

別添資料 7 Field Guide and Data Collection Booklet

**Canada – Japan Joint
Peacebuilding Learning Project
– Cambodia Mission**

**Field Guide
and Data Collection Booklet**

Region/Geographic Area: _____

Participant Name: _____

**Draft
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This Field Guide and Data Collection Booklet has been prepared specifically for a joint JICA/CIDA mission to Cambodia. The Booklet integrates concepts and processes from a variety of sources, most notably the Peace and Conflict Impact Assessment (PCIA) methodology developed by IDRC.

This Booklet serves as a template to collect data for each visited area. Therefore, each participant will need to complete one booklet for EACH area that he/she will visit. Each booklet contains several project tables that will be completed for each visited project.

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Introduction

The JICA/CIDA joint mission to Cambodia has three key objectives:

- Draw lessons learned by jointly reviewing peacebuilding projects of JICA, CIDA, and Canadian/Japanese NGOs,
- Field test the Peace and Conflict Impact Assessment Methodology (PCIA) by using it for reviewing peacebuilding projects, and
- Develop joint Canadian and Japanese thinking on future cooperation in peacebuilding and identify possible areas for joint intervention.

Purpose

This document has been prepared to outline the process that will be used to collect and analyze data before, during, and after the upcoming joint JICA/CIDA field mission to Cambodia.

Furthermore, to help the mission realize its objectives, it contains tools that can be used to collect and summarize data for the visited areas and for individual projects.

Information collected in the individual booklets will, in the final stages of the process, be used to complete the mission report.

The Booklet contains two major parts:

- a short overview of the entire data collection and analysis process
- the data collection tools that can be used for collating the information.

Process Overview

The overall process for undertaking the assessment is based on five steps presented in Exhibit 1 on the next page. This overview shows all steps in the process of the assessment. Even though steps 1 and 5 are not applicable to the mission itself, their description is included here to present the logic behind the process.

This Booklet contains several data collection tables with suggested questions that could be asked to collect data for the three middle steps (2-4). Those tables can be used as actual data collection templates – each participant needs one copy of the booklet.

The Data Collection Tables contain:

- **Table 1:** Profile of Local Conflict Issues
- **Table 2:** Project Profile and Performance
- **Table 3:** Lessons Learned for the Geographic Area
- **Table 4:** Identification of Future Joint Cooperative Efforts

Exhibit 1. Process Overview

STEP		OBJECTIVE	TIMING	METHODOLOGY	RESPONSIBLE	TOOLS
1	Desk Study/ Briefing Book	A Country/Local Conflict Profile	Prior to the Field Mission	Prepare and present the briefing book with the analysis of the national and local conflict issues, including: general history of the country/selected geographic area(s), geographical location, major conflict stakeholders	Expert/ Organizers	PCIA and/or other tool
		B Program/Project Profiles		Presentation of general project information	Collect and present in the briefing book the information about JICA and CIDA program/project including all crucial project information, such as: the Executing Agency, size of he budget, major milestones, objectives, results, and activities.	Expert/ Organizers
2	In-Country Workshop 1	A Issue Identification	On arrival	Based on the briefing book and in-country workshop collect information for the geographic area to be visited.	Mission participants	Table 1
		B Program/Project Information		Validation/updating of planned program/project activities, results, and objectives	Based on the briefing book and information presented during the workshop, collect the project information for the project to be visited	Mission participants
3	Field Visits	A Program/Project Results Assessment	During the field trip	Based on interviews with various project and non-project sources, collect information on the achievement of project results, completion of activities, achievement of objectives vs. the planned results, activities identified	Mission participants	Table 2
		B Project Program/Project Conflict Relation Assessment		Analysis of planned and non-planned contributions to peace or conflict	Based on interviews with various project and non-project sources, collect information on the relationship of the project activities, results, objectives to the conflict issues in the region	Mission participants
4	In-Country Workshop 2	A Programming Appropriateness at the Local Level	After project visits	In a group workshop with all members of each team collate the information from all projects in the area and develop a list of lessons learned for the area	Mission participants	Table 3
		B Future Opportunities on Local Level		Proposal of future opportunities for joint JICA/CIDA peacebuilding interventions	Based on analysis of issues and projects, identify opportunities for future programming relevant to your area	Mission participants
5	Report	A Country Programming Appropriateness	After the return from the mission to the respective countries	Using the information from all geographic assessments, perform an analysis of results achievement in relation to major local and national issues identified previously. Present your findings in the report	Mission participants /Organizers	Briefing Book/Field booklets/ Other relevant materials
		B Learning and Future Opportunities		Production of an integrated lessons learned and future opportunities section drawing on information collected during the visit	Using the information from all geographic assessments, perform an analysis of the lessons learned in the country and identify opportunities for future programming	

