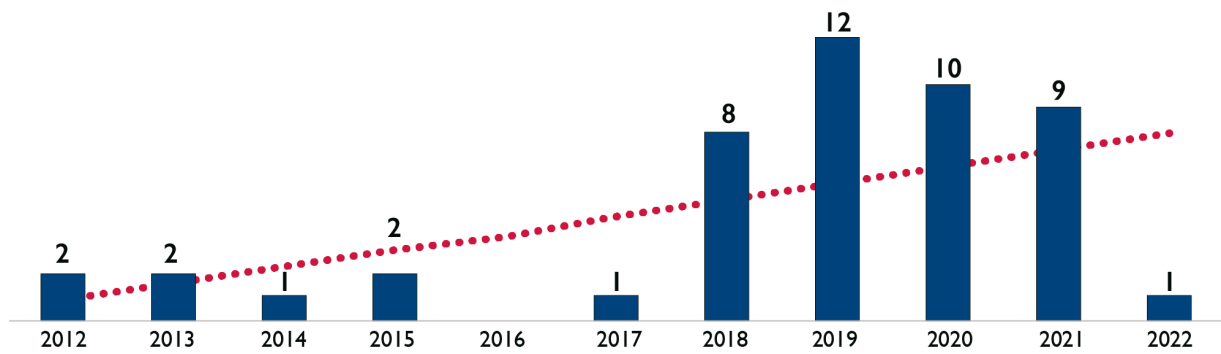
Thirty-four of the 49 studies in this review produced evidence rated as either questionable (no credibility) or low credibility (Exhibit 4).

Exhibit 4. Credibility of the Evidence
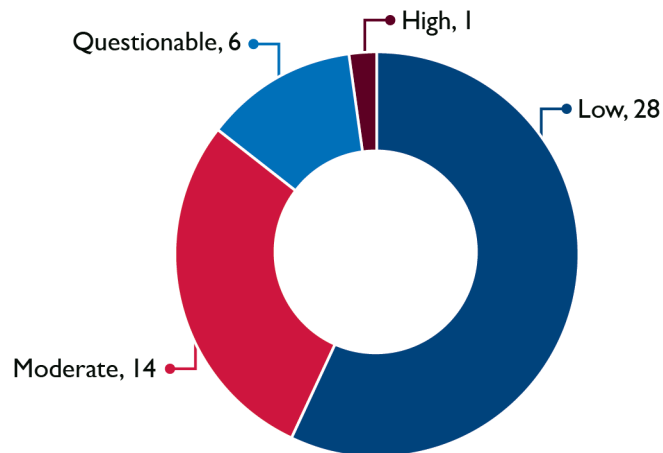
Only five studies included outcomes that discussed conflict sensitive practices or tools, and most of these were not interventions (see Exhibit 5). One was reviewing existing curriculum to determine the extent to which it is conflict sensitive, and another was pilot testing a conflict sensitivity assessment that could be used in the future when designing/ implementing future activities. The remaining 44 studies were either 1) supposed to measure conflict sensitivity but didn't; 2) measured conflict sensitivity but didn't report outcomes from that measurement; or 3) reported activity implementation challenges that might have been explained through a conflict sensitivity lens had the evaluators taken a conflict sensitive approach to their work. Just over half of studies (53%) examined activities or materials that involved more than one sector. The most involved sectors in the corpus were food security (43%) and education (39%), with the health and workforce sectors the least involved. Women and children were the most represented out of all vulnerable populations in the corpus, and LGBTQI+ persons, persons with disabilities, indigenous communities, refugees, elders, and ethnic minorities were mentioned rarely, if at all.

RESULTS

Nascent evidence base for "what works" in conflict sensitive practices

Considering the time it takes to move from concept to practice to evidence of effectiveness, and the difficult nature of both implementing and evaluating truly conflict sensitive practice within a range of diverse sectors that may have varying levels of normative control over development activities, it should not be surprising that we found a lack of research and evaluation activity measuring the impact of potential conflict sensitive practices. Concern for conflict sensitivity was seen in just over half of articles retained for analysis (53%), but almost as often conflict sensitivity was implicit, taking the form of keen attention to "context" and conflict-related factors that possibly affect implementation and sustainability. But even where conflict sensitivity was explicitly mentioned, it was not necessarily embedded in theories of change, hypotheses, evaluation designs, or findings - frustrating attempts to definitively answer whether conflict sensitivity works, and what about it works. There were no studies found in our review that measured conflict sensitive practices or policies as an independent variable for influencing program or activity outcomes. Similarly, there were no theories of change presented or evaluated for conflict-sensitive programming. The nascent evidence base was further weakened by poor evaluation and research practices. An evidence credibility assessment was applied to all studies in the corpus and found that studies producing evidence rated as low credibility suffered from small sample sizes, selection bias, and inadequate relationships between indicators, measures, and outcomes. The studies rated as moderate credibility of evidence used mixed methods approaches that included in-depth information triangulated across different types of data sources from survey interviews, observations, focus groups, and document reviews. There was only one study (Triple Line, n.d.) rated as producing highly credible results, but this study did not measure conflict sensitivity, focusing instead on "context analysis." This points to a more general observation from this review in that some practices reported in the research may be highly conflict sensitive but are not labeled as such. And by the same token, when the term "conflict sensitivity" appears in the research, it does not necessarily mean that the practices discussed were meaningfully conflict sensitive or evaluated as such.

