



Chapter 3

PEACE-PROMOTING AND CONFLICT-SENSITIVE LOCAL DEVELOPMENT PLANNING: KEY ELEMENTS, STEPS AND TOOLS

Mainstreaming human security and adopting conflict analysis in local planning are peace-promoting and conflict-sensitive approaches to local development planning. This chapter describes its important elements; presents a step-by-step guide; and offers a set of tools for its conduct. To facilitate easier reference, conflict-sensitive and peace-promoting comprehensive development planning will also be referred to as CSPP CDP and ELA or “Peace-planning/Peace-LDP” in this chapter.

Chapter Three will answer the following questions:

1. What are the key elements of Peace-Promoting and Conflict-Sensitive Local Development Planning or Peace-LDP?
 - a. **WHAT:** What is peace-promoting and conflict-sensitive local development planning? Can its requirements be woven into LGC-mandated planning processes so that it does NOT become an additional burden to LGUs? What new elements does Peace-LDP introduces to local development planning processes?
 - b. **WHO:** Is Peace-LDP meant only for conflict-affected LGUs? Who in the LGU should be involved in peace-promoting and conflict-sensitive local development planning?
 - c. **WHY:** What are the benefits of undertaing peace-promoting and conflict-sensitive local development planning?



2. HOW and WHEN: Step-by-step Guide

What are the steps to take in the conduct of Peace-LDP?

3. HOW and WHEN: Tools

What tools can be used to facilitate peace-promoting and conflict-sensitive local development planning?

The key elements, processes and tools were subjected to pre-testing, piloting and a series of roundtable discussions with peace advocates, national government representatives and local governance stakeholders.

KEY ELEMENTS OF PEACE-PROMOTING AND CONFLICT-SENSITIVE LOCAL DEVELOPMENT PLANNING

Let us take each question in turn.

A. WHAT IS PEACE-PROMOTING AND CONFLICT SENSITIVE LOCAL DEVELOPMENT PLANNING?

As a starting point, let us review the regular process of formulating an LGU’s Comprehensive Development Plan and Executive Legislative Agenda.

Peace planning means the regular planning process (Figure 3.1 shown above) is made more conflict-sensitive and peace-promoting by ensuring that the formulation of the CDP, ELA and LDIP:

- 1. takes full consideration of human security and peace concerns;
- 2. incorporates conflict analysis and peace-conflict impact analysis tools; and
- 3. includes the monitoring by LGUs of human security and peace indicators.

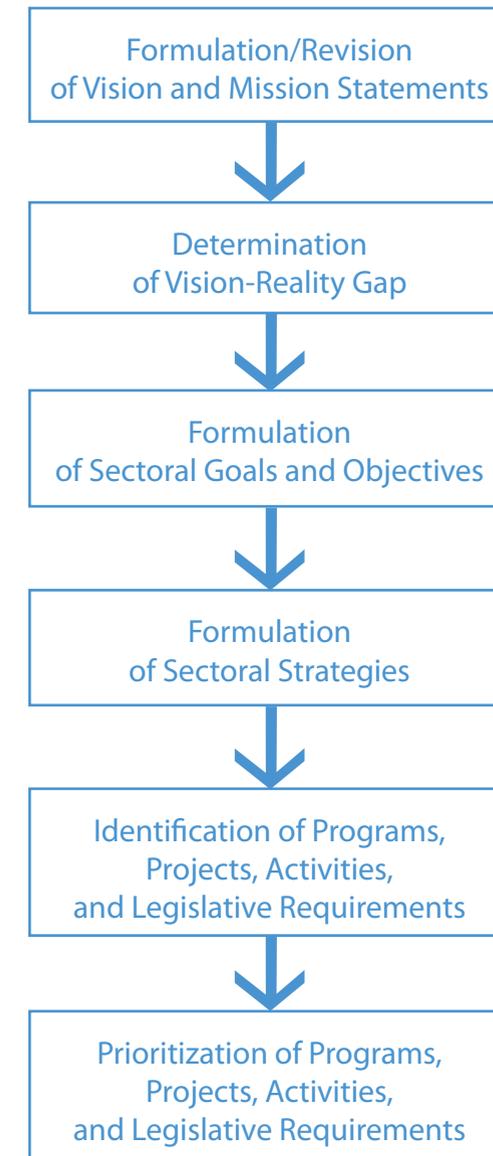
In other words, it means that:

- 1. Human security is mainstreamed as a key local governance concern in LGU’s development plans. Concretely:
 - Human security is a primary component of the LGU’s vision and mission in the LGU’s CDP;
 - In the LGU’s information database, data on concrete human security, peace, humanitarian and vulnerability to armed conflict indicators are being gathered and monitored over time;
 - Identified human security gaps in the vision-reality gaps are addressed in the CDP and the ELA through the formulation of relevant and responsive peace-promoting and conflict-sensitive strategies, programs, projects, and local policies; and
 - In the LDIP, programs and projects that contribute to human security and are conflict-sensitive are matched with available resources.
- 2. Conflict sensitivity tools, specifically tools in Conflict Analysis (CA) and the Peace and Conflict Impact Analysis (PCIA) are integrated in relevant steps of the CDP and ELA-planning processes.
- 3. The planning process not only makes possible the systematic inclusion of human security goals,

indicators, strategies and programs in the LGU’s plan as well as the adoption of conflict analysis and PCIA tools in local development planning. It also enhances the LGU’s understanding and appreciation of:

- the requirements of human security;
- the importance of using conflict analysis and PCIA in local planning and program-project formulation; and
- the key role that they need to play in promoting peace and contributing to human security in their respective municipalities.

Figure 3.1. Simplified CDP and ELA Process



(Source, LGSP CDP and ELA Planning Manual)



Note that the proposed Peace-LDP framework is anchored on the LGU Rationalized Planning System (RPS) (Figure 3.2) developed by DILG and other Oversight Agencies for Planning (NEDA, DBM and DOF) for implementation after the 2007 local elections.

The Rationalized Planning System (RPS) recommends five major steps to local planning:



Figure 3.2. Major Steps to Local Planning under the Rationalized Planning System

Source: Serote, E. (2005) Rationalized Planning System in the Philippines

Peace LDP adopts DILG's rationalized planning steps, while incorporating human security indicators and other conflict indicators like the vulnerability to armed conflict indices in Steps 1 and 4; and pushing for the conduct of conflict analysis in Steps 2 and 3 (See Figure 3.1).

Figures 3.3 and 3.4 show this in graphic form. A step-by-step guide is presented in a later section.

