CONFLICT ANALYSIS AND EARLY RESPONSE

TRAINING MODULE

TITLE

*Developing capacity for conflict analysis and early response definition*

TARGET AUDIENCE

*Funders, Middle level policy makers, Advocacy Organizations, Pressure Groups, Non-governmental Organizations in development and peacebuilding, Conflict Parties and other Stakeholders*
AIM

The module aim is to build capacity for conflict analysis and early and appropriate response design and implementation.

MODULE OBJECTIVES

- To explore with participants the multiple understandings and assumptions of conflict
- To discuss and contextually apply current theories of the causes of conflict to contexts of participants
- To improve participants’ skills and techniques in basic conflict analysis
- To expose participants to basic frameworks for conflict monitoring and warning
- To develop framework for response planning and mobilization

ASSUMPTIONS

- Community, national and international policies on conflict, peace, and development are better informed with evidence based conflict analysis
- The demand for conflict analysis and response strategies will increase among policy makers given the growing intrastate socio-political complexities
- Better analysis with willing and competent social and political actors will lead to timely, appropriate, and effective response to conflicts
- Dispassionate and objective monitoring of conflict may lead to accurate projection of the future and therefore better planning
- Strategic planning and collective response design and mobilization are easily catalyzed when actors have substantial understanding of the conflict they are expected to engage

MODULE ORGANIZATION

DAY ONE: Definitions, Assumptions and Causes of Conflict Theories
DAY TWO: Causes of Conflict Theories and Conflict Analysis Tools and Techniques
DAY THREE: Conflict Analysis—Tools and Techniques
DAY FOUR: Conflict Monitoring and Early warning
DAY FIVE: Response design and mobilization
DAY ONE: DEFINITIONS, ASSUMPTIONS AND CAUSES OF CONFLICT THEORIES

DAY ONE OBJECTIVES

Participant would 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 apply the concept to conflicts they are working with

CONTENTS

- What is Conflict
- Types of Conflict
- Causes of Conflict Theories
  - Human Needs Theory

AGENDA

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-10:30</td>
<td>Setting the Stage</td>
</tr>
<tr>
<td></td>
<td>• Introduction</td>
</tr>
<tr>
<td></td>
<td>• Setting Ground Rules</td>
</tr>
<tr>
<td></td>
<td>• Overview of the Training Module</td>
</tr>
<tr>
<td></td>
<td>• Review of Learning Objectives of Day One</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Tea Break</td>
</tr>
<tr>
<td>11:00-12:30</td>
<td>Brainstorming the Definition of Conflict</td>
</tr>
<tr>
<td>12:30-2:00</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>2:00-4:00</td>
<td>Causes of Conflict Theories:</td>
</tr>
<tr>
<td></td>
<td>• Overview of the Theories</td>
</tr>
<tr>
<td></td>
<td>• Human Needs Theories</td>
</tr>
</tbody>
</table>
Day One: Activity 1:  Introduction

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

Time: 1hr. 30 mins.

Activity:

1. *Getting to know the other:* Facilitator divides participants into pairs.

   - Each person in the pair introduces him/herself to the other person. Consider name, organization, position, particular conflict issues one faces in work setting or community; also, share at least two expectations you bring to the workshop; Partner takes notes and restates what he/she heard from the other and the other makes the necessary corrections.

   - Report to the larger group. Each person in the pair introduces his/her new friend to the larger group, noting the expectations the person brings to the training.

   - Facilitator records the expectations on the flip chart and reads the list after all the participants are introduced.

2. *Setting Ground Rules:* Facilitator asks participants what will help them to feel safe in the group. What are the socially acceptable ways they expect the group to behave during the workshop? These should be written on flip charts and posted in the training room where it will be at the view of all participants.

   - Remember to refer to the rules each time an individual attempts to violate any of them.

   - Examples: Respect the views of others, be on time, attend all sessions, participate actively, remember to give others the space to air their views, allow for silence when others pause during their presentation, etc…
3. **Overview of the Training Module**: Facilitator reviews the module with the participants in the following order:

- Title
- Aims & Objectives
- Assumptions
- Target audience and why
- Organization of the Module
- Daily Agenda

  - Ask participants if this meets their expectations and what areas would they like to explore that have not been addressed in the contents and agenda?
Day One: Activity 2: Definition of Conflict

Purpose: To increase participants’ understanding of the definition and assumptions of conflict.

Objectives:
- 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

Time: 1hr. 30 mins.

