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Annex 2

Conflict Management Tools

TOOL 1 Analysing the underlying cause of conflict

TOOL 2 Analysing the issues that give rise to conflict

TOOL 3 Analysing Stakeholder Rights, Responsibilities, Returns and Relationships (The 4 R's)

CONFLICT MANAGEMENT TOOLS

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Three tools, which can be adapted for specific uses, are presented; they are based on the FAO (2005) negotiation and mediation techniques for natural resource management[1]. They can be used in two different ways: as a way of structuring thoughts and defining questions; or as aids for facilitating discussions or group sessions with stakeholders.

TOOL 1: ANALYSING THE UNDERLYING CAUSE OF CONFLICT

This tool enables stakeholders to assess the origin and underlying causes of conflict, highlights the linkages between factors that lead to conflict arising, and can assist the project team in developing a clear picture of the cause-effect chain.

Analysing underlying causes of conflict can reveal the different stakeholder interpretations of cause and effect. In some instances, stakeholders may not want to discuss key factors that have led to conflict. Often there are differences of opinion when it comes to deciding upon the weighting of importance for different issues. It is essential to ensure that the analysis does not become overly complex, thus making it difficult to identify the true underlying issues.

IDENTIFY UNDERLYING CAUSE OF CONFLICT

1. UNDERTAKING PRELIMINARY CONLICT ASSESSMENT

✳ Meet with stakeholders and provide them with the opportunity to discuss their issues, grievances and perceptions of the project.

✳ Pose suitable questions to explore the identified causes in greater detail.

✳ The project team should then use this information to develop a simple schematic to help visualise how the conflict originated and evolved.

✳ Ascertain whether conflict causes can be linked to broader issues (e.g. social, political).

✳ Decide whether or not there is a need for a conflict management process (*if so, continue to the next step*).

2. FACILITATING STAKEHOLDERS' ANALYSIS OF UNDERLYING CAUSES

✳ Explain to stakeholders that the activity is designed to help understand how the conflict began.

✳ Show stakeholders the schematic that was produced in the initial step (1, above) to demonstrate how the project team believes the conflict has come about.

✳ Highlight to stakeholders that without proper identification of underlying causes any subsequent steps that are taken to manage or solve conflict may omit important factors.

✳ Offer stakeholders the chance to pose questions and clarify any issues or concerns.

✳ Begin analysis with the entire group, or divide into subgroups. Subgroups may be more appropriate in cases where there are significant differences in power or levels of influence within the group; when only a few group members are talking; or some parties are reticent in voicing their opinion in the presence of opposing parties.

✳ When ready, invite participants to discuss why the conflict has occurred and what they perceive to be the immediate causes.

✳ Ensure parties continually ask the question 'why' with regards to reasons behind the immediate causes.

✳ Explain to stakeholders that this is an exploratory exercise and that the truth and relative significance of underlying causes will be determined at a later stage in the process.

✳ Continue the discussion until the participants have identified some conflict causes.

✳ If the group has been divided reconvene into one group and request a member from each group to present the outcomes of their discussion.

✳ As a group discuss the similarities and differences between the discussions, the reasons why these may exist, and explore what the group can do to find areas of common ground.

3. CONSIDERING RELEVANCE OF CAUSES AND EVALUATING CAUSE-EFFECT CHAINS

* Begin by differentiating between varying perceptions and identify the facts that can be verified and those that will require further exploration.

* Invite participants to identify the cause-effect chains that they consider to be most important and explain that if a high number of causes exist then it is unlikely they will be resolved simultaneously.

* Prioritise the most significant causes by ranking them, emphasising that there is no set prioritisation rules.

* Distinguish the issues that require immediate attention, and those that will need to be addressed over a longer time period.

* Assist participants to identify priorities for action. Stakeholders may decide to focus on immediate causes of conflict, or focus upon the underlying issues.