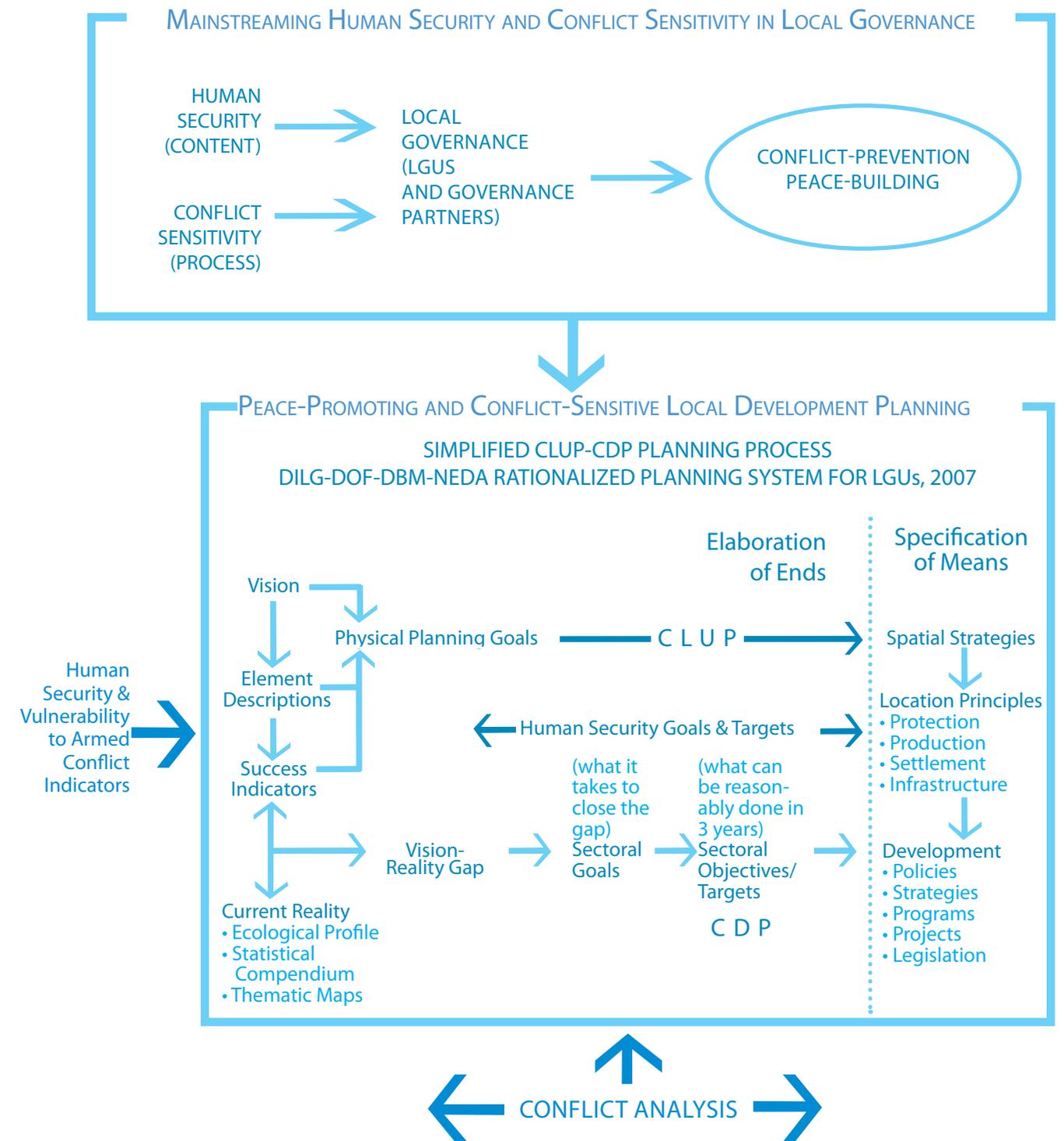


Figure 3.3. Conflict-Sensitive and Peace-Promoting Local Development Planning



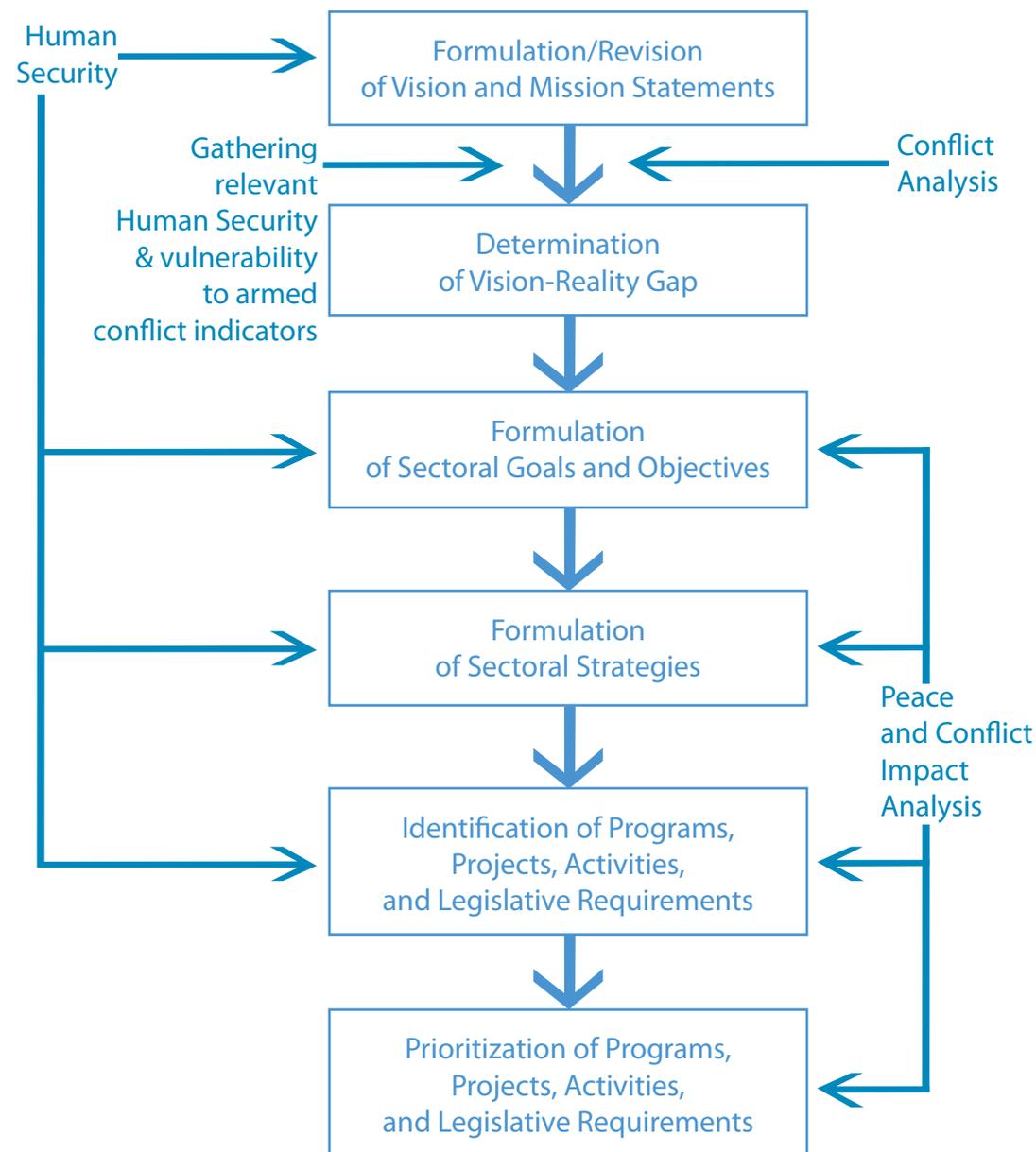


Figure 3.4. Conflict-Sensitive and Peace-Promoting CDP and ELA Process

B. CAN PEACE-LDP BE WOVEN INTO EXISTING PLANNING PROCESSES SO THAT IT DOES NOT BECOME AN ADDITIONAL BURDEN TO LGUs?

In the decade following the enactment of the Code in 1991, various initiatives have been undertaken to enhance local planning processes towards making it more responsive and relevant to the range of issues and realities that LGUs face. Initiated by different government agencies, civil society groups and donor institutions over the years, the enhancement of local planning processes took the following forms:

- Standardization of planning practices across LGUs through capacity-building, legislation and the manualization of guidelines;
- Mandating more detailed sector-specific or issue-specific planning for particular issues like disaster management or poverty reduction;
- Mainstreaming important cross-cutting themes like gender or emerging development paradigms in local government planning content and process; and
- Increasing advocacy to ensure that LGC-mandated participatory and consultative mechanisms and other LGC provisions are in place and are being maximized by LGUs.

These initiatives have resulted in the improved capacities of many local government planning functionaries around the country. It also enabled the enhancement of mechanisms for participatory planning in many parts of the Philippines. At the same time, it brought about a proliferation of local plans which local government units have been required to comply with. By 2006, LGUs were being asked to produce more than 20 plans for submission to different national government agencies.

1. The Rationalized Planning System (RPS)—An Attempt to systematize local planning

In 2005, the Department of the Interior and Local Government (DILG) initiated a move to rationalize local planning “to put order to the chaos” that characterized local planning in the Philippines (Serote, 2005). While the RPS was initiated by DILG, it soon became an inter-agency initiative in 2006 when DBM, DOF, DILG and NEDA acting as oversight agencies on planning agreed to come up with a Joint Memorandum Circular (JMC). The JMC provided guidelines for “Harmonizing Multi-Sectoral Local Planning, Investment Programming, Budgeting and Expenditure Management” which aimed to address the following gaps in local development planning:

- Multiplicity of plans and disjointed state in local planning (the need for NGA interface in local planning);
- Unclear links between planning and budgeting (the need for provincial/city/ municipal complementation through the SLPBC); and
- Unsustained implementation of programs and projects.
- Unsustained implementation of programs and projects

Towards this end, the RPS called for the streamlining of all local planning efforts into the two major planning processes mandated by the Code, namely the:

- Comprehensive Land Use Planning (CLUP) and
- Comprehensive Local Development Planning (CLDP)



The RPS also called for the incorporation of the following specific sector plans, mostly national government agency (NGA) requirements into either the CLUP or the CDP (See Table 3.1).

TABLE 3.1. INTEGRATION OF NGA REQUIREMENTS INTO MANDATED LOCAL PLANS

CLUP to include	CDP to include
<ul style="list-style-type: none"> • Agriculture and Fisheries Management Plan including the Strategic Agriculture and Fisheries Development Zone (SAFDZ) • Forest Management Plan or Forest Land Use Plan • Sustainable Integrated Area Development Plan or Local Agenda 21 • Watershed Management Plan • Ancestral Domain Sustainable • Development and Protection Plan • Protected Area Management Plan • Coastal Resources Management Plan • Coconut Zone Development Plan 	<ul style="list-style-type: none"> • Local Poverty Reduction Action Plan • Gender and Development Plan • Integrated Area Community Peace and Order, and Public Safety Plan • Action Plan for the Council for the Protection of Children • Plan for the Elderly • Plan for Health and Family Planning • Nutrition Action Plan • Local Shelter Plan • Annual Culture and Arts Plan • Local Tourism Development Plan • Food Security Plan • Local Entrepreneurship Development Plan • Integrated Communication Technology Plan • Solid Waste Management Plan • Disaster Management Plan

The RPS called LGUs to use existing planning structures rather than create new ones. At the same time, it pushed for the integration of planning bodies already created by national laws and administrative issuances into sectoral or inter-sectoral planning committees. For example, it recommended that the Local Poverty Reduction Action Team (LPRAT) become part of the Social Sectoral Committee; the Solid Waste Management Committee become part of the Environment Sectoral Committee.

These are just some of the provisions of the Rationalized Planning System. Readers should refer to actual DILG document to get a full appreciation of the new planning system (Please refer to Serote, E. (2005) Rationalized Planning System in the Philippines. DILG-BLGP).

2. Not Reinventing the Wheel - Integrating the Concerns of Peace-Promoting and Conflict-Sensitive planning in RPS

Recognizing the significance, rationale and value of systematizing current local planning practices, OPAPP has decided to anchor Peace-LDP on the DILG's RPS for LGUs. This is also in keeping with OPAPP's objective of institutionalizing peace-building and conflict prevention mechanism in local governance. At the same time, following the call of LGUs and other agencies for rationalized planning system, OPAPP does not want to reinvent the wheel by proposing a separate planning process that will run counter to the current rationalizing effort. As such, the steps, processes and tools endorsed by RPS were considered in the development of this Peace-LDP.

However, OPAPP also recognizes that since RPS is a new system, it may take time before it is fully installed at the local level. To address the possible gaps in the installation of RPS, OPAPP decided to develop a stand-alone guidebook that can be adopted for use by conflict-affected LGUs. To enable smooth integration in the future, the guidebook is anchored on the recommended planning process of the RPS.