Activity:

1. **Brainstorming Conflict Definition:** Facilitator writes the word conflict at the center of the board and asks participants to give one word that describes conflict for them. Below are examples of participants’ responses: (10 mins.)
   - fear
   - Quarrel
   - Misinformation
   - Violence
   - abuse
   - Disagreement

2. Types of Conflict: Facilitator asks participants to list the types of conflict they have experienced either as parties or intervenor in their notebooks (5 mins.)
   - Facilitator asks participants to share these with the person next to them (15 mins.)
   - Ask what is common to all the conflicts they have identified and does this inform their general assumptions about conflict
3. Working Definitions: Facilitator divides participants into five smaller groups.
   - Each group produces one working definition that encompasses their descriptions of conflict (10 mins.)
   - The groups present their definitions to the larger group (10 mins.)

4. Social and Political Perspectives of Conflict:
   - Facilitator makes this statement: “Two descriptions are especially important in conflict understanding: social and political.”
   - Facilitator divides group into two. One group represents the political or government and the other, social or civil society. Each group describes what conflict means to them, noting what they value in any conflict situation
   - The groups report to the larger group
   - Facilitator encourages dialogue between the two groups: 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? Each person in a group should imagine him/herself as living the role of the sector
   - Facilitator summarizes by reviewing various social and political descriptions of conflict, noting the differences and shared values (Use Handouts 1, 2, & 3)
5. Types of Conflict: Facilitator makes this introductory statement:

“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 in 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 (15 mins.)

- Groups report to the larger group

- Facilitator makes summary statements using Handout 1.
Day One: Activity 3: Causes of Conflict Theories

Purpose: To increase participants’ understanding of various theories that shed light on the root causes of conflict.

Learning Objectives:

- 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

Time: 2hrs.

Activity:

1. _Tracing the causes of conflict exercise (30mins._): Facilitator divides group into three smaller groups

   - Each group is asked to think of a real conflict situation. A group or national conflict is most appropriate for this exercise
   
   - Each group is to identify the root causes of the conflict and determine which of the root causes have the strongest influence on the conflict
   
   - The groups are to report to the larger group
   
   - Facilitator indicates that there are several root causes to any conflict situation. Understanding these root causes is very important if we are going to resolve conflicts effectively. Using Handout __ facilitator likens conflict to a tree and describes the role of the roots

2. _Overview of the Theories (10 mins._): Facilitator states, “There are several theories that attempt to explain the root causes of conflict. For our purpose we will focus on four of these theories. Facilitator using Handout __ names the four theories. (5mins.) Open this for brief discussion. Are there other theories that participants have in mind? List them in the parking lot until the discussion on the four theories are complete.

3. _Human Needs Theory_: Facilitator gives a presentation on Human Needs Theory using Hanouts 1, 2, 3, & 4
4. **Group Exercise on the Human Needs Theory (1 hr.):**
   
   o Facilitator divides group into their conflict groups and asks each group to identify the salient needs that are at the center of their conflicts:
     
     ❖ What are the satisfiers?
     ❖ Are the satisfiers tangible or intangible?
     ❖ Are the satisfiers available?
     ❖ What are the means put in place in their societies for accessing the satisfiers?
     ❖ Who controls the means to the satisfiers?
     ❖ Are there alternative satisfiers?
     ❖ Do the parties know that the alternatives are available

5. **Summary, Evaluation and Closing (20 mins.)**
   
   o Facilitator summarizes the day’s activities
   o Participants list key learning of the day
   o Participants evaluate the process and make suggestion for the next day
   o Facilitator thanks participants and closes the day
DAY ONE-HANOUT 1: 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.”

1. **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 behavior often creates conflict
   - Communication behavior reflects conflict
   - Communication is the vehicle for the productive or destructive management of conflict

   Through many forms of communication conflict is expressed. Therefore, by observing behaviors of individuals, groups and institutions, one is able to determine the likelihood of conflict. This is where early warning system is made possible.

2. **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 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 in common is far greater than what divides them. By identifying and emphasizing their commonality one is able to make room for bridge building.

3. **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. Mutual dialogue through cooperative communication can help in reconciling perceptions.

4. **Scarce Resources**: Basic human needs are non-negotiable. Every human being must have his/her needs satisfied. Deprivation of needs is one source of conflict. Needs are physical or material, social—belonging to a group or need to interact, or political—being part of the decision-making process which affects 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.
DAY ONE-HANOUT 2: Political Perspective of Conflict (Adopted from Jim Laue)

“Conflict is and 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 catalyze 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 recognized.

3. Between groups: The aspiration of a group, not individuals, are 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, 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.”
DAY ONE-HANOUT 3: Other Political Perspectives of Conflict

There are numerous definitions and assumptions that in some ways overlap and in others, conflict with one another.

