

**DEVELOPING
CAPACITY
FOR
CONFLICT
ANALYSIS
AND
EARLY
RESPONSE**

A TRAINING MANUAL

TRAINING AUDIENCE

Funders, Middle level policy makers, Advocacy Organisations, Pressure Groups, Non-governmental Organisations in development and peace building, Conflict Parties and other Stakeholders

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	4
INTRODUCTION TO THE TRAINING MANUAL	5
DAY ONE: DEFINITIONS, ASSUMPTIONS AND CAUSES OF CONFLICT	8
Facilitator's guide	9
Day One: Activity One	9
Day One: Activity 2. Definition of Conflict	10
Day One: Activity 3. Causes of Conflict Theories	12
Day One: Handout 1.2.1: Social Perspective of Conflict	13
Day One: Handout 1.2.2: Political Perspective of Conflict	14
Day One: Handout 1.2.3: Other Political Perspectives of Conflict	15
Day One: Handout 1.3.1: Overviews of the Causes of Conflict Theories	16
Day One: Handout 1.3.2: Basic Human Needs (According to Maslow)	17
Day One: Handout 1.3.3: Key Points of the Human Needs Theory	18
Day One: Handout 1.3.4: Key Points of Relational Theory	19
Day One: Handout 1.3.5: Key Points of Political Theory	20
Day One: Handout 1.3.6: Key Points of Transformative Theories	21
Day One: Worksheet 1.3.1: Mapping Needs-based Conflict	22
Day One: Worksheet 1.3.2: Mapping Relational Conflict	23
Day One: Worksheet 1.3.3: Mapping Political Conflict	24
Day One: Worksheet 1.3.4: Mapping Transformative Conflict	25
DAY TWO: CONFLICT ANALYSIS	26
Facilitator's Guide	27
Day Two: Activity 1: Why Conflict Analysis?	27
Day Two: Activity 2: Challenges / Paradoxes of Analysis	28
Day Two: Activity 3: Conflict Analysis: Mapping the Elements of Conflict	29
Day Two: Handout 2.3.1: Conflict Analysis Framework	30
Day Two: Activity 4: Context Mapping and Analysis	31
Day Two: Handout 2.4.1: Context Definition and Mapping	32
Day Two: Handout 2.4.2: Example of Context Description	33
Day Two: Worksheet 2.4.1: Geography: Locating Conflict in a Place	34
Day Two: Worksheet 2.4.2: Demography: Locating People, Relationships and the Environment	35
Day Two: Worksheet 2.4.3: Historical Factors	36
Day Two: Worksheet 2.4.4: Economic Factors	37
Day Two: Worksheet 2.4.5: Political Factors	38
Day Two: Activity 5: Issue or Problem Analysis of Conflict	39
Day Two: Handout 2.5.1: Conflict Tree	40
Day Two: Worksheet 2.5.1: Summary of Conflict Generating Factors	41
Day Two: Activity 6: Peace Analysis	42
Day Two: Handout 2.6.1: Peace Flower	43
Day Two: Worksheet 2.6.1: Peace Analysis	44
Day Two: Activity 7: Phases of Conflict	45
Day Two: Handout 2.7.1: Dynamics of Conflict - Phases	46
Day Two: Handout 2.7.2: Stages of Conflict	47

DAY THREE: CONFLICT ANALYSIS: STAKEHOLDERS ANALYSIS, AND 'SCENARIOS & OBJECTIVES'	48
Facilitator's Guide	49
Day Three: Activity 1: Who are Stakeholders in a Conflict Situation	49
Day Three: Handout 3.1.1: Stakeholders Description	50
Day Three: Activity 2: Stakeholders Analysis Framework	51
Day Three: Handout 3.2.1: Structure for Stakeholder Analysis	52
Day Three: Worksheet 3.2.1: Mapping Stakeholders	53
Day Three: Activity 2: Mapping Stakeholders' Relationship	54
Day Three: Worksheet 3.3.1: Cross Cutting Questions for Stakeholder Analysis	55
Day Three: Worksheet 3.3.2: Mapping Cross Cutting Factors	56
Day Three: Activity 4: Scenario Building and Establishing Objectives	57
Day Three: Handout 3.4.1: Building Scenarios	58
Day Three: Handout 3.4.2: Scenarios & Objectives	59
Day Three: Handout 3.4.3: Sample of a Scenario on the Conflict between Francophone and Anglophone Cameroon	61
Day Three: Worksheet 3.4.1: Scenarios & Objectives	62
DAY FOUR: CONFLICT MONITORING AND WARNING	63
Facilitator's Guide	64
Day Four: Activity 1: Overview of Conflict Monitoring and Warning	64
Day Four: Handout 4.1.1: Definition of the Monitoring Process	64
Day Four: Handout 4.1.2: Objectives and Values of Early Warning	66
Day Four: Handout 4.1.3: Information Sources and Approaches to Early Warning	67
Day Four: Activity 2: Framework for Conflict Monitoring and Warning	68
Day Four: Handout 4.2.1: Analytical Framework for Monitoring and Warning	69
Day Four: Handout 4.2.2: Elements of Issue or Core Problem	70
Day Four: Worksheet 4.2.1: Conflict Carrying Capacity	71
Day Four: Worksheet 4.2.2: Peace Generating Factors	72
Day Four: Worksheet 4.2.3: Peace Generating Factors and Cross Cutting Questions	73
Day Four: Activity 3: Engendering Early Warning	74
Evaluation and Closing	75
Day Four: Handout 4.3.1: Engendering Early Warning	76
DAY FIVE: RESPONSE DESIGN AND MOBILISATION	79
Facilitator's Guide	80
Day Five: Activity 1: Conflict Analysis and Early Warning	80
Day Five: Handout 5.1.1: Conflict Prevention and Early Warning	81
Day Five: Handout 5.1.2: Bridging Warning and Response	82
Day Five: Handout 5.1.3: Response Mapping	83
Day Five: Handout 5.1.4: Policy Makers and Conflict Prevention	84
Day Five: Activity 2: Developing Responses	85
Day Five: Handout 5.1.2: Framework for Response Design and Mobilisation	86
Day Five: Handout 5.2.2: Strategic Roundtable Conference	88
BIBLIOGRAPHY	90
ADDITIONAL RESOURCES	93

This training manual on developing capacity for conflict analysis and early response was prepared with the support of the Conflict Management Capacity Building Project of the UN Department of Economic and Social Affairs, Division for Public Administration and Development Management.

The training framework presented in this manual is mostly based on the West Africa Network for Peace-building (Ghana) as well as FEWER's early warning and response methodologies. This manual has also been prepared with substantial input from the Nairobi Peace Initiative – Africa (Kenya) and all the participants at the Conflict Analysis and Planning Workshop held in Kenya between 8-11 April 2002.

The FEWER Secretariat would also like to thank Sam Doe, Thelma Ekiyor, David Nyheim, Yvonne Shanahan and Leyla-Claude Werleigh for their contribution in the preparation of the training manual.

INTRODUCTION TO THE TRAINING MANUAL

This is a qualitative conflict analysis and early response-training manual. It has emerged from the thinking and experiences of conflict analysis experts worldwide, incorporating views from Africa, Asia, South America, Europe and North America.

Assumptions of the Manual:

The rationale for this manual has been developed from the following key assumptions on current thinking and practice for conflict analysis and response.

- Evidence based conflict analysis promotes sound community, national and international policies on conflict, peace, and development.
- Demand for conflict analysis and response strategies will increase among policy makers given the growing intrastate socio-political complexities.
- Analysis undertaken with engaged and competent social and political actors will lead to timely, appropriate, and effective responses to conflicts.
- Monitoring of conflict increases accurate projection of the future and potential for response planning.
- Strategic planning and collective response design and mobilisation are catalysed when actors have substantial understanding of the conflict.

The Manual:

This manual provides facilitators with a step-by-step guide for building capacity for conflict analysis and early response. It covers a five-day intensive training workshop. The manual includes detailed session plans, handouts and materials needed to facilitate the training. The structure and materials should be used as a guide and a resource for developing capacity in this field. The participants needs and experience as well as the training context will determine how the manual may be adapted and facilitated.

The Training Workshop:

The five-day training workshop has been designed to accommodate up to 20 participants. It introduces participants to the theories and practice of conflict analysis and early warning, and provides them with opportunities to develop the skills and abilities to effectively design and implement early response and mobilisation. The workshop has been field-tested and run several times. Each training workshop has taken into account the nature of a particular organisation and the social and political context in which people operate. The key lessons learned have been distilled into the design presented here.

GENERAL OVERVIEW

Goal:

The overall goal of the training manual is to build capacity for conflict analysis and early response design and implementation.

Objectives:

By the end of the training, participants will be able:

1. To discuss and define the multiple understandings and assumptions of conflict
2. To review current theories of the causes of conflict and consider how they impact the participants contexts
3. To describe and conduct methods of conflict analysis
4. To review frameworks of conflict monitoring and warning and consider how they apply
5. To frame response planning and mobilisation to participants contexts

Block Schedule:

Day 1	Definitions, assumptions and causes of conflict
Day 2	Conflict analysis, tools and techniques
Day 3	Conflict analysis, tools and techniques
Day 4	Early warning and monitoring
Day 5	Response design and mobilisation

Training Methodology and Approach:

Training is a planned process designed to expand or refine skills and knowledge and to examine attitudes, ideas and behaviour with a view to modifying them. It is often short-term and intensive and targeted to specific people and institutional needs. For training to be worth doing and fulfil its objectives, it needs to be part of a strategy within a structure that supports it with policy, procedures and practice.

The approach used in the design and delivery of this training manual is participatory and experiential. It is based on the principles of adult learning i.e. people learn more effectively when their capacity and knowledge is valued, and when they are able to share and analyse their experiences in a safe collective environment. The activities in this manual use a variety of techniques and exercises to involve people in analysis and reflection. The activities present theories and frameworks of analysis to assist people in this process to lead them towards planning for action based on what they have learned. Experiential learning within the group means that people have the opportunity to share knowledge and problems with others and work together to find the strategies and solutions. At the conclusion of the training manual, participants should ask, "Now what?" The success of the experience will be measured by how that question is answered.

Participants:

The training approach of this manual is optimal with 15-20 participants. The intended participants or target audience should have prior experience with aspects of conflict and be in positions that will allow them to immediately apply what they have learned.

Suitable participants for this manual include: middle level policy makers and program funders in the national and international arenas, members of the peace and development community, advocacy and pressure groups and, conflict parties. The selection of participants from these target audiences will need to be considered according to the overall purpose and strategy into which the training fits.

Facilitators:

The manual has been designed to be delivered by two co-facilitators.

The co-facilitators must have significant participatory training experience and familiarity with the subject content and process is of critical importance. The role of the facilitator is to help participants get as much as possible out of the activities and make sure that the key concepts and ideas are communicated and understood by everyone. Facilitators should be ready to adapt the programme and activities in response to needs and ideas that may come up during the training. Having one male and one female facilitator helps the group dynamics, particularly in mixed groups, and helps bring gender into the workshop.

If on-site preparation of materials is to be facilitated, resident administrative support is also recommended.

Training Materials and Resources:

This manual includes all the core facilitator session plans for the five days of training as well as the daily agenda, handouts, worksheets and a bibliography for the participants. Experienced facilitators will be able to add suitable energiser and icebreakers and adapt the activities when necessary to suit the learning objectives and the particular needs of the participants. In addition, the facilitators are encouraged to develop and maintain a concertina file of hands-on and supplementary materials organised by session.

To facilitate the training effectively for 15-20 participants, the following materials should be available:

Participant Material: ring binders, writing pads, pens/pencils, workshop promotional bags; handouts, schedule and outline of training, list of additional resources: bibliography, web-pages and organisations.

General training Materials: Flip chart, newsprint or very large sheets of paper. Flip chart stands, marker pens, tape to stick paper to walls.

You may also need: materials specific to the activity e.g. props for role-play or case-study material, overhead projector and acetates, video and VCR, slides, a slide projector or PowerPoint equipment. This equipment can make your training more interesting but is not indispensable.

DEFINITIONS. ASSUMPTIONS AND CAUSES OF CONFLICT

LEARNING OBJECTIVES

At the end of the day, participants will have:

- Introduced themselves and shared their expectations of the training
- Agreed on ground rules
- Generated working definitions of conflict
- Shared their personal experiences of conflict
- Discussed their understanding of the causes of conflict
- Improved understanding of the causes of conflict theories and applied the concepts to conflicts they are working with

CONTENT

- What is Conflict
- Types of Conflict
- Causes of Conflict Theories

AGENDA: DAY ONE

TIME	TOPIC
9:00-10:30	Setting the Stage <ul style="list-style-type: none"> • Introduction • Setting Ground Rules • Overview of the Training Manual • Expectations
10:30-11:00	BREAK
11:00-12:45	Brainstorming the Definition of Conflict Objectives: <ul style="list-style-type: none"> • Brainstorm on the words commonly associated with conflict • Generate shared working definitions of conflict • Discuss the social and political perspectives of conflict • Identify the types of conflict
12:45-2:00	LUNCH BREAK
2:00-4:15	Causes of Conflict Theories <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> • Identify the four main theories of the causes of conflict • Understand the assumptions, key issues and analytical framework of each theory • Discuss cross-cutting issues among the theories • Apply the theories to conflicts in the contexts of the participants • Overview of the Theories <ul style="list-style-type: none"> ○ Human Needs Theories ○ Relational Theory ○ Political Theory ○ Transformative Theory

INTRODUCTION

Purpose:

Participants will get to know one another and agree on the contents and methodology of the workshop

Objectives:

- To introduce participants to each other
- To establish trust and respect
- To enable clarity on the training programme
- To adapt the programme if necessary

Time:

1hr. 30 min.

Process:

1. **Getting to know each other:** Divide participants into pairs.

- Ask each person to introduce him/herself to the other person. Consider name, organisation, position, and conflict issues in the work setting or community; also, share at least two expectations. Partner listens actively and restates.
- Each person in the pair introduces his/her partner to the group and adds the expectations.

Record the expectations on flip chart and review the list after all the participants are introduced. Clarify the programme.

(1 hr.)

2. **Setting Ground Rules:** Brainstorm on what will help people to feel comfortable as learners in the group. What are the ways they expect the group and themselves to behave? Post the replies.

- Examples: Respect the views of others, be on time, participate actively, remember to give others space to air their views, allow for silence, turn off cell phones in session etc...
- Refer to the rules when they are violated.

(10 min.)

3. **Overview of the Training Manual:** Review the aims, objectives, and agenda. Explain which expectations will and will not be met, and why. Summarise with any necessary adjustments to the training.

(20 min.)

DEFINITION OF CONFLICT

Purpose:

To increase participants' understanding of the definition and assumptions of conflict.

Objectives:

- To brainstorm words associated with conflict
- To generate shared working definitions of conflict
- To discuss the social and political perspectives of conflict
- To identify the types of conflict

Time:

1hr. 45 min.

Process:

1. **Brainstorming Conflict Definition:** Write the word "conflict" and asks participants to give a word that describes or associates conflict for them. Below are examples of participants' responses.

Fear

Quarrel

Upheaval

CONFLICT

Violence

Abuse

Disagreement

Go over the responses with the participants e.g. identify expressions of emotion, gender, range, actions, associations etc.

(15 min.)

1. **Types of Conflict:** Ask participants to write down types of conflict they have experienced or intervened in.
 - Ask participants to share/buzz with 1-2 persons next to them.
 - Ask the group what common elements and differences emerged? How does this inform their assumptions about conflict?

(15 min.)

2. **Definitions:** Divide participants into 4-6 small groups.

- Each group develops a working definition on conflict.
- Definitions are posted and discussion is invited after browsing.

(15 min.)

3. **Social and Political Perspectives of Conflict:**

- Make the following statement: “Two descriptions are especially important in conflict understanding: social and political.”
- Divide the group into two sides. Group 1 represents the political or government and Group 2 the social or civil society. Each group discusses what conflict means to them, noting what they value in any conflict situation.
- Role-play dialogue between the two groups: Encourage use of props and the training space. Each person in a group should imagine him/herself as living the role of the sector. What are the significant differences in their descriptions of conflict? What are their frustrations with the other group? When did they feel not listened to by the other group? How will they like the other to value their concerns in conflict? What are their fears or concerns about the way the other handles conflict? In what way are these values, fears and concerns gendered?
- Summarise the different perspectives with a small lecture on the key dimensions of social and political descriptions of conflict integrating the differences and shared values brought forward in the group work. (Resources: Handouts: 1.2.1-1.2.3.)