C. WHAT NEW ELEMENTS DOES PEACE-LDP INTRODUCES TO LOCAL DEVELOPMENT PLANNING PROCESSES?

As mentioned earlier, Peace-LDP introduces two (2) new key elements to Comprehensive Development Planning (CPD) and Comprehensive Land Use Planning (CLUP) or to the Rationalized Planning System (RPS), namely:

- In terms of Process: Use of Conflict Analysis and Peace-Conflict Impact Analysis Tools
- In terms of Content: Selected peace and conflict-sensitive indicators (selected human security and vulnerability to armed conflict indicators)

1. Process: Conflict Analysis and PCIA

1.1 Adoption of Conflict Analysis in Local Planning

As discussed in Chapter 2, the Resource Pack on Conflict Sensitive Approaches (2004) defines conflict sensitivity as the ability of an organization to:

- understand the context in which they operate;
- understand the interaction between their intervention and the context; and
- act upon the understanding of this interaction, in order to avoid negative impacts and maximize positive impacts.

Based on related literature, conflict sensitivity primarily entails undertaking conflict analysis. As such, conflict-sensitive local development planning has to incorporate conflict analysis, which is the systematic study of the profile, causes, actors, and dynamics of conflict in its processes.

Existing practices in assessing local realities for local government planning in the Philippines have largely been "conflict-blind," especially in areas not affected by armed conflict. Available poverty and governance assessments which are the basis for local planning have been criticized as being static and limited in terms of capturing interaction, dynamics and stakeholders which are important elements in the study of conflict. Therefore, there is a need to incorporate conflict analysis in existing assessment of LGU realities and in identifying gaps to be addressed by Peace-LDP.

More than 10 tools on conflict analysis (see chapter 2) have been developed over time by different international agencies as a way of ensuring that their development interventions do not intensify or bring about conflict. None of these tools, however, were written for local development planning or in the context of the realities that local government units face. Available tools do not quite address the conflict analysis requirements of local development planning. Thus, one of the outputs of the IPBLGP Project is the development of customized conflict analysis tools for the purpose of local development planning.

As a starting point to customizing conflict analysis tools for LGUs, a review of available conflict analysis (CA) frameworks and tools was undertaken. Common elements were identified across CA tools and frameworks. Figure 3.2 captures some of the key elements and key tools



of conflict analysis. Also considered in our review was Figure 3.3, which shows a cyclical approach to conflict analysis as proposed by Africa Peace Forum and its international partners in 2004.

Available frameworks and tools were then assessed in relation to how applicable they can be for local development planning. Some CA frameworks and tools appeared too complicated. Others were very program-specific while many did not lend themselves for easy use by LGUs. This kind of review became the basis for developing a conflict analysis tool customized to the needs of LGUs for local development planning. Based on this initial work, it was determined that conflict analysis in local development planning entails:

- identification of conflict issues in the community and examining the profile, causes, actors and dynamics related to the conflict, and incorporating the results of this analysis in the LGUs' assessment of reality;
- examination of existing LGU data with a conflict-sensitive perspective;
- identification of gaps that need to be addressed by local governance stakeholders, particularly in relation to contributing to peace, preventing violent conflict or reducing structural violence; and
- development of conflict-sensitive programs and strategies in the delivery of its services.

1.2 PCIA

While PCIA focuses on peace and conflict "impacts", it can help raise important questions during the pre-project design phase that can be used by LGUs to guide their identification of conflict-sensitive and peace-promoting programs and projects.

Pre-project design phase can be used by LGUs to guide their identification of conflict-sensitive and peace-promoting programs and projects. The following are relevant questions to ask:

- Location: What are the possible impacts of the location of the proposed projects?
- Timing: How might the timing of the proposed project affect its chances of success?
- Political Factors: How might the changing political context affect the proposed projects?
- Militarized Violence and Human Security
 - What is the possible impact of militarized conflict on the proposed program/project?
 - What socio-economic actors might affect the proposed program?
 - Is the project appropriate in terms of structure, objectives, process and etc.?
 - Are there other factors that might affect the program/project (e.g., national disaster, environment fragility)?

CONFLICT ANALYSIS FOR PROJECT PLANNING AND IMPLEMENTATION (GTZ MODEL)

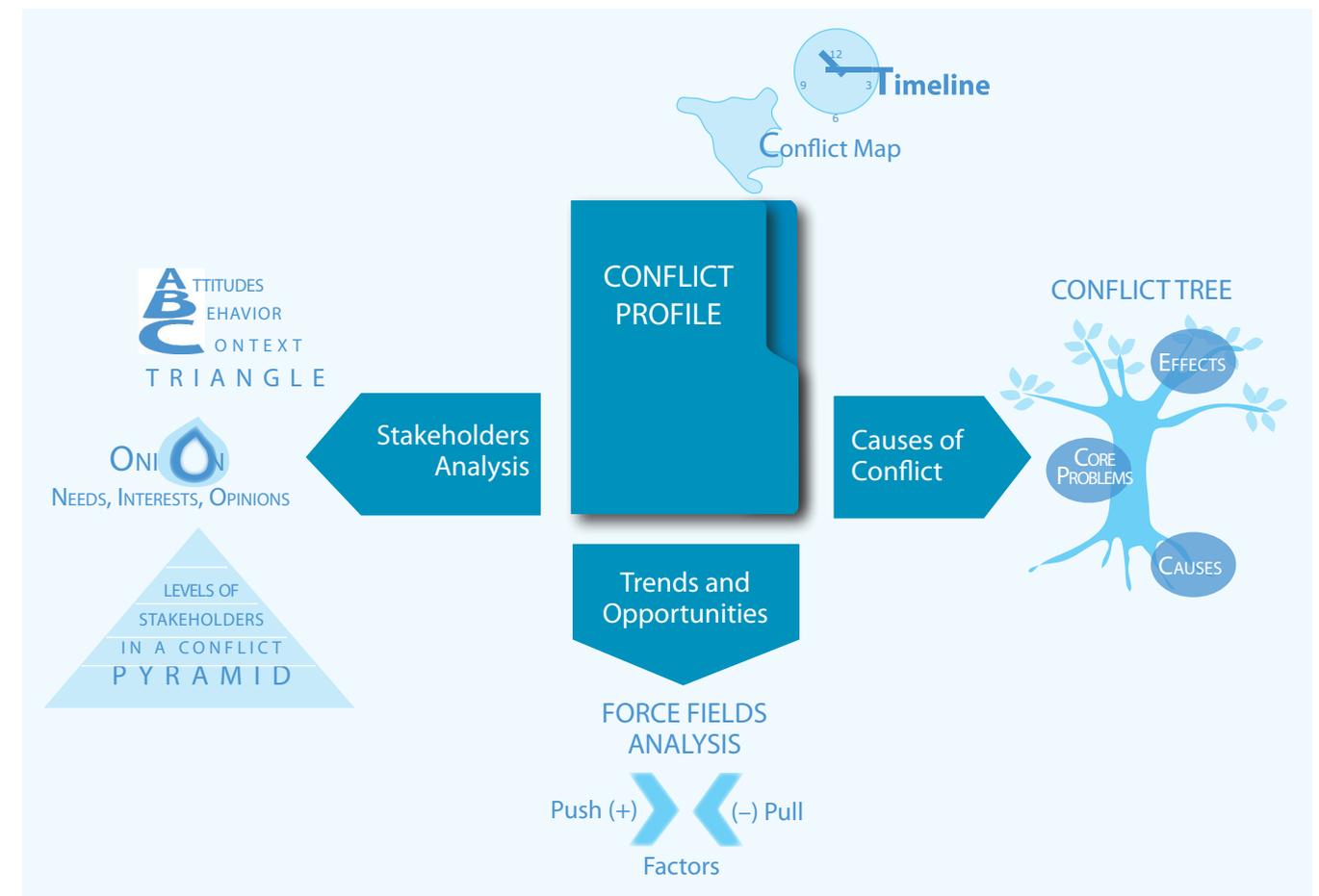


Figure 3.5. Key Elements in Conflict Analysis Juxtaposed with Dgtools

PCIA questions in relation to the different impact areas:

Conflict Management Capacities:

- Will the programs and projects provide opportunities for individuals/groups to get involved in responding to peace-building efforts?

Militarization/armed & Human Security:

- Will the programs and projects affect the people's sense of security positively or negatively? How?
- Will the programs and projects affect the military/paramilitary/criminal environment directly/indirectly, positively/negatively? How?
- Will there be real improvements in the political, economic, physical, food security among men and women?
- How can benefits be more broadly or fairly distributed?



Political Structure & Processes

- Will the programs and projects help or hinder the strengthening of the relationship among stakeholders in the municipality? How?
- Will the programs and projects have positive or negative impact on the political structures and processes?
- What will be the impact of the programs and projects on the human rights conditions within the municipality?

Economic Structure & Processes

- Will the programs and projects contribute to or distract from efforts to reconstruct damaged economic and social infrastructure?

2. Content -- Inclusion of Selected Human Security Indicators and Vulnerability to Armed Conflict Indices

Considering the importance of mainstreaming human security in local governance, Peace-LDP also requires the inclusion of relevant human security and conflict-sensitive indicators that can serve either as:

- success or target indicators related to LGU goals in peace-building and conflict prevention (usually in the form of measurable targets like “human rights violations by the military decreased by half...”); or
- monitoring indicators, usually in the form of data that need to be collected regularly and compared across time (e.g., proportion of population that exercise their right to vote).

A review of related literature was undertaken to facilitate the selection of conflict indicators for inclusion in Peace-LDP. Existing local government indicators were also taken into consideration.

Based on these, two sets of indicators are being recommended for inclusion in Peace-LDP, namely:

- Selected human security indicators (to be identified by the LGU); and
- Vulnerability to armed conflict indices.

2.1. Selecting Human Security Indicators for Inclusion

The human security framework was studied at length as a first step to identifying peace-promoting indicators that can be included in a Peace-LDP. After validating the conceptual soundness of adopting existing LGU indicators as proxy indicators for some human security elements, existing local development indicators currently being used and gathered by LGUs through efforts like IRAP or CLPIMs were juxtaposed with the seven (7) human security elements (see Table 3.2). This was undertaken to ascertain if existing LGU data were sufficient in capturing LGUs’ human security concerns.