Data Collection Tables

TABLE 1 PROFILE OF LOCAL CONFLICT ISSUES PAGE 1 OF 4

Using the information from the briefing book and in-country workshop, identify in the table below issues and their relative importance for the geographic area in which the selected projects are operating. Use the last column to note any specific comments that clarify or describe the contextual issues. Feel free to add additional specific issues if/as required.

FOCUS	GENERIC CONFLICT ISSUES	SPECIFIC CONFLICT ISSUES	RELATIVE IMPORTANCE				COMMENTS
			N/A	Low	Medium	High	
Political	Governance	Effectiveness of state institutions with regards to justice, economic welfare, personal/family security, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Inability on the part of state to deliver security and stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Level and types of corruption, mechanisms to deal with corruption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Defined responsibly at various levels of governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Local representation in governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Level of territorial control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Politics	Dominant political positions/ideologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Frequency of changing alliances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Increased tension between regime supporters and opposition groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Level of opposition activities, size and cohesion of opposition groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		External support for opposition groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Civil society	Role of civil society in governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Civil institutions: existence, competence, appropriateness, relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Link between populous-government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Human Rights	Lack of freedom of: expression, movement, religion, assembly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Discrimination on basis of class, gender, age, colour, income, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Lack of access to basic human rights: education, sanitation, clean water, safety and security, health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

TABLE 1 PROFILE OF LOCAL CONFLICT ISSUES **PAGE 2 OF 4**

FOCUS	GENERIC CONFLICT ISSUES	SPECIFIC CONFLICT ISSUES	RELATIVE IMPORTANCE				COMMENTS
			N/A	Low	Medium	High	
Political, cntd.	Legal	Constitutional abuses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Discriminatory policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Undefined roles and responsibilities within governance structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Institutional bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Integrity of elections: electoral fraud, voter intimidation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Security	Growing security expenditures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Abuses of power	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Incomplete territorial control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Purging of persons of doubtful loyalty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Politically motivated arrests, frequency of political arrest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Political assassinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Military intervention in public affairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Imposition of curfews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Growing illicit arms trade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Threat of intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Number of private security firms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Restriction of movement into and out of the state (country)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Disillusionment with security apparatus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

TABLE 1 PROFILE OF LOCAL CONFLICT ISSUES **PAGE 3 OF 4**

FOCUS	GENERIC CONFLICT ISSUES	SPECIFIC CONFLICT ISSUES	RELATIVE IMPORTANCE				COMMENTS
			N/A	Low	Medium	High	
Economic	Internal economic instability	Currency stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Flight of capital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Level of employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Level and types of social security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Level and types of social security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Degree of social stratification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Prevalence of poverty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Income disparities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Land distribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Food shortages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Resource management	Provision of utilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Infrastructure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Support for industry, income generating activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Agriculture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Support for small business, micro credits,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Environmental degradation, pollution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Provision of utilities – gas, water, electricity, roads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Environmental disaster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Natural disaster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mechanisms to deal with disasters and emergencies		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