“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 neutralize, 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.”
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 peacebuilding organizations.
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. Simultaneities, complementarities and tradeoffs are characteristics of the process of needs satisfaction.
DAY ONE-HANOUT 6: Key Points of the Human Needs Theory

- 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 just are. They are universal. Every human being is fully 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 nonverbally 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 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

  - 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
## DAY ONE- WORKSHEET 1: Mapping Needs Based Conflict

<table>
<thead>
<tr>
<th>NEED</th>
<th>SATISFIERS</th>
<th>AVAILABILITY</th>
<th>ACCESS &amp; MEANS OF ACCESS</th>
<th>COMMENTS: Conflict generating or Peace generating?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsistence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Privacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freedom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DAY TWO: CAUSES AND BASIC CONFLICT ANALYSIS

DAY TWO OBJECTIVES

Participant would have …

- Reviewed activities of the previous day
- Completed discussions on the Causes of Conflict Theories
- Developed skills in basic conflict analysis
- Understood how to apply basic conflict analysis tools

CONTENTS

- Causes of Conflict Theories
  - Relational Theory
  - Political Theory
  - Transformative Theory
- Conflict Analysis:
  - Why Conflict Analysis
  - Asking the Critical Questions
  - Manual Analysis Framework: Understanding the Key Ingredients
  - Issue Analysis
  - Stakeholder Analysis

AGENDA

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-10:30</td>
<td>Review of Previous day Causes of Conflict Theories</td>
</tr>
<tr>
<td></td>
<td>- Relational</td>
</tr>
<tr>
<td></td>
<td>- Political</td>
</tr>
<tr>
<td></td>
<td>- Transformative</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Tea Break</td>
</tr>
<tr>
<td>11:00-12:30</td>
<td>Conflict Analysis: Why Analysis Asking the Critical Questions: Issues &amp; Stakeholders</td>
</tr>
<tr>
<td>12:30-2:00</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>2:00-4:00</td>
<td>Manual Analysis: Understanding the Key Ingredients</td>
</tr>
</tbody>
</table>
Day Two: Activity 1: Causes of Conflict Theories

Purpose: To increase participants’ understanding of various theories that shed light on the root causes of conflict.

Learning Objectives:

- 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

Time: 2hr. 30mins.

Activity:

1. Relational, Political and Transformative Theories: Facilitator gives a presentation on the three theories using Handouts 1, 2, 3, & 4 (1hr.)

2. Group Exercise on the Theories:
   - Facilitator divides group into three working groups and assigns each group one of the theories to identify areas of relevance in the theory vis-à-vis their conflict. Give each group their appropriate Work Sheet in the Work Sheet Section. Participants should be encouraged to use the key points and checklists discussed in the presentations. (1hr.)

3. Group Presentation: Groups report to the larger group and facilitator facilitates discussion on the cross-cutting and overlapping issues in all the theories. (30mins)
DAY TWO-HANDOUT 1: Key Points of the Relational Theory

Relational Theory Assumes:

- Conflict is a result of an interaction of different individual and/or groups with differing cultural orientations, values, and interests

- Conflict is innate in the nature of humans and therefore characterizes 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. indigene 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.
## DAY TWO-WORKSHEET 1: Mapping Relational Conflict

### Checklist:
- 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 in common?
- How access to the resource(s) is 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?

<table>
<thead>
<tr>
<th>Group</th>
<th>Proximity</th>
<th>History</th>
<th>Level of Prejudice</th>
<th>Trends in Prejudice Formation</th>
<th>Pattern of Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DAY TWO-HANDOUT 2: Key Points of the 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 leaders have taken nations to senseless wars.

- A system-induced clash of economic and political interests between the center and peripheries; this relationship is not only one between former colonies and their former masters; it is between capital cities which are the seat of politics in Africa and other communities
DAY TWO-WORKSHEET 2: Mapping Political Conflict

- List the political conflict generating factors or root causes in the conflict you are monitoring. Note the generic political factors outlined in the presentation.

- Why does the political dimension of conflict often dominate in conflict analysis and intervention?
DAY TWO-HANDOUT 3: Key Points of the Transformative Theory

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, and practices, government institutions, laws, governance, etc.
- Conflict is a consequence of the way some societies are structured.

Example:
- Economic and political systems tend to favor 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 individuals, cultures, institutions, etc. in society respond to change…
DAY TWO-WORKSHEET 3: Mapping Transformative Conflict

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

- How do underlying beliefs, values, and worldviews contribute to the cycle of conflict?

- What are the most important aspects of how people create and define their identity in reference to the conflict?

- Are the existing structures for peace generation functional?

- How can the visible conflict around issues be used as an opportunity for pursuing relational, community and structural change?

- Where is the pressure for change coming from? i.e. Is the demanded change endogenous or exogenous?