TABLE 3.2. HUMAN SECURITY ELEMENTS VIS-À-VIS EXISTING LOCAL GOVERNMENT MONITORING

INDICATORS						
Human Security Dimensions (7)	Basic Needs	MBN CBPIS	CBPIMS	IRAP	MIMAP	CLPIMS
A. SURVIVAL						
#2 Food Security	1. Food and Nutrition	4 indicators	4 indicators	None	1 indicator	2 indicators
#3 Health Security	2. Health	6 indicators	7 indicators	9 indicators	2 indicators	2 indicators
#3 Health Security & #4 Environmental Security &	3. Water and Sanitation	2 indicators				
B. SECURITY						
#1 Economic Security	4. Shelter	2 indicators	2 indicators	None	1 indicator	2 indicators
#5 Personal Security & #4 Environmental Security*	5. Peace and Order - Crimes against person or property - Natural disasters - Armed conflict	4 indicators	4 indicators	None	2 indicators	1 indicator
C. ENABLING						
#1 Economic Security	6. Income and Livelihood	3 indicators	3 indicators	10 indicators	3 indicators	3 indicators
#1 Economic Security	7. Basic Education and Literacy	4 indicators	4 indicators	10 indicators	3 indicators	2 indicators
#6 Community Security	8. Religious or ethnic conflicts	None	None	None	None	None
#7 Political Security	9. Human rights violations	None	None	None	None	None
TOTAL		25 indicators	26 Indicators	31 indicators	14 indicators	14 indicators

* Note: It was observed that some indicators captured two human security elements.

This methodology showed that there were a number of human security elements that could not be matched with available LGU indicators. These human security elements include:

- Community/Ethnic Security: Social climate where minority populations feel secure in expressing their cultural identity; and
- Political Security: Assured basic human rights



There are also gaps in economic security and personal security as existing indicators do not fully capture the definition of these HS elements in their entirety. Based on this initial analysis, the inclusion of indicators for community, political, other forms of economic and personal security is being recommended.

As an initial effort or as an example of possible indicators that can be included in Peace-LDP, a few indicators comparable to existing CLPIMs indicators were developed for selected human security elements (see Table 3.3).

TABLE 3.3: EXAMPLE OF INDICATORS FOR MISSING HS ELEMENTS

Dimensions of Human Security	Indicator
Lack of economic security	Poverty Indicator 12. Proportion of persons aged 15 years old and above who are actively seeking work but are not working
	Poverty Indicator 13. Proportion of 6-12 years old children who are not in elementary school
	Poverty Indicator 14. Proportion of 13-16 years old children who are not in secondary school
	Poverty Indicator 9. Proportion of households with income less than the poverty threshold
	Poverty Indicator 10. Proportion of households with income less than the food threshold
Lack of health and food security	Poverty Indicator 11. Proportion of households (collectively) who eat less than three full meals a day
	Poverty Indicator 3. Proportion of children 0-5 years old who are moderately and severely malnourished to the number of children 0-5 years old
Lack of health security	Poverty Indicator 1. Proportion of children 0-5 who died to the number of children aged 0-5 years old
	Poverty Indicator 2. Proportion of women who died due to pregnancy related causes Lack of health and environmental security
Lack of health and environmental security	Poverty Indicator 4. Proportion of households without access to safe water
	Poverty Indicator 5. Proportion of households without access to sanitary toilet facilities
Lack of environmental and economic security	Poverty Indicator 6. Proportion of households living in makeshift house
	Poverty Indicator 7. Proportion of households who occupy lots without the consent of the owners
	Proportion of households with properties destroyed by natural disasters; Proportion of lives lost during the disaster
Lack of personal/physical security	Poverty Indicator 8. Proportion of households with members victimized by crime
	Proportion of households with members victimized by domestic violence
	Proportion of households displaced by armed conflict

Dimensions of Human Security	Indicator
Lack of Community/ethnic and cultural security	Proportion of households who feel discriminated upon by the community
Lack Political security	Proportion of registered voters who do not vote
	Proportion of households that believe that they have not been able to access basic services from government in the last five years
	Proportion of households that feel powerless to change their situation

Legend: Highlighted items are possible indicators for missing elements

The above table is only an example of possible indicators that LGUs can take on. In recognition of the importance of context in conflict analysis, the choice of the most appropriate indicators for identified elements will depend on the nature of conflict that LGUs face. One of the tools in Peace-LDP presents few steps on how LGUs can go about identifying HS indicators they would monitor in relation to their peace-building and conflict prevention goals.

2.2. Vulnerability to Armed Conflict Indicators

On the other hand, while LGUs need to identify the most relevant human indicators that they would like to include in their assessment of local realities, the gathering of data for “vulnerability to armed conflict indices” (PHDR, 2005) should be mandatory for conflict-affected LGUs.

In its comprehensive study of ideology-based armed conflicts or IBACs, PHDR (2005) found a few variables or indicators that significantly affected the incidence of conflict. Called “vulnerability to armed conflict indices,” these variables include:

- Disparity in access to convenient water source;
- Access to electricity;
- Minoritization;
- Adult illiteracy rate; and
- Per capita income of the 3rd Quintile.

According to the Philippine Human Development Report (2005), the above are indicators of following key factors that lead to frustration and conflict:

- Disparity to Access of Basic Services;
- Minoritization;
- Barriers to information or factors that increase the cost of verifying the truth; and
- Factors that affect expected costs and benefits of supporting armed struggle.

In a roundtable discussion with peace experts for the IPBLGP, differential treatment was also cited as a key factor contributing to frustration and conflict.



Given that these indicators have been proven to have direct effect on conflict, Peace-LDP recommends the inclusion of a system for tracking these variables at the local level. The PHDR points us to concrete ways of measuring these indicators. A customized version for LGUs is discussed under the Tools section.

2.3. Beyond Household Level Indicators

The search for appropriate conflict-sensitive indicators also point to the need to move beyond the use of household-level indicators. Household level indicators may be insufficient in capturing peace objectives which go beyond household-level concerns. This was pointed out during the IPBLGP roundtable discussion with peace experts. However, most of the existing LGU indicators today, as documented in CLPIMs, IRAP, etc, are household-level indicators. Given such, Peace-LDP also recommends the identification of macro-level indicators that are accessible to LGUs. This, however, requires further study and may be considered in the future.

2.4. Considering the inclusion of other peace indicators that are available in literature: Global peace indicators, Humanitarian protection Indicators, and Security reform indicators

Several recent studies propose other peace and security indicators that LGUs may decide to monitor in relation to their local vision, including:

- Global peace indicators;
- Humanitarian protection indicators; and
- Security Reform Index (Initiative of ISDS).

D. WHO SHOULD BE INVOLVED IN PEACE-PROMOTING AND CONFLICT-SENSITIVE LOCAL DEVELOPMENT PLANNING?

1. Is peace-promoting conflict-sensitive local development planning meant only for conflict-affected LGUs?

This guidebook is being developed for conflict-affected LGUs as primary users. This is in recognition of the unique planning and programming needs of conflict-affected LGUs for appropriate tools in peace-building and conflict prevention. However, non-conflict-affected LGUs can also benefit from mainstreaming conflict analysis and human security in its planning processes, especially in relation to eliminating structural violence or promoting social justice and equity. In this case, the steps and tools offered in this guidebook can be used by all LGUs, but it should be mandatory for all conflict-affected LGUs.

2. Who in the LGU should be involved in peace-promoting and conflict-sensitive local development planning?

Having anchored it on the rationalized planning system (RPS), Peace-LDP adopts the planning structure endorsed by RPS which includes the following:

TABLE 3.4. RPS RECOMMENDED PLANNING STRUCTURE

Political	Technical
<ul style="list-style-type: none"> • Local Sanggunian • Local Development Council • Congressman’s Representative • Civil Society Organizations 	<ul style="list-style-type: none"> • Local Planning and Development Office • LGU Department Heads • Local Special Bodies • LDC Sectoral/Functional Committees • NGA Office Chiefs in the locality • Private Sector Representatives

Source: Serote, E. (2005). Rationalized Planning System in the Philippines

Following the LGC, the RPS planning structure is a combination of political and the technical people from the LGU, private sector and civil society groups. The RPS emphasizes the importance of having “political support to an otherwise isolated technical exercise.” Sanggunian members are also enjoined to “banish their erroneous notion that planning is an executive function.” At the same time, the RPS also pushes for sectoral committee planning meetings with the following composition.

TABLE 3.5. RPS SECTORAL PLANNING COMMITTEE COMPOSITION

Sectoral Committee	Core Technical Working Group (MUST BE THERE)	Expanded Technical Working Group (NICE TO HAVE AROUND)	Full-Blown Sectoral Committee (THE MORE THE MERRIER)
1. SOCIAL DEVELOPMENT	MPDO Staff SWDO MHO POSO LDC Rep (brgy) LDC Rep (CSO) District Supervisor PTA Federation Sanggunian Rep	Police Chief Fire Marshall Local Civil Registrar Population Officer PCUP Nutrition Officer Housing Board Rep NSO Manager GSIS/SSS	Sports Organizations Religious Leaders Labor Groups Senior Citizens Media Reps YMCA/YWCA Inner Wheel Club School Principals Charitable Organizations
2. ECONOMIC DEVELOPMENT	PESO Agriculturist Tourism Officer Cooperatives Development Officer MPDO Staff LDC Rep (brgy) LDC Rep (CSO) Sanggunian Rep	DTI Representative Chambers of Commerce and Industry Trade Unions Bank Managers Market Vendors Sidewalk Vendors Cooperatives Transport Organizations	Lions Club Jaycees Rotary Club Academe Other interested groups and individuals



Sectoral Committee	Core Technical Working Group (Must BE THERE)	Expanded Technical Working Group (NICE TO HAVE AROUND)	Full-Blown Sectoral Committee (THE MORE THE MERRIER)
3. PHYSICAL/LAND USE DEVELOPMENT	Municipal Engineer Zoning Officer MPDO Staff LDC Rep (brgy) LDC Rep (CSO) Sanggunian Rep Municipal Architect	Electric Coop Rep Water District Rep Real Estate Developers Professional organizations Telecommunications companies Academe	Other interested groups and individuals
4. ENVIRONMENTAL MANAGEMENT	MPDO Staff LDC Rep (brgy) LDC Rep (CSO) General Services Head LG-ENRO Sanggunian Rep	Sanitary Inspector CENRO PENRO FARMC Reps BFAR Rep Heads of private hospitals Academe	Environmental Advocates Other interested groups and individuals
5. INSTITUTIONAL DEVELOPMENT	MPDO Staff LDC Rep (brgy) LDC Rep (CSO) LGOO Local Administrator Sanggunian Rep	Human Resource Development Officer (HRDO) Treasurer Budget Officer Assessor Academe	Religious groups Good Governance advocates Other interested groups and individuals
CORE TECHNICAL WORKING GROUP – composed of Local Government officials and functionaries whose tasks and responsibilities address the concerns of the particular sector directly or indirectly.			
"NICE TO HAVE AROUND" – other LGU officials, national government agencies operating in the locality, and important non-government organizations with functions and advocacies touching on the concerns of the particular sector. When added to the core TWG the resulting body becomes the Expanded TWG.			
"THE MORE THE MERRIER" – other groups and individuals, mainly from non-government sectors, who have a stake in local development in whatever capacity, enrich and enliven the full-blown committee's deliberations with their varied views, agendas, and advocacies.			