(30 min.)

4. **Types of Conflict:** Read the statement below or display a series of images e.g. PowerPoint slides to illustrate the conflict types.

“Conflict types are described by the number of actors or parties involved in the conflict; these are:”

- Intra Personal Conflict
- Inter Personal Conflict
- Intra Group Conflict
- Inter-Group Conflict
- Intra State Conflict
- Inter State Conflict

Divide participants into six groups with each group working on one of the conflict types. The group should describe the conflict type and identify the challenges that are specific to the type. It is useful for groups to think about a real conflict situation that fits the conflict type. Brief case studies may also be used. Groups report and the facilitator helps to clarify and summarise.

(30 min.)

CAUSES OF CONFLICT THEORIES

Purpose:

To increase participants' understanding of causes of conflict theories.

Objectives:

- To identify the four main theories of the causes of conflict
- To discuss assumptions, issues and frameworks
- To identify cross-cutting issues among the theories
- To apply the theories in participants contexts

Time:

2hrs.15

Process:

1. **Overview of the Theories:** Open with short interactive discussion to identify range of theories that refer to the causes of conflict.
(10 min.)
2. **Human Needs, Relational, Political and Transformative Theories:** Presentation on the four theories using flips, transparencies or PowerPoint slides. (Resources: Handouts 1.3.1-1.3.6) Questions for clarification.
(15 min.)
3. **Group Exercise on the Theories:**
Divide into four working groups and assign each group one of the theories. Task is to identify areas of relevance in the theory vis-à-vis specific conflicts. Give each group the appropriate Work Sheet. Participants should be encouraged to use the key points discussed in the theories presentations. (Resources: Handouts1.3.1-1.3.6; Worksheets 1.3.1-1.3.4)
Groups report back on outcomes. Discuss the cross-cutting and overlapping issues amongst the theories.
Note: Group designations and choice of example conflicts will depend on the participant pool in the training. This is an excellent entry point to begin raising the issue of gender in the theories framework and chosen contexts.
(1hr30.)

EVALUATION AND CLOSING

- Summarise the day's activities
- Participants list key learnings of the day
- Participants evaluate the process and make suggestions for the next day.

(20 min.)

SOCIAL PERSPECTIVE OF CONFLICT

(Adopted from Hocker and Wilmot)

“Social Conflict is an expressed struggle between two or more interdependent parties who perceive scarce resources, incompatible goals and interference.”

- An Expressed Struggle:** Communication and conflict are inextricably tied. How one communicates in a conflict situation has profound implications for the residual impact of that conflict. Communication and conflict are related in the following ways:

 - Communication behaviour often creates conflict
 - Communication behaviour reflects conflict
 - Communication is the vehicle for the productive or destructive management of conflict

Conflict is expressed through many forms of communication. Therefore, by observing behaviours of individuals, groups and institutions, one is able to determine the likelihood of conflict. This is where an early warning system is made possible.
- Between two or more inter-dependent parties:** This assumes that conflict happens in relationships. Understanding the history and interactive pattern of the relationship as well as level of interdependency (or power relation) of the parties is critical to the analysis of and intervention in the conflict. Also, the fact that there exists a history of cordiality between the parties in conflict is not entirely antagonistic. There is always something the parties share in common. In fact, most of the times - that which the parties share - is far greater than what divides them. By identifying and emphasising their commonality one is able to make room for bridge building.
- Who Perceive:** Conflict whether material, value-based, or interest-based is rooted largely in the way the parties view the conflict. Perception, which is a socially constructed reality, is vital to the differing views and goals that parties bring to conflict. Perception can be clarified and adjusted. Dialogue through co-operative communication can help in reconciling perceptions.
- Scarce Resources:** Basic human needs are non-negotiable and indispensable. Deprivation of needs is one source of conflict. Needs are physical, material or social i.e. belonging to a group or the need to interact. They are political when being part of the decision-making process will affect one's existence. Resources available to satisfy needs and wants are perceived to be scarce. Groups therefore scramble for these scarce resources; thus, conflict persists.

POLITICAL PERSPECTIVE OF CONFLICT

(Adopted from Jim Laue)

“Conflict is an escalated competition at any system level between groups whose aim is to gain advantage in the area of power, resources, interests, and needs and at least one of the groups believes that this dimension of the relationship is mutually incompatible.” (Jim Laue)

1. **An Escalated Competition:** Realists and Functionalists assume that conflict is functional to all societies and therefore necessary. Society must create healthy conflicts (or competition) to catalyse growth and development. Governments, therefore, are not bothered about conflict once it is within controllable boundaries. Even violent conflicts do not inspire intervention from the state unless they threaten the “perceived” power or legitimacy of the state. States assume that their existence depends almost entirely on their capacity to unleash violence on any perceived or real threat.
2. **At any System level:** Politics is not concerned with inter-personal conflicts unless these conflicts disrupt the system. Intervention is on the basis of protecting the system and not individuals. Within the system people are reduced to statistics. It is an impersonal process where laws, not perceptions or emotions are recognised.
3. **Between groups:** The aspiration of a group, not individuals, is negotiated in political conflicts. The power of the leader who is invited to the negotiating table depends on the size and power of the constituency he/she represents.
4. **Whose aim is to gain advantage:** Win/loss is often the lens used in political conflicts. One group struggles to over-power the other. Success is seen in one’s ability to conquer the other.
5. **In the area of power, resources, interest and needs:** To dominate the other, control access to the resources and ensure that one’s personal interests and needs are satisfied even at the detriment of the other. Little effort is made to explore alternative measures that will allow both conflicting groups to achieve mutual satisfaction. This is because “at least one of these groups believes that this dimension of the relationship is based on mutually incompatible goals.”

OTHER POLITICAL PERSPECTIVES OF CONFLICT

“Conflict is present when two or more parties perceive their interests are incompatible, express hostile attitudes, or...pursue their interests through actions that damage the other parties. These parties may be individuals, small or large groups, and countries”.

According to Lund (1997), interests can differ over:

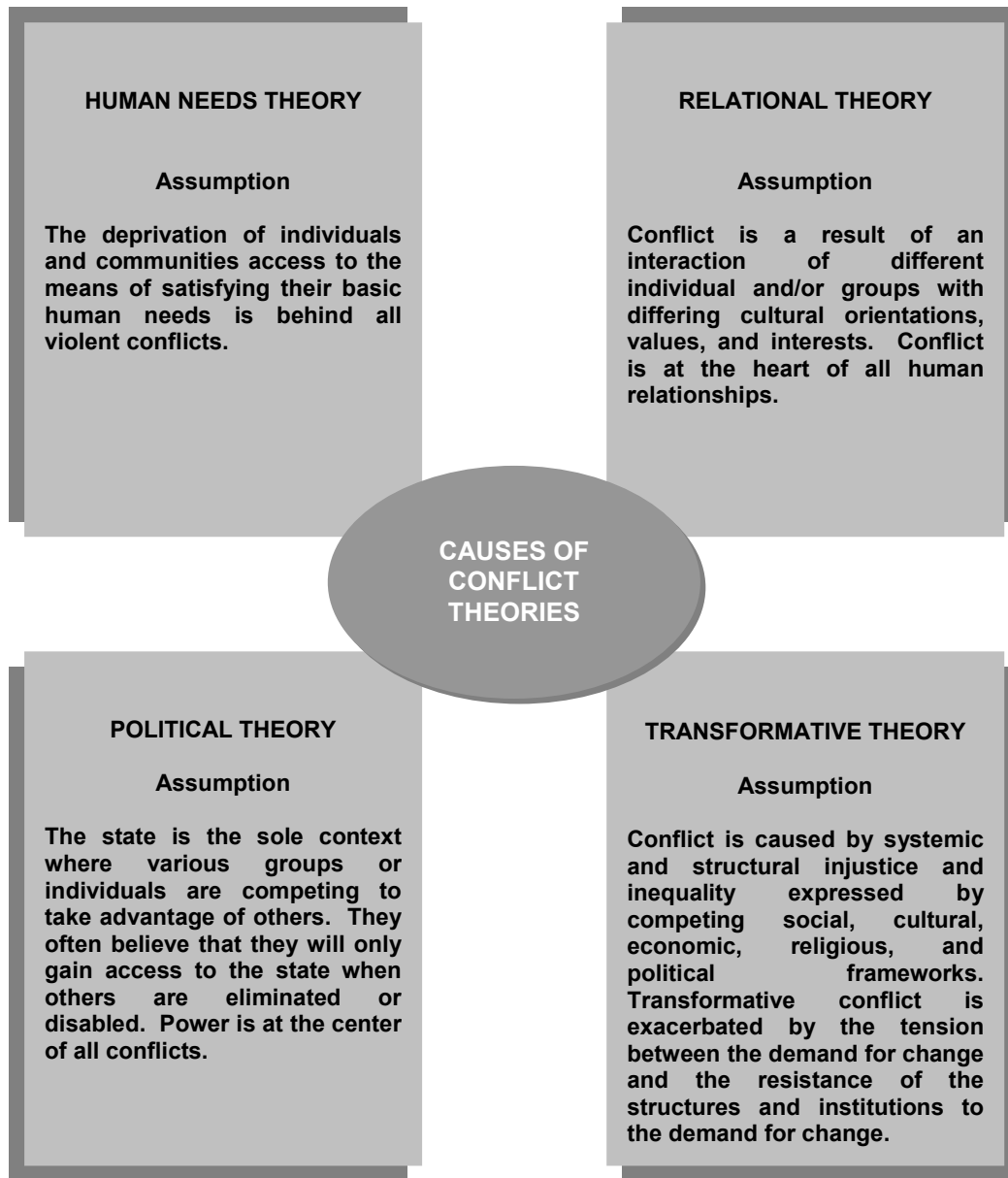
- Access to and distribution of resources (e.g. territory, money, energy sources, food and how they should be distributed).
- Control of power and participation in political decision making.
- Identity, concerning cultural, social and political communities to which people feel associated.
- Status, particularly those embodied in systems of government, religion or ideology.

Deutsch (1973:10) defines conflict as “existing whenever incompatible activities occur”

Coser (1968: 232) “Conflict is a struggle over values or claims to status, power, and scarce resources, in which the aims of the conflicting parties are not only to gain the desired values but also to neutralise, injure or eliminate their rivals.”

Katz and Lawyer (1993) “For conflict to arise the actions of one party must affect another, if they do not, differences would exist, but conflict would not.”

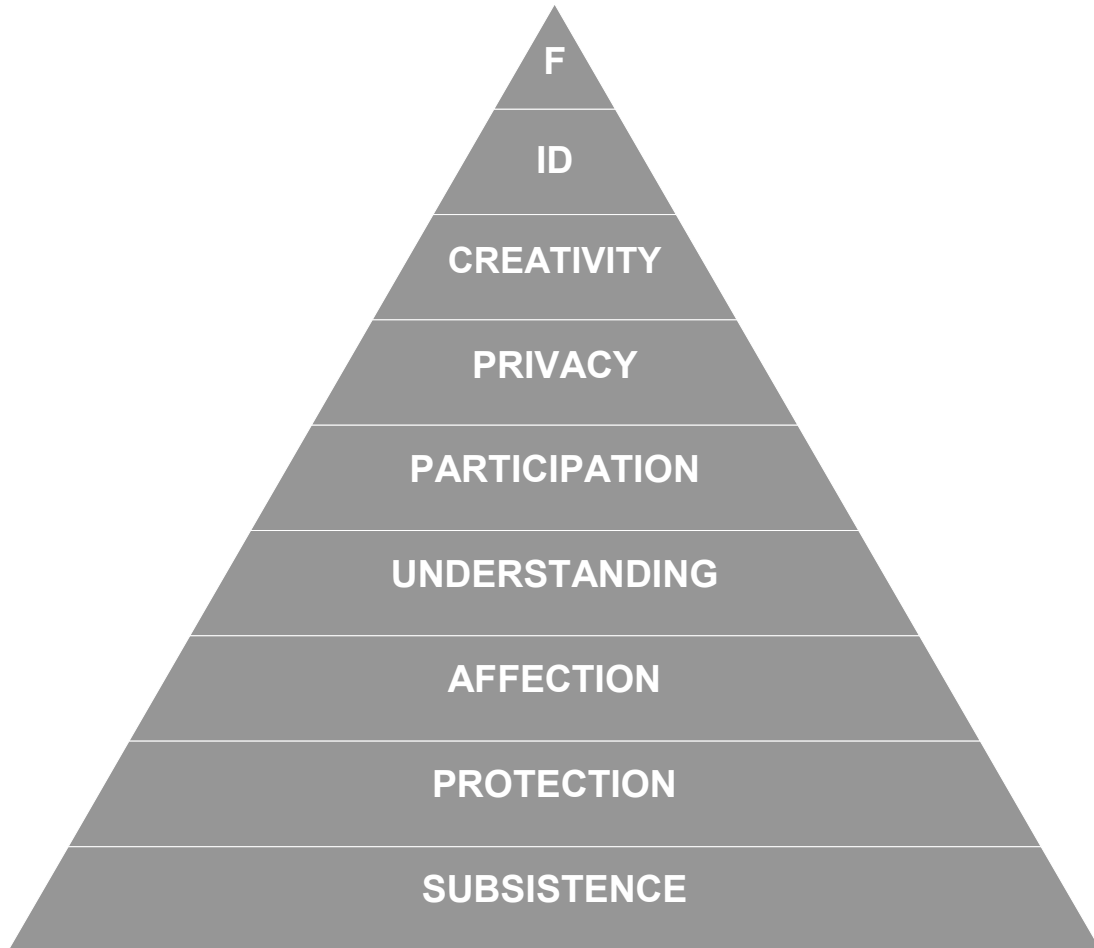
OVERVIEWS OF THE CAUSES OF CONFLICT THEORIES



SUMMARY

Structural factors point to conflict-prone societies but may or may not lead to violent outbreak of conflict: political instability, state collapse or civil war. They, however, may lead to human insecurity, the major concern of humanitarian and peace building organisations.

BASIC HUMAN NEEDS (ACCORDING TO MAX-NEEF)



Key:

F: Freedom

ID: Identity

Summary:

- Human needs must be understood as a system; all needs are inter-related.
- Besides physical needs represented by Max-Neef as *Subsistence*, no hierarchies exist within the need system. Simultaneity, complementarity and tradeoffs are characteristics of the process of needs satisfaction

KEY POINTS OF THE HUMAN NEEDS THEORY

Manfred Max-Neef postulates that the inadequate satisfaction of any of the fundamental human needs generates pathology. The pathology can be described both in economic and political terms. Economically the pathology is expressed as unemployment, hyperinflation, and poor quality of life. At the political level the pathology can be expressed as fear or xenophobia, crime or violence, exile and marginalisation. At the heart of the Needs Theory, Max-Neef says is the tension between deprivation and potential. This tension embeds needs-based conflicts.

- Basic human needs are physical, psychological, social and spiritual needs without which existence is impossible
- Recognition, identity, security, autonomy and bonding are what John Burton calls non-negotiable human needs
- Human needs are not transmitted by a particular culture or implanted or taught by local institutions. They are universally expressed. Every man, woman and child is aware of them. The articulation of what they represent to each individual is what is learned. E.g. we all get hungry, but how to say “I am hungry” both verbally or non-verbally can be learned.
- Human needs are irrepressible, demanding satisfaction no matter how a society’s regime may seek to suppress or manipulate them. This point is critical in any conflict situation or any society. States have proven to fail in their attempts to suppress the needs of their citizens. In most cases regimes are violently removed when the society sees no other way to prove that no one person or institution can repress the needs of others.
- Basic human needs can be satisfied differently; their 'satisfiers' differ from context to context and person to person and are gendered in nature.
- Lack of access not necessarily the unavailability of 'satisfiers' of need, is a major catalyst to violent expression of a need-based conflict; this is also called *Relative Deprivation*.