<table>
<thead>
<tr>
<th>Conflict Generating Structures</th>
<th>Political</th>
<th>Economic</th>
<th>Social</th>
<th>Religious</th>
<th>Security</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAUSAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DAY TWO-WORKSHEET 4: Mapping Conflict Generating Factors

From the four conflict theories please map the Conflict Generating Factors in the conflict you are addressing. This is a summary exercise to evaluate learning from the causes of conflict theories.

<table>
<thead>
<tr>
<th>Causal</th>
<th>Political</th>
<th>Social</th>
<th>Economic</th>
<th>Religious</th>
<th>Military/Security</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relational</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transformative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DAY TWO-WORKSHEET 5: Mapping the 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

<table>
<thead>
<tr>
<th>Crosscutting Causal Factors</th>
<th>Political</th>
<th>Social</th>
<th>Economic</th>
<th>Religious</th>
<th>Military/Security</th>
</tr>
</thead>
<tbody>
<tr>
<td>History/Future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perceived</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local, National, Int’l</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phase</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Day Three-Activity 1: Why Conflict Analysis

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

Learning Objectives:

- Identify reasons for conflict analysis
- Share stories of the value of analysis using previous experiences with conflict

Activity:

- Write on a flip chart the following question: “Why should we be interested in the analysis of conflict? Write participants’ responses on the flip chart. Comments may include:
  - Conflict analysis is a practical process of examining and understanding the reality of conflict from a variety of perspectives. It helps us to:
    - Understand background/history of situations and current events
    - Identify relevant groups involved in the conflict not just main & obvious ones but hidden ones (“shadows”) as well
    - Understand the perceptions of groups in conflict and how they relate to each other
    - Understand factors & trends that underpin conflict

- Facilitator divides group into five groups. Each group gets a volunteer who shares an experience with conflict where effective analysis was useful. Include the process of analysis that was used in the conflict

- Present the five conflict stories to the larger group
DAY Three: Activity 2: Elements of Conflict

Purpose: To expose participants to the basic elements for analyzing conflicts and enhance their skills in using the tools for conflict analysis.

Learning Objectives:

- Identify the four elements for understanding conflict
- Skills in issues, context, and stakeholders analysis
- Understand and develop skills in the use of conflict analysis tools
- Understand the dynamics or phases of conflict

Time: 1hr.

Activities:

1. **Overview of the Elements of Conflict:** Facilitator asks participants to state 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?
   - How are they making the conflict—are they fighting or quarrelling?

2. **Discussion:** Facilitator says that from these leading questions we are able to assume that conflict is a social phenomenon with four important elements: **People or Stakeholders**, **Issue or Core Problem**, **Context (Geographic and Historical)** and **Process of Response**. Using Handout 1 facilitator leads a discussion on the overview of the elements and indicates that other sessions will take a closer look of each element using particular conflict analysis tools.
# DAY Three-HANDOUT 1: ELEMENTS OF CONFLICT

<table>
<thead>
<tr>
<th>PEOPLE OR STAKEHOLDERS</th>
<th>CORE PROBLEM OR ISSUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The life and dynamics of conflict depend on the emotions, personalities, perceptions, culture, interests or agendas, and relative influence of the people in the conflict.</td>
<td>The contending issue that results in the clash between the people. It is often multi-dimensional. By resolving one part does not necessarily end the conflict.</td>
</tr>
<tr>
<td>Understanding people’s emotions, perceptions, needs, behaviors, communication patterns, power relations, etc., is critical to effective analysis and response processes.</td>
<td>Problem sometimes has root causes. It is important to understand all the dimensions and sources of the conflict.</td>
</tr>
<tr>
<td>Problem is dynamic. It changes or multiplies or decreases during the life of the conflict.</td>
<td>Problem is dynamic. It changes or multiplies or decreases during the life of the conflict.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>CONTEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process is how the parties are responding to the conflict.</td>
<td>Refers to the geographic, demographic, and historical context of a conflict.</td>
</tr>
<tr>
<td>There are two main responses though they are expressed in several forms—violence and nonviolence.</td>
<td>• What are the geographical boundaries?</td>
</tr>
<tr>
<td>Process also changes overtime; Either violence intensifies or the parties see reason and turn to nonviolent means.</td>
<td>• What natural resources are serving as incentives for the conflict?</td>
</tr>
<tr>
<td>Societies have evolved ways of responding to conflict. Each society has unique nuances relevant only to their context.</td>
<td>• How do local, national and international actors define the context?</td>
</tr>
</tbody>
</table>

---

**ELEMENTS OF CONFLICT**
DAY Three-ACTIVITY 3: Issue or Problem Analysis

Purpose: To increase participants’ understanding of problem identification and analysis in conflict situation.