Source: Rationalized Planning System in the Philippines, 2005

Peace-LDP recommends the use of the RPS structure, including the sectoral committees, because HS and conflict analysis should be a cross-cutting theme in all sector plans. At the same time, Peace-LDP also calls for the active involvement of the police or the military in the planning process.

E. WHAT ARE THE BENEFITS OF UNDERTAKING PEACE-PROMOTING AND CONFLICT-SENSITIVE LOCAL DEVELOPMENT PLANNING?

Following the benefits of mainstreaming HS and CA presented in Chapter 2, the benefits of conducting Peace-LDP include:

1. Institutionalization of LGU's role in peace-building and conflict prevention
Adopting Peace-LDP will ensure that the LGU's role in peace-building and conflict prevention are institutionalized in local government processes. By institutionalizing Peace-LDP, LGUs' peace-building role is assured in the long term.
2. Broader, more strategic and more holistic approach to security
Utilizing a peace/human security and development framework in development planning ensures a broader and more holistic approach to addressing the security and development problems affecting a community. It also increases the probability that HS concerns will be addressed more satisfactorily in the long-term.
3. Formulation of Relevant and Responsive Conflict-Sensitive and Peace-Promoting Programs
By anchoring it on a clear conflict analysis and a realistic assessment of the level of human insecurity at the local level, LGUs can be assured that they have a strong basis for formulating relevant and responsive conflict-sensitive LGU programs.
4. Contribute to a Culture of Peace at the Local Level
Since Peace-LDP offers a framework that is both expansive and integrative, local legislators, executive officials and LGU functionaries can gain a broader understanding of peace and conflict. Consequently, this would help them become more responsive to conflict-related concerns and problems in their communities. The conduct of Peace-LDP can thus contribute to building a culture of peace in the local government unit.
5. Set of Tools and Indicators for Monitoring Progress in Peace-building and Conflict Prevention
For both non-government and the LGU sector, Peace-LDP also offers a set of tools and indicators that can be used to monitor effectiveness of the LGU's peace-building and conflict prevention initiatives.



STEP-BY-STEP GUIDE TO PEACE-PROMOTING AND CONFLICT-SENSITIVE LOCAL DEVELOPMENT PLANNING

As presented earlier (Figure 3.1), undertaking Peace-LDP is adopting the RPS steps and incorporating HS and CA. This section provides a step-by-step guide.

Below is a snapshot of the key steps that need to be taken (Figure 3.6).

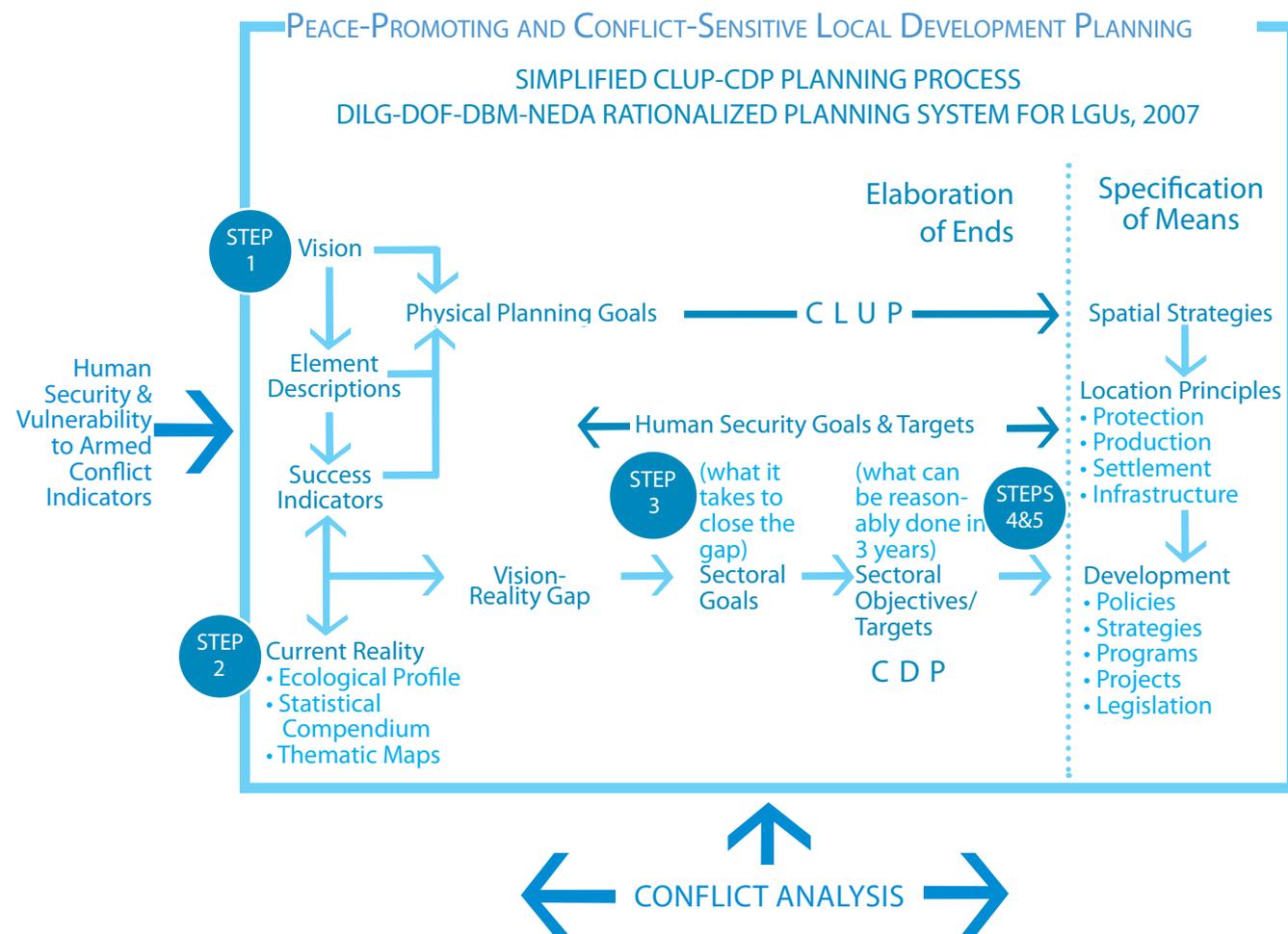


Figure 3.6. Conflict-Sensitive and Peace-Promoting Local Development Planning

Table 3.6 Outlines the key steps required in incorporating HS and CA.

TABLE 3.6. RECOMMENDED PEACE-PROMOTING AND CONFLICT-SENSITIVE PLANNING STEPS:
INTEGRATING HUMAN SECURITY AND CONFLICT ANALYSIS IN THE RPS SYSTEM

Steps	Rationalized Planning System (RPS, Serote) Recommended Steps	Additional Elements for RPS to be Peace-Promoting and Conflict-Sensitive
Step 1	Formulate/Review LGU Goals and Visions, and translate goals and visions to measurable success indicators.	Include the identification of peace-promoting and conflict-sensitive goals, translating these to measurable success indicators by using HS indicators as well as other relevant peace indicators <ul style="list-style-type: none"> • Peace-promoting and conflict-sensitive goals and measurable success indicators • Tool 1. Visioning tool
Step 2	Build and Maintain an Information-Base for Planning by collecting data on key local development indicators using tools like ecological profile and statistical compendium.	Identify relevant HS indicators and gather Human Security relevant indicators, as well as vulnerability to conflict indicators <ul style="list-style-type: none"> • Tool 2. Identification of the Most Appropriate Human Security Indicators for Inclusion by the LGU in its Local Development Indicators List • Tool 3. Gathering data on Vulnerability to Armed Conflict Indicators at the Local Level
Step 3	Identify key gaps between VISION and LOCAL REALITIES based on data and success indicators and identify sectoral development issues and concerns that need to be addressed using tools like the decision zones and problem-solution matrix. Conduct detailed or further investigation of issue or concern.	Conduct conflict analysis on existing LGU data and other newly gathered conflict-sensitive and HS data as an additional tool to identifying gaps and concerns. <ul style="list-style-type: none"> • Identifying Key Conflict Issues in the Community • Tool 4. Conflict analysis of existing LGU data in order to surface extent of inequity, disempowerment, human rights violations, marginalization, lack of access to information if data and other critical triggers to violent conflict
Step 4	4.1 Develop sectoral development objectives and targets 4.2 Identify sectoral strategies, policies and programs	Include conflict-sensitive and peace-promoting development objectives and targets, strategies, policies, and programs across the different sectors, using PCIA questions to guide the identification of strategies and policies (Tool #5)



Steps	Rationalized Planning System (RPS, Serote) Recommended Steps	Additional Elements for RPS to be Peace-Promoting and Conflict-Sensitive
Step 5	<p>5. Formulate the ELA</p> <p>5.1 Develop project ideas and project briefs. Project ideas are then translated into project briefs of not more than one page, containing among others, details that briefly describe the project such as:</p> <ul style="list-style-type: none"> • the name and type of project (generally, “soft” or “hard”) • activity components • the proponent or originator of the project idea • the justification for the project (derived from the CLUP or CDP) • the intended beneficiaries (population sectors or geographical areas) • estimated cost or resource inputs (broken down by activity component) • target outputs or success indicators • expected private sector response to this particular public investment <p>5.2 Formulate the appropriate legislation to ensure resources and mandate</p>	<p>Ensure conflict-sensitive policies, programs, and projects; and incorporating HS goals, targets and objectives in programs using PCIA questions to guide the identification of strategies and policies (Tool #5)</p> <ul style="list-style-type: none"> • Develop conflict-sensitive and peace-promoting development objectives and targets, strategies across the different sectors • Ensure the identification of conflict-sensitive programs, projects, and strategies

To facilitate the process, concrete tools will be recommended for use by LGUs and planning partners, as will be discussed in the next section.