The session can be drawn to a close once stakeholders have agreed on conflict causes, they have identified knowledge gaps that require further action, and identified key root causes that need particular attention.

This Tool helps stakeholders ascertain the particular issues that contribute to the conflict and consider potential means for resolving them. Issue analysis adds to the activities that help identify underlying causes of conflict, by providing an additional level of analysis. This type of activity identifies the boundaries and key issues surrounding the conflict and can assist project teams in categorising these issues and placing them in context. This type of analysis is best used as a mental model by project teams to gain a better understanding of the conflict. It is not suited as a facilitation aid, as classifying issues into different types may be deemed as unhelpful for some stakeholders.

UNDERTAKING ISSUE ANALYSIS

1. INITIAL CONLICT ASSESSMENT

* The project team needs to hold an internal meeting.

* Each member of the team identifies the issues that they believe are central to the conflict.

* Invite team members to state the conflict and present their key issues.

* Once all issues have been presented, group the issues that are of a similar nature according to the five types of core issues: conflicting values; structural issues; conflicting interests; problems with information; and difficult relationships.

* Identify what caused the issue to arise: a perceived or actual difference; contending views; a perceived or actual threat; a lack of information.

* Advise team members that issues can overlap, and that these overarching categories are used to guide systematic assessment of conflict causes.

* As a team agrees upon which issues are the most significant, identify whether they require immediate attention or whether they will require long-term action.

* Consider the analysis and discuss possible steps that can be taken to resolve the conflict.

2. FACILITATING STAKEHOLDERS' ISSUE ANALYSIS

* Arrange stakeholders into small groups or speak with individual stakeholders face-to-face.

* Separate conflicts into the core issues, identify the type of issue and what has caused it.

* Allow stakeholders to express their opinions and feelings with minimal interference, it may be appropriate to ask 'why' questions at certain times to clarify points that are unclear

* Following the stakeholder meeting, the project team can use the information gathered as a basis for more-targeted questions, or for informing subsequent consultations and stakeholder engagement.

The project team may want to consider collecting the information in a tabulated format so that information is kept organised and easily accessed by all team members (see example on the following page).

The table on the next page shows a hypothetical scenario to demonstrate how issue analysis may be undertaken.

Scenario: The local community are concerned that the research being undertaken in the local forest by the project team will give the local conservation organisation, who manages the wood, cause to ban the collection of wild food products. A template of this matrix can be found in the appendices of this *Handbook*.

Proposed actions identified by conflict analysis:

* Review the details of proposed forest management plan with conservation organisation and local members of the community who are likely to be affected by proposed changes to management.

* Conservation organisation to provide information on proposed changes, explain the reasons for the change in management and clearly demonstrate the scientific knowledge that has gone into designing this proposal.

* Facilitate meeting between groups in order to initiate constructive dialogue between parties and improve relations.

* Local stakeholders to explain cultural significance of wild food collection to forest managers.

* Potentially set up a joint committee consisting of foresters and community members to discuss future forest use and explore management options that incorporate interests of both parties.

Once this initial phase has been completed the analysis should be continually updated by the project team whenever new information comes to light to ensure it remains an up-to-date working document and provides a valuable source of information that can be drawn upon by all members of the project team.

Type of issue	Description of issue	Analysis of issue
Conflicting interests	Local community collect wild food products in the forest and it is a source of income for some individuals.	Perceived difference in interests relate to the use of the forest (conservation versus provisioning wild foods and supporting local traditional livelihoods).
	Conservation organisation want to stop collection of wild foods as there is concern that overexploitation is impacting the populations of some edible species.	Perceived threat of the conservation organisation restricting use of the forest by local community.
Information issues	Local community have not been provided with information on how wild food collection is threatening wild species or information on how to sustainably manage these resources.	Lack of information provided to community explaining reasons for actions by conservation organisation.
	Community question whether the species under question are actually threatened. They are calling into question what is underpinning this claim.	Validity of information confirming conservation status of threatened forest species.
Difficult relationships	Previous conflict between some members of the community and conservation organisation over access to the forest.	Local community feel conservation of wildlife is taking precedence over community well-being and livelihoods and feels they have lost control over their local woodlands.
Structural issues	Limited consultation with local community on forest use.	Lack of consultation with all local stakeholders likely to be affected by changes in forest management.
Conflicting values	Wild food collection has been part of village tradition for centuries and is a significant source of income to some local residents.	Conservation organisation failed to appreciate the local cultural and economic importance of wild food collection.