Sector readiness to implement and test conflict sensitive practices

Looking across the corpus, conflict sensitive or context-conscious activities/tools appeared more often in the education, food security, health, and workforce sectors. Implementation of conflict sensitive or context-conscious practices varied across and within initiatives in these sectors, but evidence from our review suggests that the education sector has developed the largest number of concrete conflict sensitive tools and practices that can be more readily and formally evaluated for impact on outcomes. This is not surprising given the setting and beneficiary controls that the education sector can leverage that are more difficult to handle in other sectors. Education for children and youth is often a requirement or at least highly valued in many countries, and there is already a system in place to provide education services by individuals trained as educators and situated within a physical setting where instruction can take place. The sector is also driven by curriculum and learning objectives, attuned to the developmental needs of students, more neatly aligning it with the concept of being sensitive to the environment in which students are learning. Because of this, there are shared norms and common instruments of learning (e.g., textbooks, assessments) among educational practitioners and schools that often span geographic boundaries. All of this sets the stage for more easily embedding conflict-sensitive elements within individual schools and the sector as a whole. This doesn't mean that other sectors cannot use conflict sensitive practices successfully, but it does mean that the research from this review indicates the readiness to implement evaluable conflict sensitive practices is more variable in these sectors and may be more dependent on site-specific dynamics that affect the sector and those operating (and being served) within it.

Promising strategies to test for efficacy in the future

While there were no studies examining the impact of conflict sensitive practices on development or other outcomes, there were twelve studies that included conflict sensitivity as one of many components in the activity's theory of change. Five of these studies mentioned conflict sensitivity in their discussion of findings – without measuring the impact of conflict sensitive approaches on outcomes. From these five studies we highlight promising conflict-sensitive strategies to test for efficacy in future evaluation (Exhibit 5).

Exhibit 5. Promising Strategies

STRATEGY	EXEMPLAR FROM REVIEW	BENEFICIARIES
Using Conflict Analysis Throughout the Project Lifecycle	**Peace and Conflict Impact Assessment - Pakistan:** From the outset, a country-specific conflict analysis makes donor policies more sensitive to local socio-political dynamics and, if carried out on a regular basis, offers organizations the opportunity to continue to adjust their projects in response to changing circumstances. Where context analysis at the design stage was informed by the voices of those affected by a problem the results were more robust.	Entire Population
Providing conflict sensitivity training, education, and tools for implementers, participants, and the wider community	**Teacher Education Project - South Sudan:** Current Conflict Sensitive Education (CSE) guidance (as well as country-level adaptations of the minimum standards) should be complemented by future materials that provide more specific planning and prioritization tools, steps to operationalize guidelines, interim CSE guidance milestones that are adapted to country situations, and more specific risk analysis and contingency planning guidance.	Students, Teachers, and Schools
Developing clear policies and procedures for conflict sensitive practice	**Community Water and Sanitation Project - Ghana:** Weak policy guidelines were discovered to have restricted the adoption of conflict management methods in these projects coupled with the myth that conflict resolution is out of the realm of development workers and planners.	Farming Districts, Farmers, Women
Structuring projects to support and engage youth, women, and vulnerable populations, including in key leadership positions.	**Northern Education Initiative - Nigeria:** Integrating themes relating to gender in a radio drama produced for community outreach activities; prioritizing gender in key positions; and ensuring learning centers are child-friendly and comply with safety standards.	Children, Orphans, Girls
Proactively mitigating safety issues that may obstruct engagement	**Emergency Education Support Activity - Mali:** Teachers used creative ways to mitigate the risk of violence impacting program activities, such as holding classes at night to give nearby members of extremist groups the impression that the school was closed.	Students, Teachers, and Schools

