International Journal of Child, Youth and Family Studies (2025) 16(4): 169–196
DOI: 10.18357/ijcyfs164202522593

ASSESSING THE EVIDENCE BASE FOR USING CONFLICT-SENSITIVE APPROACHES TO IMPROVE DEVELOPMENT OUTCOMES IMPACTING YOUTH AND CHILDREN: A SYSTEMATIC REVIEW OF THE RESEARCH

Patricia Campie, Chandler Hill Lichtenfels, and Kirsten Chaplin

Abstract: This article examines the evidence base for using conflict-sensitive approaches to improve development outcomes in human-serving sectors. The study employed a systematic review methodology to identify and analyze evidence from a corpus of 49 studies that met inclusion criteria from a universe of 571 papers. Results from this review indicate that the evidence base is underdeveloped for demonstrating outcomes from integrating conflict-sensitive practices within human-serving sectors. We find that the evidence gaps may be the result of inconsistencies 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 and brought to scale for the benefit of the sector and the broader development community.

Keywords: violence prevention, conflict sensitivity, intervention design

Patricia Campie PhD (corresponding author) is the founding president of The Genoa Group, 109 Catharine Street, Philadelphia, PA 19147. Email: thegenoagroup@gmail.com

Chandler Hill Lichtenfels MS is a research associate at the American Institutes for Research, 1400 Crystal Drive, 10th Floor, Arlington, VA 22202-3289. Email: chill@air.org

Kirsten Chaplin BA is a master's degree student at the Joan B. Kroc School of Peace Studies, University of San Diego, 5555 Marian Way, San Diego, CA 92110.
Email: kirsten-chaplin@sbcglobal.net

Over the past decade, the number and severity of conflicts has increased significantly across the globe, as 2022 witnessed the deadliest year for armed conflict since the Rwandan genocide in 1994 (Institute for Economics & Peace, 2023). This proliferation of conflict could be resulting from various factors, including increasing geopolitical competition and the advancement of drones and other technology, among others (Institute for Economics & Peace, 2023). With the rise of conflicts, the number of refugees and internally displaced persons has more than doubled in the last decade (World Bank, 2023). Specifically, of the 59.1 million people internally displaced as of the end of 2021, 53.9 million of those were displaced due to conflict and violence (World Bank, 2023). The increase in conflict across the globe is particularly concerning and seemingly paradoxical considering the increase in spending on foreign aid over a similar period (USAID, 2024). Given the substantial disruption that conflicts bring to short- and long-term development efforts, positive development outcomes and future commitment to foreign aid are in jeopardy, especially when the development work itself may be unwittingly causing or contributing to conflict.

Indeed, it is now more widely recognized that well-intentioned development interventions have the potential to cause harm (Midgley et al., 2012). The concept of conflict sensitivity has been introduced to address this "do no harm" principle to ensure that interventions do not unintentionally contribute to conflict, but rather, strengthen opportunities for peace and inclusion. While practices can vary, conflict sensitivity typically consists of three key steps. The first step, conducting a context analysis, is thought of as fundamental across all conflict-sensitive action (Handschin, et al., 2016; Midgley et al., 2012; International Alert, 2004). This analysis should involve local stakeholders in the attempt to understand peace and conflict dynamics, interests and incentives of key actors, intergroup tensions, gender dynamics, et cetera. The second step is to understand the two-way interaction between the intervention or activities and the implementation context by asking how the context affects the execution of an intervention or activity and how that intervention can affect the context. Finally, the third step involves deliberately adapting interventions and activities accordingly to minimize harm and maximize opportunities to build peace and stability (Midgley et al., 2012; Government of Canada, 2021; USAID, 2023).

It is important to note that conflict-sensitive practices should be implemented across human-serving sectors or contexts (e.g., education, health, workforce) within the same geographic area in order to reduce collective risks from development activities on dynamics of conflict (International Alert, 2004). For example, a health intervention that unevenly distributes health services can fuel grievances between groups in the same community can aggravate, or plant the seeds for, conflicts that then ripple into educational or workforce settings where the same people could otherwise experience and share in potential development benefits (International Alert, 2004). In this example, a conflict-sensitive approach might help identify preexisting tensions within the community and identify a way to use the provision of health services to bring the groups together to mutually benefit (Midgley et al., 2012). Other examples of conflict insensitivity include distributing

different rations or ration sizes among communities, causing resentment; this can stem from development workers perceiving everyone as similarly poor and failing to proactively consider equity to recognize when wealth and capacity differ across communities (ICF, 2019b). While there have been considerable theoretical advances in conflict sensitivity through the development of policies, institutional strategies, guidebooks, and various toolboxes, many lament a lack of progress in the actual implementation of conflict-sensitive practices on the ground, especially in fragile contexts (Schmeidl et al., 2023). Given the promise of using conflict-sensitive practices to improve development outcomes that in turn reduce conflict, research into the effectiveness of conflict-sensitive practice is a vitally important priority.

Objectives of the Review

The objective of this review was to examine the evidence base for using conflict-sensitive approaches to improve development outcomes in human-serving sectors. The review aims to identify promising and effective conflict-sensitive practices based on empirical research from the development sector, worldwide, to inform future conflict-sensitivity research, policy, and practice.

Present Investigation

Using best practices in systematic review methodology as advanced by the Campbell Collaboration (2020) and Cochrane Reviews (Higgins et al., 2024), we developed an analytical framework outlining search parameters, data sources, inclusion criteria, and coding priorities. All research identified in the initial search was systematically evaluated against the study's inclusion criteria.

Criteria for Including Studies in This Review

We identified search criteria using the PICO criteria (population, intervention, control, outcomes), a standard used in both Cochrane and Campbell systematic reviews.

Types of Studies

Studies eligible for inclusion had to meet the following criteria:

1. Publication date must be between January 1, 2012 to December 31, 2022.
2. Research can be conducted in any language or country.
3. Research and evaluations must have a focus on development activities and conflict sensitivity either directly applied in a given sector or having produced a direct or indirect effect in a given sector.
4. There must be a research question or research objective and a methodology that matches that objective.
5. There must be findings/evidence.

Types of Outcomes

There were no restrictions on the type or measurement characteristics of outcomes included in the review. We included any systematic review or evaluation that has a focused outcome related to conflict-sensitive development practices in a given sector. However, a predefined outcome was not required for the study to be included.

Types of Participants

There was no restriction on target populations. Special consideration was given to research and evaluations involving vulnerable and historically marginalized populations who may be unevenly impacted by development efforts, including persons with disabilities, youth, children, older adults, LGBTQI+ persons, Indigenous and tribal communities, ethnic and religious minorities, immigrants, and internally displaced and refugee populations. Additionally, there was no restriction on sectors, as long as the sector had a human-serving purpose. Sectors included the following: agriculture; education; health; workforce (public, retail, trade, hospitality, manufacturing, natural resources, transportation); informal (domestic workers, street vendors, waste pickers, sex workers); resilience and food security; humanitarian assistance; and democracy, human rights, and governance.