This analysis will enable the project team to examine relationships among stakeholder groups. Applying this tool will require clear explanation and guidance, as it requires stakeholders to understand the conceptual categories. Understanding the differences between stakeholder in regards to the 4 R's is a useful step towards addressing conflicts, as inequalities that relate to these four factors can influence power relationships and shape allegiances amongst stakeholder groups. Understanding relationships is particularly informative for recognising existing networks; identifying potential new alliances; identifying and evaluating possible intermediaries; and gaining a better understanding about the powerbase of stakeholders.

UNDERTAKING AN ANALYSIS OF THE 4 R's:

1. EXPLAINING PURPOSE AND DEFINING THE 4 R's

∗ Explain the purpose of the activity to the stakeholders.

∗ Define the meaning of the 4 R's: Rights are defined as access or control; Responsibilities are roles and power relations; Returns are the benefits and costs realised by stakeholders based upon their rights and responsibilities; Relationships are how the stakeholders interact or relate to one another.

∗ Invite stakeholders to list all stakeholders that are identified as being involved in the conflict.

∗ Based on this information construct a 4 R's analysis table (see example on the following page).

∗ Request the stakeholders to complete the table for each of the stakeholders involved in the conflict.

2. STAKEHOLDERS CONSTRUCT CONFLICT MATRICES

∗ Ask stakeholders to review and clarify the terminology of the 4 R's.

∗ Invite stakeholders to describe existing rights, responsibilities and returns for each group of stakeholders and score each one on a scale of 0 to 5 (0=None and 5=High). It is important to clarify that scoring for responsibilities must reflect the reality of policy and legal requirements, not the responsibilities that are actually displayed (i.e. some stakeholders may voluntarily adopt certain responsibilities that have no policy or legal foundation).

∗ The task is complete once information has been completed in all of the columns in the analysis table and all stakeholders have been ranked according to respective weighting of rights, responsibilities and returns.

The table below shows a hypothetical scenario to highlight how a 4 R's analysis may be undertaken.

Scenario: A research project is undertaking a study that is assessing the role that urban 'brown field' sites play in conserving rare endangered species. The outcomes of the project may be used to influence the future use options of brown field sites in the local area. A large area within the study site under observation is currently ear marked for development into a recreational theme park. Another section of the site has been purchased from the local council a number of years ago by a conservation consortium that is made up of a conservation NGO, a local ornithology club and a local angling club, all of whom are likely to strongly oppose any development plans. The local council, the theme park company, and the local community are in favour of the development as it will help improve the local economy and bring jobs to the area. A crucial element of the project is to assess how local communities are using the site and how they perceive it as an urban 'green space'. However, stakeholders are concerned about becoming involved with the study. The project team decides to undertake a 4 R's analysis. A template of this matrix can be found in the appendices of this *Handbook*.

Stakeholder	Rights	Rank	Responsibilities	Rank	Returns Positive (+) and Negative (–)	Rank
Theme park company	None	1	Conducting impact assessment. If development goes ahead, ensuring that activities are conducted in a manner that limits disturbance to wildlife and ecosystems.	4	+Revenue from ticket and merchandise sales. +Partnership with local tour operators to promote Theme Park. +Positive publicity through job creation and urban regeneration. -Reduced biodiversity. -Possible negative publicity for impacting on biodiversity.	5
Local council	Owner of the land earmarked for development	5	Reviewing planning applications. Ensuring public interest is fully considered. Ensuring that legal requirements placed upon developers are adhered to. Organising planning meetings. Managing and maintaining the site. Ensuring that any current or future activities do not have negative impacts on protected species and habitats.	5	+Improved local infrastructure. +Urban regeneration. +Local job creation. +Increased trade for local businesses. +Increased tourism. +More media coverage of the local area. +Revenue from the sale of land. -Increased traffic on roads. - Reduced biodiversity. -Possible negative publicity for impacting on biodiversity.	4