IMPLICATIONS/KEY FINDINGS

The evidence base for what works to implement conflict sensitive practices within diverse sectors is greatly underdeveloped at this time. From this review we found that part of the issue is the way that researchers and practitioners define the work they are doing that may be conflict sensitive, simply context conscious, or something in between. **It would be helpful to provide USAID activity managers, practitioners, and evaluators with clear guidance on USAID's expectations for conflict-sensitive practice and related evaluations of the same.**

While it would be ideal to have existing evidence drive those guidelines, that is not possible at this early stage of development in the conflict sensitivity evidence base. As a result, **guidance should come from a theory of change for why USAID expects conflict-sensitive practices to be impactful.** If nothing else, conflict sensitive practices could be theorized to reduce barriers, and increase responsivity to engagement in development activities (Taxman, Thanner & Weisburd, 2006; Berkel, Mauricio, Schoenfelder & Sandler, 2011). This approach might have similar impact to that found in the school climate evidence base, where providing students with a sense of social, emotional, and physical safety at school improves both academic and non-academic outcomes (Zins, Bloodworth, Weissberg & Walberg, 2004; Wang & Degol, 2016).

The review also made clear that some sectors are currently more ready than other sectors to implement and evaluate the effects of conflict sensitive practices. **Due to the nature of their professional norms, methods of practice, and social or legal requirements, the education sector is most ready to take on conflict sensitive work and this readiness appears to remain robust across contexts and countries.** With the potential to implement and test practices in the education sector across a wide number of places and people, USAID can use this readiness to conduct broad-scale testing of conflict sensitive practices, trainings, and tools that show theoretical promise, and once identified as effective, bring those practices to scale across countries and contexts.

At the same time, it would be prudent to review the portfolio of USAID Food Security, Health, and Workforce investments to identify potential leverage points and places where Missions can collaborate across regions on research to develop sustainable sector-specific conflict sensitive approaches that can be tested within the sector across diverse contexts and countries. **Using conflict analysis tools throughout the project cycle and developing clear policies and procedures for conflict sensitive practice, are two strategies that showed early promise in this review, and both are sector-agnostic, making these two good starting places for seeding future conflict sensitivity investments that may bear fruit for building the future evidence base.**

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INCLUDED STUDIES

CITATION	RESEARCH DESIGN	LOCATION
Ahmed, A. (2020). End line Evaluation, ADRA WASH and Food Security Assistance Project. Blue Nile State. USAID. Washington, D.C.	Non-experimental (Case study)	Blue Nile State, Sudan
Ahmed, Z. S. (2015). Development and Conflict Sensitivity: A Case Study of the Application of PCIA in Pakistan. *Asian Journal of Peacebuilding, 3*(2), 215–231. https://doi.org/10.18588/201511.000043	Non-experimental	Pakistan
Bangura, S. (2013). Testing conflict sensitivity of development projects in Ghana an evaluation of two projects in Ejisu-juaben district, Ashanti Region. *International Journal of Political Science and Development*, 1(1), 8–31. https://www.academicresearchjournals.org/IJPSD/Full%20Text/2013/August/Bangura.htm	Non-experimental (Case study)	Ghana
Birch, I. (2022). Conflict-Sensitive Social Protection: Sudan Country Report, Brighton: Institute of Development Studies, DOI: 10.19088/IDS.2023.022	Non-experimental (Case study)	Sudan
Burundians Responding Against Violence and Inequality (BRAVI). 2019. End-of-Project Evaluation of the Burundians Responding Against Violence and Inequality (BRAVI) Project in Ngozi Province. Washington DC: EngenderHealth.	Non-experimental (Correlational)	Burundi
CDA Collaborative Learning (2019). Sub-Sector Review of Evidence from Reconciliation Programs.	Non-experimental (Case study)	N/A
Chaturvedi, Suvira, et. al. (2018). Final Performance Evaluation Feed the Future Bangladesh Women's Empowerment Activity (WEA). USAID.	Experimental	Bangladesh
Chemonics, Inc. (2018). Final Performance Evaluation - USAID/ IRAQ Taqadum Governance Strengthening (GSP) Project.	Non-experimental (Case study)	Iraq
Democracy International (2019). Developmental Evaluation Report Complexity – Aware Monitoring and Evaluation. Third Iteration. USAID. Washington, D.C.	Non-experimental (Correlational)	Colombia
Denoeux, Guilain. (2018). Sajhedari Bikaas Endline Evaluation: Accomplishments, Challenges and Lessons Learned. USAID.	Unknown	Nepal
DevTech (2021). Northern Education Initiative (Nei+): End Line Performance Evaluation Report. USAID. Washington, D.C.	Non-experimental (Case study)	Nigeria
EnCompass LLC and Social Impact (2021). Mozambique Final Program Evaluation Report.	Non-experimental (Case study)	Mozambique
Findley et al. (2018). USAID Regional Governance Activity (RGA) in Colombia, 2015-2019: Midline Report.	Quasi-experimental	Colombia
Haugen, Valerie. (2013). Report on Somalia Pilot of Checklist for Conflict Sensitivity in Education Programs. USAID.	Unknown	Somalia
IBTCI (2019). Somalia Program Support Services Transition Initiatives for Stabilization Plus (Tis+). Final Synthesis Report.	Non-experimental (Correlational)	Somalia