Figure 1. *Example Keywords Used to Search for Relevant Studies (Not Exhaustive)*

Sector	Development context	Population	Type
Agriculture	Armed conflict	Children	Approach
Democracy, human rights, and governance	Conflict sensitivity	Children with disabilities	Empirical
Food security	Do no harm	Ethnic minorities	Evaluation
Healthcare	Gang violence	Girls and women	Experiment
Hospitality	HDP nexus	Immigrants	Intervention
Humanitarian assistance	International armed conflict	Indigenous persons	Method
Natural resources	Interpersonal violence	Internally displaced people	Minimize
Peacebuilding	Land rights	LBGTQI+	Mitigate
Public sector	Non-international (civil) armed conflict	Older adults	Prevent
Retail	Prevention	Persons with disabilities	Program
Trade	Resilience	Refugees	Reduce
Transportation	Social cohesion	Religious minorities	Research
Workforce	Unionization	Tribal communities	Study

Types of Settings

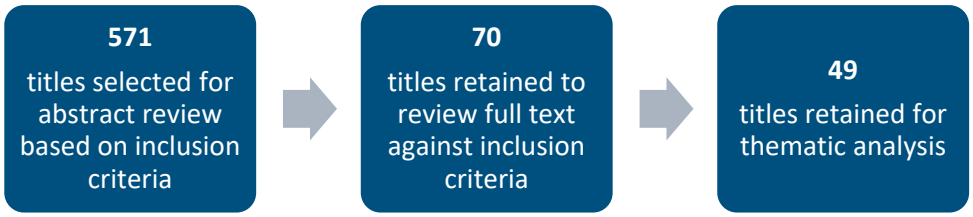
There was no restriction on setting. Research or evaluation settings could include any social, political, educational, community, economic, or interpersonal environment where individuals are affected by development programming.

Search Methods for Identification of Literature

Using a series of keywords related to the evaluation of conflict-sensitive practice in development programming (Figure 1), we searched the following databases and internet resources for eligible studies: JSTOR, Google Scholar, EBSCO, ProQuest, SAGE Journals, ScienceDirect, PubMed, and ResearchGate. We also examined references found in research reviews, meta-analyses, and other eligible studies. The search strategy was applied to each database with the goal of identifying all relevant studies. Lastly, we obtained access to unpublished research through a call to the field to ensure we did not exclude work that was either emerging or not found in the peer reviewed literature.

Using the inclusion criteria liberally to ensure all relevant research was included, the search process identified 571 titles and abstracts that were screened for relevance. Of these, 70 titles were retained for full-text review and 49 titles subsequently underwent thematic analysis (see Figure 2).

Figure 2. *Document Processing Results*



Data Collection and Analysis

Data collection and analysis occurred in three phases. The research team used MS Excel to track references and record key information about each article identified during the data collection process.

Phase One: Abstract Review

The abstract of each study procured through the search strategy was reviewed for eligibility and coded using descriptive categories by two separate coders. Researchers applied the inclusion criteria liberally during this phase so as to ensure that all relevant research was included and nothing was excluded without thorough evaluation. Twice weekly quality control reviews by an independent coder ensured consistency across coders. A total of 571 titles and abstracts were screened for relevance during this process, with 70 of these titles being retained for the next phase.

Phase Two: Full-Text Review

All articles that passed the abstract review underwent a full-text review by three separate coders. The initial set of codes were used by two independent coders on a subsample of documents that each coder reviewed to further refine the process and provide a degree of convergence across studies in the review. Applying the finalized set of codes, all documents were coded using MS Excel. Twice weekly quality control reviews by an independent coder ensured consistency across coders. A total of 70 titles were reviewed for inclusion; 49 were retained for the next phase.

Phase Three: Thematic Analysis

The documents that passed the first two inclusion reviews were then subjected to a content analysis procedure involving the following steps:

1. Develop thematic definitions
2. Develop thematic levels
3. Develop a code book for the themes
4. Code each article using the coding guide
5. Analyze data

The initial set of themes, levels, and codes was used by two independent coders on a subsample of documents reviewed by each coder to further refine the process and provide a degree of convergence across studies in the review. Applying the finalized set of codes, all documents were coded using MS Excel.

Data Synthesis

Meta-aggregation was used as the method of data synthesis for this systematic review, as outlined by the Campbell Collaboration. This involved extracting study findings directly from the literature reviewed (i.e., a text summary or direct quote), assessing the quality of the evidence supporting the finding, and categorizing the findings into conceptual groups to support the overall analysis. The conceptual groups were then subjected to thematic analysis using standard qualitative data analytic techniques to arrive at an interpretative summary of each grouping of findings. A credibility of evidence assessment (questionable, low, medium, high) was assigned to the qualitative and quantitative basis for study findings. The complete dataset of coded literature was synthesized using a stepwise process, beginning with descriptive statistics illustrating the overall content of the literature. These included a raw count of document characteristics within the data type, such as location, study type (e.g., randomized controlled trial), or targeted population (e.g., Indigenous groups).

Credibility of the Evidence

A three-step process (Figure 3) was used to rate the credibility of evidence against criteria assessing the quality of the quantitative and qualitative data of each study, using an established credibility of evidence tool (Campie & Sokolsky, 2016; Wilson et al., 2019).

Figure 3. *Credibility Decision Steps*

Qualitative data	Quantitative data
Step 1: Are the findings clearly connected with direct quotes or thick description of observations rather than just the opinion of the researcher with little connection to the evidence?	**Step 1:** Are the findings directly connected to a statistical finding and consistent with that statistical finding in terms of statistical significance, direction of effect, and magnitude of effect? (Note that not all of these will be relevant for all types of quantitative findings.)
Step 2: Is there an adequate amount of qualitative data to have confidence in the findings, or would additional time in the field have produced different findings? If different methods are triangulated to produce the finding, then credibility is higher. If there is no indication of the number of interviews or time spent observing, then credibility is weakened.	**Step 2:** Are findings based on at least 85% of the original sample (or 85% of the subsample if finding is based on a subsample)?
Step 3: Is there evidence of careful qualitative analysis, such as using multiple coders, validation methods, qualitative software, or discussions of data validity?	**Step 3:** Are clear risks of bias for findings minimized? Consider the following: (a) post hoc nature of the finding (i.e., possible data fishing), (b) appropriateness of statistical method, (c) selection bias or other internal validity concerns if finding is of a causal nature, (d) poor question wording or measurement construct fit, (e) adequate statistical power if finding is one of no effect, and (f) any other concern that would raise doubt about the finding.

The credibility of findings was defined as:

- **High credibility:** We are confident that the qualitative and quantitative evidence supports the finding within the context of the study.
- **Medium credibility:** We are moderately confident that the qualitative and quantitative evidence supports the finding within the context of the study, but there is a possibility that it is substantially different.
- **Low credibility:** Our confidence in the findings is limited: The true finding may be substantially different from what the available evidence is able to support.
- **Questionable credibility:** We have very little confidence in the findings: The true finding is likely to be substantially different from what the available evidence is able to support.

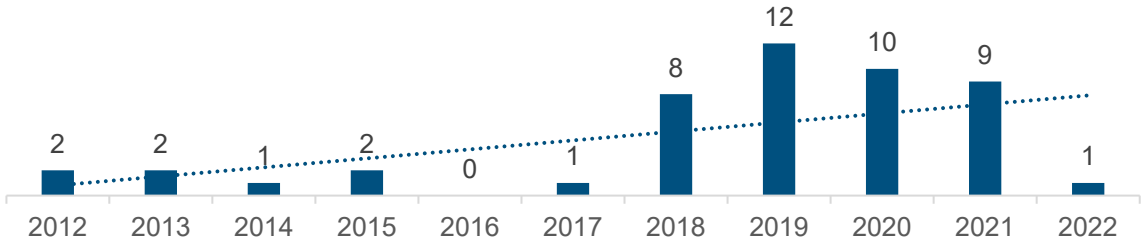
At each step in the process, individual articles were scored in binary fashion (yes/no) to arrive at an overall credibility score for each article. If a study produced "no" answers to all questions, it would receive the lowest rating of "questionable credibility". Once themes were identified in common across individual studies, the ratings for the studies within each theme were combined to determine an overall rating for the theme.