KEY POINTS OF RELATIONAL THEORY

Relational Theory assumes:

- Conflict is a result of interaction between different men and women and/or groups with differing cultural orientations, values, and interests
- Conflict is innate in the nature of men and women and therefore characterises the way they behave while interacting with others
- Conflict is a consequence of poor communication or miscommunication and misperception
- 'Otherness' resulting from the natural discomfort of encountering people or groups different from self or one's group can lead to conflict
- Groups tend to protect their boundaries for fear of losing their identity or being invaded by other groups
- One group perceiving one or several of their inter-relationships with other groups as illegitimate; e.g. indigenous vs. settler conflicts
- History or shared memory of groups influences the way they perceive and interact with others
- Conflicts generated from individual or group interaction include stereotype and prejudice, miscommunication, xenophobia, symbols, etc.

Summary:

The relational theory attempts to understand ethnic or identity-based conflicts that have overwhelmed a number of countries. Why do people resent those who are different from them?

At the sociological level it is proven that difference challenges one's identity formation process. From perceiving oneself as the centre of the world, the presence of another person or group challenges one to rethink this identity as sharing the centre with another person.

Political economy helps us to also understand the tension between groups. It shows that groups who share a common resource are likely to engage in violent conflict more than groups who do not. Scrambling for limited shared resource can lead groups to want to eliminate, injure, or neutralise the other.

History of the groups and their relationship can also explain the way they interact. Violent historical relation can perpetuate the divide and may entrench the dehumanisation of the other. Common indicators of social divide among groups include stereotypes and prejudice.

KEY POINTS OF POLITICAL THEORY

Political Theory Assumes:

- The state is the sole context where various groups or individuals are competing to take advantage of others. They often believe that they will only gain access to the state when others are eliminated or disabled.
- Power, which is perceived to be a critical currency for the gratification of dignity, recognition, freedom, etc, is often contested for by groups.
- Conflict is a consequence of :
 - Failed or weak state
 - The absence of regime legitimacy
 - Poor Governance
- Anarchical international systems based on competing national interests are either behind violent intra/inter state conflicts or fuel the conflicts once they erupt.
- A contingent result of psycho-political dynamics of misperceptions and identity crisis of political leaders; Psycho-political pathologies of men and women leaders have taken nations to senseless wars.
- A system-induced clash of economic and political interests between the centre and peripheries; this relationship is not only one between former colonies and their former colonisers; it is between capital cities which are the seat of politics and dispersed communities.

KEY POINTS OF TRANSFORMATIVE THEORIES

Transformative Theory Assumes:

- Conflict is caused by systemic and structural injustice and inequality expressed by competing social, cultural, economic, religious, and political frameworks.
- Structural factors also encompass tangible or symbolic resources like traditional institutions, beliefs, practices, government institutions and laws.
- Conflict is a consequence of the way some societies are structured; For Example:
 - Economic and political systems tend to favour one group over the other
 - Cultures tend to be exclusive and unwelcoming to others and new ideas
 - Political and economic structures used to govern the society are alien to it
- Transformation addresses how men and women, cultures, institutions, and society respond to change.

Structures are slow to change. They are sometimes static while demographic, environmental, economic and social changes are taking place. The tension between static institutions and structures and the dynamic change processes in people, perceptions, the environment, etc. is a source of conflict. For example: While population increases, institutions that provide social services remain the same. An agriculture-based society like Côte d'Ivoire may have many to feed but the soil is increasingly becoming infertile. Nearly all African countries are still producing primary goods although this economic system is disadvantageous to the current system of globalisation.

There are two sources of change: Endogenous and Exogenous. Endogenous change takes place within. It is not imposed. It is a product of the inherent regenerative capacity of the society. Endogenous change happens out of encounters. Every encounter presents opportunities for learning, for growth, for development. It will take a reflective person or society to identify the lessons that those encounters present. When the lessons are identified and the society learns from them, new meanings are constructed from which the society forms new attitudes and eventually, new cultures and structures.

Exogenous change is driven from outside. It assumes that existing cultures, structures, systems, instruments, etc. in another society are flawed and must be replaced immediately with new ones that are inherently different from the ones known by the society to be changed. Exogenous change comes from an encounter with an individual or another society in which that individual or society feels obliged to impose its way of life on the other group. Usually the outsider is convinced that the change will be for the good of the other.

MAPPING NEEDS-BASED CONFLICT

Introduction:

- Identify the 'satisfiers' for the needs in your selected community. Be aware of the gendered nature of needs. Food, Shelter, Clothing, work may be common to all societies. There may be changes in the other 'satisfiers' based on the society.
- Discuss whether these “““““satisfiers””””” are adequately available to men, women and children...
- Discuss whether the means of access (whether limited or not) are available for all members of society including men and women or controlled by a privileged few. The latter may be conflict generating.

NEED	SATISFIERS	AVAILABILITY	ACCESS & MEANS OF ACCESS	COMMENTS: Conflict generating or Peace generating?
Subsistence	Food, Shelter, Clothing, Work			
Protection	Insurance/health systems, savings, social security rights, rights of women, family, work			
Affection	Friendships, sex family, partnerships, relationships with nature			
Understanding	Literature, teachers, education and communication policies			
Participation	Rights, rights of women, responsibilities, duties, privileges,			
Creativity	Abilities, skills, leisure, expression method, work			
Identity	Symbols, language, religion, customs, reference groups, sexuality, gender, values, norms, historical memory, work			
Freedom	Equal rights, expression			

MAPPING RELATIONAL CONFLICT

Instruction:

- Identify the groups involved in the conflict you are monitoring
- What is the history of their relationship
- What is their geographical proximity to each other
- What resource(s) do they share?
- How is access to the resource(s) controlled?
- Assess the level of prejudice between the groups. Is it intense or socially acceptable? What has been the trend of prejudice intensification?
- What is the pattern of communication among the groups? Whose language is used?

Group	Proximity	History	Level of Prejudice	Trends in Prejudice Formation	Pattern of Communication

Example:

Group	Proximity	History	Level of Prejudice	Trends in Prejudice Formation	Pattern of Communication
Tutsi vs. Hutu	Live in the same country	Hostile historical relation	Highly intense. Groups dehumanise each other	Monarchy contributed to superiority and inferiority complexes, colonisers deepened prejudice through education, mutual violence also deepened prejudice and mutual hostility	Communication is characterised by fear. Same language.

MAPPING POLITICAL CONFLICT

Instruction:

There are several political factors that generate conflicts. The exercise is to guide discussion around those factors. We identified Failed State, Lack of Regime legitimacy, Poor governance, and Competition between States as core factors behind political conflicts. These factors manifest themselves in the political, social, economic, and security realm of society.

- Identify and list the political, social, economic, security manifestations of failed state, lack of regime legitimacy, poor governance, and inter-state rivalry.

Manifestation	Failed State	No Regime Legitimacy	Poor Governance	Inter-state Rivalry
Political				
Social				
Economic				
Security				

Example:

Manifestation	Failed State	No Regime Legitimacy	Poor Governance	Inter-state Rivalry
Political	Collapsed Institutions	Repression	Corruption	Border conflict
Social	Crime	Ethnic cleavage	Nepotism	Inter-state prejudice
Economic	Unemployment	Unwillingness to pay taxes	Inflation	Trade embargo
Security	Militias/rebels	Ethnic militias	Mutiny	Tight border security

Note: There may be more than one manifestation in each category. Consider the role of gender. This is a sample to guide your discussion.

MAPPING TRANSFORMATIVE CONFLICT

Instruction:

Using the following checklist, discuss the role of change and structures in the conflict you are reviewing:

- Identify the political, economic, social, religious, and security structures of the society
- Are the structures effective for peace generation? If not, what is leading to their weakness?
- Which of the structures are under pressure for change?
- Is there resistance to change? Is it in policy, structures, beliefs, values, etc.?
- Where is the pressure for change coming from? i.e. is the demanded change endogenous or exogenous?

Structures	Strong/Weak	Under Pressure for Change	Resistance to Change	Responsive to Change	Source for Change
Political					
Economic					
Social					
Religious					
Security					

Example:

Structures	Strong/Weak	Under Pressure for Change	Resistance to Change	Responsive to Change	Source for Change
Political	Legislative & Judiciary are weak	All political institutions	Executive	None	International Community; Civil society
Economic	Production	Economy is based on primary goods; needs to change and diversify	Public control of productive institution	None	International Monetary Fund, Donor Community and Governments
Social	Beliefs & values	Beliefs: Poro and Sande societies	FGM practice	From polygamy to monogamy, from patriarchy to equality	New religions , Women's rights advocates
Religious	Traditional Religion, Islam Christianity	All religions	Traditional religion and leaders	Christianity: Proliferation of churches	Poverty, injustice external agents of religion
Security	Military, Police	Military	Dissolved	Dissolved	Civil war

CONFLICT ANALYSIS

LEARNING OBJECTIVES

At the end of the day, participants will have:

- Reviewed activities of the previous day
- Identified and discussed the benefits of conflict analysis
- Identified and discussed the challenges or paralyses of conflict analysis
- Viewed the basic framework for conflict analysis through four key questions
- Developed skills in context mapping and analysis
- Developed skills in issue/problem definition and analysis

CONTENTS

- Why Conflict Analysis?
- Challenges and Paralyses of Conflict Analysis
- Conflict Analysis Framework
- Context Mapping and Analysis
- Issue/Problem Definition and Analysis
- Conflict Tree Model
- Peace Flower Model
- Conflict Phases

DAY 2: AGENDA

TIME	TOPIC
9:00-10:30	Review of Previous day Why Conflict Analysis <i>Objectives: Participants will:</i> <ul style="list-style-type: none"> • List the reasons and benefits of analysis • Share stories of the value of analysis from previous experiences Challenges and/or Paralyses of Conflict Analysis <i>Objectives: Participants will:</i> <ul style="list-style-type: none"> • List the critical challenges of conflict analysis • Discuss the common critiques of analysis especially from bureaucrats and/or policy makers • Generate strategies to minimise the impact of the challenges on conflict analysis in their respective contexts
10:30-11:00	BREAK
11:00-12:45	Basic Conflict Analysis Framework: Mapping the Elements and Context <i>Objectives: Participants will:</i> <ul style="list-style-type: none"> • Identify the four elements for understanding conflict • Discuss their relationships and composite impact on conflict • Understand the concept of context mapping • Develop a map of their conflict context • Develop skills in analysing the quantitative and qualitative impact of context on conflict
12:30-2:00	LUNCH BREAK
2:00-5:15	Issues/Problem and Peace Definition and Analysis <i>Objectives: Participants will:</i> <ul style="list-style-type: none"> • Use the Conflict Tree and Peace Flower Models as the basic models for defining, understanding, and analysing issues or core problems in conflict situations. • Discuss conflict phases

Why Conflict Analysis

Purpose:

To generate shared understanding on the importance of conducting analysis in any conflict situation.

Objectives:

- To list the reasons and benefits of analysis.
- To share stories of analysis.

Time:

1hr.

Process:

Write on a flip chart: "Why should we be interested in the analysis of conflict? Write participants' responses on the flip chart. Comments may include:

Conflict analysis helps us to:

- Understand background/history of situations and current events
- Identify relevant groups involved in the conflict including the hidden ones, i.e. "shadows"
- Understand the perceptions of groups in conflict and how they relate to each other
- Understand factors & trends that underpin conflict.

(15 min.)

- Divide into five groups. Each group asks for a volunteer who shares an experience with conflict where effective analysis was useful. Include the process of analysis that was used in the conflict. Conversely, participants can also share an experience where lack of effective analysis led to poor response

(30 min.)

- Groups present the five conflict stories.

(15 min.)

Note:

Summarise by emphasising the following: Analysis helps us to understand the multi-faceted, multi-layered, multi-dimensional nature of conflict. Without analysis our response could become counter productive—exacerbating instead of mitigating violent expression of conflict. The lack of understanding and evidence based analysis involving local actors has caused outside actors to erroneously define conflicts and promote the wrong strategies. This phenomenon of bad responses is common place. States, experts, humanitarian, development, peace building, and human rights organisations are all guilty of intervening in conflicts on the bases of no or poor analysis. The benefits of good analysis cannot be overemphasised.

CHALLENGES/PARALYSES OF ANALYSIS

Purpose:

To identify and discuss the key challenges that affect the process of conflict analysis.

Objectives:

- To list the critical challenges of conflict analysis.
- To discuss the common critiques of analysis
- To generate strategies to minimise the impact of the challenges on conflict analysis in their respective contexts

Time:

30 min.

Process:

1. Divide participants into five groups. Each group is to identify and discuss at least 3 key challenges or obstacles to analysis in general and the application of conflict analysis in their contexts.
2. Groups report the challenges. Moderate discussion on the following: What were the most talked about challenges from your group? What can be done to minimise their effects on conflict analysis?

Challenges and obstacles may include:

Time is regarded as a challenge. Most practitioners think analysis consumes precious hours needed to directly intervene in a conflict situation.

Dynamics or Phase of Engagement: Analysts and practitioners engage conflict at either escalating or crisis phases. Interveners often ask analysts to provide quick diagnosis that will fit the already available prescription. Dynamics of conflict also affect analysis as essential data change with changes in the life of the conflict. By the time analyst are concluding their finding on the basis of a set of data already collected and collated, major changes in the conflict can render the data irrelevant and therefore unsuitable for analysis.

Triggers sometimes become critical to a conflict more than observable trends and indicators. Since these triggers may or may not have a link with the root causes, analysis may be unimportant to understanding them.

Behaviours of stakeholders cannot be easily analysed. Interests are hidden. Shadow actors who may be the driving actors may be unknown.

Purpose:

To enhance skills in using the tools for conflict analysis.

Objectives:

- To identify the four elements for understanding conflict
- To develop skills in context and issue analysis
- To develop skills in the use of conflict analysis tools

Time:

1hr.

Process:

1. **Overview of the Elements of Conflict:** Ask participants to buzz in small groups of 2-3. Identify the key questions they often ask when they are informed about a conflict situation. The following are examples:
 - Who are the parties?
 - What is the conflict about?
 - Where do they come from and where is the conflict taking place?
 - When did the conflict begin?
 - What is the conflict based on - are they fighting or quarrelling?
 - Why the conflict?

(30 min.)

- Discussion: Share questions in large group.

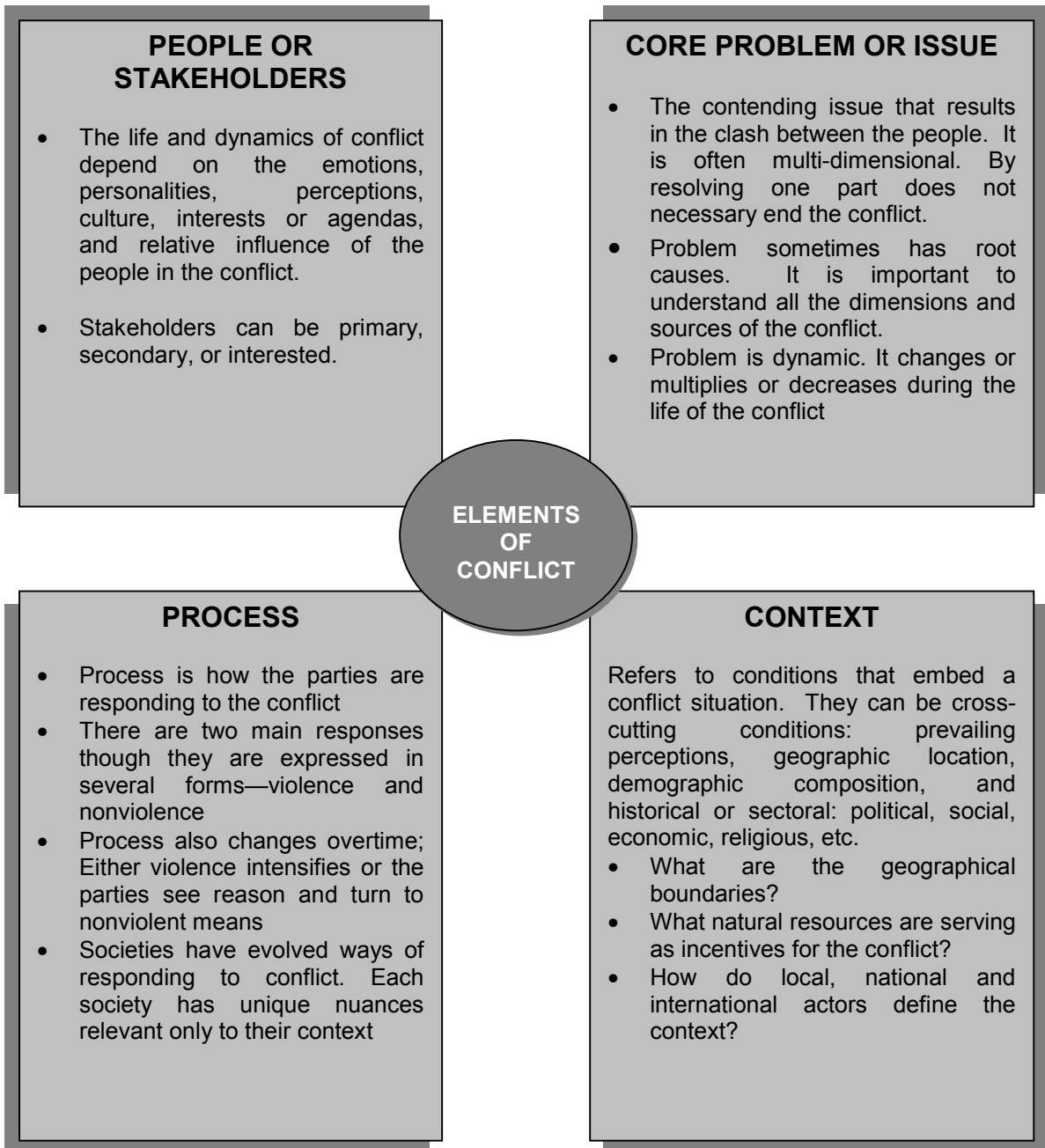
Identify conflict as a social phenomenon with four important elements:

- **People or Stakeholders, the WHO.**
- **Issue or Core Problem, the WHAT.**
- **Context, the WHERE and WHEN.**
- **Process of Response, the HOW.**

Lead a discussion on the overview of the elements and indicate that later sessions will take a closer look at each element using conflict analysis tools. Note how gender interacts with the elements. (Resource: Handout 2.3.1)

(30 min.)