Stakeholder	Rights		Responsibilities		Positive and negative impacts	
Local chamber of commerce	None	1	Attracting business to the area. Providing jobs for the local community. Running training schemes for local young people. Promoting the conservation areas as a tourist attraction. Working to attract investment to the area.	2	+Job creation. +Increased visitor numbers to the area will support local businesses. +Potential trade deals with the theme park. +Improved infrastructure attracting people to the area. -People may avoid the area due to increased traffic caused by the theme park visitors. -Some businesses may come into direct competition with the theme park.	3
Local Community	None	1	Adhering to access rules and recreation code set out by the conservation consortium when using the nature reserve.	1	+Job creation. +Better infrastructure. +Increased recreation activities. +Urban regeneration. +Boosted local economy. -Increased visitor numbers mean more traffic on local roads. -Local services could become over-stretched. -Increased pollution from traffic and extra waste generated by tourists. -Loss of urban green space.	4
Conservation consortium	Owner of adjoining land that is managed for wildlife conservation. Exclusive recreational fishing rights for all watercourses on the private land.	4	Managing the site as a nature reserve. Ensuring all activities have no adverse impact on protected species and habitat. Conducting ongoing monitoring programmes. Providing data to the local university and record centre.	4	+Increased tourist number to the nature reserve. -Disturbance of wildlife and habitats. -Likelihood of fewer rare birds impacting bird watching opportunities. -Disruption of hydrological cycle affecting watercourses and angling. -Potential problems with increased pollution. -Loss of habitat connectivity and total habitat area.	1
University	Currently have access rights to all areas of the site to conduct scientific research.	3	Using research methods that have no impact to site.	1	-loss of access to research site. -disruption of long-term research.	0

This table shows the ranking of stakeholders according to rights, responsibilities and benefits.

Rank	Greatest Rights	Most Responsibilities	Most Benefits
1	Local council	Local council	Theme park company
2	Conservation consortium	Conservation consortium	Local council
3	University	Theme park company	Local community

3. INITIATE DISCUSSION

✳ Within the group discuss what was learnt from conducting this exercise.

✳ Assess how stakeholders differ in their rights, responsibilities and returns, and how these differences may impact each stakeholder's power or influence in the conflict.

✳ Consider whether there is any scope for any changes be made that could reduce the level of conflict.

4. ANALYSE RELATIONSHIPS BETWEEN STAKEHOLDERS

✳ The second phase of the discussion should focus on analysing the relationships amongst stakeholders.

✳ Invite participants to discuss relationships in order to ascertain whether they are negative and conflicting or positive and cooperative.

✳ Consider whether these relationships are intermittent or long-term and well established.

✳ In order to assist the discussion it may be useful to create a diagram that helps visualise relationships (see an example on following page).

✳ Encourage participants to discuss what this activity has highlighted, in particular how rights, responsibilities and returns affect relationships.

✳ Within the group analyse the complexities of relationships and ascertain whether there are any shared histories.

✳ Ask participants to identify potential alliances that may help strengthen their position.