Results

Results of the Search

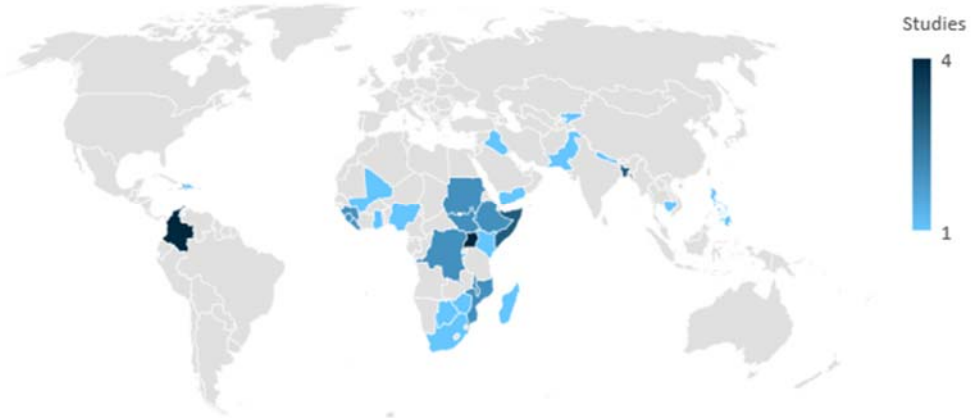
The number of titles retained for analysis increased over the 2012 to 2022 time period, with significant and promising growth in the evidence base occurring between 2018 and 2021 (Figure 4. The COVID-19 pandemic may explain fluctuations within those 4 years and the subsequent drop in 2022, as most research, as well as many development activities, were paused.

Figure 4. *Titles Retained for Analysis, by Year (2012 to 2022)*



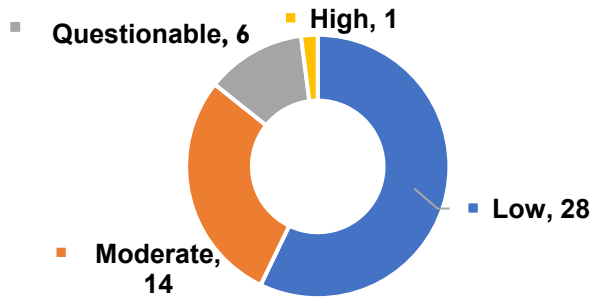
The majority (69%) of studies in the final corpus were from Sub-Saharan Africa; Latin America and the Caribbean, the Middle East, and Asia are also represented (see Figure 5). Among individual countries, Colombia and Uganda received the highest number of studies (four each).

Figure 5. *Geographic Locations of Studies*



In this review, 34 of the 49 studies produced evidence rated as either questionable (no credibility) or low credibility, with only one study rated as high quality (Figure 6).

Figure 6. *Credibility of the Evidence*



Only five studies produced outcomes particular to conflict-sensitive practices or tools, and most of these were not interventions. One study, for example, reviewed the existing curriculum to determine the extent to which it is conflict sensitive, and another pilot tested a conflict-sensitivity assessment that could be used when designing or implementing activities. The remaining 44 studies were (a) supposed to measure conflict sensitivity but did not; or (b) measured conflict sensitivity but did not report outcomes from that measurement; or (c) reported 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 (53%) of the 49 studies 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 being the least involved, (18% collectively). Women and children were the most represented out of all vulnerable populations in the corpus, while LGBTQI+ persons, persons with disabilities, Indigenous communities, refugees, elders, and ethnic minorities were mentioned rarely or not at all.

Findings

Nascent Evidence Base for What Works in Conflict-Sensitive Practices

Considering the time that it takes to move from concept through 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 development programs' conflict-sensitive practices. Concern for conflict sensitivity was seen in just over half of the 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, thereby frustrating attempts to definitively answer whether conflict sensitivity works, and what it is about it that 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. In applying an evidence credibility assessment to all studies in the corpus, we found that the 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 used mixed methods approaches that included in-depth information triangulated across different types of data sources: survey interviews, observations, focus groups, and document reviews. One study only (Triple Line, 2021) was rated as producing highly credible results, but it did not measure conflict sensitivity, focusing instead on "context analysis". This points to a more general observation from this review that some practices reported in the research may be highly conflict sensitive but are not labelled 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 have been evaluated for their conflict sensitivity or for conflict sensitivity's contribution to development outcomes.

Unfortunately, many studies in the review suggest that assessing conflict sensitivity or related topics is an activity that falls outside of the project cycle, and is therefore not supported by funding, institutional capacity, or sufficient staff (Ahmed, 2015; Bangura, 2013). Additionally, the lack of more specific guidelines results in poor or sporadic implementation of conflict-sensitive practices and associated monitoring (Bangura, 2013). Many studies suggested the need for more standard guidelines or assessments to ensure conflict-sensitive practice (Ahmed, 2015; Reisman & Janke, 2015; UNESCO, 2019a). One study encouraged the use of a standardized assessment, the Peace and Conflict Impact Assessment (PCIA), across interventions to avoid conflicting definitions or practices of conflict sensitivity (Ahmed, 2015; see Table 1).

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, with the agricultural sectors having minimal implementation of conflict-sensitive practices. 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 fully specified conflict-sensitive tools and practices that can be readily and formally evaluated for impact on outcomes. It is perhaps not surprising that the education sector has the highest level of conflict-sensitivity implementation and awareness given the sector's favorable setting and controls over beneficiaries that other sectors lack. Specifically, education for children and youth is

compulsory, 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, with a physical setting and schedule in which instruction can take place. The sector is also driven by curriculum and learning objectives attuned to the developmental needs of students, 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. Additionally, teachers are often required to complete in-service training and other professional development activities to keep them up to date, which provides an ideal opportunity to integrate training on conflict-sensitive practices (DevTech Systems, Inc., 2021; The Mitchell Group, Inc., 2020; Reisman & Janke, 2015; UNESCO, 2019b). All of this sets the stage for more easily embedding conflict-sensitive elements within individual schools and the educational sector as a whole.

This does not mean that other sectors cannot use conflict-sensitive practices successfully. Rather, the research from this review indicates that the readiness to implement conflict-sensitive practices suitable for evaluation is more variable in sectors outside of education and may be more dependent on site-specific dynamics that affect a sector and those operating or being served within it.

It is important to note that some sectors may confront more challenges in implementing conflict-sensitive practices while managing short timelines, restrictive funding mechanisms, and insufficient resources. A few studies in this review noted the difficulty of collecting comparable baseline and endline evaluation data, possibly as a consequence of short timelines and limited funding. Conflict-sensitive tools could help researchers and development practitioners better navigate such structural and practical issues inherent to the field. For example, two programs in Karamoja, Uganda collected baseline data at the beginning of the lean season and endline data at the end of the lean season when food is scarcest and tensions can rise, potentially undermining the applicability and generalizability of indicators such as the household dietary diversity score (ICF, 2019b, 2019c). Such seasonal volatilities are confounding variables that might have been identified and mitigated earlier had a context analysis — the first step in conflict-sensitive practice — been undertaken.