TOOLS FOR PEACE-PROMOTING AND CONFLICT-SENSITIVE LOCAL DEVELOPMENT PLANNING

In this section, we outline, albeit rather roughly some of the tools that can be incorporated in the rationalized planning system to make process peace-promoting and conflict-sensitive. These tools provide a systematic way of incorporating CA and HS elements in the local planning process.

In this guidebook, five (5) tools are outlined, namely:

- A. Visioning Tool (Tool #1)
- B. Tool to Help in the Identification of the Most Appropriate Human Security Indicators for Inclusion by the LGU in its Local Development Indicators List (Tool #2)

- C. Tools for Gathering data on Vulnerability to Armed Conflict Indicators at the Local Level (Tool #3)
- D. Conflict Analysis Tool for Identifying Key Conflict Issues in the Community (Tool #4)
- E. Peace and Conflict Impact Analysis Tool or Questions (Tool #5)

Other tools could be developed in the future, including:

- Tool to identify peace-promoting and conflict-sensitive goals and measurable success indicators (Tool #1);
- Conflict analysis tool for examining existing LGU data in order to surface extent of inequity, disempowerment, human rights violations, marginalization, lack of access to information and other critical triggers to violent conflict (Tool #3.2);
- Tool to develop conflict-sensitive and peace-promoting development objectives and targets, and strategies across the different sectors (Tool #4.1); and
- Tool to ensure the identification of conflict-sensitive programs, projects, and strategies (Tool #4.2)

TOOL #1

VISIONING TOOL : CONFLICT-SENSITIVE AND PEACE-PROMOTING VISION AND MISSION STATEMENTS IN LOCAL PLANS

On top of the many possible aspirations that an LGU may have for their town or city, a peace-promoting and conflict-sensitive vision would show an LGU’s aspirations for genuine peace and human security, including the eradication of various forms of structural violence and cycles of violence in people’s lives. On the other hand, a conflict-sensitive and peace-promoting mission would outline an LGU’s concrete role in forging peace and human security, reducing structural violence and ensuring that its strategies and programs do not become sources of conflict in their respective localities.

As such, for LGUs to adopt peace-promoting vision and mission statements, there is a need to increase LGUs’ appreciation and understanding of the negative impact of violent conflict and structural violence and the key role that they need to play in forging peace and human security in their localities. This can be done by increasing LGUs’ awareness of peace issues in their area and conducting peace appreciation workshop prior to the orientation workshop. Increasing LGUs’ understanding of human security and its operationalization in local governance during the planning orientation workshop will also be helpful.

The purpose of this workshop is for the LGU to come up with a vision statement that is conflict-sensitive and peace-promoting with the participation of major stakeholders.



STEP-BY-STEP GUIDE TO A VISIONING WORKSHOP

- STEP 1** Discuss with participants the role of LGUs in peace-building and conflict prevention and the requirements of mainstreaming human security in local governance (Use OPAPP-PIDO-STRIDES Guidebook entitled “Conflict-Sensitive and Peace-Promoting Local Development Planning as reference for inputs).
- STEP 2** Ask a trigger question. Examples are:
- Five or ten years from now, what would you like to hear people say about your LGU?
 - Today is year ____, your LGU is an awardee in a prestigious international local governance event. What is the award for?
- Questions are extremely useful in bringing out initial ideas from people.
- STEP 3** Divide the participants into groups (preferably five) to correspond to the key vision elements (or sectoral groupings) and give them time to individually reflect on the trigger question. Then ask the members of each group to share their images of the particular sector or element assigned with their group mates.
- STEP 4** Instruct the group to identify descriptors or adjectives, or words and phrases that signify the desired state for the sector or vision element assigned to the group. Further, ask them to more concretely describe the desired state of the assigned sector/vision element by enumerating as many success indicators.
- STEP 5** Ask each group to present their outputs of the desired future state (descriptors and success indicators) of the assigned sector/vision element to the plenary.
- STEP 6** Ask additional question during the plenary:
- Does the picture (LGU 5 or 10 years from now) you have painted so far show your aspirations for peace and human security in your municipality?
- Identify concrete descriptors and success indicators for your peace and human security aspirations.
- STEP 7** Ask the group to form a style committee/vision team among the participants to put the vision statement into its final form, utilizing the descriptors or adjectives supplied in the group brainstorming.
- Note: the success indicators are saved for use in the vision-reality-gap analysis which leads towards the preparation of the CDP.
- STEP 8** Ask the vision team to present the vision statement to the group for comment and validation. The vision team finalizes the vision statement taking into consideration the group’s comments and suggestions.

TOOL #2 TOOL TO HELP IN THE IDENTIFICATION OF THE MOST APPROPRIATE HUMAN SECURITY INDICATORS

1. Description of the tool
It was noted in earlier discussions that existing local development indicators of LGUs do not quite capture the following human security elements:
 - Community/Ethnic Security: Social climate where minority populations feel secure in expressing their cultural identity;
 - Political Security: Assured basic human rights;
 - Economic security; and
 - Personal securityThis tool recommends a number of steps that will help LGUs identify the most relevant Human Security indicators in their municipality or province, for inclusion in the RPS local development indicators that LGUs need to build a data base on.
2. How the tool was developed
The local development indicators list of the RPS (see Annex A) and other related LGU tools were studied vis-à-vis the human security framework. The review became the basis for identifying the set of steps proposed here.
3. Value of this tool
Ensure the inclusion of relevant and context-specific HS indicators in your database of local development indicators.
4. Recommended steps
 - 4.1. Review the local development indicators list of the Rationalized Planning System (see Annex A) and identify the data not currently being collected by the LGU.
 - 4.2. Zero in on social sector indicators and assess the quality of LGU data on indicators classified under level of wellbeing and social justice.
 - 4.3. If existing data under social sector is updated and generally reliable, proceed to identifying key conflict issues in your LGU (e.g., insurgency or land disputes).
Ensure that you have concrete evidence to support the identification of conflict.
(If existing data under social sector is of poor quality, ascertain how better data can be collected before proceeding to step 4.3 above).
 - 4.4. Once key conflict issues have been identified, conduct a conflict analysis on these key issues.
 - 4.5. Based on your conflict analysis, come up with two indicators that your LGU would like to monitor in relation to the issue.
 - 4.6. Review the human security framework and identify the most critical HS element that should be monitored given the conflict issue. Assess if the two indicators selected under step 4.5 mirror HS element. If it does not, revise set of indicators.



TOOL #3

TOOLS TO MEASURE VULNERABILITY TO ARMED CONFLICT INDICATORS AT THE LOCAL LEVEL

As discussed earlier, the PHDR (2005) has found that the following variables have significant impact on armed conflict. Because of the dearth of literature that provides such strong assertions of causal links between conflict and triggers, there is value in monitoring the following variables closely at local level. Steps for measuring variables are outlined below:

- Adult illiteracy rate
- Disparity in access to convenient water source
- Access to electricity
- Minoritization
- Per capita income of the 3rd Quintile

1. Adult Illiteracy Rate

1.1 Definition

Adult illiteracy rate is defined as the proportion of persons aged 15 years and above in a given population who are unable to engage in activities.

- where literacy is required for effective functioning of his or her group and community; and
- that will enable him or her to continue to use reading, writing, and calculation for his or her own and the community's development.

1.2 How the tool was developed

This tool was developed by reviewing existing literacy indicators, surveys on literacy rates, and reports and studies conducted on literacy measurement.

1.3 How to measure/obtain Adult Illiteracy Rate

- 1.3.1 Obtain latest LGU (municipality or province) data from the Functional Literacy, Education and Mass Media Survey (FLEMMS). The FLEMMS is a household survey conducted by the NSO.
- 1.3.2 In the absence of FLEMMS data or if the data is obsolete (more than 4 years old), consider:
 - Gathering data using the items on literacy included in the FLEMMS survey instrument; and/or
 - Using the "high school graduate ratio" as a proxy indicator. To do this, obtain data on the number of persons aged 18 years and above who graduated from high school and divide by the total number of persons aged 18 years and above who did not graduate from high school.

2. Disparity in access to a convenient water source

2.1 Definition

Access to a convenient water source refers to the availability of a clean water source within one (1) kilometer, or not more than 15-minutes walk from one's residence. Disparity in access to clean water means substantial differences in access rates between groups.

2.2 How the tool was developed

The Core Local Poverty Indicator Monitoring System (CLPIMS) and the Minimum Basic Needs (MBN) approach were used as references for this measure.

2.3 How to measure/obtain Disparity in Access to Clean Water

- 2.3.1 Get the MBN/LPRAP data on the number/proportion of households with access to clean water.
- 2.3.2 Compare data from across barangays to get the "disparity level". The greater the difference between barangays, the greater the disparity level.