CONFLICT ANALYSIS FRAMEWORK



CONTEXT MAPPING AND ANALYSIS

Purpose:

To understand the impact of context on conflict.

Objectives:

- To understand the concept of context mapping
- To develop a map of the conflict(s) context
- To develop skills in analysing the quantitative and qualitative impact of context on conflict

Time:

1 hour 30 min.

Process:

1. Ask group to respond to the following questions as an interactive brainstorming session: Describe context as used in conflict analysis. How important is understanding context to conflict analysis? What are the key elements that must be identified in a context mapping exercise?

(30 min.)

2. Divide into 5 working groups: Post work on a flip chart.

Group 1: Identify a familiar conflict and draw a map showing the location of the conflict. Point out key insights the map offers to the understanding of the conflict. (Resource: Worksheet 2.4.1)

Group 2: Consider the demography of the conflict. Who are the people? Where are they located? What is their relationship? How do they generally perceive the conflict? Is there a demographic tension? (Resource: Worksheet 2.4.2)

Group 3: Consider the historical context of the conflict? What important historic events feed the current conflict? Are these events being exploited by political demagogues? How are the past and the present important to determining the future? (Resource: Worksheet 2.4.3)

Group 4: Consider the economic context. What is the state of the economy? List the economic factors that prevail in the society. How do they inform the conflict? (Resource: Worksheet 2.4.4)

Group 5: Consider the political environment. What are the current political conditions? (Resource: Worksheet 2.4.5)

(1 hr)

CONTEXT DEFINITION AND MAPPING

The meaning of any conflict resides in its context. Context can be the background of the conflict, the environment where the conflict is taking place or the circumstances that necessitate the conflict. Context can also be referred to as the root causes or systemic conditions behind conflict.

The following questions help to guide our analysis of the context:

- *Why is there conflict? What is it about?* This leads us to exploring the meaning carried by those engaging in or observing the conflict? How is the meaning informing their behaviour and attitude towards the conflict?
- *What* social, political, economical, religious root or systemic conditions feed the conflict?
- *Where* is the conflict located (Geography—border, scope, topography, vegetation, climate, etc.);
- *What* in history drives the conflict (past historical relations, myths)
- *Who* is involved and/or affected by the conflict? What are their roles and conditions? Demography and categories of people—women, children, elderly, cultural groups, number, population density, quality of life?

In effect the key questions, what, why, where, when, and who can also be unpacked when attempting to understand the context.

EXAMPLE OF CONTEXT DESCRIPTION

Geography: A small country of about 7 million people on the Atlantic coast of West Africa, Guinea Conakry is bordered by Sierra Leone, Liberia, Côte d'Ivoire, Mali, Senegal, and Guinea Bissau.

Demography: The largest ethnic groups are the economically dominant Fullah or Peul with approximately 35 percent of the population, the Sousou with approximately 30 percent of the population, and the Malinke with approximately 25 percent. Members of the Malinke group are also found in Senegal, Mali, Burkina Faso, Côte d'Ivoire, the Gambia, and Liberia. Guinea is also home to a number of forest tribes—the Guerze or Kpelleh, Manon or Kono, and Kissi.

History: In the 13th century, the Malinke established hegemony in the region, including Upper Guinea, and by the 14th century, Guinea in its entirety was absorbed into the powerful Empire of Mali. In contemporary times a French colony, a landmark in Guinea's fight for independence came in 1958, when Sékou Touré urged Guineans to refuse "quasi" independence from France. Touré's position was epitomised in his words: "We prefer freedom in poverty to riches in chains." De Gaulle's colonial administrators prepared to leave as Sékou Touré declared, in 1958, the independence of the second African colony, after Ghana (who negotiated and gained independence from Britain in 1957). In 1984 Sékou Touré's reign ended abruptly with his death from heart failure while visiting the United States. Just three days after his burial, Guinea's armed forces staged a bloodless military take-over.

Economy: In 1985, a few months after the military take-over, the Military Council announced revolutionary measures aimed at revitalising an economy exhausted by 26 years of isolation. With the help of the International Monetary Fund (IMF), a structural adjustment program was initiated, and the economy began an upward trend, according to the IMF reports.

Political: In 1991, after considerable national and international pressure, the Conté-led military government agreed to reinstate a multi-party political system. Eight candidates competed for the presidency elections in 1993, including the incumbent Col. Conté. The pre-election period was tense, marked by incidents of violence between government and opposition supporters. Conté won under doubtful circumstances by a slight majority of just over 50 percent. The legislative elections of 1995 were also characterised by allegations of fraud, vote rigging, and violence. By decree in 2001, Conté conducted a referendum that now allows him to have a third term. Many believe that the passive nature of the Guinean people coupled with increased security threats, especially from the government of Liberia, and the international community's support for the Conté regime as a key ally in the Mano River basin, gave the president a free hand to violate Guinea's democratic and constitutional processes with impunity.

GEOGRAPHY: LOCATING CONFLICT IN A PLACE

Task:

Identify a familiar conflict and draw a map showing the location of the conflict. Point out key insights the map offers to the understanding of the conflict; Discuss and fill out the Worksheet. Summarise on a flip chart and post for discussion.

Contextual Factor	Borders	Size of the Space where conflict is occurring	Topography	Vegetation & Climate	Natural & Strategic Endowments
Geography (Place)					

Concluding Questions:

1. Which of the factors listed above have the most influence on the current conflict?
2. Which factors when combined will affect the conflict significantly?

DEMOGRAPHY: LOCATING PEOPLE. RELATIONSHIPS AND THE ENVIRONMENT

Task:

Consider the demography of the conflict. Who are the people? Where are they located? What is their relationship? Is there a demographic tension (in other words is their high population density in the conflict)?

Contextual Factor	Population Size Gender Distribution	Ethnic Distribution	Geographic Distribution	Relationship between Groups	Impact of Environment on People and Vice versa	Population Density Gender Distribution
Demography (People & Distribution)						

Concluding Questions:

1. Which of the factors listed above have the most influence on the current conflict?
2. Which factors when combined will affect the conflict significantly?

HISTORICAL FACTORS

Task:

Consider the Historical context of the conflict? What important events in history relate to or feed the current conflict? Are these events being exploited and/or used as an excuse to trigger or exacerbate conflict?

Contextual Factor	Historical Events that Generate Conflict	Historical Events that Mitigate Conflict	Events Currently Exploited
Historical factors			

Concluding Questions:

1. Which of the factors listed above have the most influence on the current conflict?
2. Which factors when combined will affect the conflict significantly?
3. How are the past and the present important to determining the future?

ECONOMIC FACTORS

Task:

Consider the economic context. What is the state of the economy? List the economic factors that prevail in the society. How do they inform the conflict?

Contextual Factor	Primary Exports	International Debt and loans	Economic events that Generate Conflict	Impact of Economy on People	Workforce Education	Resources Currently Exploited
Economic Factors						

Concluding Questions:

1. Which of the factors listed above have the most influence on the current conflict?
2. Which factors when combined will affect the conflict significantly?

POLITICAL FACTORS

Task:

Consider the political environment. What are the current political conditions and situations?

Contextual Factor	Elections	Governance	Security	Legitimacy	State & Society Relations	Other
Political Factors						

Concluding Questions:

1. Which of the factors listed above have the most influence on the current conflict?
2. Which factors when combined will affect the conflict significantly?

Purpose:

To understand problem identification and analysis in conflict

Objectives:

- To analyse and link core problems using the “Conflict Tree”.
- To analyse conflict generating factors.

Time:

1 hr.

Process:

Conflict Tree:

Divide into smaller groups. Explain that analytical tools help organise information so that we can understand the context by looking through different lenses. The “Conflict tree” is an example that serves to analyse the cause and effect relationship of a number of factors in a complex situation. Each group is given an instruction to draw a conflict tree of their community. Encourage use of creativity with colour marker pens, craft paper etc.

The groups are asked to label the tree:

1. What is the name of the tree (**the core problem**)?
2. What are the roots (**causes**) of the conflict tree?
3. What are the branches (**effects**) of the tree?

Groups display the trees. Invite participants to discuss the trees, noting lessons learned from the exercise.

Summarise (Resources: Handouts 2.5.1-2.5.2)

Note:

Core problem or issue refers to the specific issues and differences people have between them. These involve different values, opposing views, incompatible interests, and differences regarding use, distribution or access to scarce resources.

Every problem has root causes, manifestations and effects. By monitoring these elements one is able to predict the trend of the problem.

CONFLICT TREE

Conflict is likened to a tree with three main parts or elements: Roots, Trunk and Branches:

The roots:

Are the structural or causal factors. Although they are the invisible contents of the tree, the roots are the anchor and source of life for the tree. Examples of root causes are injustice, poverty, economic deprivation, ignorance, ethnic prejudice and intolerance, corruption, poor governance both at state and traditional levels. Just as all roots left in a soil do not necessarily produce a tree, roots of conflicts only provide potentials for conflict. Other contributing factors like good soil, a gardener, etc. will be needed to produce the *Conflict Tree*.

The Trunk

Is the largest visible content of the tree. It is where all of the roots have converged. It is difficult to distinguish the link of the trunk to a particular string of the roots. The trunk gives onlookers some clue about the name and nature of the tree. However, the tendency to associate conflict only to the visible core problem can be deceptive since this is just a converged expression of many roots with particular differences. As a convergence of the roots, the trunk comprises dimensions of the conflict. Depending on whom is analysing the conflict and from what vantage point the analyst who is conducting the study may emphasise a particular dimension of the conflict over the others.

The Branches, leaves and fruits

Are the multitude of smaller conflicts or dimensions of the conflict emerging out of the trunk. They are sometimes referred to as effects of the conflict. For example, conflicts between ex-combatants and their communities, the rise in prostitution, family conflicts emerging out of long years of separation, chieftaincy disputes as a result of two or more chiefs being appointed by the different authority who occupied the communities during a civil war, land disputes as a result of lands being sold by different so-called owners, etc are all branches from a Conflict Tree.

Over an extended period of time the effects or fruits of a particular conflict can fall into the fertile soil, germinate and develop another tree separate from the original tree. Once this has happened one may need to address problems associated with the new tree outside of the earlier one. Sometimes the old tree is even dead and gone but the new tree grows in strength. This illustrates some of the complexity of conflicts.

SUMMARY OF CONFLICT GENERATING FACTORS

The Causes of Conflict Matrix serves as an aid in identifying the root causes or systemic factors that embed conflict. These factors can then be used to analyse the conflict noting their qualitative and quantitative significance. We are also helped to assess their composite strengths. Working with your conflict please complete the following worksheet:

	Political (incl. Military and security) factors	Economic factors	Sauce-cultural & Religious factors
<p>Causal factors OR ROOT CAUSES</p>			

Purpose:

To understand what factors can contribute to a sustained peace or prevent the outbreak of conflict.

Objectives:

- To analyse peace-generating factors.
- To understand the role of peace-generating factors in conflict
- To link and optimise on peace processes to prevent conflict outbreak using the “Peace Flower”.

Time:

1 hr.

Process:

Peace Flower:

Divide into smaller groups. Explain that analytical tools help organise information so that we can understand the context by looking through different lenses. The “Peace Flower” is an example that serves to analyse a number of peace factors in a complex situation.

Each group is given an instruction to draw a peace flower of their community. Encourage use of creativity with colour marker pens, craft paper etc. The groups are asked to label the flower: What is the name of the flower (**peace issue**)? What are the roots (**systemic supports**) of the peace flower? What is the stem (**processes in place**) of the flower? What are the petals (**the on-going peace efforts**) of the flower?

Groups display the flowers. Invite participants to discuss the flowers, noting lessons learned from the exercise.

Summarise (Resources: Handout 2.6.1- Worksheet 2.6.1)

Note:

Every peace issue has systemic supports, processes and manifestations. By monitoring these elements one is able to identify factors on which to optimise in order to help prevent the eruption of violent conflict.

PEACE FLOWER

Peace is likened to a flower with three main parts or elements: Roots, Stem and Petals:

Ongoing Peace Efforts (Petals):

The mechanisms available for dealing with conflict may include: traditional courts, truth commissions, etc.

Processes in Place (Stem):

The processes that are in place for dealing with conflict and that sustain peace may include: inter-village meetings, a process where elders meet, etc.

Systemic Supports (Roots):

The systems that uphold peace or “conflict carrying capacity” of society. Examples may be rules governing relations between villages and groups, a culture of tolerance, etc

To further help in the peace issues identification and analysis, whenever possible it is also crucial to recognise Peace-building gaps. This will increase and optimise the opportunities to help prevent violent conflict escalation or eruption.

Peace-building Gaps:

Regional or international political, economic, social and security initiatives requiring attention to sustain peace that are not currently being undertaken, either from domestic or external actors.

Key questions (Apply to worksheet 2.6.1)

- Have you considered indicators at all levels (local, national, International)?
- Have you considered indicators that relate to political, economic, social, and security issues?
- Have you considered both the relative importance of historic, present and future indicators?
- Are your indicators reflective only of the current phase of the conflict (pre-conflict, actual conflict, post conflict)? If so, please consider whether other phases are relevant.
- Are the indicators you selected important both in terms of facts and Perceptions?

Do the indicators selected reflect the concerns of different sectors of the population (women, elderly, poor, children, rich, etc)?

The emerging key peace indicators and gaps are to be incorporated into the Conflict Diagnostic Framework.

PEACE ANALYSIS

Working with your peace generating factors please complete the following worksheet:

	Political	Economic	Social	Security	International	Regional
Ongoing Peace Efforts						
Processes in Place						
Systemic Supports						
Peace building Gaps						

PHASES OF CONFLICT

Purpose:

To understand the phases of conflict.

Objectives:

- To demonstrate the dynamic nature of conflict
- To identify the phases of conflict
- To describe the characteristics of each phase of conflict

Time:

1 hr

Process:

Ask participants to reflect individually on a conflict. How did it begin? What has changed since the conflict? How did the change happen? Why do we need to know the dynamics of conflict? Discuss in small groups or pairs.

Groups report out. Lead discussion on lessons learned from the dynamics of the various conflicts shared with the group

Present the dynamics of conflict, stages or phases of conflict as an overhead or PowerPoint slide.