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 12 studies that included conflict sensitivity as one of many components in the activity's theory of change. Six of these studies mentioned conflict sensitivity in their discussion of findings, but did not measure the impact of conflict-sensitive approaches on outcomes. From these six studies we highlight promising conflict-sensitive strategies to test for efficacy in future evaluations (Table 1).

International Journal of Child, Youth and Family Studies (2025) 16(4): 169–196
DOI:

Table 1. *Promising Strategies*

Strategy	Example article from review	Beneficiaries & Relevant sector
Using conflict analysis throughout the project lifecycle	**Peace and Conflict Impact Assessment (PCIA) – Pakistan**: The PCIA is a tool used in the practice of conflict sensitivity. It should be used at all stages in a project cycle, including project design, implementation, and evaluation. From the outset, a country-specific conflict analysis makes donor policies more sensitive to local sociocultural and 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, minimizing harm while enhancing peace dynamics. Where context analysis at the design stage was informed by the voices of those affected by a problem, including community members and local organizations, the results were more robust. (Ahmed, 2015)	Entire population All sectors
Providing conflict-sensitivity training, education, and tools for implementers, participants, and the wider community	**Teacher Education Project – South Sudan**: Conflict-sensitive education (CSE) should be better understood, and adopted, by all development partners and stakeholders involved in a project. To support this, current 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. (Reisman & Janke, 2015)	Students, teachers, schools Education sector
Developing clear policies and procedures for conflict-sensitive practice	**Community Water and Sanitation Projects – Ghana**: Weak policy guidelines, coupled with the myth that conflict resolution is out of the realm of development workers and planners, were discovered to have restricted the adoption of conflict management methods in these projects. (Bangura, 2013)	Farming districts, farmers, women Health and agriculture sectors

Strategy	Example article from review	Beneficiaries & Relevant sector
Structuring projects to support and engage youth and women, including those in key leadership positions, and vulnerable populations	**Northern Education Initiative – Nigeria**: Developing textbooks that support peace, tolerance, and respect; 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. (DevTech Systems Inc., 2021)	Children, orphans, girls Education sector
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, or closing schools on market days that drew extremist groups and holding classes on the weekend instead. (The Mitchell Group, Inc., 2020)	Students, teachers, schools Education sector
Mainstream conflict-sensitive practices in education	**Strengthening the Capacity of the Teaching Workforce in Primary and Secondary Schools – Uganda:** Mainstreaming conflict resolution and CSE programs by including CSE in the school curriculum; stakeholder sensitization to the value of CSE; proper dissemination of information; CSE guidelines and policies; capacity building of stakeholders; using a participatory process; creating peace clubs in schools; using cross-cutting and multidisciplinary approaches in the teaching–learning process; promoting CSE through values systems; games and sports; using literacy techniques in the teaching–learning context; edutainment activities at school assemblies; using media, audio, and visual arts; and using a conflict analysis best practice matrix. (UNESCO, 2019a)	Students, teachers, schools Education sector

International Journal of Child, Youth and Family Studies (2025) 16(4): 169–196
DOI:

Discussion

Overall Completeness and Applicability of the Evidence

This review examined many studies located across several databases, as well as grey literature, involving multiple different populations, regions, and sectors in order to identify the best available methods of integrating conflict-sensitive practices in human-serving sectors. The evidence from these studies is primarily qualitative, with seven such studies (14%) achieving a "moderate" or "high" score. However, because we were mapping the evidence base in addition to searching for best practices, these studies provided us with sufficient information to pinpoint gaps in the evidence and areas requiring attention.

Quality of the Evidence

Many studies in this review (34 of 49) produced evidence rated as either "questionable" (no credibility) or of "low" credibility. Specifically, we found that many studies suffered from a lack of validated or triangulated data or from measurement challenges. Additionally, many studies were not able to reach respondents due to security restrictions and, when surveys could be administered, researchers encountered low response rates, recall bias, sampling bias, and language barriers.

Consistency With Other Studies and Reviews

The results of this review show a high degree of alignment with previous research findings, confirming limited implementation of conflict-sensitive practices across sectors despite the development of multiple tools and the strong policy interest among donors to invest in conflict-sensitive development approaches.

Limitations

As with any systematic review, the extent of our findings is limited by the type and quality of evidence presented in the literature. Many studies identified in this review were short-term, providing few reliable insights into the long-term effects of an intervention. Given the complex nature of conflict and its fluctuations over time, long-term evaluation is essential to truly understand whether an intervention made a positive contribution to community resiliency and conflict mitigation, or potentially inflicted harm. For example, although several education initiatives showed improvement in teachers' ability to provide psychosocial support to students or change attitudes and behaviors in at least the short term (The Mitchell Group, Inc., 2020; Social Impact, 2021), sustainability cannot be confidently endorsed without longer evaluation periods.

Another common limitation of several of the studies pertained to survey administration and the unique challenges posed by conflict-affected or austere environments. A major challenge of conducting surveys was sample bias: it was often difficult to reach participants due to security restrictions or weather-related disruptions, creating small and overly uniform samples. Other challenges included poorly translated survey instruments and bias, such as social desirability bias

and recall bias. Scarce quantitative data and data verification in these evaluations contributed to a lack of data triangulation, lowering the quality of studies.

Potential Bias in the Review Process

We believe the search strategy was thorough and our analysis process was rigorous. The authors have no vested interest in the findings of this review and do not favor one type of study over another. Having access only to studies that were publicly available means that the evidence is necessarily incomplete; although the authors made efforts to identity papers in the fugitive literature that were unpublished or pending release, no such studies met the inclusion criteria for this review.

Conclusion

It is evident that development partners and the broader field are aware of the importance of ensuring that programs or interventions are contextually relevant, a key element of conflict sensitivity: the majority of studies highlighted context as either something they considered or should have considered. However, the evidence base on what works to implement conflict-sensitive practices within diverse sectors remains greatly underdeveloped. From this review we found that part of the issue is that when researchers and practitioners are doing work that may be conflict sensitive, they define it as simply context conscious, or something related. This may stem from a lack of awareness of what conflict sensitivity is, or confusion between conflict sensitivity and related concepts. Some may choose to avoid the term altogether; for example, it can be considered controversial by countries whose governments reject the implication that "conflict" exists in their societies (Midgley et al., 2012). In cases like these, it is apparent why donors or organizations would not overtly refer to conflict sensitivity in their reports. However, this is not the case for the majority of the projects in this review, which instead generally lacked a definition or any explicit mention of conflict sensitivity.

Though mentions can be found in the background literature of the development and existence of many toolboxes and procedures to implement conflict-sensitive practices, none of the included studies referred to the use of such tools. While one study encouraged the use of the PCIA conflict analysis tool for all projects in Pakistan, the feasibility of such an activity is contingent on sufficiently training implementers, evaluators, and people in the community to understand the role of conflict in development interventions and the actual meaning of conflict sensitivity, as well as securing additional funding to support the extra time and effort required (Ahmed, 2015). To increase practitioner understanding and capacity, country-specific materials with case studies would need to be developed to allow practitioners in the field to be aware of conflict dynamics in the specific context in which they are working. However, given the impact of conflict sensitivity on an intervention or project, implementing these requirements and procedures as part of any funding instrument or mechanism is essential for its long-term success. 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. If nothing else, conflict-sensitive practices could be

theorized to reduce barriers, and increase responsivity to engagement in development activities (Berkel et al., 2011; Taxman et al., 2006). This approach might have a 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 (Wang & Degol, 2016; Zins et al., 2004).