3. Disparity in access to electricity

3.1 Definition

Access to electricity pertains to the number/proportion of barangays connected to a regular power source (e.g., electric cooperative). Disparity in access to electricity refers to the level of difference of number/proportion of barangay connection.

3.2 How the tool was developed

Existing information on the indicator was reviewed, based on the Barangay/Rural Electrification Program of the National Government (through the Department of Energy).

3.3 How to obtain/measure the Disparity in Access to Electricity

- 3.3.1 Obtain the data on the level of barangay electrification from the LGU Planning Office.
- 3.3.2 Compute the proportion of the number of barangays that are not electrified by counting the number of barangays without electricity and dividing this by the total number of barangays in a given LGU.
- 3.3.3 Compare the proportion of non-electrified barangays in one LGU to neighboring LGUs (and/or provincial level).
- 3.3.4 Ascertain the disparity level by determining the difference in proportion among the various LGUs in the province.



4. Minoritization

4.1 Definition

Minoritization refers to marked differences in treatment of minority population (e.g., ethnic or religious), as compared to the mainstream population. Minority communities feel disadvantaged by the dominant majority; usually being marginalized with limited access to social services and economic opportunities.

4.2 How the tool was developed

Studies on minoritization in relation to ancestral domain in Cordillera Administrative Region (CAR) and the discrimination of Muslim communities in Mindanao were used as the basis for this tool.

4.3 How to obtain/measure Level of Minoritization

4.3.1 Determine proportion of households who disagree/strongly disagree with the following statements:

"I or any member of the family, believe that we have equal access to social services as compared to the _____ (fill in the blank with the dominant population group in the area)".

"I or any member of the family, believe that we have equal economic opportunities as compared to the _____ (fill in the blank with the dominant population group in the area)".

"I or any member of the family, believe that we have equal rights as compared to the _____ (fill in the blank with the dominant population group in the area)".

There is a higher level of minoritization if a greater number of households disagree with these statements.

4.3.2 Another measurement of minoritization is the proportion of original settlers residing in a given municipality/province. Gather data on current population size of a given minority group and divide this by the total population size of that LGU. Compare proportions to that of previous historical periods. If the proportion of the minority population is, dwindling, this may be an indicator of greater minoritization. minority group and divide this by the total population size of that LGU. Compare proportions to that of previous historical periods. If the proportion of the minority population is, dwindling, this may be an indicator of greater minoritization.

5. Per capita income of the 3rd quintile

5.1 Definition

Per capita income of the middle class is defined as the total family income over the total number of family members of households who belong to the middle income bracket. Per capita income is the total family income over the total number of family members. Middle class is defined as the households whose income fall under the third income bracket.

5.2 How the tool was developed

This tool was developed by reviewing existing income and expenditure measurements, reports and studies. These include the Minimum Basic Needs (MBN) information, and the Family Income and Expenditure Survey (FIES).

5.3 How to measure/obtain Per Capita Income (expenditure) of the Middle Class

5.3.1. Obtain the latest per capita income data from the MBN and/or FIES. MBN is usually gathered by the Social Welfare Offices of the LGUs, while the FIES is conducted by the NSO every three to four years.

5.3.2. Identify households whose income falls within the 3rd quintile.

5.3.3. Track the rises and dips in these households range of income.



PANUKAT #3

MGA PANUKAT SA MGA SENYALES (O INDICATORS) SA PAGBABADYA NG SANDATAHANG PAGTUTUNGGALI SA LOKAL NA ANTAS

Sa naunang diskusyon, nakita sa PHDR (2005) na ang mga sumusunod na salik (o variables) ang may pinakamalaking epekto sa armadong pagtutunggali. Dahil sa dami ng mga kasulatan at babasahin na nagpapatibay sa tuwirang kaugnayan ng pagtutunggali at ng mga sangkap na sanhi nito, mahalaga ang masinop na pagsubaybay sa mga salik na ito sa lokal na antas. Ang mga hakbang sa pagsukat sa mga salik na ito ay ipinapakita sa ibaba:

- Bilang ng mga taong may sapat na gulang (o Adult) na hindi kayang magbasa/magsulat (o Adult illiteracy rate)
- Pagkakaroon ng malapit na mapagkukunan ng tubig (o Disparity in access to a convenient water source)
- Mapagkukunan ng Kuryente (o Access to electricity)
- Pangmamaliit/panggigipit sa isang grupo (o Minoritization)
- Laki ng kita ng mga taong kabilang sa gitnang-uri (o Per capita income of the 3rd Quintile Middle Class)

1. Bilang ng mga Taong May Sapat na Gulang na Hindi Kayang Magbasa/Magsulat

1.1 Depinisyon

Ang Bilang ng mga Taong May Sapat na Gulang na Hindi Kayang Magbasa/Magsulat, o Adult illiteracy Rate, ay tumutukoy sa mga Taong may Edad na 15 Taon Pataas sa isang komunidad na walang kakayahang kumilos o gumawa ng mga bagay na:

- nangangailangan ng kakayahang magbasa/magsulat para sa epektibong paggawa ng mga kabilang sa kanyang grupo o komunidad at
- makakatulong sa kanyang patuloy na paggamit ng pagbabasa, pagsusulat, at pagkakalkula para sa ikabubuti ng kanyang kapakananan at komunidad.

1.2 Paano nabuo ang Panukat

Ang Panukat na ito ay nabuo sa pag-aral ng mga kasulatan tungkol sa Kakayahang Magbasa/Magsulat (literacy) at sa mga pagsasaliksik at pagsukat sa kakayahang ito.

1.3 Paano sukatin ang Bilang ng mga Taong May Sapat na Gulang na Hindi Kayang Magbasa/Magsulat

1.3.1 Kunin ang pinakabagong datos o impormasyon tungkol sa pamahalaang-lokal (munisipalidad o probinsya) sa Functional Literacy, Education and Mass Media Survey (FLEMMS) na regular na isinasagawa ng National Statistics Office (NSO). Isa itong surbey na ginagawa sa mga kabahayan (household).

1.3.2 Kung walang datos na makuha sa FLEMMS o kung ang mga datos ay masyadong luma (higit na sa apat na taong nakalipas), maaaring:

- Kumalap ng datos gamit ang mga katanungan tungkol sa Kakayahang Magbasa/Magsulat (literacy) sa instrumento ng FLEMMS at/o
- Paggamit ng “ratio ng mga nagtapos sa mataas na paaralan” (“high school graduate ratio”) bilang kapalit na panukat. Para makuha ito, kunin ang kabuuang bilang ng mga taong may edad 18 na taon pataas na nagtapos sa mataas na paaralan at i-divide ito sa kabuuang bilang ng mga taong may edad 18 na taon pataas na HINDI nakapagtapos ng mataas na paaralan.

2. Pagkakaroon ng Malapit na Mapagkukunan ng Tubig

2.1 Depinisyon

Ang pagkakaroon ng malapit na mapagkukunan ng tubig (o access to a convenient water source) ay tumutukoy sa pagkakaroon ng isang bukal ng malinis na tubig na hindi hihigit sa isang kilometro sa isang komunidad, o hindi lalampas sa 15 minutong paglalakad mula sa isang bahay.

2.2 Paano nabuo ang Panukat

Ang Core Local Poverty Indicator Monitoring System (o CLIPMS) at ang pamantayan ng Minimum Basic Needs (MBN) ang mga ginamit na batayan sa panukat na ito.

2.3 Paano sukatin ang pagkakaroon ng malapit na mapagkukunan ng tubig

2.3.1 Kunin ang mga bilang o dami ng mga kabahayang mayroong mapagkukunan ng tubig mula sa mag datos na nakalap gamit ang MBN/LPRAP.

2.3.2 Ihambing ang mga datos sa pagkumpara sa iba't ibang mga barangay para lumitaw at makuha ang “antas ng pagkakaiba” o disparity level. Kapag malaki ang pagkakaiba ng mga barangay, ganoon din ang laki ng antas ng pagkakaiba.

3. Mapagkukunan ng kuryente (o Access to electricity)

3.1 Depinisyon

Ang panukat tungkol sa mapagkukunan ng kuryente ay tumutukoy sa bilang o dami ng mga barangay na kunektado sa isang regular na nagbibigay ng kuryente (halimbawa, isang kooperatibang pangkuryente). Ang di-pagkakapantay-pantay o disparity sa pagkakaroon ng kuryente ay tumutukoy sa laki ng pagkakaiba ng bilang o dami ng mga barangay na may kuryente o wala.



3.2 Paano nabuo ang panukat

Ang batayan ng mga impormasyong kaugnay sa panukat na ito ay makukuha sa Programang Barangay/Rural Electrification ng Pambansang Pamahalaan (o National Government), partikular na sa Kagawaran ng Enerhiya (Department of Energy).

3.3 Paano sukatin ang laki ng pagkakaiba (o disparity) sa mapagkukunan ng kuryente

3.3.1 Kunin ang mga datos sa antas ng pagkakaroon ng kuryente sa mga barangay mula sa Opisina ng Pagpapalano (o Planning Office) ng Pamahalaang-Lokal.

3.3.2 Kalkulahin ang porsyento ng bilang o dami ng mga barangay na wala pang kuryente sa pagbilang ng mga barangay na walang kuryente at hatiin (divide) ito sa kabuuang-dami ng mga barangay sa isang Pamahalaang-lokal.

3.3.3 Ihambing ang porsyento ng mga barangay na walang kuryente ng isang Pamahalaang-lokal sa karatig nitong mga Pamahalaang-lokal (at/o sa antas ng Probinsya).

3.3.4 Kalkulahin ang antas ng di-pagkakapantay-pantay o disparity sa pagtukoy ng mga porsyento ng pagkakaiba ng iba't ibang mga Pamahalaang-lokal sa probinsya.