Objectives:

- Through the tree metaphor understand the elements of issues or problem in conflict
- Develop skills in analyzing conflict generating factors

Activity

1. Conflict Tree: Participants are divided into smaller groups. Each group is given instruction to draw a conflict tree of their community. The groups are asked to label the tree: What is the name of the tree (the core problem)? What are the roots (causes) of the conflict tree? What are the branches (effects) of the tree?

2. Groups report their trees to the larger group. Facilitator invites participants to discuss the trees, noting lessons learned from the exercise.

3. Facilitator summarizes using Handout 1 and 2.
Trainer likened conflict 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 chieftaincy 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 who is analyzing the conflict and from what vantage point the analyst who is conducting the study may emphasize 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 some times 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 the civil war, land disputes as a result of lands being sold by different so-called owners during the civil war, etc are all branches from the Conflict Tree in Sierra Leone.

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 happen 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 is one complexity of conflicts.
DAY Three-Handout 3: Elements of Issues or Core Problem

Root Causes are those conditions or structural factors which 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. From the tree metaphor Proximate Causes would be the trunk. Proximate causes epitomize the conflict in the society. They are the specific situational circumstances (Schmid, 1997:50).

Catalyst Indicators are those factors that enhance progress to the full escalation of conflict. Catalysts are accelerators or 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.

Intervening Conditions: Mention should be made also of conditions or root factors that reduce the possibility for conflict root causes to lead 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 or Conflict Carrying Capacity are: France kept the lit on violent conflicts and ethnic intolerance in Cote d’Ivoire until recently. General Eyadimah of Togo has maintained a despotic government for more than three decades through violent repression and monopoly of the Army. This has deterred the expression of discontent over gross injustice and economic deprivation the people of Togo suffer. The second intervening factor is Peace Generating Factors. Smooth transitions to democracy Senegal, Ghana, Mali are example of peace generating factors. Political competition through which most conflicts in Africa are expressed was fiercely waged through the ballot box in these countries and not through the gun.
DAY THREE—WORKSHEET 2: SUMMARY OF CONFLICT GENERATING FACTORS

The Causes of Conflict Matrix serves as an aid in identifying the factors (such as demographic change, security situation) and trends (such as causal factors, proximate factors or triggers) leading to conflict.

Working with your conflict please complete the following worksheet:

<table>
<thead>
<tr>
<th></th>
<th>Political (incl. Military and security) factors</th>
<th>Economic factors</th>
<th>Sociocultural factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Causal factors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Proximate factors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Triggers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DAY THREE-ACTIVITY 5: PHASES OF CONFLICT

Purpose: To help participants understand the phases of conflict.

Objectives
• Show the dynamic nature of conflict
• Identify the phases of conflict
• To describe the characteristics of each phase of conflict

Time: 45 minutes

Activities:
1. Facilitator asks participants to reflect on their 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?

2. Groups report to the larger group. Facilitator leads discussion on lessons learned from the dynamics of the various conflicts shared with the group

3. Facilitator presents the dynamics of conflict, stages or phases of conflict handouts, noting the characteristics of each phase.
DAY THREE-HANDOUT 4: Dynamics of Conflict

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 organize 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 organization, land, minerals, and external support. A good example is the situation in Guinea. Since the Liberia and Sierra Leone civil war and the subsequent collapse of the Mano River basin, the opportunity for Guinean dissidents who plan to destabilize Guinea-Conakry has increased.

Willingness is the desire or need to act. When a group is convinced of an action to change their situation and are 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.
DAY THREE-HANDOUT 2: PHASES OF CONFLICT

LATENT PHASE
Structural conditions
Parties may be unaware of the existence of the conflict; Aware but don’t know what to do.

Peacebuilding
Education, activism

Advocacy, etc. will be Needed

Escalating PHASE

CRISIS PHASE
Violence is now uncontrollable.

Post-Crisis

Parties are aware of the conflict and the means to wage the conflict. There is increasing mobilization and sporadic violence has already begun. This is the stage of late warning.
DAY THREE-HANDBOUGHT 2: Stages of Conflict

Illustration: Phases of conflict.