Finally, given that the greatest frequency of conflict-sensitive practice occurs in the education sector, it is essential that donors and development partners devote more attention to analyzing these practices. Specifically, the population that education interventions target — children and youth — are considered high-risk populations for voluntarily getting involved in, or being forcibly recruited to, violent groups, thus proliferating conflict. By incorporating conflict-sensitive practice, not only will teachers and communities benefit from a contextually relevant intervention, but the children and youth will also be receiving support to lower their risk of voluntary or forcible recruitment. Again, considering that most countries have a requirement for children and youth to attend school, education is the most appropriate sector for reaching this population without enacting an entirely new intervention or program focused on peacebuilding. A benefit of incorporating conflict-sensitive practice within existing interventions in various sectors not directly related to conflict is the lack of emphasis on "peacebuilding" itself, a concept which may appear as unappealing, offensive, or threatening to the community, or attract spoilers. For example, while most violent groups oppose targeted peacebuilding programs that interrupt their operations, many will not oppose other development work in their communities, including education and food security interventions. Incorporating conflict-sensitive practices without an emphasis on peacebuilding and in sectors seen as less political could have deeper impacts than can be seen in the present literature.

Implications for Research

Training and Capacity Building

Both recent and historical grievances and injustices stemming from conflict can manifest in the classroom, workplace, neighborhood, and halls of government, among other corners of society. These peace- and intervention-spoiling manifestations can be hard to anticipate in their pervasiveness, and also hard to understand given how unevenly personal and local grievances and injustices are experienced. Learning to incorporate context analysis, among other conflict-sensitive practices, could help navigate these currents, but those tools and concepts may be inadequately applied if not properly placed into context. Therefore, given how nuanced and place-specific historical, current, and budding grievances can be, training for practitioners, researchers, and community members on conflict sensitivity and conflict-sensitive practice that is specifically tailored to the country or context in which the activity will be implemented could lead to better outcomes. As noted, some resources and tools on what conflict sensitivity is and what conflict-sensitive practice looks like exist; however, general and uncontextualized resources and trainings will not prepare implementers and stakeholders to appreciate, detect, and respond nimbly to issues under the surface. Trainings should pay attention to issues of gender and other possible power

dynamics and cultural competencies that may not relate directly to conflict but can impact implementation and development outcomes.

Developing place-specific trainings and resources is also important to both the longevity of an initiative and the uptake of conflict-sensitive practice more generally, as local stakeholders (community members, groups, local institutions, NGOs, etc.) continue their work long after official implementation or evaluation periods end. Researchers and development workers have the responsibility to avoid extractivist methods. Inadequately investing in elevating local knowledges and capacity building, including the designing of trainings and tools, is an all-too-common failure. Here is an opportunity for researchers and the development community to draw on conflict-sensitivity theory and work with community members possessing local knowledge to develop and test conflict-sensitivity trainings and tools relevant to a population by being grounded in their historical, cultural, political, and economic contexts. Disseminating training resources prepared in this way will provide the field with much needed models.

Measures and Indicators

Bringing conflict sensitivity from principle to practice will be more successful if we have an evidence base from which to draw. As there were no studies found in our review that measured conflict-sensitive practices or policies as an independent variable influencing program or activity outcomes, the research and development communities should fill this gap by designing evaluations that measure conflict-sensitive practices as both independent and mediating variables affecting development outcomes. Outcome measures and indicators should be related to the conflict-sensitive components of an activity or of sectoral operations. Measures and indicators should also be appropriate to the sector and the context in which the sector operates, to the population served, and to the timeframe for implementation and evaluation. Importantly, to avoid post hoc analysis, as encountered frequently in our review, indicators and measures related to conflict sensitivity should be discrete components of an evaluation and collected regularly and systematically, rather than using other indicators and informal observations to infer the existence or impact of conflict sensitivity. Moreover, evaluators should disaggregate data by demographic, potentially including specific measures and indicators related to gender and other social dynamics so as to detect uneven distributions of benefits or harm.

Similarly, theories of change could serve as an inroad to building an evidence base for what conflict sensitivity looks like in practice, for whether conflict sensitivity works, and for what it is about it that works. As noted, our review did not uncover theories of change that incorporated or evaluated for conflict sensitivity. Therefore, researchers and development workers have the opportunity to begin integrating conflict sensitivity into theories of change, as well as evaluating theories of change for their conflict sensitivity and the extent to which conflict sensitivity contributed to their formulation or articulation.

Supporting the Education Sector for Large-Scale Change

While education is local, commonalities in the structure of and appreciation for education can be found across countries and regions, making the sector uniquely poised to cultivate and model conflict-sensitive practice for the larger development community. While conflict-sensitive tools and practices in the education sector should nonetheless be tailored to the context in which they are being implemented, the many similarities in how societies approach education will allow evaluators to test practices and make observations at a broader scale, and thus to develop standards that are more easily translatable. Donors, development workers, and researchers should therefore invest in designing and validating conflict-sensitive practices, trainings, and tools in the education sector that show theoretical promise and, once they have been identified as effective, bring those practices to scale across countries and contexts.

To clarify, the major benefit of the education sector for research purposes lies in the existence of common systems through which to test and disseminate conflict-sensitive practices (e.g., in textbooks, professional trainings). However, while education may function similarly across contexts, it is not an apolitical sector. The research and development communities must be attuned to the gendered, racialized, socioeconomic, geographic, and ableist dimensions of education in a given place so as to avoid leaving a population behind or mistaking one successful practice as necessarily beneficial to all. Too often, education (much less quality education) is inaccessible, or even denied, to girls, ethnic and/or religious minorities, rural communities, impoverished communities, and those with physical or intellectual disabilities. Discovering and scaling what works in conflict-sensitive education without asking what works for whom risks reinforcing power dynamics in a world where education is often a proxy for class.

Implications for Policy and Practice

Support at the donor level for conflict-sensitive practice would go a long way towards mainstreaming the approach. Importantly, for conflict sensitivity to go beyond development work that is specific to conflict (e.g., peacebuilding, humanitarian assistance), the value of conflict sensitivity needs also to be communicated to donors and agencies, including those typically focused on education, health, agriculture, justice, and economic initiatives. For buy-in from donors to translate successfully into action on the ground, specific guidance, standards, and definitions for the processes, methodology, and content of conflict-sensitive practice must be developed and added to requests for proposals, scopes of work, and other funding mechanism and instruments. Funding mechanisms as vehicles for mainstreaming conflict sensitivity come with multiple practical benefits, including dedicated resources towards implementing the conflict-sensitive components of an initiative, such as context analyses, trainings, staff, and monitoring and evaluation. Similarly, funding mechanisms with concrete directives and support for conflict sensitivity promote accountability and, ideally, sustain motivation by establishing a conflict-sensitive vision for the initiative and making the practice more approachable.