✳ If required, attempt to identify a potential trusted intermediary that could be used to assist in conflict management.
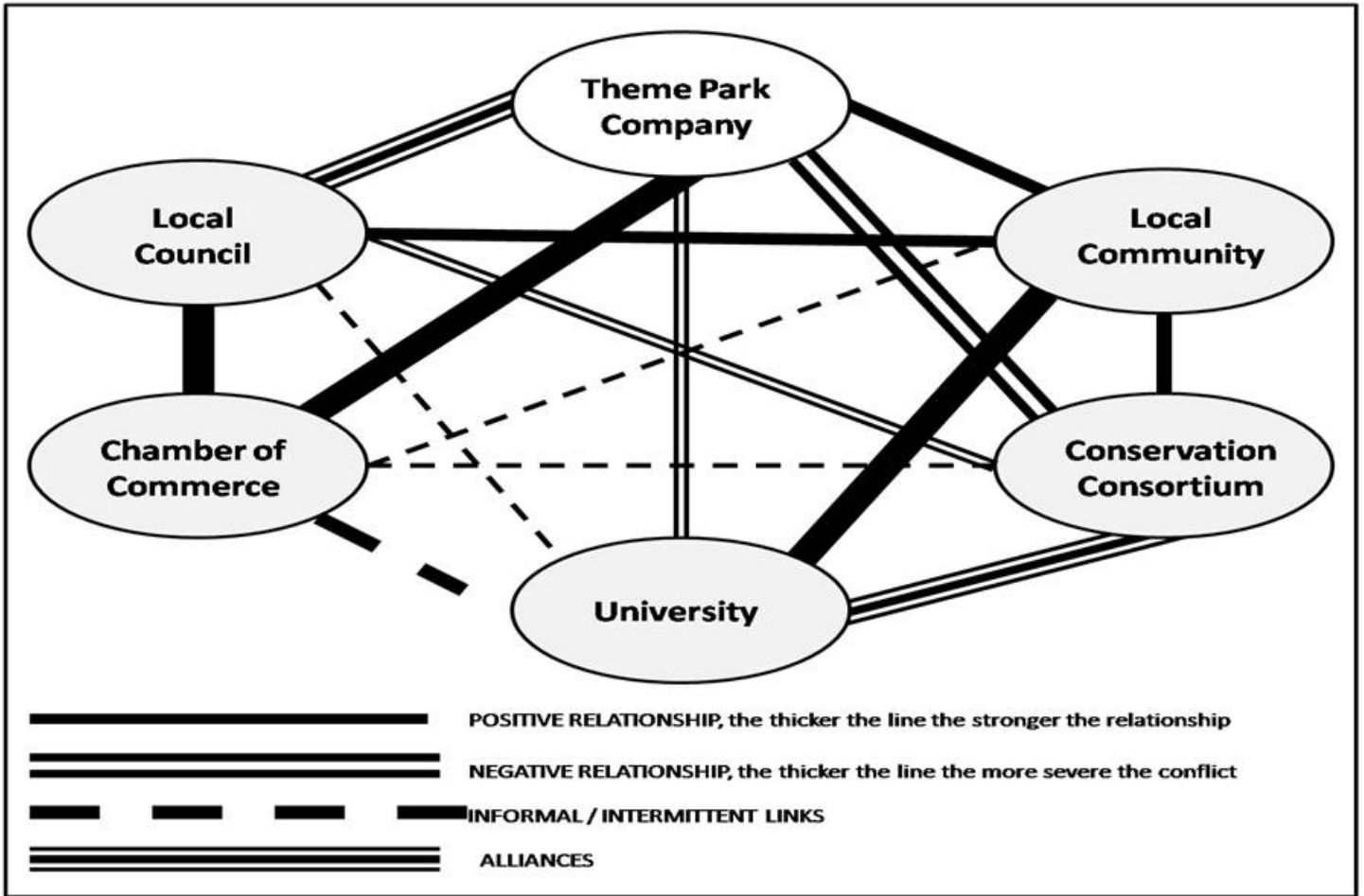
Example of a stakeholder relationship map.

1 FAO (FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS), 2005. Negotiation and mediation techniques for natural resource management. Rome, Italy.
Available at: ftp://ftp.fao.org/docrep/fao/008/A0032E/a0032e00.pdf

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