<table>
<thead>
<tr>
<th>Pre-Conflict</th>
<th>Confrontation</th>
<th>Crisis</th>
<th>Outcome</th>
<th>Post Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

INDICATORS

<table>
<thead>
<tr>
<th>Pre-Conflict</th>
<th>Confrontation</th>
<th>Crisis</th>
<th>Outcome</th>
<th>Post Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>• rumours</td>
<td>• killing</td>
<td>• increased killing, revenge</td>
<td>• agreement</td>
<td>• fund raising</td>
</tr>
<tr>
<td>• war of words</td>
<td>• raiding</td>
<td>• schools, hospitals closed</td>
<td>• mediation</td>
<td>• return of illegal firearms</td>
</tr>
<tr>
<td>• arms trade</td>
<td>• rape</td>
<td>• displacement</td>
<td>• free movement</td>
<td>• inter - clan marriage</td>
</tr>
<tr>
<td>• hiding of arms</td>
<td>• demonstrations</td>
<td>• increased violence</td>
<td>• re-opening schools and hospitals</td>
<td>• development activities</td>
</tr>
<tr>
<td>• refusal to surrender fire arm</td>
<td>• increase in petty crime</td>
<td>• emergency relief</td>
<td>• economic activities</td>
<td>• payment of blood money,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• closure of business</td>
<td>• rehabilitation</td>
<td>• community solutions</td>
</tr>
</tbody>
</table>

From Oxfam’s work in Wajir, Kenya, provided by Ivan Scott, and based on an idea from Responding to conflict.
DAY THREE-ACTIVITY 3: Stakeholders Analysis

Purpose: To develop skills for identifying and analyzing stakeholders in conflict.

Objectives:

- Develop analytical skills to identify stakeholders in all conflict situations
- Produce a map of stakeholders with their relative and cumulative importance
- Develop skills to help stakeholders understand and clarify their goals
- Provide a framework for conciliation with stakeholders
- Assist Stakeholders see more benefits in peace than war

Activity:

- Facilitator writes the word “Stakeholder” on the flip chart and asks participants to brainstorm its meaning.

- Facilitator divides groups into their conflict groups and asks each group to develop a map of the people involved in the conflict. 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 its clear to the group that the stakeholders are not aware of the relationship that exists between them).

- Report to the larger group

- Facilitator using Handout presents the key ingredients in stakeholder analysis.
DAY THREE-HANDOUT 1: Definition of Stakeholders

Stakeholders are defined as those individuals or groups who are directly or indirectly involved in the conflict and having some significant stake in its outcome.

*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.

*Secondary Stakeholders:* are those who have an indirect stake in the outcome of the conflict but who do not feel themselves to be directly involved. As the conflict progresses, secondary parties may become primary and primary could become secondary.

*Interested stakeholders:* are those who have in interested in the successful resolution of the conflict.

In order to structure an analysis of stakeholders, it is useful to consider four 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?
### Structure for Stakeholder Analysis

<table>
<thead>
<tr>
<th>People &amp; Relationship</th>
<th>Goal/Agenda: For Peace or For War</th>
<th>Needs/Interest/Position</th>
<th>Power Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Identify who the stakeholders really are (visible and invisible)</td>
<td>o What do the stakeholders hope to achieve (goal)</td>
<td>o Distinguish between needs, interests and positions of the stakeholders</td>
<td>o Identify the power bases of the stakeholders</td>
</tr>
<tr>
<td>o Which of the stakeholders epitomize the conflict?</td>
<td>o Are their goals open and known or hidden?</td>
<td>o What are their shared needs?</td>
<td>o What attitudes about their own and the other's power does each party have?</td>
</tr>
<tr>
<td>o Has there been change in the key stakeholders during the conflict life?</td>
<td>o Have the goals changed during the conflict life?</td>
<td>o Are the needs fully defined?</td>
<td>o What is the level of mutual dependency of the stakeholders?</td>
</tr>
<tr>
<td>o How many and what is the level of polarization of the stakeholders</td>
<td>o Are the goals tangible or intangible?</td>
<td>o Are the parties aware of the range of satisfiers of their needs?</td>
<td>o What are the key power currencies that determine the power of the various stakeholders: political legitimacy, expert power, informational, coercion, material resources?</td>
</tr>
<tr>
<td>o Determine the constituencies of the key stakeholders</td>
<td></td>
<td>o Are the satisfiers available and accessible?</td>
<td>o What power currencies, as an outsider, do you see that the parties are not aware of?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Who controls access to the satisfiers?</td>
<td>o In what ways do the stakeholders disagree on the balance of power between them?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o What are the opposing and overlapping interests and positions of the parties?</td>
<td>o What impact does the power assessment of the stakeholders have on their choices in the conflict?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o What other unused sources of power are to the disposal of the stakeholders?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Are the resources known by the stakeholders?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o How organized are the stakeholders?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o 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?</td>
</tr>
</tbody>
</table>
### DAY THREE-WORKSHEET 6: Mapping Stakeholders

<table>
<thead>
<tr>
<th>AGENDAS: For Peace or Conflict</th>
<th>NEEDS: For Peace or Conflict</th>
<th>POWER: For Peace or Conflict</th>
<th>ACTIONS: For Peace or Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DAY THREE-WORKSHEET 7: Cross Cutting Questions for Stakeholder Analysis

Using the useful tools for analysis listed above, 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 this 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?
DAY FOUR-ACTIVITY 1: Conflict Intervening Factors

Purpose: To identify the intervening factors in societies that inhibit or delay the conflict escalation into violent conflagration.