The conflict-sensitive components of an initiative may become an afterthought or be deprioritized as projects get busy or challenges arise. Thus, there is a need to develop clear policies, procedures, and minimum standards for integrating conflict-sensitive practices at every stage in the project cycle, including design, implementation, monitoring, and evaluation. Most crucially, context analyses must be conducted before project design begins. Consistent monitoring using indicators and measures related to conflict sensitivity and the implementation setting benefit not only later evaluation but will also signal the need to redo a context analysis if changes in the environment are suspected.

While specific guidance, standards, and definitions around conflict-sensitive practice are needed to actualize conflict-sensitive thinking, the diplomacy required — in the policy environment more than in the research community — may mean that development workers and donors need to message "conflict sensitivity" differently according to political and cultural climates. Conflict-sensitive practice is unique in its salience for sectors that are not conflict-specific and environments that are fragile but not necessarily "hot". In such situations, some governments, local organizations, and sectors may view initiatives branded "conflict-sensitive" as irrelevant to them or as problematizing their operations and society. Therefore, donors and implementors should have flexibility in how they message their work while maintaining the core tenets of conflict-sensitive practice.

References

Ahmed, A. (2020). *Endline evaluation: ADRA WASH and Food Security Assistance Project. Blue Nile State*. USAID. https://pdf.usaid.gov/pdf_docs/PA00X8DW.pdf

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

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 Developmen*t, *1*(1), 8–31. https://www.academicresearchjournals.org/IJPSD/Full Text/2013/August/Bangura.htm

Berkel, C., Mauricio, A. M., Schoenfelder, E., & Sandler, I. N. (2011). Putting the pieces together: An integrated model of program implementation. *Prevention Science*, *12*, 23–33. https://doi.org/10.1007/s11121-010-0186-1

Birch, I. (2022) *Conflict-sensitive social protection: Sudan Country report*. Institute of Development Studies and Partner Organisations. https://doi.org/10.19088/IDS.2023.022

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, D.C.: EngenderHealth. https://pdf.usaid.gov/pdf_docs/PA00XSM9.pdf

Campbell Collaboration. (2020). *Campbell systematic reviews: Policies and guidelines*. https://www.campbellcollaboration.org/wp-content/uploads/2024/11/Campbell-Policies-and-Guidelines-_May3-2022.docx.pdf

Campie, P. E., & Sokolsky, J. (2016). *Systematic review of factors that impact implementation quality of child welfare, public health, and education programs for adolescents: Implications for juvenile drug treatment courts*. American Institutes for Research. https://www.ojp.gov/sites/g/files/xyckuh241/files/media/document/250483.pdf

CAMRIS International. (2018). *Sajhedari Bikaas endline evaluation: Accomplishments, challenges and lessons learned*. USAID. https://pdf.usaid.gov/pdf_docs/PA00SWKJ.pdf

CDA Collaborative Learning. (2019). *Sub-sector review of evidence from reconciliation programs*. https://www.cdacollaborative.org/wp-content/uploads/2019/08/PEC-Reconciliation-Sector-Review-Final-March-2019-2.pdf

Chaturvedi, S., Barr, A., & Rahman, B. (2018). Final performance evaluation: Feed the Future Bangladesh women's empowerment activity (WEA). USAID. https://pdf.usaid.gov/pdf_docs/PA00SWCG.pdf

Chemonics, Inc. (2017). Final performance evaluation: USAID/ IRAQ Taqadum Governance Strengthening (GSP) project. https://chemonics.com/wp-content/uploads/2018/01/GSP-Taqadum-Final-Report_SAv8.pdf

The Cloudburst Group (TCG). (2020). *Mid-term review of Human Rights Grant Program Family/Gender-Based Violence in the Dominican Republic: Learning, evaluation and research activity II (LER II).* USAID. Washington, D.C. https://usaid.gov/pdf_docs/PA00X1R3.pdf

Democracy International, Inc. (2019). *Developmental evaluation report: Complexity-aware monitoring and evaluation* [Third iteration]. USAID. https://pdf.usaid.gov/pdf_docs/PA00WJG5.pdf

DevTech Systems, Inc. (2021). *Northern education initiative (Nei+): Endline performance evaluation report*. USAID. https://pdf.usaid.gov/pdf_docs/PA00XB17.pdf

EnCompass LLC & Social Impact (2021). *Mozambique final program evaluation report*. USAID. https://pdf.usaid.gov/pdf_docs/PA00Z65J.pdf

Findley, M., Kaplan, O., Ponce de Leon, A., & Young, J. K. (2016). *USAID regional governance activity (RGA) in Colombia, 2015-2019: Midline report*. USAID. https://pdf.usaid.gov/pdf_docs/PA00XBPW.pdf

Government of Canada. (2021). *Conflict sensitivity tip sheet*. https://www.international.gc.ca/world-monde/funding-financement/conflict_sensitivity-sensibilite_conflits.aspx?lang=eng

Handschin, S., Abitbol, E., & Alluri, R. (Eds.). (2016). *Conflict sensitivity: Taking it to the next level* (swisspeace Working Paper, 2/2016). swisspeace - Schweizerische Friedensstiftung. https://www.ssoar.info/ssoar/bitstream/handle/document/48478/ssoar-2016-handschin_et_al-Conflict_Sensitivity_Taking_it_to.pdf?sequence=1

Haugen, V., & JBS International (2013). *Checklist for conflict sensitivity in education programs.* USAID. https://pdf.usaid.gov/pdf_docs/pbaaa582.pdf

Higgins, J. P. T., Thomas, J., Chandler, J., Cumpston, M., Li, T., Page, M. J., & Welch, V. (Eds.). (2024). *Cochrane handbook for systematic reviews of interventions* (Version 6.5). https://cochrane.org/handbook

ICF. (2019a). *Resilience in the Limpopo Basin (RESILIM) program evaluation: Final evaluation report.* USAID. https://pdf.usaid.gov/pdf_docs/pa00wdtf.pdf

ICF. (2019b). *Final performance evaluation of Resiliency through Wealth, Agriculture, and Nutrition in Karamoja (RWANU)* [Process evaluation]. USAID. https://pdf.usaid.gov/pdf_docs/PA00TJHP.pdf

ICF. (2019c). *Final performance evaluation of Resiliency through Wealth, Agriculture, and Nutrition in Karamoja (RWANU)* [Outcome evaluation]. USAID. https://pdf.usaid.gov/pdf_docs/PA00TJHP.pdf

IMPEL. (2020). *Final performance evaluation of Njira Development Food Assistance Project in Malawi* [Vol. 1]. Washington, DC: The Implementer-Led Evaluation & Learning Associate Award. https://www.fsnnetwork.org/sites/default/files/2020-12/Njira_Endline_Report_Vol1_508_7.30.20.pdf

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. https://www.fsnnetwork.org/sites/default/files/2020-12/Fararano_Endline_Report_7March2020_508_0.pdf

IMPEL. (2020). *Final performance evaluation of the Kore Lavi Development Food Assistance Project in Haiti*. Washington, DC: The Implementer-Led Evaluation & Learning Associate Award. https://www.careevaluations.org/wp-content/uploads/PA00WQG8.pdf

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. https://www.fsnnetwork.org/sites/default/files/2021-01/UBALE_Endline_Report_Vol-1_12.3.20.pdf

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. https://pdf.usaid.gov/pdf_docs/PA00WNQ8.pdf

Institute for Economics & Peace. (2023). *Global peace index 2023.: Measuring peace in a complex world*. Sydney, Australia. https://www.visionofhumanity.org/wp-content/uploads/2023/06/GPI-2023-Web.pdf