(Resources: Handouts 2.7.1-2.7.2)

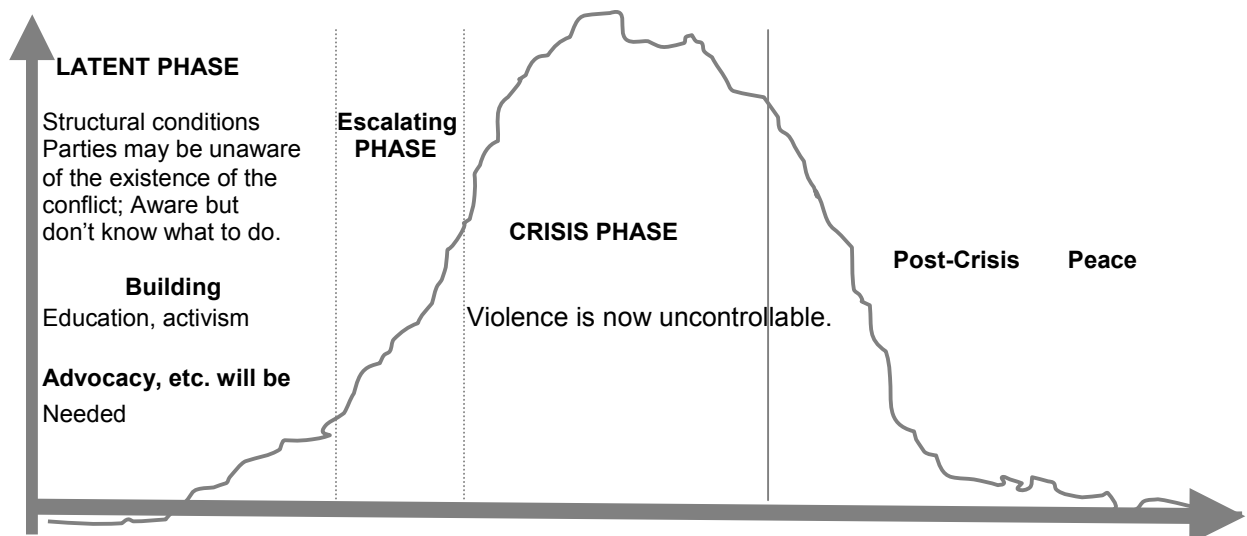
(45 min.)

EVALUATION AND CLOSING

- Summary of the day's activities.
- Participants list key learnings of the day
- Participants evaluate the process and make suggestions.

(15 min.)

DYNAMICS OF CONFLICT - PHASES



Parties are aware of the conflict and the means to wage the conflict. There is increasing mobilisation and sporadic violence has already begun. This is the stage of late warning.

Conflict progresses as oppressed groups become more aware of a conflict of interest, means to act and move to alter the situation.

- From No Awareness— the lack of knowledge about the conflict
- To Lower Awareness— the awareness of the conflict and the status of parties but the oppressed party remains passive
- To a Higher Awareness— where the parties are being educated to know the consequences and the means to organise action and they are moved to action
- To Confrontation between oppressed and oppressor by either violent or non-violent means;
- To Dialogue for understanding, conciliation, bargaining or mediation
- To restructuring of their relationship and community to ensure peaceful relations

Each conflict situation contains certain predictable elements and dynamics that are amendable to regulation and change. There are two key propelling variables in conflict escalation: **OPPORTUNITY AND WILLINGNESS**.

Opportunity is the resources available to a person, or a group or a country. E.g. money, arms, people, good organisation, land, minerals, and external support. .

Willingness is the desire or need to act. When a group is convinced of an action to change their situation and is ready to execute the act irrespective of the consequences. Both are complimentary. One may have the means to act but may not be willing to do so or the willingness to act may be there but the means is lacking. Both must be present for a conflict to move to another stage.

Source: WANEP

STAGES OF CONFLICT

Illustration: Phases of conflict.

Pre- Conflict	Confrontation	Crisis	Outcome	Post Conflict
INDICATORS				
<ul style="list-style-type: none"> • rumours • war of words • arms trade • hiding of arms • refusal to surrender fire arm 	<ul style="list-style-type: none"> • killing • raiding • rape • demonstrations • increase in petty crime 	<ul style="list-style-type: none"> • increased killing, revenge • schools, hospitals closed • displacement • increased violence • emergency relief • closure of business 	<ul style="list-style-type: none"> • agreement • mediation • free movement • re-opening schools and hospitals • economic activities • rehabilitation • reconciliation 	<ul style="list-style-type: none"> • fund raising • return of illegal firearms • inter - clan marriage • development activities • payment of blood money, • community solutions

Source: From Oxfam's work in Wajir, Kenya, provided by Ivan Scott, and based on an idea from Responding to conflict.

Pre-conflict: Period where there is incompatibility of goals between two or more parties, which could lead to an open conflict. The conflict is hidden from general view although one or more of the parties are likely to be aware of the potential for confrontation. There may be tension in relationships between the parties and/or a desire to avoid contact with each other at this stage.

Confrontation: The conflict has become more open, occasional fighting or low levels of violence may break out. Relationships are becoming very strained.

Crisis: This is the peak of the conflict when the tension and/or violence is most intense. In a large-scale conflict this is a period of war, when people on all sides are being killed. Normal communications between the sides has probably ceased.

Outcome: Eventually the crisis will lead to an outcome e.g. one side might defeat the other, or a cease-fire might be called (in the case of a war). Parties might agree to the peace table or the negotiating table with or without the help of a mediator.

Post-conflict: Finally the situations resolved in a way that leads to an ending of any violent confrontation, to a decrease in tensions and to more normal relationships between the parties. However if the issues and problems arising from their incompatible goals have not been adequately addressed, this could lead to another pre-conflict stage.

(Source: Responding to Conflict)

CONFLICT ANALYSIS: STAKEHOLDERS ANALYSIS, AND SCENARIOS & OBJECTIVES

LEARNING OBJECTIVES

At the end of the day, participants will have:

- Defined Stakeholders
- Developed skills in mapping and categorising stakeholders in conflict situation
- Mapped the needs, interests and positions of stakeholders
- Developed skills in building scenarios and establishing objectives

CONTENTS

- Who are stakeholders in conflict situation?
- Categorising stakeholders and the implications to conflict response
- Analysis of Stakeholders
- What is Scenario
- How to build a scenario and define objectives

DAY 3: AGENDA

TIME	TOPIC
9:00-10:30	Review of Previous day Who are stakeholders in Conflict situation <i>Objectives: Participants will:</i> <ul style="list-style-type: none"> • Define stakeholders • Identify the difference between stakeholders and actors Categorising stakeholders <i>Objectives: Participants will:</i> <ul style="list-style-type: none"> • Identify the three categories of stakeholders • Determine the placing of stakeholders in the three categories
10:30-11:00	BREAK
11:00-12:45	Stakeholders Analysis <i>Objectives: Participants will:</i> <ul style="list-style-type: none"> • Identify the needs, interest, and positions of stakeholders • Assess the power relations of stakeholders Mapping Stakeholders Relations <i>Objectives: Participants will:</i> <ul style="list-style-type: none"> • Understand the types of relationship between stakeholders • Assess the factors that drive the relationships • What is the impact of stakeholders' alliances on the conflict?
12:30-2:00	LUNCH BREAK
2:00-4:45	Scenarios and Objectives <i>Objectives: Participants will:</i> <ul style="list-style-type: none"> • Define scenario • List reasons for scenario in conflict analysis • Develop skills in scenario building and establishing objectives

Who are Stakeholders in a Conflict Situation?

Purpose:

To define stakeholders and their categories.

Objectives:

- To define stakeholders
- To identify the categories of stakeholders
- To determine the criteria for placing stakeholders

Time:

45 min.

Process:

Write "Stakeholder" on the flip chart and brainstorm meanings.

Describe the categories of stakeholders: **primary, secondary and interested**. Ask participants to list the criteria for determining the category in which a stakeholder is to be placed.

(Resource: Handout 3.1.1)

Functional----Representativity----Moral Authority

Divide into five groups. Each group has to identify a particular conflict and map the stakeholders placing them as primary, secondary, and tertiary or interested stakeholders. Note: consider the influence of gender on the categories.

Report back to the larger group. Discuss and clarify categories.

STAKEHOLDERS DESCRIPTION

Definition

Stakeholders are defined as those men and women or groups who are directly or indirectly involved in the conflict and have a significant stake in the outcomes.

Categories of Stakeholders

Primary Stakeholders: are those whose goals are, or are perceived by them to be incompatible and who interact directly in pursuit of their respective goals. They are the direct investors in the conflict.

Secondary Stakeholders: are affected directly by the outcome of the conflict but who do not feel themselves to be directly involved. As the conflict progresses, they may become primary and primary may become secondary.

Interested stakeholders: have an interest in the conflict. They stand to benefit in the outcomes whether peaceful or conflictual. The difference between interested and secondary stakeholders is that the interested stakeholders suffer no direct impact of the conflict at least in the short and medium term.

Criteria for determining Primary Stakeholder

Determining where a stakeholder should be put is both political and fluid. The following often determine the decisions of interveners in selecting the stakeholders to engage:

1. **Functional:** This suggests those who directly wage the conflict. Their legitimacy on the negotiating table is their capacity and ability to perpetuate the conflict. They are the embodiment of the conflict. Observers believe they have the power to end the conflict.
2. **Representativity:** This is the political aspect of stakeholders' categorisation. Stakeholders are primary because they represent a large number of people who are directly affected by the conflict. These people also have the means to wage conflict or build peace.
3. **Moral Authority:** Primary stakeholders can also be determined because of their moral authority and interest in peace. Moral based stakeholders carry the vision of a post conflict society. These include religious leaders, civil society organisations including women's organisations or traditional leaders. Earlier this category was only confined to the secondary level.

STAKEHOLDERS ANALYSIS FRAMEWORK

Purpose:

To expose participants to the framework for mapping and analysing stakeholders.

Objectives:

- To identify the needs, interests and positions of stakeholders
- To assess the power relations of stakeholders

Time:

1 hr. 30 min.

Process:

Small lecture using flip chart, transparency or PowerPoint slides.

In order to structure an analysis of stakeholders, it is useful to consider five elements:

- **Relationship.** What is the interaction between the stakeholders
- **Agendas/power.** What are the agendas of key stakeholders for conflict and for peace?
- **Needs.** What are the needs of the different stakeholders? Which needs are opposing and overlapping?
- **Power.** What is the cumulative power of stakeholders promoting peace or conflict?
- **Actions.** What actions are the different stakeholders undertaking to promote peace or conflict? What is the cumulative power of actions for peace or conflict?
(Resource: Handout 3.2.1).
- Divide participants into five groups. Each group is to identify a particular conflict and map the stakeholders' relationship, agendas, power, needs, and actions. (Resource: Worksheet 3.2.1)
- Report to the larger group and summarise key findings.

STRUCTURE FOR STAKEHOLDER ANALYSIS

People & Relationship	Goal/Agenda: For Peace or For War	Needs/Interest/Position	Power Base
<ul style="list-style-type: none"> Identify who the stakeholders really are (visible and invisible) Which of the stakeholders epitomise the conflict? Has there been change in the key stakeholders during the conflict life? How many and what is the level of polarisation of the stakeholders Determine the constituencies of the key stakeholders Assess the relationships between the stakeholders What is happening with the gender dynamics? 	<ul style="list-style-type: none"> What does stakeholder hope to achieve? (goal) Are their goals open and known or hidden? Have the goals changed during the conflict life? Are the goals tangible or intangible? How are the goals articulated by men and women? 	<ul style="list-style-type: none"> Distinguish between needs, interests and positions of the stakeholders What are their shared needs? Are the needs fully defined? Are the parties aware of the range of "satisfiers" of their needs? Are the "satisfiers" available and accessible? Who controls access to the "satisfiers"? What are the opposing and overlapping interests and positions of the parties? Distinguish between the needs/interest and position of men and women. 	<ul style="list-style-type: none"> Identify the power bases of the stakeholders What attitudes about their own and the other's power does each party have? What is the level of mutual dependency of the stakeholders? What are the key power currencies that determine the power of the various stakeholders: political legitimacy, expert power, informational, coercion, material resources? What power currencies, as an outsider, do you see that the parties are not aware of? In what ways do the stakeholders disagree on the balance of power between them? What impact does the power assessment of the stakeholders have on their choices in the conflict? How organised are the stakeholders? What external or international alliance do the stakeholders have and why? i.e. What do the stakeholders have to offer external parties to get them interested in their cause?

MAPPING STAKEHOLDERS

Instruction:

Select a conflict and map the stakeholders. Discuss and map their agendas, interests, needs, positions, power, and actions for peace or conflict. Note that the exercise can be objective and subjective. Objective, as certain behaviours of the actors can be observed and subjective, as it is difficult to clearly determine the interest and needs of parties.

AGENDAS: For Peace or Conflict	NEEDS: For Peace or Conflict	POWER: For Peace or Conflict	ACTIONS: For Peace or Conflict

MAPPING STAKEHOLDERS' RELATIONSHIP

Purpose:

To build participants' skills in assessing relationships between stakeholders in conflict and the impact of their alliance on the conflict itself.

Objectives:

- To understand the types of relationship between stakeholders
- To assess the factors that drive the relationships
- To assess the impact of stakeholders' alliances on the conflict?

Time:

45 min.

Process:

Ask each conflict group to develop a map of the people involved. Place them in the categories of primary, secondary, and tertiary or interested stakeholders. Represent the relationships between them with thin line (if there is little relationship), thick line (if there is strong and obvious relationship whether negative or positive), and broken line if it's clear to the group that the stakeholders are not aware of the relationship that exists between them.

(Resources: Worksheets: 3.3.1-3.3.2)

Share the mappings and discuss patterns between the groups.

CROSS CUTTING QUESTIONS FOR STAKEHOLDER ANALYSIS.

Please answer the following questions:

Among the stakeholders, which ones are perceived ones, as opposed to factual?

Have you identified the main stakeholders at all levels (local, national, international)?

Are the stakeholders identified a manifestation of the current phase of the conflict? Are there any ones that have been missed because of too much emphasis on this phase?

Which stakeholders are rooted in history and which ones are seen as important in the future?

MAPPING CROSSCUTTING FACTORS

What are the crosscutting conflict generating factors in your conflict?

- Which conflict generating factors are rooted in history and which ones are seen as important in the future?
- Perceived
- Local, national and international factors
- Conflict generating factors in which phase of the conflict

Crosscutting Factors	Conflict Generating Factors	Peace Generating Factors	Stakeholders
History/Future			
Perceived			
Local, National, Int'l			
Phase			

SCENARIO BUILDING AND ESTABLISHING OBJECTIVES

Purpose:

To develop skills in building scenarios and establishing objectives.

Objectives:

- To define scenario
- To list reasons for scenario in conflict analysis
- To develop skills in scenario building and establishing objectives
- To link scenarios to objectives

Time:

2 hrs.

Process:

Show a short video clip or PowerPoint which portrays a Scenario/scenario-building situation. Ask for explanation:

What is happening? Alternatively, brainstorm the meaning:

- An analytical instrument that helps us portray the future.
- A hypothetical plot of the future.
- The probability of the results or outcomes in the *short, medium or long* term if the current trends continue.

In groups, generate at least two reasons or benefits of scenario building in conflict analysis.

Discuss and present scenario analysis and steps in scenario building; define objectives and link to scenarios.

(Resources: Handouts: 3.4.1 – 3.4.2)

Why Should we Develop Scenario?

Key Questions to ask When Building a Scenario

Steps to developing scenarios

Establishing objectives and linking to scenarios

Return to the conflict groups. Each group is to build three scenarios drawing from their analysis. (Best, Worst and Realistic case scenarios) and brainstorm on establishing objectives (Optimal and Contingency objectives). Resources: Handouts 3.4.1, 3.4.2, 3.4.3; Worksheet: 3.4.1

Groups present a scenario. Encourage a dynamic representation E.g. a drama; role-play; song or fishbowl debate.

EVOLUTION AND CLOSING

- Summary of the day's activities.
- Participants list key learnings of the day
- Participants evaluate the process and make suggestions.