Objectives:

- Identify the conflict carrying capacities of society
- Identify peace generating factors
- Analyze their individual and composite strength to influence conflict

Time: 1 hr.

Activity:

1. Facilitator makes a brief presentation on what conflict intervening factors are using handout 1.

2. Facilitator divides participants into conflict groups. Each group identifies the conflict carrying capacity of the context where the conflict is taking place.

3. Groups report to the larger group and facilitator summarizes.
DAY FOUR-WORKSHEET 1: Conflict Carrying Capacity

Using your conflicts please identify the conflict carrying capacities in your context. Remember conflict carrying capacity are not necessarily positive. They are the society’s ability to live with or carry one with life while the structural conditions persist.

<table>
<thead>
<tr>
<th></th>
<th>Political (incl. Military and security) factors</th>
<th>Economic factors</th>
<th>Sociocultural factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Causal factors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proximate factors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Triggers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DAY FOUR-ACTIVITY 2: Peace Generating Factors

Purpose: To identify and analyze the peace generating factors in societies.

Objectives: At the end of this unit participants should be able to:

- Define peace and appreciate the multiple actors and layers that must be understood for sustainable peace
- Develop understanding of the process of peace building
- Develop a list of resources and tools for peace in their respective contexts

Time: 1 hr.

Activity:

1. Brainstorming the definition of Peace: Facilitator writes the word Peace at the center of the board and ask participants to give one word that describes peace for them.

2. Facilitator makes a presentation on peace using Handout 1.
DAY 4-HANDBOOK 1: DEFINITION OF PEACE

The term ‘peace’ relates to a political condition other than one of organised armed conflict (war) but distinct from a situation of non-war (Evans & Newman, 1992). According to Donna Pankhurst (1999), peace can either be defined as negative or positive peace.

1. On the one hand, negative peace relates to the end of widespread violent conflict associated with war, which may still include prevalent social violence (e.g. against women) and structural violence (e.g. in situations of extreme inequality).

2. Positive peace on the other hand relates to a situation in which all types of violence are minimal or non-existent and the prominent potential causes of future conflict are also eliminated. Such positive peace should include the essential elements of human security and structural stability (Leonhardt, 2000). According to Banks (1987) cited in Burgess & Burgess (1997), positive definitions of peace are based on the following four concepts.

   o Peace as harmony (stressing the absence of conflict)
   o Peace as order (stressing stability and ‘peace through strength’)
   o Peace as justice (stressing the absence of domination and poverty)
   o Peace as conflict management (stressing peace as a process for obtaining interests and needs, rather than as an end in itself)
DAY 4-WORKSHEET 2: 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? Examples may be traditional courts, etc.

With the above understanding please complete the table below:

<table>
<thead>
<tr>
<th>PEACE GENERATING FACTORS</th>
<th>Systemic Factors</th>
<th>Process Factors</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DAY 4-WORKSHEET 3: Peace Generating Factors: 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?
**DAY FOUR-Activity 4: Catalyst Indicator Analysis**

**Purpose:** To identify conflict accelerating and triggering indicators and assess their relative importance.

**Objectives:**

- Understand the difference between catalyst indicators and structural factors
- Identify the types of catalyst indicators in their conflicts
- Determine their relative importance and composite strength

**Time:** 1hr 30 mins.

**Activities:**

1. Definition and types of indicators: Facilitator asks participants to brainstorm the meaning of indicator in conflict. Facilitator writes the responses on the flip chart.

2. Facilitator asks group to work in groups of three persons. Each person shares a story of a conflict they predicted before. What were the signs or cues to those conflicts? These cues or signs are reported to the larger group. Facilitator writes them on the flip chart.

3. Facilitator makes a presentation on catalyst indicators using handouts 1, 2, and 3.
DAY 4-HANDOUT 4: Definition and Types of Catalyst Indicators

Conflict Indicators: Predictors, precursor events or other telling signals used in forecasting conflict escalation or conflagration. Indicator based conflict analysts believe that it is important to identify a series of specific indicators in order to monitor the dynamics and developments of a conflict. These pre-determined indicators are then monitored by local and/or international conflict monitors and analysts over a period to make conclusions about the state of peace or conflict in a given society.