International Alert. (2004). Conflict-sensitive approaches to development, humanitarian assistance and peacebuilding: A resource pack. https://www.international-alert.org/publications/conflict-sensitive-approaches-development-humanitarian-assistance-and-peacebuilding/

International Business & Technical Consultants, Inc. (IBTCI). (2019). *Second performance evaluation of USAID Ebola Pillar II activities: Final report*. USAID. https://pdf.usaid.gov/pdf_docs/PA00W45X.pdf

International Business & Technical Consultants, Inc. (IBTCI). (2019). *Performance evaluation of USAID Ebola Pillar II activities: Final report*. USAID. https://pdf.usaid.gov/pdf_docs/PA00TKKG.pdf

International Business & Technical Consultants, Inc. (IBTCI). (2019). *Somalia program support services transition initiatives for stabilization plus (Tis+). Final synthesis report*. USAID. https://pdf.usaid.gov/pdf_docs/PA00TW4W.pdf

International Business & Technical Consultants, Inc. (IBTCI). (2020). *Performance evaluation of the USAID Yemen economic stabilization and success (YESS) program*. USAID. https://pdf.usaid.gov/pdf_docs/PA00WHV6.pdf

Kouider, N., & Toussignant-Miller, A. (2018). *USAID's integrated health program conflict sensitivity analysis and implementation strategy*. USAID. https://pdf.usaid.gov/pdf_docs/PA00TDND.pdf

Management Systems International. (2019). *Reconciliation for peace in South Sudan: Evaluation report*. USAID. https://pdf.usaid.gov/pdf_docs/PA00TNMW.pdf

ME&A, Inc. (2018). *Feed the Future: Performance evaluation of the value chains for rural development (VC-RD) activity in Burma*. USAID. https://themimu.info/sites/themimu.info/files/assessment_file_attachments/Mid-term_Performance_Evaluation_of_Value_Chain_for_Rural_Development_Activity.pdf

ME&A, Inc. (2021). *Final performance evaluation of the Feed the Future Ethiopian value chain activity*. USAID. https://pdf.usaid.gov/pdf_docs/PA00XV33.pdf

ME&A, Inc. (2021). *Final performance evaluation for USAID's rights for gender diverse populations (RGDP) activity*. USAID. Washington, D.C. https://pdf.usaid.gov/pdf_docs/PA00XRQS.pdf

Midgley, T., Mollett, H., & Campbell, I. (2012). *Promoting conflict sensitivity amongst donor agencies: Policy brief*. The Conflict Sensitivity Consortium. https://assets.worldvision.org.uk/files/3613/6854/5968/Donor_Conflict_Sensitivity_Policy_Brief.pdf

The Mitchell Group, Inc. (2018). *Mid-term performance evaluation of USAID/ Cambodia's countering trafficking-in-persons activity*. USAID. https://pdf.usaid.gov/pdf_docs/PA00TFBR.pdf

The Mitchell Group, Inc. (2020). *Draft evaluation report: Final evaluation of the USAID/MALI education emergency support activity* (EESA). https://pdf.usaid.gov/pdf_docs/PA00X2KJ.pdf

Moore, A. M. (2012). Do No Harm and the convergence of relief development & conflict resolution: Examining how conflict sensitivity and peacebuilding contribute to peace in Haiti [Master's thesis, George Mason University]. https://www.um.edu.mt/library/oar/handle/123456789/101342

NORC. (2021). *Impact evaluation of The Obirodh – Road to tolerance youth leadership training program in Bangladeshi universities: Final report*. USAID. Washington, D.C. https://pdf.usaid.gov/pdf_docs/PA00XM6F.pdf

Panagora Group, Inc. (2021). A*rtisanal gold mining activity (ORO Legal) performance evaluation: Final report*. https://pdf.usaid.gov/pdf_docs/PA00Z8GS.pdf

Prolongar Foundation. (2021). *Art for reconstruction-Second phase: Final report*. USAID. Washington, D.C.

Reisman, L., & Janke, C. (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). https://www.edu-links.org/sites/default/files/media/file/Reisman%20%26_Janke%202015%20.Conflict-Sensitive_Teacher_Education.Oct2015.pdf%20-%20INEE.pdf

Renders, M., & Knezevic, N. (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. https://doi.org/10.17609/N8X087

Ruckstuhl, S. (2012). Conflict sensitive water supply: Lessons from operations. *Social Development Working Papers*, No. 127. https://doi.org/10.1596/26895

Schmeidl, S., Ware, A., & Alberti, C. (2023). Conflict sensitivity/do no harm (DNH) in development, humanitarian, and peacebuilding practice: Reflections and emerging trends [special issue editorial]. *Development in Practice*, *33*(5), 517–527. https://doi.org/10.1080/09614524.2023.2215970

Social Impact, Inc. (2020). *Endline evaluation of Challenge TB Burma. Endline evaluation report.* USAID. Washington, D.C. https://pdf.usaid.gov/pdf_docs/PA00WGSR.pdf

Social Impact, Inc. (2021). *Final evaluation report: Sustaining dialogue on Ethiopian campuses activity*. USAID. Washington, D.C.

Taxman, F. S., Thanner, M., & Weisburd, D. (2006). Risk, need, and responsivity (RNR): It all depends. *Crime & Delinquency*, *52*(1), 28–51. https://doi.org/10.1177/0011128705281754

Tetra Tech. (2021). *Final evaluation report: Impact evaluation of the Kenya Resilient Arid Lands Partnership for Integrated Development Activity*. USAID. https://mwawater.org/final-evaluation-reportimpact-evaluation-of-the-kenyaresilient-arid-lands-partnership-forintegrated-development-activity

Triple Line. (2021). *USAID Grand Challenges for Development meta-evaluation: Final evaluation report*. USAID. https://www.usaid.gov/sites/default/files/2022-05/USAID_GRAND_CHALLENGES_Meta-Evaluation_Report_FINAL.pdf

UNESCO. (2019a). *Baseline survey report: Strengthening the capacity of the teaching workforce in primary and secondary schools for conflict sensitive educa*tion. https://www.edu-links.org/sites/default/files/media/file/Baseline%20Report%20-%20UNESCO-FinalVersion.pdf

UNESCO. (2019b). *Conflict analysis report: Strengthening the capacity of the teaching workforce in primary and secondary schools for conflict sensitive education in three districts of Northern Uganda*. https://www.edu-links.org/sites/default/files/media/file/Conflict%20Analysis%20-%20UNESCO-FinalVersion.pdf

USAID (2023) *Conflict integration guide*. Washington, D.C. https://pdf.usaid.gov/pdf_docs/PA0211KZ.pdf

USAID. (2024). *U.S. Foreign Assistance* [Data]. https://www.foreignassistance.gov/ Accessed February 24, 2024.