Definition of Scenario:

- Analytic instrument that helps us portray the future. It is a hypothetical plot of the future

Possibility and probability of the results or outcomes of a given situation in the SHORT, MEDIUM, or LONG TERM if the current trends continue

Scenarios must be:

- Plausible: it must be achievable, there must be demonstration that it can happen. It is not a prophecy
- Qualitative & include contextual descriptions of possible futures based on a mix of continuities (trends) & discontinuities (triggers), *What if?*

Why Should we Develop Scenario?

- To anticipate and influence change
- To facilitate new ways of thinking
- To reduce future risks
- To help develop shared frameworks

Key Questions to ask When Building a Scenario

- What are the driving forces? How strong are the driving forces?
- What are the certainties?
- What are the uncertainties?
- What are the intervening factors? How strong are they?
- Who are the winners or losers?
- What are the challenges and responses?

Steps to developing scenarios

- Identifying focal issue or decision (what are you warning about)
- Identifying the key forces in the local environment or describe the context
- Identifying the driving forces in the context
- Identify the trends
- Rank the uncertainties
- Flesh out the scenario story
- Assess the implications

SCENARIOS & OBJECTIVES

Objective:

To draw out the best, worst and middle-case scenarios in order to be prepared and define realistic objectives.

Scenarios:

Scenarios basically answer the question “What will happen next?” A timeframe (e.g. six months) is normally given on scenarios, as are judgements on their likelihood (e.g. most likely, likely, less likely). Scenarios are developed by assessing trends in indicators among stakeholders, and weighing conflict indicator trends up against peace indicator and stakeholder trends.

Best-case scenario:

A best-case scenario describes the optimal (most positive) outcome of the current situation. It may be based on certain assumptions (e.g. rebels decide to negotiate) about stakeholder actions.

Middle case scenario:

A middle-case scenario describes a “muddling through” outcome of the current situation. It is largely based on an assumption that the status quo (e.g. fighting between rebels and government forces continues) prevails.

Worst case scenario:

A worst-case scenario describes the worst possible outcome of the current situation. It may be based on assumptions (e.g. government launches a large counter-offensive) of stakeholder actions.

Objectives:

Establishing objectives is a critical step in defining effective response strategies. The aim of this activity is to realise a best case scenario, avoid a worst case and/or transform a middle or realistic scenario by linking emerging scenarios to response strategies.

Objectives:

Objectives provide much needed strategic direction for responses to conflict. They need to reflect a combination of “ground realities” and response capacities, as well as scenarios. However, a “middle case objective” (reflecting a middle case scenario) is not necessary – if the aim is to change (conflict transformation) the status quo (to the better) or avoid a worsening of the situation.

Optimal objectives:

Optimal objectives are a translation of the best-case scenario (e.g. support the negotiated settlement of the conflict). In essence, it is an objective that will direct efforts to realise the best case scenario.

Contingency objectives:

Contingency objectives seek to ensure that practitioners are prepared for a worst-case scenario and prevent these from happening (e.g. develop humanitarian preparedness plans and discourage the government from a military counter-offensive).

Key questions (Apply to worksheet 3.41)

- What are trends in key conflict indicators/synergies, peace indicators, and in stakeholder dynamics?
- What is your judgement about best/middle/worst-case scenarios when considering the overall (conflict, peace, stakeholder) picture?
- What optimal and contingency objectives can you draw from the best and worst case (respectively) scenarios?

The emerging scenarios and objectives are to be incorporated into the Conflict Diagnostic Framework.

**SAMPLE OF A SCENARIO ON THE CONFLICT BETWEEN FRANCOPHONE AND
ANGLOPHONE CAMEROON**

Worst case scenario:

Intense agitation of the Anglophone side by the Francophone Cameroonians and Government insensitivity may lead to lawlessness. Arms proliferation may increase and Anglophone Cameroon could form a rebel movement. A civil war could ensue.

Best case scenario:

Agitation by Francophone Cameroonians may attract the attention of the international community, especially the UN's intervention. Fresh dialogues could begin and constitutional amendments could result leading to a federated state in which the Anglophones gain autonomous status.

Realistic (middle) case scenario:

Agitation by Francophone Cameroonians may attract the attention of the international community. NGOs and CSOs could also intensify their advocacy for constitutional reform and greater resource control for the Anglophone side where the country's oil wealth originates. A national reconciliation commission is established and issues of equitable and just society are discussed at the national level. A new spirit of nationhood is born.

POLICY OPTIONS FOR REALISTIC SCENARIOS (OPTIMAL OBJECTIVE)

- Encourage government, civil service organisations and the public in general to embark on programs that will enlighten the society on the need for constitutional reforms.
- The government should grant amnesty to all political detainees and political exiles in order to create a conducive environment for dialogue.
- The government, civil society, and the international community should assist in integrating the detainees and exiles into normal lives.
- There should be a National Reconciliation Commission to help heal the wounds of the conflict.

POLICY OPTIONS FOR THE WORST SCENARIO (CONTINGENCY OBJECTIVE)

- Government should create a peaceful and harmonious environment for co-existence.
- Government should improve the security network to contain any likely explosion.
- To avert a civil war the UN should intervene and play a mediation role in finding a lasting solution to the problem.

(Source: West Africa Peace building Institute: September 2002)

SCENARIOS & OBJECTIVES

Instruction:

Identify a conflict, think of what you are warning about and what to do to avoid its continuation or escalation. Preferably it should be the conflict your group has worked most with in the training. Review the context. What are the driving forces of the conflict? What is certain and what is uncertain? What are the threshold events that could trigger the change in the conflict whether a worst case or a best case scenario? What could be the implication of the change? What should be done to realise the best case or avoid the worst case scenario?

Scenarios	Objectives
<i>Best Case</i>	<i>Optimal Objective</i>
<i>Middle Case</i>	
<i>Worst Case</i>	<i>Contingency Objective</i>

CONFLICT MONITORING AND WARNING

LEARNING OBJECTIVES

At the end of the day, participants will have:

- Working knowledge on the concept and application of conflict monitoring and warning
- Understanding of the framework for conflict monitoring and warning
- Reviewed models for conflict monitoring and early warning
- Addressed safety issues in monitoring and warning

CONTENTS

- Overview of Monitoring and Warning of Conflict
- Framework for Conflict Monitoring and Warning
- Basic Conflict Analysis Framework
- Safety Issues

DAY 4: AGENDA

TIME	TOPIC
9:00-10:30	Review of Previous day Overview of Monitoring and Warning <i>Objectives: Participants will:</i> <ul style="list-style-type: none"> • Understand the concept of monitoring in the context of conflict • Appreciate the need for monitoring • Identify the most appropriate information sources useful for conflict monitoring • Understand the different approaches and systems for monitoring
10:30-11:00	Break
11:00-12:45	Basic Framework for Conflict Monitoring and Warning <i>Objectives: Participants will:</i> <ul style="list-style-type: none"> • Identify the four elements of conflict that are essential in monitoring • Discuss their relationships and composite impact on conflict
12:30-2:00	Lunch Break
2:00-4:15	Engendering Early Warning <i>Objectives: Participants will:</i> <ul style="list-style-type: none"> • Identify and discuss the specific role of women in early warning • Identify indicators relevant to engendered early warning

Overview of Conflict Monitoring & Warning

Purpose:

To expose participants to the values and process of conflict monitoring.

Objectives:

- To demonstrate the value of monitoring in conflict and peace.
- To identify the most appropriate information sources for conflict analysis.
- To review different approaches and systems for monitoring.

Time:

1 hr. 30 min.

Process:

Divide into small groups to discuss and report on the following:

- *What is monitoring?*
- *What do we monitor?*
- *Why should we monitor?*
- *Who is capable of monitoring?*
- *Where do the monitors get their information?*

Build on the group outcomes with a small lecture/presentation on the key considerations for conflict monitoring and warning. (Resources: Handouts: 4.1.1-4.1.3)

“Monitoring...refers to the standardised collection and organisation of information based on regular or continuous observation and reporting on, controversial events in a given region or zone. It is done in the framework of prevention and damage limitation, often by impartial outside observers.”

- Why do we monitor?
- Anticipated outcomes to monitor and warn against.
- Values of early warning
- Approaches and information sources
- Engendering early warning

DEFINITION OF THE MONITORING PROCESS.

Monitoring in the context of conflict situations and crises, refers to the standardised collection and organisation of information based on regular or continuous observation of, and reporting on, controversial events in a given region or zone. It is done in the framework of prevention and damage limitation, often by impartial outside observers.

It can be used to improve the decision-making process either indirectly by informing the public or directly as a feedback tool designed for the purposes of policy development. Sustained and systematic monitoring forms the basis for Early Warning. It can throw light on the status of critical and changing issues in the policy environment, which may be addressed by early response activities. Monitoring will also provide feedback on the relative success or failure of previous responses.

Why do we monitor?

- To identify and assess the most salient indicators for conflict
- To assess likely trends and scenarios
- To identify strategies and opportunities for peace

Anticipated Outcomes to Monitor and Warn Against:

- A civil war
- Genocide or the massacre of large number of people from the same group
- Large movements of refugees
- The collapse of the state which could lead to repression and killings as a result of paranoia
- Famine
- Floods
- Ethnic clashes
- Military coups
- Conscription of children or child soldiering
- Arms flows
- Environmental conflict

OBJECTIVES AND VALUES OF EARLY WARNING

The goal of early warning systems may be conceived as avoiding or minimising violence, deprivation or humanitarian crises that threaten the sustainability of human development. Human development implies improving quality of life through expanding human and social capital, as required to adapt to change and better satisfy human needs such as those for security/well-being, identity/valued relationships and effective participation/justice.

Reliable early warnings buy time not only to prepare for short-term containment and relief strategies, but also to design, build support for and implement longer-term proactive strategies and development programs that can reduce the likelihood of future disasters. An early warning system is more than the flow of information and reports from those on the ground regarding highly visible or rapidly escalating crises. It should also provide reliable analyses that identify still-latent or low-level conflicts or instabilities, while there is still time for investing in appropriate structural development and building conflict management capacity.

More than that, early warning systems can generate analyses that identify key factors driving the instability, providing a basis from which to assess likely future scenarios, and recommend appropriate options for local and international policy makers oriented toward preventive action. They also should keep track of what preventive strategies have been used in what contexts in the past, to what effect and at what cost.

Such analyses improve the reliability of conflict early warnings (current model-based warnings have been found accurate close to 80% of the time, and can be used to build political will and coalitions among potential responders for appropriately designed preventive action, at a fraction of the cost of reactive humanitarian and peace-keeping initiatives. In addition, these coalitions should include where possible, domestic as well as international, private as well as public sector partners, thereby significantly adding to the strength of civil societies and democratic institutions, and their capacity to manage their own conflicts in the longer term.

Along with disease (especially AIDS) and so-called “natural” disasters such as drought and floods, ethnic wars and repression within states constitute an enormous threat to human security. Yet much more needs to be done to develop systems for providing early warning of violent civil conflict and of related phenomena, such as mass killings (genocide or politicide), gross human rights violations, regime failure, refugee and IDP flows, environmental degradation and food shortages. (Source: John Davies 2001)

The conventional approach to early warning among operational agencies has involved the preparation of internal, *interpretative reports* for policy makers. These focus on the substance of the assessment and the need to package the report to bring out available policy options within the constraints on the agency's capacity to respond. They are typically based on field monitoring and in-country situation studies supplemented by limited but increasingly systematised sharing of field reports and indicator monitoring. Mechanisms such as UNOCHA's Humanitarian Early Warning System (HEWS) for UN agencies, or its publicly available, internet-based ReliefWeb and African IRIN reports are examples. UNHCR's Centre for Documentation and Research has begun to make versions of its more structured country situation assessments for UN interagency meetings also publicly accessible via the web.

A complementary approach is the generation of *analytical reports* employing explicit structural or dynamic models of crisis phenomena. Models provide an essential complement to field monitoring and indicator monitoring through specifying the combinations of risk factors and sequence of events that are likely to lead to different types of crises, distinguishing between remote and proximate conditions. This approach has been favoured by academic researchers, and its advantages include being accessible for systematic testing and progressive refinement and adaptation based on cumulative results, and providing a means for identifying the key factors to be addressed for effective prevention.

These model-based analyses may draw on country or group profiles or databases of structural indicators (e.g., Gurr's, 2000c, Minorities at Risk data), coded assessments by country experts (e.g., Scarborough, 1998; Schmid, 1998), and/or coded analyses of multiple filtered, publicly accessible news and information sources (e.g., Harff and Gurr, 1998). Analysis of data from both risk assessment and dynamic early warning models can make use of either simple or more powerful statistical tools for complex pattern recognition, such as neural net analysis or time-series impact assessment analysis, to distinguish where and when escalation and crises are likely.

Another rich information source is to be found in episodic databases which profile past conflicts and crises, including information on crisis development and the effectiveness of attempts at crisis prevention or management (e.g., Wilkenfeld and Brecher, 1988; Bercovitch, 1996; Bloomfield and Moulton, 1997). This can provide an empirical basis for recommending early response options that are likely to be more effective in current potential crises. (Source: John Davies: 2001)

Purpose:

To familiarise participants with the basic framework for understanding the dynamic elements that inform conflict trend.

Objectives:

- To identify the elements of conflict to monitor.
- To discuss their relationships and composite impact on conflict

Time:

1 hr.30 min.

Process:

PowerPoint or slide presentation on the Analytical Framework for Monitoring and Warning. Discuss the elements of conflict that monitors and warners observe (Resources: Handouts 4.2.1-4.2.2)

Root causes or systemic conditions

Proximate factors: accelerators

Conflict carrying capacity

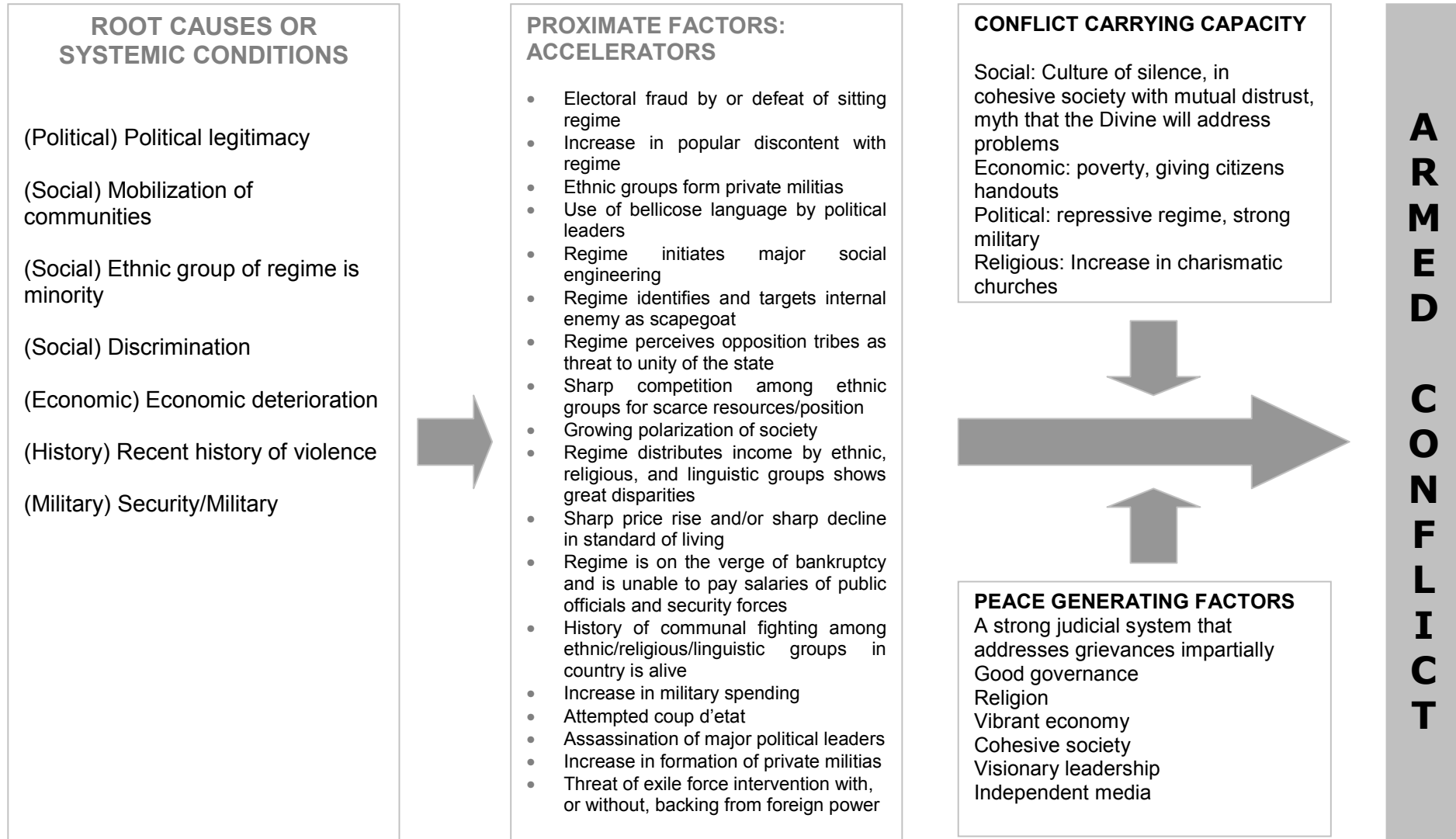
Peace generating factors

Armed conflict

Using Worksheets 4.2.1-4.2.3, identify indicators that manifest themselves in the conflict they are observing using the elements identified in the presentation.