There are three main types of indicators: Systemic or Root causes, Proximate Causes and Immediate Catalysts. (Schmid, 1997:50)

*Root Causes* are those conditions or structural factors which 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. From the tree metaphor Proximate Causes would be the trunk. Proximate causes epitomize the conflict in the society. They are the specific situational circumstances (Schmid, 1997:50).

*Immediate Catalyst Indicators* are those factors that enhance progress to the full escalation of conflict. Catalysts are *accelerators or 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.
## DAY 4-Handout 2: Catalyst (Accelerator) Indicators for Civil War

<table>
<thead>
<tr>
<th>STRUCTURAL FACTORS</th>
<th>CATALYSTS (ACCELERATORS)</th>
</tr>
</thead>
</table>
| (Political) Political legitimacy | Electoral fraud by or defeat of sitting regime  
                                Increase in popular discontent with regime |
| (Social) Mobilisation of communities | Ethnic groups form private militias  
                                Use of bellicose language by political leaders |
| (Social) Ethnic group of regime is minority | Regime initiates major social engineering  
                                Regime identifies and targets internal enemy as scapegoat  
                                Regime perceives opposition tribes as threat to unity of the state |
| (Social) Discrimination | Sharp competition among ethnic groups for scarce resources/position  
                                Growing polarization of society  
                                Regime distributes income by ethnic, religious, and linguistic groups shows great disparities |
| (Economic) Economic deterioration | Sharp price rise and/or sharp decline in standard of living  
                                Regime is on the verge of bankruptcy and is unable to pay salaries of public officials and security forces |
| (History) Recent history of violence | History of communal fighting among ethnic/religious/linguistic groups in country is alive |
| (Military) Security/Military | Increase in military spending  
                                Attempted coup d’etat  
                                Assassination of major political leaders  
                                Increase in formation of private militias  
                                Increase in paramilitary groups  
                                Threat of exile force intervention with, or without, backing from foreign power |
DAY 5-ACTIVITY1: Conflict Monitoring

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

Objectives: Participants will be able to:

- Understand the concept of monitoring in the context of conflict and peace
- Appreciate the need for monitoring
- Identify the most appropriate information sources useful for conflict analysis
- Understand different approaches and systems for monitoring.

Time: 1 hr. 30 mins.

Activity:

1. Facilitator divides participants into five groups to discuss the following questions:

   2. What is monitoring?
   3. What do we monitor?
   4. Why should we monitor?
   5. Who is capable of monitoring?
   6. Where do the monitors get their information?

2. Participants report their responses to the larger group

3. Facilitator summarizes by using handout 2 and 3
DAY 5-Handout 1: Definition and the Monitoring Process

Monitoring in the context of conflict situations and crises, refers to the standardised collection and organization 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 for prevention and damage limitation, often by impartial outside observers.

Monitoring 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 a basis for Early Warning because it can throw light on the status of critical and changing issues in the policy environment, which may be addressed by early response activities, and because it can provide feedback on the relative success or failure of previous responses.

What to monitor?

<table>
<thead>
<tr>
<th>Conflict Indicators</th>
<th>Social</th>
<th>Political</th>
<th>Economic</th>
<th>Religious</th>
<th>Military</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structural</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proximate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catalysts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sources for Data Collection

The sources of information we use to develop early warning reports are critical to the accuracy and reliability of the report. Some common sources include: Local media, newspapers, television, radio, NGO reports, UNDP’s annual Human Development Index Report, human rights activists, etc.

Reports must be verified. WANEP must do everything to ensure that reports are not just sensations but represent the actual trends of events. It is important that sources are inclusive and protected. Country profiles written by experts who know the country very well are also useful resources.
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 especially from countries where they are in big numbers in West Africa should that country is threatened with civil war. E.g. Guinea
- 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
DAY 5-ACTIVITY 2: Safety Issues

Purpose: To discuss risks associated with conflict monitoring and design strategies to reduce them.

Objectives:

- Understand the risks associated with conflict monitoring.
- Identify standard approaches to manage risks.

Activities:

1. Facilitator provides a case and asks participants to work in their conflict groups to identify safety issues in the case and possible safety issues in their context. Each group is to also provide a set of safety guidelines and techniques for conflict monitors.

2. Facilitator summarizes using the Safety Principles developed by WANEP/University of Maryland.
DAY 5-HANDOUT 2: Safety Principles (please insert)
DAY 5-ACTIVITY 3: Response Development-Building Scenarios
DAY 5-ACTIVITY 9: Response Mapping
DAY 5-ACTIVITY 10: Roundtable Conferencing
DAY 5-ACTIVITY 11: Policy Formulation and Advocacy