Wang, M.-T., & Degol, J. L. (2016). School climate: A review of the construct, measurement, and impact on student outcomes. *Educational Psychology Review*, *28*(2), 315–352. https://doi.org/10.1007/s10648-015-9319-1

Wilson, D. B., Olaghere, A., & Kimbrell, C. S. (2019). Implementing juvenile drug treatment courts: A meta-aggregation of process evaluations. *Journal of Research in Crime and Delinquency*, *56*(4), 605–645. https://doi.org/10.1177/0022427819826630

Woomer, A. S. (2018). *Conflict sensitivity and conservation: Evaluating design, implementation & practice* [Doctoral dissertation, Kennesaw State University]. https://digitalcommons.kennesaw.edu/incmdoc_etd/18

World Bank. (2014). *Enhancing sensitivity to conflict risks in world bank-funded activities: Lessons from the Kyrgyz Republic* [Report no. ACS10181]. https://openknowledge.worldbank.org/server/api/core/bitstreams/d01dd8ae-5324-5fa2-8c2f-811a6eb7b09d/content

World Bank. (2023). World development report 2023: Migrants, refugees, and societies. Washington, D.C.. https://www.worldbank.org/en/publication/wdr2023

Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2004). *Building academic success on social and emotional learning: What does the research say?* Teachers College Press.

Appendix

Included Studies

Author & date	Title
Ahmed, A. 2020	Endline Evaluation: ADRA WASH and Food Security Assistance Project
Ahmed, Z. S. 2015	Development and Conflict Sensitivity: A Case Study of the Application of PCIA in Pakistan
Bangura, S. 2013	Testing conflict sensitivity of development projects in Ghana an evaluation of two projects in Ejisu-juaben district, Ashanti Region
Birch, I. 2022	Conflict-Sensitive Social Protection: Sudan Country Report
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
CAMRIS International 2018	Sajhedari Bikaas Endline Evaluation: Accomplishments, Challenges and Lessons Learned
CDA Collaborative Learning 2019	Sub-Sector Review of Evidence from Reconciliation Programs
Chaturvedi, S., Barr, A., & Rahman, B. 2018	Final Performance Evaluation: Feed the Future Bangladesh Women's Empowerment Activity (WEA)
Chemonics, Inc. 2017	Final Performance Evaluation - USAID/ IRAQ Taqadum Governance Strengthening (GSP) Project
The Cloudburst Group (TCG) 2020	Mid-Term Review of Human Rights Grant Program Family/Gender-Based Violence in the Dominican Republic: Learning, Evaluation and Research Activity II (LER II)
Democracy International, Inc. 2019	Developmental Evaluation Report – Complexity-Aware Monitoring and Evaluation: Third Iteration.
DevTech Systems, Inc. 2021	Northern Education Initiative (Nei+): EndLine Performance Evaluation Report
EnCompass LLC and Social Impact 2021	Mozambique Final Program Evaluation Report
Findley, M., Kaplan, O., Ponce de Leon, A., Young, J. K. 2016	USAID Regional Governance Activity (RGA) in Colombia, 2015-2019: Midline Report
Haugen, V., & JBS International 2013	Checklist for Conflict Sensitivity in Education Programs
ICF 2019a	Resilience in the Limpopo Basin (RESILIM) Program Evaluation: Final Evaluation Report
ICF 2019b	Final Performance Evaluation of Resiliency through Wealth, Agriculture, and Nutrition in Karamoja (RWANU) [Process evaluation]

Author & date	Title
ICF 2019c	Final Performance Evaluation of Resiliency through Wealth, Agriculture, and Nutrition in Karamoja (RWANU) [Outcome evaluation]
IMPEL 2020	Final Performance Evaluation of Njira Development Food Assistance Project in Malawi (Vol. 1).
IMPEL 2020	Final Performance Evaluation of the Fararano Development Food Security Activity in Madagascar (Vol. 1)
IMPEL 2020	Final Performance Evaluation of the Kore Lavi Development Food Assistance Project in Haiti
IMPEL 2020	Final Performance Evaluation of the UBALE Development Food Assistance Project in Malawi (Vol. 1)
IMPEL 2020	Mid-Term Evaluation of the Tuendelee Pamoja II Development Food Security Activity in the Democratic Republic of Congo (DRC)
International Business & Technical Consultants, Inc. (IBTCI) 2019	Second Performance Evaluation of USAID Ebola Pillar II Activities: Final Report
International Business & Technical Consultants, Inc. (IBTCI) 2019	Performance Evaluation of USAID Ebola Pillar II Activities: Final Report
International Business & Technical Consultants, Inc. (IBTCI) 2019	Somalia Program Support Services Transition Initiatives for Stabilization Plus (Tis+). Final Synthesis Report
International Business & Technical Consultants, Inc. (IBTCI) 2020	Performance Evaluation of the USAID Yemen Economic Stabilization and Success (YESS) Program
Kouider, N., & Toussignant-Miller, A. 2018	USAID's Integrated Health Program Conflict Sensitivity Analysis and Implementation Strategy
Management Systems International 2019	Reconciliation for Peace in South Sudan Evaluation Report
ME&A, Inc. 2018	Feed the Future Performance Evaluation of the Value Chains for Rural Development (VC-RD) Activity in Burma
ME&A, Inc. 2021	Final Performance Evaluation of the Feed the Future Ethiopian Value Chain Activity
ME&A, Inc. 2021	Final Performance Evaluation for USAID's Rights for Gender Diverse Populations (RGDP) Activity
The Mitchell Group, Inc. 2018	Mid-Term Performance Evaluation of USAID/ Cambodia's Countering Trafficking-in-Persons Activity
The Mitchell Group, Inc. 2020	Draft Evaluation Report: Final Evaluation of the USAID/MALI Education Emergency Support Activity (EESA)
Moore, A. M. 2012	Do No Harm and the Convergence of Relief Development & Conflict Resolution: Examining How Conflict Sensitivity and Peacebuilding Contribute to Peace In Haiti
NORC 2021	Impact Evaluation of The Obirodh – Road to Tolerance Youth Leadership Training Program in Bangladeshi Universities: Final Report

Author & date	Title
Panagora Group, Inc. 2021	Artisanal Gold Mining Activity (ORO Legal) Performance Evaluation: Final Report
Prolongar Foundation 2021	Art for Reconstruction-Second Phase: Final Report
Reisman, L., & Janke, C. 2015	Conflict-Sensitive Teacher Education: Viewing EDC's Experience with the South Sudan Teacher Education Project Through a Conflict-Sensitive Lens
Renders, M., & Knezevic, N. 2017	The Potential of Conflict-Sensitive Education Approaches in Fragile Countries: The Case of Curriculum Framework Reform and Youth Civic Participation in Somalia
Ruckstuhl, S. 2012	Conflict Sensitive Water Supply: Lessons from Operations
Social Impact, Inc. 2020	Endline Evaluation of Challenge TB Burma: Endline Evaluation Report. USAID
Social Impact, Inc. 2021	Final Evaluation Report: Sustaining Dialogue on Ethiopian Campuses Activity
Tetra Tech 2021	Final Evaluation Report: Impact Evaluation of the Kenya Resilient Arid Lands Partnership for Integrated Development Activity
Triple Line 2021	USAID Grand Challenges for Development Meta-Evaluation Final Evaluation Report
UNESCO 2019a	Baseline Survey Report: Strengthening the Capacity of the Teaching Workforce in Primary and Secondary Schools for Conflict Sensitive Education
UNESCO 2019b	Conflict Analysis Report: Strengthening the Capacity of the Teaching Workforce in Primary and Secondary Schools for Conflict Sensitive Education in Three Districts of Northern Uganda
Woomer, A. S. 2018	Conflict Sensitivity and Conservation: Evaluating Design, Implementation & Practice
World Bank 2014	Enhancing Sensitivity to Conflict Risks in World Bank-funded Activities: Lessons from the Kyrgyz Republic