Participants report their findings.

Review of the framework and clarification of the groups' elements.



ELEMENTS OF ISSUE OR CORE PROBLEM.

Root Causes are those conditions or structural factors that feed or nurture conflicts in society. They themselves are not conflict but their presence in any society increases the likelihood that that society will be embroiled in violent conflict if constructive measures are not taken to better the conditions. Examples are poverty, ethnic antagonism, poor governance and/or weak state, political intolerance, etc. Root causes are also referred to as systemic causes, general, underlying, structural, deep-rooted, background pre-conditions.

Proximate Causes are factors closest to the conflagration of conflict. Proximate causes epitomise the conflict in the society. They are the specific situational circumstances (Schmid, 1997:50). There are two categories of proximate indicators: Accelerators and Triggers. Accelerators are predetermined indicators that show changes in the pattern of the conflict. They are observable. Triggers are unexpected events that lead to conflagration. Because they are never expected they are not easily monitored. However, one can draw from history and predict the impact of a trigger in any conflict situation.

Intervening Conditions or Factors:

Mention should be made also of conditions or root factors that reduce the possibility for root causes or proximate factors from leading to conflict. These may include cultural or religious resources, strong dictatorial and yet charismatic leaders, strong external control, and wealth.

Intervening factors are in two categories:

Conflict Carrying Capacity and Peace Generating Factors. Conflict Carrying Capacity refers to the society's ability to live with or cope with conflict conditions or structures of injustice. Example of Conflict Carrying Capacity includes a strong and repressive regime, a culture of silence, the size of the population, etc. Peace Generating Factors are institutions, processes and values of society that promote and sustain healthy social relations, justice and peace. Smooth transitions to democracy or an accountable system of governance, equitable system for the distribution of wealth, etc. are examples of peace generating factors.

CONFLICT CARRYING CAPACITY.

Using your conflicts please identify the conflict carrying capacities in your context. Remember conflict carrying capacities are not necessarily positive. They are the society's ability to live with or carry on with life while the structural conditions that feed conflicts persist. Conflict carrying capacity can affect causal, catalyst and triggering indicators.

	Political (incl. Military and Security) factors	Economic factors	Socio-cultural factors
Causal factors			
Proximate factors: Accelerators			
Proximate Factors: Triggers			

PEACE GENERATING FACTORS.

In order to structure an analysis of peace generating factors, it is useful to consider three elements:

- **Systemic factors.** What is the system that upholds peace? How strong is it? Examples may be rules governing relations between villages and groups, etc.
- **Process factors.** What are processes for dealing with conflict and that sustain peace? Examples may be inter-village meetings, council of elders, etc.
- **Tools.** What are the tools available for dealing with conflict? How are these and the above factors gendered?
- With the above understanding please complete the table below:

	Systemic Factors	Process Factors	Tools
PEACE GENERATING FACTORS			

PEACE GENERATING FACTORS AND CROSS CUTTING QUESTIONS:

Key questions that need to be factored into our analysis include:

Among the peace generating factors, which ones are perceived ones, as opposed to factual?

Have you identified the main peace generating factors at all levels (local, national, international)?

Are the peace generating factors identified a manifestation of this current phase of the conflict? Are there any ones that have been missed because of too much emphasis on this phase?

Which peace generating factors are rooted in history and which ones are seen as important in the future?

ENGENDERING EARLY WARNING.

Purpose:

To ensure gender-sensitive early warning

Objectives:

- To identify and discuss the role and position of women in early warning
- To identify indicators relevant to engendered early warning

Time:

1hr. 30 min.

Process:

Brainstorm meaning of Gender: Clarify distinctions with sex; emphasise dynamic nature. In small groups, discuss “How do gender roles, conditions and positions impact conflict analysis and the development of effective early warning?” Consider how gender has been mainstreamed and or identified during the course of the training and the participants experiences.

Brainstorm answers onto a flipchart. Categorise roles, conditions and positions and clarify importance of distinctions. Lead debate/discussion. Alternatively, ask for several men and women to volunteer in a fishbowl debate on the importance of engendering Conflict Analysis and Early Warning. The remaining participants should be given the role of observers to note and report on:

- a) references and distinctions to gender roles, conditions and positions of agency
- b) body language, expressions of emotion etc... Process the experience and responses. Follow-up with a presentation / PowerPoint on the evidence for engendering conflict analysis and early warning. (Resource: Handout: 4.3.1; CD ROM)

Bring out key points:

- What is gender and gender mainstreaming?
- Why is gender critical to conflict analysis and prevention?
- Why are gender sensitive systems necessary for comprehensive, earlier and effective warning?
- What are gender-blind, gender sensitive and gender transformative indicators?
- How does gender impact and contribute to better peacekeeping operations?
- How does incorporating gender analysis into response options ensure the prevention of discriminatory policies in post-conflict?

In groups, generate a list of gender sensitive indicators and ideas or examples of gender sensitive systems. Discuss and summarise importance and necessity of a gender analysis at all stages of conflict analysis and prevention. (Alternatively indicators and strategies may be identified and developed by the use of case studies).

EVALUATION AND CLOSING

- Summary of the day's activities.
- Participants list key learnings of the day
- Participants evaluate the process and make suggestions.

(15 min.)

What is Gender?

Gender refers to the socially constructed roles and responsibilities of women and men. It includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity). These roles and expectations are learned, changeable over time and variable between cultures.

What is Gender mainstreaming?

Mainstreaming is a strategy to support the goal of gender equality. It has two general dimensions: 1) the integration of gender equality concerns into the analyses and formulation of all policies, programs, and projects; and 2) initiatives to enable women as well as men to formulate and express their views and participate in decision making across all development issues

What is gender condition and gender position?

Gender condition refers to women's absolute status in society. It is a tool used to assess women's practical needs in development interventions, for example their needs resulting from multiple workloads, access to basic services or income generation. Gender condition analysis has enabled a greater understanding of women's poverty in context.

Gender position on the other hand, refers to women's position in society vis-à-vis men. Their relative power and status, their access and control over resources including decision making. Gender position analysis has led to a understanding of the institutionalised forms of discrimination against women in areas such as labour, land ownership, education, eradication of violence against women, etc.

Gender and the Status quo

Because of current disparities, equal treatment of women and men is insufficient as a strategy for gender equality. Achieving gender equality will require changes in institutional practices and social relations through which disparities are reinforced and sustained. It also requires a strong voice for women in shaping their societies in peace and in conflict.

Gender and Conflict analysis

- A gender perspective has been absent from conflict analyses, conflict early warning and preventive response systems.
- The transition from gender blind indicators to gender sensitive analysis and transformative societies is critical to early warning and response, which is geared towards enhancing positive peace.

Gender and Conflict prevention

- Incorporating gender sensitivity into the collection and analysis process of early warning makes existing models more comprehensive and allows for “early” early warning by anticipating macro-level conflicts through micro level events.
- An incorporation of micro level changes helps in the formulation of responses at a political and humanitarian level in order to address the vulnerabilities of men and women and assure that certain discriminatory policies are not perpetuated in post conflict situations.
- Early warning and preventive activities can be made more effective by utilising the untapped potential of women leaders, women’s organisations and women networks as peace-builders.

Why are gender sensitive systems necessary?

- The use of terms like “*people*”, “*refugees*” and “*internally displaced persons*”, downplays the inherent differences between the genders and the specificity of experiences and interests
- A gender sensitive focus will increase the understanding of factors that lead to armed conflict and improve early warning analysis and the formulation of response options
- Engendering early warning does not only benefit women, but ensures that the concerns of men and women are considered. It also provides an overall improvement to existing approaches of information collection, analysis and formulation of response options.
- Gender sensitive systems provide a better understanding of unequal hierarchies, including gender hierarchies, inequality and oppression that exacerbate conflict in communities and societies.

What are gender sensitive indicators?

- A gender sensitive indicator can be defined as “an indicator that captures gender related changes in society over time.”
- Sex – desegregated indicators can offer some of the differential impacts of initiatives on women and men. E.g. asking how many peace negotiators were women, or voting rates of women and men, or the male/female ratio of a group of displaced people can offer insights into gender differences and the varying impact of a project on women and men.

Guiding indicators

- Expected results should include a gender equality dimension
- Resources must be provided to ensure that the gender equality dimension is delivered during the implementation phase
- The implementing organisations must have demonstrated capacity to work with equality issues

The inclusion of women

- At the micro level, Women are critical at the grassroots level where women's groups and organisations are active and in tune with what occurs in the community.
- An inclusion of communities into early warning exercises increases the likelihood that women are given a voice in effectively bridging the conflict divide by using their own social networks and different approaches to communication, negotiation and mediation.

Shift in ascribed gender roles

- Recent conflicts have illustrated a shift from the ascribed roles given to women. Women are no longer just *victims*; they are now *warriors and combatants*.
- This proposes that a new lens be introduced to view the potential women bring to conflict and peace situations.

Knowledge of women

- Recent conflicts in many parts of the world have shown that women have extensive knowledge of, for example, rebel movement's location, abuses of security forces of population, progress of warring forces, etc. This can be vital to early warning.
- At the micro level, women know when male members of their families are preparing for war or violence.
- The use of women in Peace operations improved access to the local population and the behaviour of the male colleagues. It also increased the range of skills, approaches and perspectives within the peacekeeping mission. (Source: WANEP/Thelma Ekiyor, 2002)

Sources:

- Schmeidl, Susanne and Piza-Lopez, Eugenia "Gender and Early Warning: A Framework for Action, International Alert, Swiss Peace, London 2002.
- WANEP/Thelma Ekiyor, 2002
- Williams, Suzanne with Seed, Jan and Muau Adelina, The Oxfam Gender Training Manual, Oxfam Publications, Oxford, 1994.

RESPONSE DESIGN AND MOBILISATION

LEARNING OBJECTIVES

At the end of the day, participants will have:

- Working knowledge on the concept and application of response design and mobilisation.
- Reviewed priority response options.
- Developed activities for response mobilisation and political will

CONTENTS

- Overview of Conflict Prevention
- Framework for Response design and mobilisation
- Types of response mobilisation activities.

DAY 5: AGENDA

TIME	TOPIC
9:00-10:30	Review of Previous day Overview of Response Design and Mobilisation <i>Objectives: Participants will:</i> <ul style="list-style-type: none"> • Understand the concept of response in the context of conflict • Appreciate the need for response mobilisation • Identify the most appropriate strategies. • Develop an outline response
10:30-11:00	BREAK
11:00-12:45	Framework for Response Design and Mobilisation
12:30-2:00	LUNCH BREAK
2:00-4:15	Developing Responses. <i>Objectives: Participants will:</i> <ul style="list-style-type: none"> • Identify and discuss the appropriate response mechanisms. • Identify and discuss the challenges and opportunities for implementation.

CONFLICT ANALYSIS AND EARLY WARNING

Purpose:

To develop strategies for responses to early warning.

Objectives:

- To define early response and conflict prevention.
- To identify entry points for response
- To define priority response options for key targets

Time:

1 hr 30 min.

Process:

Brainstorm on “Conflict Prevention” and “Early Response” Provide example of definition from international sources: e.g. UN General Assembly:

- Early response is the process of using information gathered from early warning systems to design action aimed at preventing violent conflict. The action could be the development of a policy or programmes....It involves the developing of strategies to prevent conflict at different levels using specific entry points

Divide into groups. Identify range of responses to prevent the emergence/re-emergence of violence In plenary, build typology of response for prevention and re-emergence of violence.

(Resource: Handout 5.1.1 – 5.1.4)

Prevention mechanisms seek to avert danger or conflict. The danger can be prevented at:

1. Pre-conflict stage-early early warning for early early response
2. Crisis stage- early warning for early response
3. Post-crisis stage- early early warning for early early response

Strategically there are different measures of intervention for prevention at different levels:

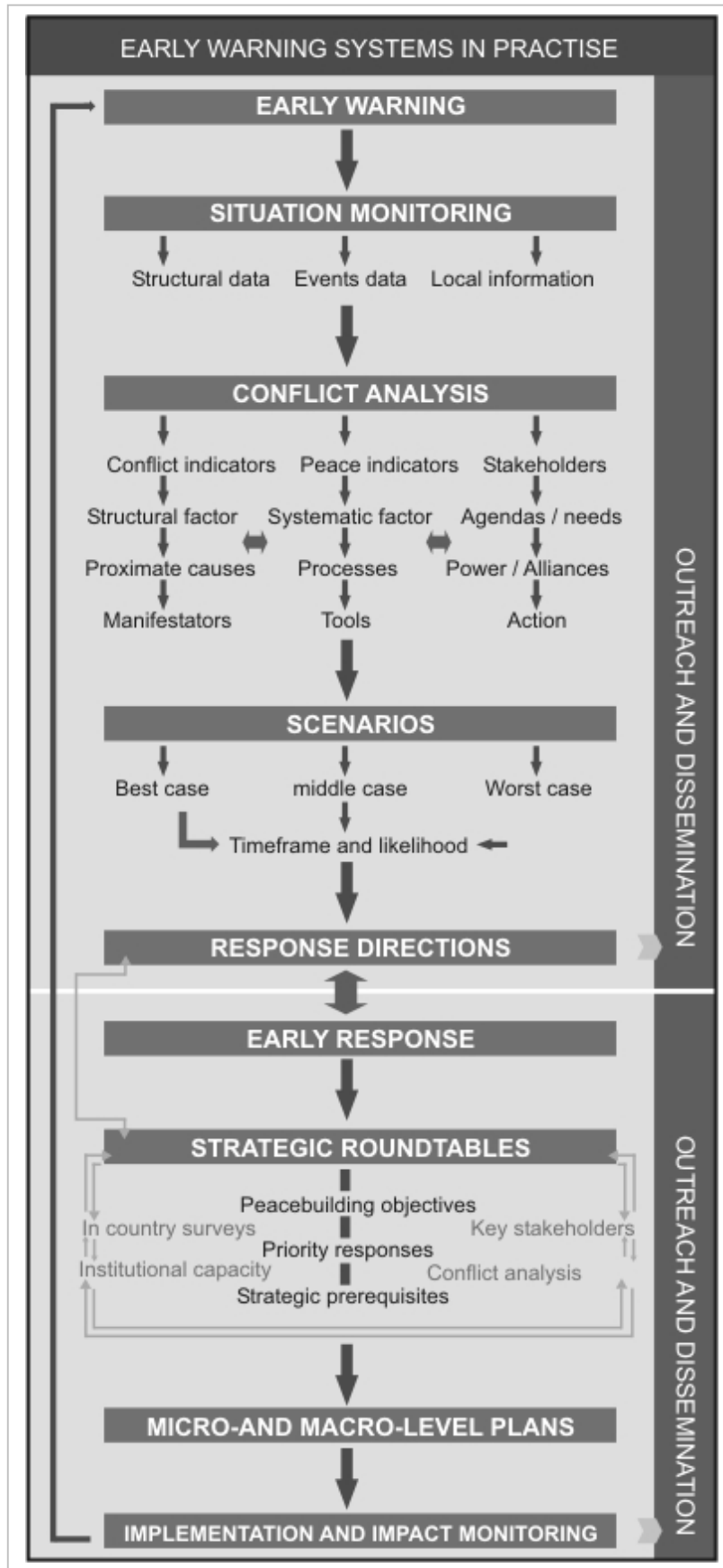
The primary level has two measures:

- (a) Proactive measure-building on the values and strengths of a community i.e. the opportunities so that threats are diminished (strategic risk and prevention assessment)
- (b) Prophylactic measure-preventive medicine to deal with a specific problem in the society. It is more strategic than (a) above. It requires in depth analysis to get the right measure to prevent the problem

The secondary level is needed when conflict has happened with 3 measures:

- (a) Active measure to tackle key actors, weapons, mercenaries, soldiers, reducing women and children's death
- (b) Reactive strategy to put buffer zones to reduce the scope and spread of conflict but not to stop it
- (c) Palliative measure is used to reduce the impact of human suffering through humanitarian activities and other strategies to deal with impending conflict.