CITATION	RESEARCH DESIGN	LOCATION
IBTCI (2020). Performance Evaluation of the USAID Yemen Economic Stabilization and Success (YESS) Program.	Non-experimental (Case study)	Yemen
ICF (2019). Resilience in the Limpopo Basin (RESILIM) Program Evaluation: Final Evaluation Report.	Non-experimental (Case study)	Botswana, Mozambique, South Africa, & Zimbabwe
ICF Macro, Inc. (2019). Final Performance Evaluation of Resiliency through Wealth, Agriculture, and Nutrition in Karamoja.	Non-experimental (Case study)	Uganda
ICF Macro, Inc. and P. Vondal (2019). Final Performance Evaluation of Northern Karamoja Growth, Health, and Governance Development Food Assistance Project Final Evaluation Report.	Non-experimental (Case study)	Uganda
IMPEL. (2020). Final Performance Evaluation of Njira Development Food Assistance Project in Malawi (Vol. 1). Washington, DC: The Implementer-Led Evaluation & Learning Associate Award.	Non-experimental (Correlational)	Malawi
IMPEL. (2020). Final Performance Evaluation of the Fararano Development Food Security Activity in Madagascar (Vol. 1). Washington, DC: The Implementer-Led Evaluation & Learning Associate Award.	Non-experimental (Case study)	Madagascar
IMPEL. (2020). Final Performance Evaluation of the Kore Lavi Development Food Assistance Project in Haiti. Washington, DC: The Implementer-Led Evaluation & Learning Associate Award.	Non-experimental (Case study)	Haiti
IMPEL. (2020). Final Performance Evaluation of the UBALE Development Food Assistance Project in Malawi (Vol. 1). Washington, DC: The Implementer-Led Evaluation & Learning Associate Award.	Non-experimental (Case study)	Malawi
IMPEL. (2020). Mid-Term Evaluation of the Tuendelee Pamoja II Development Food Security Activity in the Democratic Republic of Congo (DRC). Washington, DC: The Implementer-Led Evaluation & Learning Associate Award.	Non-experimental (Case study)	DRC
Kouider, Noémie, and Anne Toussignant-Miller (2018). Conflict Sensitivity Analysis and Implementation Strategy. USAID. Washington, DC.	Experimental	DRC
Management Systems International (2019). Reconciliation for Peace in South Sudan Evaluation Report.	Non-experimental (Case study)	Former Lakes, Jonglei & Western Equatoria states & South Sudan
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Reisman, Laine & Janke, Cornella. (2015). Conflict-Sensitive Teacher Education: Viewing EDC's Experience with the South Sudan Teacher Education Project Through a Conflict-Sensitive Lens. *Journal on Education in Emergencies*, 1(1).	Non-experimental (Case study)	South Sudan
Renders, Marleen and Neven Knezevic. 2017. The Potential of Conflict-Sensitive Education Approaches in Fragile Countries: The Case of Curriculum Framework Reform and Youth Civic Participation in Somalia. *Journal on Education in Emergencies, 3*(1): 106 - 128.	Literature review	Somalia
Ruckstuhl, S. (2012). Conflict Sensitive Water Supply: Lessons from Operations. *Social Development Papers,* 127. https://doi.org/10.1596/26895	Non-experimental (Case study)	Multiple
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CITATION	RESEARCH DESIGN	LOCATION
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Woldehanna, S., De Zalduondo, B., Espeut, D., Sahyoun, K., Yiptong Avila, J., Nolan, E. Second Performance Evaluation of USAID Ebola Pillar II Activities: Final Report. Evaluation Report to USAID, September 2019, International Business & Technical Consultants, Inc., Vienna, VA	Non-experimental (Case study)	Guinea, Liberia & Sierra Leone
Woomer, Amanda S., Conflict Sensitivity and Conservation: Evaluating Design, Implementation & Practice (2018). Doctor of International Conflict Management Dissertations. 18. https://digitalcommons.kennesaw.edu/incmdoc_etd/18	Non-experimental (Correlational & case study)	Philippines
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