4. Pangmamaliit/Panggigipit sa isang grupo ng mga tao (o Minoritization)

4.1 Depinisyon

Ang pangmamaliit/panggigipit sa isang grupo ay tumutukoy sa lantarang pagkakaiba ng pagtrato sa isang grupong may mababang antas (halimbawa, batay sa relihiyon o lahi) kumpara sa ibang mas malaking grupo. Ang grupong may mababang antas ay nakararamdam ng pangmamaliit na pagtrato mula sa isang mas malaki o mas may impluwensya na grupo. Madalas ding naisasantabi ang grupong ito sa paglimita sa pagbibigay ng serbisyong panlipunan at pangkabuhayang oportunidad para sa kanila.

4.2 Paano nabuo ang panukat

Nagamit na batayan sa panukat na ito ang mga pag-aaral na ginawa patungkol sa pangmamaliit/panggigipit sa mga katutubo sa CAR kaugnay sa isyung ancestral domain at sa mga Muslim na komunidad sa Mindanao.

4.3 Paano sukatin ang pangmamaliit/panggigipit sa isang grupo

4.3.1 Magsagawa ng isang survey sa mga kabahayan at alamin ang porsyentong hindi sumang-ayon/labis na di sumasang-ayon sa mga sumusunod na mga pangungusap:

“Ako o kahit na sinong miyembro ng aking pamilya ay naniniwala na lahat kami ay maaaring makakuha ng patas na serbisyong panlipunan, kung ihahambing sa mga _____ (isulat sa patlang ang dominanteng grupo sa isang komunidad)”.

“Ako, o kahit na sinong miyembro ng aking pamilya ay naniniwala na lahat kami ay maaaring magkaroon ng patas na serbisyong pangkabuhayang oportunidad, kung ihahambing sa mga _____ (isulat sa patlang ang dominanteng grupo sa isang komunidad)”.

“Ako, o kahit na sinong miyembro ng aking pamilya ay naniniwala na lahat kami ay mayroong pantay na karapatan, kung ihahambing sa mga _____ (isulat sa patlang ang dominanteng grupo sa isang komunidad)”.

Mas mataas ang antas ng pangmamaliit/panggigipit sa isang grupo kung mas maraming kabahayang sumagot ay HINDI sumasang-ayon sa mga pangungusap sa itaas.

4.3.2 Ang isa pang paraan sa pagsukat sa pangmamaliit/panggigipit ng isang grupo ay ang porsyento ng mga orihinal na mga nanirahan (o original settlers) sa isang munisipalidad o probinsya. Kumalap ng datos tungkol sa kasalukuyang laki o bilang ng populasyon ng isang minoridad at hatiin (divide) ito sa pangkalahatang bilang ng populasyon ng isang munisipalidad o probinsya. Ihambing ito sa mga dating bilang o porsyento ng mga minoridad sa mga nakalipas na mga taon. Kapag ang bilang o porsyentong ito ay lumiliit, maring senyales na ito ng pagtaas ng antas ng pangmamaliit/panggigipit ng isang grupo.

5. Laki ng kita ng mga taong kabilang sa gitnang-uri (o Per capita income of the 3rd Quintile/Middle Class)

5.1 Depinisyon

Ang laki ng kita ng mga tao sa gitnang-uri ay tumutukoy sa kabuuang kita ng pamilya sa ibabaw ng kabuuang bilang ng mga miyembro ng pamilyang kabilang sa gitnang-uri. Laki ng kita (Per capita income) ay tumutukoy sa kabuuang kita ng pamilya sa ibabaw ng kabuuang bilang ng miyembro ng pamilya. Ang Gitnang-uri (middle class) ay mga kabahayan o pamilyang may katamtamang taas o sa gitnang grupo ng mga pamilyang nasa pinakamataas na braket/antas at ng mga nasa pinakamababang braket/antas.



5.2 Paano nabuo ang panukat

Ang panukat na ito ay nabuo sa pagsusuri sa mga nabuo nang mga panukat, kasulatan, at pananaliksik tungkol sa kita (income) at gastusin (expenditure). Kabilang na dito ang mga impormasyong galing sa Minimum Basic Needs (MBN) Approach, at ang Family Income and Expenditure Survey (FIES).

5.3 Paano sukatin ang laki ng kita ng mga taong kabilang sa gitnang-uri

5.3.1 Kunin ang pinakabagong datos tungkol sa laki ng kita mula sa MBN o FIES. Kadalasang kinakalap ang mga datos sa MBN ng mga Tanggapang Serbisyong Panlipunan (o Social Welfare Offices) ng mga Pamahalaang-lokal. Ang mga datos ng FIES naman ay kinakalap ng National Statistics Office (NSO) kada tatlo o apat na taong lumipas.

5.3.2 Tukuyin ang bilang ng mga kabahayang may kabuuang kita na kabilang sa gitnang-uri.

5.3.3 Bantayan ang pagtaas o pagbaba ng bilang mga kabahayan na kabilang sa grupong ito.

TOOL #4

CONFLICT ANALYSIS TOOL FOR IDENTIFYING MOST IMPORTANT CONFLICT ISSUES THAT NEED TO BE ADDRESSED BY THE LGU

1. Description

Conflict analysis is the systematic study of the profile, causes, actors, and dynamics of a conflict. (Africa Peace Forum et. al, 2004). This tool tries to provide LGUs and their planning partners with some clear steps for conducting such.

2. How tool was developed

Various conflict analysis frameworks were reviewed. Based on the review, key elements needed to conduct conflict analysis were noted. Then questions were collected on these key elements, drawing heavily on available questions from existing CA tools.

3. Steps to take in conflict analysis

3.1. Make preparations to conduct a conflict analysis workshop that can be participated in by key stakeholders from different sectors in the municipality or province:

- Identify and invite key people in the municipality/province that can be invited to a conflict analysis workshop;
- Formulate a workshop design;
- Put together an analysis of the state of human security in your municipality by putting together key data from your local development indicators list. This will be presented in the workshop; and
- Undertake logistical preparations: venue, food, etc.

3.2. Conduct the workshop

- Make a presentation on the state of human security in the municipality and ask participants to validate it
- Identify key conflict issues in the municipality
- Conduct conflict analysis on these key issues using of the questions below
- Identify indicators of human security that need to be monitored given such conflict issues



4. Some questions to ask during conflict analysis

To gain an appreciation of the local situation for CSPP planning, a conflict analysis needs to be conducted. Existing LGU data from the CBMS, LGPMS or other related data of LGUs as well as local knowledge are tapped to get a comprehensive picture of conflict issues in the community: including the profile, causes, stakeholders and dynamics of the conflict. The conflict analysis establishes how various local stakeholders are contributing to identified violent conflict and structural violence. At the same time, it tries to provide a snapshot of local initiatives that are addressing these conflicts. Some questions that can be asked include:

Conflict and Stakeholders Profile

- What are the types of conflict and stages of the conflict being experienced in the area? (history; how it developed; where is the conflict; who are involved and what are their sources of power?) What are the causes of the conflict? Its consequences?
- Is there competition over resources? (what kind of resource; who are the groups interested to have control of resource; how is the allocation of resources being done?)

Opportunities and Mapping of Ongoing Initiatives

- Is there a conflict management and conflict resolution mechanism in place?
- What are other peace-building and conflict prevention initiatives and how are they affecting existing conflicts?

The steps could be refined and simplified further to ensure that it becomes user friendly to LGUs.

TOOL #5

PEACE AND CONFLICT IMPACT ANALYSIS (PCIA) QUESTIONS TO GUIDE THE IDENTIFICATION OF CONFLICT-SENSITIVE AND PEACE-PROMOTING PROGRAMS AND PROJECTS (SOURCE: LGSPA PCIA FIELD GUIDE, 2007)

In the Philippines, a popular tool for assessing conflict and peace impacts of projects is the Peace and Conflict Impact Analysis (PCIA). Popularized by the Philippines-Canada Local Government Support Program (LGSP), the PCIA is a means of “anticipating, monitoring, and evaluating the ways in which an intervention may affect or has affected the dynamics of peace or conflict in a conflict-prone region” (Bush, 2003). PCIA is undertaken using the following steps (Ibid, 2003):

- Step 1. Assess the environment.
- Step 2. Complete a risk and opportunity assessment.
- Step 3. Assess potential peace and conflict impacts during the pre-project design phase.
- Step 4. Assess peace and conflict impacts during project implementation.
- Step 5. Assess peace and conflict impacts as part of post-project evaluation.

While PCIA focuses on peace and conflict “impacts”, some of the questions it raises during the pre-project design phase can be used by LGUs to guide their identification of conflict-sensitive and peace-promoting programs and projects. These questions include:

1. Location: What are the possible impacts of the location of the proposed projects?
2. Timing: How might the timing of the proposed project affect its chances of success?
3. Political Factors: How might the changing political context affect the proposed projects?
4. Militarized Violence and Human Security
 - What is the possible impact of militarized conflict on the proposed program/project?
 - What socio-economic actors might affect the proposed program?
 - Is the project appropriate in terms of structure, objectives, process, etc.?
 - Are there other factors that might affect the program/project (e.g., national disaster, environment fragility)?

Key PCIA questions in relation to the different impact areas:

Conflict Management Capacities

- Will the programs and projects provide opportunities for individuals/groups to get involved in responding to peace-building efforts?



Militarization/armed and human security

- Will the programs and projects affect the people's sense of security positively or negatively? How?
- Will the programs and projects affect the military/paramilitary/criminal environment directly/indirectly, positively/negatively? How?
- Will there be real improvements in the political, economic, physical, food security among men and women? How can benefits be more broadly or fairly distributed?

Political structure and processes

- Will the programs and projects help or hinder the strengthening of the relationship among stakeholders in the municipality? How?
- Will the programs and projects have positive or negative impact on the political structures and processes?
- What will be the impact of the programs and projects on the human rights conditions within the municipality?

Economic structure and processes

- Will the programs and projects contribute to or distract from efforts to reconstruct damaged economic and social infrastructure?