BRIDGING WARNING AND RESPONSE



RESPONSE MAPPING

This framework has 9 tracks or strategies that have been put into 3 main tracks:

Track 1: Formal Intervention

- Diplomacy for reconciliation through inducements and conciliation or military engagements through peacekeeping, observation missions and peace enforcement.
- Development Aid
- Direct/active peace building through mediation and negotiation leading to accords and agreements

Track 2: Informal intervention in conflict achieved through strategic planning processes

- Provides deeper understanding of a situation through workshops, assemblies and conferences to learn basic skills in negotiation so that all can work towards peace.
- Share vision-envisioning peace in the future for conflicting parties.
- Psycho-social recovery process to conflict trauma

Track 3: Community participation of stakeholders

- Re-building of community infrastructure where conflict took place.
- Trauma healing
- Tolerance reduction programme.

ROLE OF OUTSIDE POLICY MAKERS IN RESPONDING TO CONFLICT

<p>Operational</p> <p>Top-down, donor to grassroots (hands-on), to help modify behaviour through incentives, sanctions, amnesties, peacekeeping and peace enforcement responses.</p>	<p>Structural</p> <p>(Giving avenues of responding) through alliances, economic organisations, World Bank, ICC (International Criminal Court)</p>
<p>Mediation</p> <p>Bottom-up, grassroots to donor, blue-prints (hands-off) to help in mediation and preventive diplomacy</p>	<p>Elemental aid</p> <p>(Giving assistance) through Bilateral, multi-linear, Early warning networks, ODA (Overseas Development Agency)</p>

Emphasis is on indirect structural responses to conflict. This approach requires resources, co-ordination and agreement between stakeholders and there is a consequent need for the structural elemental assistance to developing countries.

How policy makers apply conflict prevention

Conflict Prevention Regional Networking (CPRN)-World Bank Project

The policy makers have mainstreamed their networks to improve collaboration by forming Conflict Prevention Funds to pool their resources. Canada has a peace-building fund that targets NGOs. There are also secretariats, foreign ministries and regional organisations that run these Conflict Prevention units e.g. the European Union, UK, Sweden.

Issues specific to the international community:

Security factors associated with the conflict include; child soldiers, land mines, and small arms. The problem is that these issues are only symptoms of the bigger problem.

Crucial points to influence policy makers:

(a) Operationally relevant

All information should generate response:

- Tools and instruments to accomplish the response
- Do they have anything to generate response
- What is their hierarchy on structure of response

(b) Consistent with flow of information

The source of information should be realistic and consistent with other organisations and contacts of reputable secondary sources so as to fit the analysis of other groups.

(c) Decision support tools

Graphic interpretation should be used together with a narrative policy brief, e.g. graphical points of information, as most policy makers do not have time to read long narratives. The Internet can be used to get other options and data to support the information.

DEVELOPING RESPONSES

Purpose:

To promote effective policy responses.

Objectives:

- To define priority response options for key targets
- To develop a multi-stakeholder response strategy

Time:

3 hrs

Process:

Brainstorm on types of response. Present the range of approaches, stakeholders and the importance of identifying the key players, spoilers and levers.

(15 min.)

Enact a simulation of a Strategic Roundtable, dividing the group into members of the roundtable and observers of the process.

Discuss the process as a structured experiential process. Emphasise the key principles and outcomes from this response approach

(45 min.)

In groups, develop comprehensive response strategies around a specific conflict. Present and offer critical feedback in plenary.

(1 hr 30 min.)

(Resource: Handout 5.2.1 – 5.2.2)

WORKSHOP EVALUATION AND CLOSING

- Summary of the workshop.
- Participants evaluate key learnings of the workshop.
- Participants evaluate the process and make suggestions for improvement.
- Closing Ceremony

(30 min.)

On both a conceptual and practical level, the processes of early warning and early response occur independent of but interdependent with each other. In order to bridge the divide between the two processes, this framework outlines the actual methodology developed for defining integrated responses to early warning. Early Response is the development of strategic responses to anticipated escalation of violent conflict and the presentation of options to critical actors (national, regional, and international) for the purposes of decision-making and preventive action.

Response Planning

Planning integrated responses to early warning needs to be an inclusive and strategic process. A sustainable and implementable plan is one that is owned by different groups and that addresses the agendas/mandates of organisations operating in a given region.

AGENDA

Stakeholders are those individuals or entities that have an interest in the outcome of a project or programme. Stakeholders can be further categorised according to their degree of *participation* in policy planning, which is often determined by whether a stakeholder is an external or internal actor; their *influence* over the implementation of policies; and their *importance* to the overall success of the programme. Primary stakeholders are those groups that are directly impacted by a project. They may not have access to decision-makers nor are able to influence policies, but their participation in the project is crucial. Secondary stakeholders are those groups that participate in policy planning and implementation. They are not protagonists in the conflict but are crucial to successfully effecting early responses. Key stakeholders are those actors that exercise significant influence over the progress of a project. This influence may derive from control of strategic resources, social status or political weight vis-à-vis collaboration with other stakeholders. Finally, spoilers are those key stakeholders that have the ability to either hinder or de-rail an early response project.

The sequencing provides for the initial elaboration of a response plan by a coalition of the willing, which is subsequently validated and further elaborated by international and local stakeholders/protagonists.

The coalition should be broadly representative, and include local organisations, both men and women's groups, government agencies, inter-governmental organisations, and external NGOs and governments with a peace agenda for the region. Roundtable discussions cover the issues raised in the Agenda and lead to the development of a broad response plan.

The planning agenda for the roundtables should include the nine items described below. These items can be covered with a small group (15-20 people) over two or

three days.

- 1. Problem definition:** There has to be an agreement on the causes of the conflict. Stakeholders must also share a common understanding of the dynamics of the conflict.
- 2. Stabilising factors.** In order to qualify the depth of problems, stabilising factors need to be identified. These will be factors that mitigate problems, or are positive developments in the region studied.
- 3. Spoilers.** The identification of groups that may benefit from violence is important. The identification of these groups, and their motives provides the basis for neutralising or checking them.
- 4. Shared vision:** Stakeholders must be able to agree on what constitutes “peace” for the conflict in question. Some may believe that peace simply means the cessation of hostilities, whereas others may think that it is a longer process of development.
- 5. Capacity assessment:** A full inventory of the possible resources that can be brought to bear on participating stakeholders must also be taken. This is done in order to assess the breadth that early response efforts can have.
- 6. Response selection:** With a refined perspective on the conflict and the various interests that will intermingle with the stakeholders, specific policies can then be designed to address the conflict. Initially broad response directions may be identified. These, however, should be concretised into feasible actions.
- 7. Response implementation:** Once a comprehensive set of responses has been determined, they must then be implemented by an agreed-upon set of actors. These policies must be enacted at the most effective entry point (timing) and reinforce other efforts towards preventing conflict (co-ordination).
- 8. Monitoring/co-ordination:** The plan of action needs to be disseminated broadly to groups implementing and funding preventive activities. An organisation needs to be tasked with systematically collecting information about on-going and new projects. Regular co-ordination (or information sharing) meetings of implementing agencies and donors should be held.
- 9. Evaluation/exit:** As these projects are established, it is necessary to assess the contributions that they are making towards the vision of peace articulated by the stakeholders. There should be a set of criteria that delineates the conditions for the withdrawal of external support from the response process. Criteria for effective strategies should include the following: (1) the response is technically feasible; (2) the response is politically acceptable by all the stakeholders; (3) the response is congruent with the vision of peace articulated by the stakeholders; and (4) the response deals with overall strategic issues, i.e. the causes of conflict identified earlier.¹ There should also be a good understanding of the entry points for refining policies.

¹ Bryson, John M. pp.162-3.

A *strategic round table* is a conference convened with key middle level actors, mostly “coalition of the willing” for the purpose of macro-level multi-sectoral planning. These are policies that work together for the good of conflict prevention but it is not a mediation process.

Strategic refers to direction, future, analysis of self-potential and power /weakness, mapping of resources and futuristic planning. *Round table* means that the actors invited are equal, have openness, dialogue are expected to be inclusive. A *strategic round table* is a forum for equals who are thinkers and capable to rationally plan and contribute rationally to broad issues affecting all in the society.

The dilemma and challenge is the presence of spoilers who are also opinion leaders and are capable of dragging, sabotaging or undermining the process.

Who comes to a strategic round table

These middle actors are representative and should not be more than 20 men and women:

- Religious leaders
- Media-influential editors
- Government ministers from the foreign affairs and internal security
- Leaders of civil society organisations
- Ambassadors
- IMF representative
- UN Agencies e.g. UNDP
- Peace organisations
- Development organisations

Steps of a roundtable conference

1. Discuss conflict factors, their interconnections and relative importance after research and analysis.
2. Define and agree on long-term peace objectives for the region
3. Identify key potential spoilers and reconcilers using stakeholder analysis of their interests at 3 levels:
 - Stakeholder aware of dividends of the conflict, the size, how much e.g. politicians
 - Stakeholders whose dividend is in resolving militarisation e.g. business people, robbers,
 - Stakeholders unaware of their gains either positively or negatively who need to be informed to cross over to either side.
4. Identify key preventive instruments (developmental, diplomatic, security, economic etc) that can address these issues to improve economy and strengthen the police.
5. Divide roles and responsibilities among the key actors (local, regional and international according to comparative advantages to other actors).
6. Decide on the time frame for activities and identify possible donors.
7. Design follow-up, monitoring and evaluation mechanisms and make a commitment to one another.

Outcome of a roundtable

- A verified conflict report that is more authentic
- A strategic plan
- Mobilise actors so that they can be invigorated to do something and sustain the momentum and therefore the process has to be short.
- Proposals for donor actions
- Framework for monitoring and evaluation of the commitments, learning the process and greater leverage that increases networking and credibility for future reference.

BIBLIOGRAPHY

- Baxter, L.A., Wilmot, W.W., Simmons, C.A., and Swartz, A. *Ways of Doing Conflict: A Folk Taxonomy of Conflict Events in Personal Relationships*. Lawrence Erlbaum Associates, 1993.
- Brown, L.D. *Managing Conflict at Organisational Interventions*. Reading, MA: Addison-Wesley Publishing Co., 1993.
- Fisher, R. and S. Brown. *Getting Together: Building a Relationship*. Boston, MA: Houghton Mifflin, 1988.
- Fisher, R. and W. Ury. *Getting to Yes: Negotiating Agreement without giving in*. Boston, MA: Houghton Mifflin Co. 1981.
- Hocker, J.L. and Wilmot, W.W. *Interpersonal conflict* 4th Ed. The McGraw Hill Companies, Inc. 1995.
- Max-Neef, Manfred A. *Human Scale Development: Conception, Application and Further Reflections*. The Apex Press, 1991.
- Schmid, Alex P. *Thesaurus and Glossary of Early Warning and Conflict Prevention Terms*. Synthesis Foundation Erasmus University, 2000.
- Baechler, Guenther "Early Warning of Environmentally Caused Conflicts," in Davies and Gurr, 1998.
- Bercovitch, Jacob *Resolving International Conflict: The Theory and Practice of Mediation*. Boulder CO: Lynne Rienner, 1996
- Bloomfield, L.P. and A. Moulton *Managing International Conflict*. New York: St. Martin's Press, 1997.
- Bryson, John M, "An Effective Strategic Planning Approach for Public and Non-Profit Organisations" in *Readings in Strategy and Strategic Planning*, Harry Costin (ed.). (USA: Harcourt Brace & Co., 1998)
- Davies, John and Ted Robert Gurr *Preventive Measures: Building Risk Assessment and Crisis Early Warning Systems*. Lanham MD: Rowman and Littlefield, 1998.
- Davies, John and Ted Robert Gurr "Dynamics of Ethnopolitical Conflict and Conflict Settlement," in John Davies and Edward Kaufman *Second Track Diplomacy for Ethnic and Nationalist Conflicts: Applied Techniques of Conflict Transformation*. Lanham MD: Rowman and Littlefield, forthcoming.

- Esty, Daniel, Jack Goldstone, Ted Robert Gurr, Barbara Harff, Pamela Surko, Alan Unger and Robert Chen "The State Failure Project: Early Warning Research for US Foreign Policy Planning," in Davies and Gurr, 1998.
- FEWER, *Conflict Analysis and Response Definition (Abridged Methodology)*. April 2001
- FEWER, *Conflict and Peace Analysis and Response Manual. Second Edition*. July 1999
- FEWER, *Generating the Means to an End: Planning Integrated Responses to Early Warning*. Second Edition. August 2000
- FEWER and Canadian International Development Agency, *Conflict Diagnosis Handbook*. 2003 (Forthcoming)
- Gurr, Ted Robert "Ethnic Warfare on the Wane." *Foreign Affairs* 79(3): 52-64, 2000a.
- Gurr, Ted Robert "Early Warning Systems: From Surveillance to Assessment to Action," in Kevin M. Cahill (ed.) *Preventive Diplomacy: Stopping Wars Before They Start* (2nd Ed.) New York: Basic Books, 2000b.
- Gurr, Ted Robert *Peoples versus States: Minorities at Risk in the New Century*. Washington DC: US Institute of Peace Press, 2000c.
- Gurr, T.R., M. Marshall and D. Khosla 2001
- Harff, Barbara and Ted Robert Gurr "Systematic Early Warning of Humanitarian Emergencies." *Journal of Peace Research* 35(5): 551-579, 1998.
- Lund, Michael S. *Preventing Violent Conflicts: A Strategy for Preventive Diplomacy*. Washington DC: US Institute of Peace Press, 1996.
- Marshall, Monty *Third World War: System, Process and Dynamics*. Lanham MD: Rowman and Littlefield, 1999.
- Onishi, Akira "The FUGI Model as a Global Early Warning System for Refugees," in Davies and Gurr, 1998.
- Scarborough, Grace I. "An Expert System for Assessing Vulnerability to Instability," in Davies and Gurr, 1998.
- Schmeidl, Susanne and J. Craig Jenkins "Early Warning Indicators of Forced Migration," in Davies and Gurr, 1998.

Schemeidl, Susanne and Piza-Lopez, Eugenia. "Gender and Conflict Early warning: A framework for Action" International Alert and Swiss Peace, London, 2002.

Schmid, Alex P. "Indicator Development: Issues in Forecasting Escalation," in Davies and Gurr, 1998.

Wilkenfeld, Jonathan and Michael Brecher *Crises in the Twentieth Century: Handbook of Foreign Policy Crises*. New York: Pergamon Press, 1988.

Williams, Suzanne with Seed, Janet and Mwau Adelina. *The Oxfam Gender Training Manual*. Oxfam Publications, Oxford, 1994.

ADDITIONAL RESOURCES:

- Department for International Development, *Strategic Conflict Assessment: Guidance Notes*
- European Commission, *Checklist for Root Causes of Conflict*
- FEWER, International Alert, and Saferworld, *Development in Conflict: A Seven Step Tool for Planners (Version 1)*
- International Alert and Swiss Peace, *Gender and Conflict Early Warning: A Framework for Action*. June 2002
- United Nations Framework Team, *Early Warning Indicators/Methodology*
- United Nations Staff College, *Early Warning and Preventive Measures*
- USAID, *Participatory Country Program Strategic Planning, and Performance Monitoring*
- World Bank, *Conflict Analysis Framework*