TABLE 1 PROFILE OF LOCAL CONFLICT ISSUES **PAGE 4 OF 4**

FOCUS	GENERIC CONFLICT ISSUES	SPECIFIC CONFLICT ISSUES	RELATIVE IMPORTANCE				COMMENTS
			N/A	Low	Medium	High	
Socio-cultural	Demographics	Clustering of groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Increase in Internally Displaced Persons (IDPs) and refugees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Territorial disputes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Civilian movement across border	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Ethnicity	Discrimination: language, dress, food, traditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Antagonistic behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Institutionalized persecution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Historical rivalries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Propaganda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Religion	Discrimination: traditions, practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Antagonistic behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Institutionalized persecution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Historical rivalries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Propaganda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Media	Access and control: literacy; infrastructure requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Censorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Role of media in the conflict situation: Inflammatory statements, exploitations of divisions/tensions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promotion of issues/conflict		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Other		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

TABLE 2 PROGRAM/PROJECT PROFILE AND PERFORMANCE PAGE 1 OF 2

Using information from the briefing book and the workshops, 1) provide the background information about each of the projects to be visited. 2) Using the information from the in-country workshop and/or the field visits, compare planned to actual results achievement for the project, and 3) answer the questions about the project appropriateness given the conflict issues identified in Table 1.

PROJECT BACKGROUND DATA		
PROJECT NAME		
EXECUTING AGENCY		
LOCAL PARTNER(S)		
LOCATION (AREA/CITY)		
PROJECT BUDGET AND AMOUNT SPENT		
PROJECT START & END DATES		
PROJECT GOAL		
PROJECT PURPOSE		
ACHIEVEMENT OF RESULTS		
	EXPECTED RESULTS AND ACTIVITIES	ACTUAL RESULTS AND ACTIVITIES
SPECIFIC QUESTIONS	What were the expected results and activities for the project?	What is the progress towards realization of results and activities? Identify positive and negative issues.
IMPACT		
OUTCOME		
OUTPUTS		
ACTIVITIES		

TABLE 2 **PROGRAM/PROJECT PROFILE AND PERFORMANCE** **PAGE 2 OF 2**

PROJECT APPROPRIATENESS	
ISSUES	PROJECT COMMENTS
<p>Are the project objectives, results and/or activities aimed at addressing any of the specific conflict issues identified in Table 1? If so, list the specific issues.</p>	
<p>Did the project address the issues identified above in the right way? Describe the positive and/or negative effects the project has had (if any) on the conflict situation in the geographic area in which the project is operating. Will they continue in the future? Are future changes possible?</p>	
<p>Explain why the project has had the effects identified in question 2 above. Explain why the project was able/not able to improve the situation. This section will help in development of lessons learned on the local level</p>	
<p>Other</p>	

TABLE 3 LESSONS LEARNED FOR THE GEOGRAPHIC AREA PAGE 1 OF 1

Using the information from field visits for all project in the geographic , identify individually or in a group the key lessons learned in each of the topics given below. Feel free to add other lessons learned if/as required.

	TOPIC	LESSONS LEARNED
1	Stakeholders Participation To what extent were key stakeholders involved in the project? Was there a shared responsibility and accountability for results? Were there groups that have been excluded? How has it influenced project performance?	
2	Capacity Building What was the effect on capacities of the country, geographic area, institution, individuals? Why do you think it was possible, why not?	
3	Gender Equality What was the effect on gender equality in the country, area, institution? Why do you think it was possible, why not?	
4	Education What was the effect on education in the country, area, institution? Why do you think it was possible, why not?	
5	Monitoring Were risks identified and assessed? Did the project anticipate and respond to change based on adequate information? How has it influenced project success or failure?	
6	Poverty Reduction What was the effect on poverty reduction in the country, area, institution? Why do you think it was possible, why not?	
7	Sustainability Will the activities, results, and effects continue after JICA/CIDA's involvement ends? Why do you think it will be possible? Why not?	
8	Other i.e. Lessons about the environment. etc	

TABLE 4 FUTURE JOINT JICA/CIDA COOPERATIVE EFFORTS PAGE 1 OF 1

Using the information obtained during the field visits, individually or in a group session with other team members, answer the questions below about future potential opportunities for joint JICA/CIDA Cooperative programming efforts.

	Proposal Identify focus for potential future interventions to address the conflict situation in the geographic area.	Reason Identify reasons for the proposed topic.	Possible Partnership Identify any potential local partners who might be involved in these interventions
1			
2			
3			

Other comments: