

Conflict Sensitivity
Rapid Analysis Toolkit
Draft

December 2022

DCA

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Community Map[1]

Purpose

To provide a wider overview of a country, region, or district with drawings featuring landmarks, community resources and flashpoints

Learning Objectives

- ✓ Participants can identify available local resources, flash points, and other important local features
- ✓ Participants can identify areas prone to violence and place them on a locally created map

Materials

Outdoors option: (Particularly suitable for populations with illiteracy) Participants will need access to a flat and open ground space clear of vegetation; locally available materials such as sticks, ash, small stones, leaves, flowers, and wild fruits.
Indoors alternative: A1 paper/ flipchart sheets, marker pens.
Facilitators need a camera-phone for documentation along with note pad and pen.

Notes

Notes: An Area Map is a visual representation of what participants perceive as a given space. It immediately raises the attendees' awareness and focus from their immediate situations to a broader level. This includes showing perceived boundaries and the major features as understood by participants. The map focuses on community safety, insecurity and conflict areas within the county. At community level an option would be to have youth, women, men and authorities draw a common community map to cross-pollinate ideas and share varying perceptions about their geographical area and issues based on the community consultation theme. Wherever possible, encourage group formation taking an age, gender and diversity approach (e.g. older women and young women, young men and older men). If feasible, try and form at least one mixed group to encourage dialogue between participants from different backgrounds.

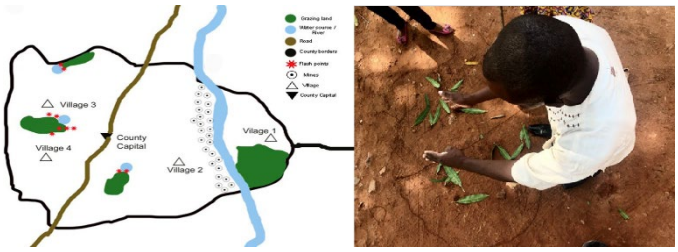


Figure 1 Examples of a conflict map using a flipchart and a conflict map on the ground.

[1] Adapted from UNDP CSAC *'Community Consultation Toolkit Participatory Guide,'* 2012; Chambers, R. *'Participatory Workshops,'* 2002, see here.

Conflict Map Session Plan

Introduction

Step 1: Explain to the community the purpose of the exercise, emphasising that area mapping is a useful tool for exploring problem areas, resources, and values of different stakeholders.
Step 2: Divide the community into manageable groups of max. 10 people in each. Encourage group formation taking an age, gender and diversity approach (e.g. older women and young women, young men and older men). If feasible, try and form at least one mixed group to encourage dialogue between participants from different backgrounds.

Mapping Exercise

Step 3: Direct each group to draw a map of their area on the ground showing resources such as main water points; pasture lands; forests; hospitals; police stations; schools; market centre etc. Ask groups to clearly identify flashpoints on their maps showing areas where violence has occurred. It is not necessary to determine who was responsible for such incidents, or why incidents may have occurred.
Outdoor option: (Particularly suitable for rural populations who may have high rates of illiteracy)
Participants use an area of land cleared of vegetation to draw a map of the region/country/administrative unit with sticks. Encourage participants to use locally available items such as sticks; ash; small stones, leaves, flowers, and wild fruits to identify resources/facilities/flashpoints etc.
Indoor option: Provide participants with A1 paper/flipchart sheets and marker pens. In groups encourage participants to outline the region/country/administrative unit/area and direct them to identify and mark resources/facilities/flashpoints etc.

Presentation and Wrap-up

Step 4: Ask groups to present their maps to the rest. Allow them to discuss, ask for clarifications where there is a need.
Step 5: Invite participants to capture the community map via notebook, pen and/or camera-phone.

Optional Activity

Ask groups to create one large group and create a collective agreed map of their community.

Gender Roles and Conflict[2]

Purpose

- ✓ To understand the different impacts of conflict and peace on women, men and SGMs, and the different roles they play in fuelling conflict and building peace.

Learning Objectives

After completing this course, participants will be able to:

- ✓ Identify how conflict and peace impacts men and women;
- ✓ Determine the roles men and women play in fuelling conflict and building peace.

Materials

Flipchart paper and pens.

Notes

If participants are literate, draw out table 1 below on flipchart paper. It may be easiest to spread it across multiple sheets.
In this illustration, we have divided the genders up according to age – separating out younger and older people. However, there may be another aspect of identity which is more important in determining people's roles and experiences in the context you are working in. You should decide which aspect(s) to focus on based on your literature review or discussions with people familiar with the context.
If participants are illiterate, this exercise can be run more as a standard focus group discussion.

[2] Adapted from Saferworld *'Gender Analysis of Conflict Toolkit (section 4),'* 2016, see here.

Gender roles and Conflict
Session Plan

Introduction

Ask about the everyday roles of men and women in the community. Do they do the same tasks/jobs? Place participants in pairs and ask them to discuss similarities and differences. Give pairs 5 minutes to discuss together. Consider placing participants into groups according to gender, age, and/or other identity (e.g. sexual and gender minorities) which may be helpful in understanding different roles and experiences relevant to the context. In addition, contemplate one mixed group which may stimulate an exchange of differing insights between candidates. Once the groups have been arranged, encourage them to write or draw the role of women & girls; boys & men on paper or post-its. Use different coloured post-its/paper, for example orange post-its for women and yellow for men. Ask groups to stick their responses on the wall. Instead of only looking at the gender differences, explore similarities (participating in community meetings, farming etc). Go through some of the responses and try and cluster similar responses together. After, ask participants about the challenges men & boys face and the challenges women & girls face. Again, ask them to consider the similarities and the differences. Similar to before, ask groups to write (or draw) the challenges on paper or post-its with different colours for boys & men and women & girls. Repeat the same activity, but instead focus on benefits instead of challenges. Ensure that groups put their responses on the wall, spend 10 minutes going through some of the responses. Ask participants about why the challenges/benefits for men & boys, women & girls are different. Encourage discussion without passing judgement.

Sum up the roles of boys & men; women & girls from the post-its on the wall. Sum up the benefits and challenges also face by women & girls; boys & men.
Validate these findings by asking the groups if the information is accurate, ask if anything is missing or if corrections are needed.

Sometimes gender stereotypes dominate the discussions (e.g. only women look after the children and housework, only men defend the community). Probe with further questions to obtain a better understanding and to confirm if this is a perception held by all (women & girls; boys & men). Tease out nuances and exceptions, obtain as much clarity as possible.

Exercise

Review the findings from previous exercise and describe how we are going to look at gender roles in conflict-affected settings. Set the scene by presenting a conflict, real or imagined (e.g. Tiko). the Consider placing participants into groups. For example, according to gender, age, or other identity (e.g. sexual and gender minorities) which may be helpful in understanding different roles and experiences relevant to the context. In addition, contemplate one mixed group which may stimulate an exchange of views between a diverse assortment of candidates. Ask groups to discuss the following questions, focused on older men and young men (youth):

- What roles do/did men play during the conflict?
- What impact does/did the conflict have on men?
- What roles are men playing in peacebuilding?
- What impact do existing peacebuilding efforts have on men?

Ask groups to write (or draw) their responses to the questions on paper or post-its differentiating between older men and young men (youth), using different colours for each. Place/stick responses in a version of the chart below, which could either be on the wall or the floor. You can use pictograms instead of text.

	Conflict		Peace	
	Roles	Impact	Roles	Impact
Young Men 				
Older Men 				

Ask the groups to repeat the same exercise but to instead focus on young women (youth) and older women. Ask them to discuss the questions below and then to write (draw) their responses as above.

- What roles do/did women play during the conflict?
- What roles are women playing in peacebuilding?
- What impact does/did the conflict have on women?
- What impact do existing peacebuilding efforts have on women?

Students can then place their responses in a table similar to this one, either on the wall or the floor:

	Conflict		Peace	
	Roles 	Impact 	Roles 	Impact 
Young Women 				
Older Women 				

Wrap Up

Encourage participants to look at both tables. Ask them to confirm, add, or comment on the information presented. Ask them to discuss how the different roles contribute to conflict and how the different roles contribute to peace. Ask them, after looking at the information in the tables, what factors would they consider to be important when developing new projects in the community?

Timeline River[3]

Purpose

- ✓ To obtain a time line of the past up to the present observing major events and changes.

Learning Objectives

- ✓ Participants can present a history of conflict in a given area using storytelling and visuals

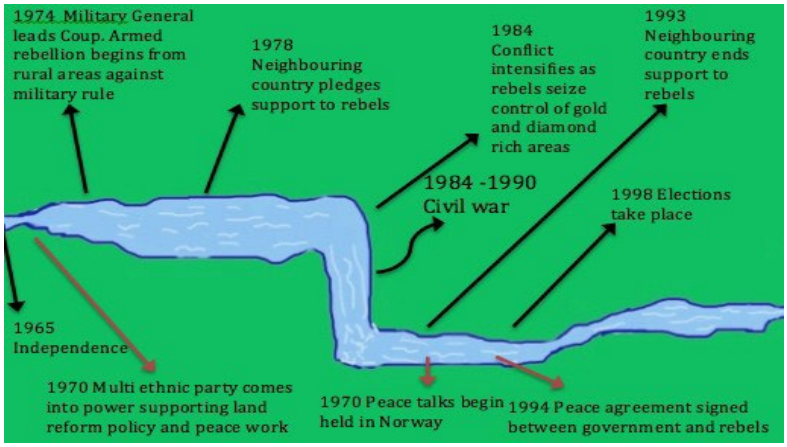
Materials

Outdoor Option: Participants will need access to a flat and open ground space clear of vegetation; locally available materials such as sticks, ashes, small stones, leaves, flowers, and wild fruits.
Indoor alternative: A1 paper/ flipchart sheets, marker pens.
Facilitators need a camera for documentation along with note pad and pen.

Notes

Wherever possible, encourage group formation taking an age, gender and diversity approach (e.g. older women and young women, young men and older men). If feasible, try and form at least one mixed group to encourage dialogue between participants from different backgrounds.

Example of a timeline river:



[3] Adapted from Chambers, R. *'Participatory Workshops,'* 2002, see here; Galtung, J. '*Violence, war, and their Impact on visible and invisible effects of violence'* Forum für interkulturelle Philosophie 5 (2004), see here.

Timeline River
Session Plan

Introduction

Facilitator sits on a chair and pretends to paddle until the group guesses s/he is in a boat. Ask why you're in a boat. Explain that we are in a river. A river that links our past with now.

Exercise

A river that changes and moves according to the level of conflict experienced in our communities. The widening of the river represents increased tensions, and a narrowing of the river demonstrates more peaceful times. Waterfalls symbolise major violent conflict. Ask the group if the river is wide or narrow at the present moment. Then, ask if the river has always been like this. Sketch responses on the flipchart/ on the ground. Ask the group for questions as to what happened to make the river become narrow or wide. Use an indicator (draw an arrow, or place a stone) to mark historic events and, if feasible, write a line that describes what happened (e.g. coup). Groups may use different symbols (e.g. a leaf to symbolise internal community arrangement). Stones for example may be used to mark unsuccessful initiatives and white feathers/flour as a sign of a successful peaceful settlement. Place participants into groups Wherever possible, encourage group formation taking an age, gender and diversity approach (e.g. older women and young women, young men and older men). If feasible, try and form at least one mixed group to encourage dialogue between participants from different backgrounds. Each group must appoint one person to draw (following their instructions of the group) and appoint another person to present. Participants are asked to draw their own detailed rivers. The groups are given 25-30 minutes to complete their rivers. Each group then describes their river to the plenary with a 10-minute presentation/explanation. The timeline should be captured by camera phone.

Alternative activities

This activity may be conducted as one large group or in smaller groups. Smaller groups are useful if you have conflicting perspectives present. In which case each timeline should be respected as a perception and facilitators should be careful of others who may dismiss or undermine certain events / persons. Remind participants the ground rules of tolerance and respect. If two or more greatly differing perceptions are present, facilitators may wish to consider either of the following:

1) Capture the different timelines and wrap up the session with a message of respect and tolerance.

2) Support participants to create a joint timeline river as an extended peacebuilding activity. Be sure that participants have enough trust and positive relations to do so. Consider mediation skills activities beforehand if embarking on this option. The timeline should be captured by camera phone.

Another alternative includes an emphasis on the future. Once groups have completed their river documenting the past until now, ask groups to draw the future course of the river. A visionary river. A river which shows a future that they collectively want. Give groups sufficient time to discuss and complete the activity. Then, encourage groups to present their future river. Note down key words, which could be used to develop a future common vision.

The Onion[4]

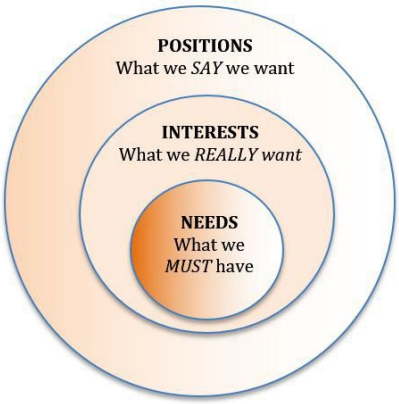
Purpose

- ✓ To analyse and capture the different positions, interests, and needs of the parties to a conflict

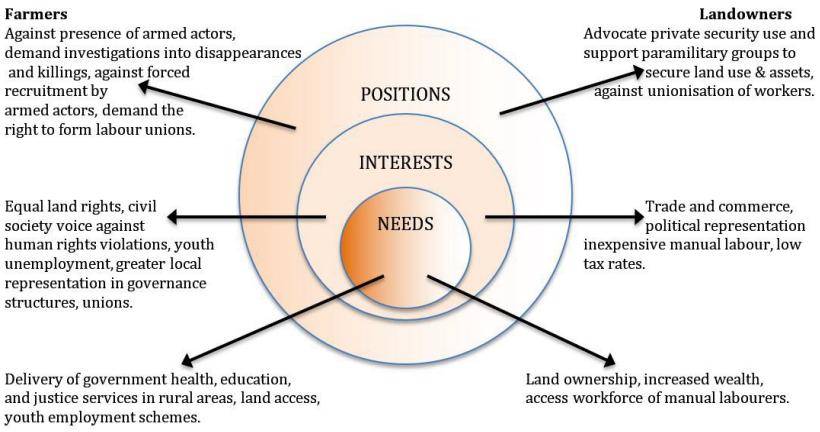
Learning Objectives

- ✓ Participants can determine differing positions, interests, and needs as a way to improve dialogue skills.

Notes



Example of Conflict Onion



[4] Visuals and methodology from Fisher, S. et al. '*Working with Conflict: skills and strategies for action*,' 2011, see here. Additional material adapted from Ury, W.L. & Fisher, R. 'Getting to Yes,' 1991, see here.

The Onion
Session Plan

Introduction

Step 1: Present a real onion to participants and encourage them to describe it (the layers and the core).
Step 2: Explain that the outer skin is comprised of our positions in society/community that are publicly known, and everyone is aware. The underlying layers are our interests, what we feel we should achieve in a given situation. The core represents our needs that demand satisfaction.
Step 3: Clarify that during good times most people are open about their needs, but during more challenging moments people's needs often become hidden as a perceived vulnerability. As such, during conflict, actions might be driven from more collective interests rather than needs. If interests are perceived to be threatened, then positions may be taken up as a defensive stance.

Exercise

Step 4: The conflict onion illustrates how common ground can be harder to find in a conflict situation due to interests and positions obscuring (common) interests.
Step 5: Present the onion as seen in the notes on the previous page. Notice how positions are several steps removed from needs).
Step 6: Place participants in groups and encourage them to design a local conflict onion. Consider gender and age specific groups. Wherever possible, encourage group formation taking an age, gender and diversity approach (e.g. older women and young women, young men and older men). If feasible, try and form at least one mixed group to encourage dialogue between participants from different backgrounds. (40 mins)
Step 7: Groups present back their onions. Facilitators or participants capture interests positions, needs via notebook and pen and camera. (14-20 mins)

Do no harm - Consider carefully the impact of conducting this activity in an active conflict zone as participants may not feel safe revealing the positions, interests, or needs of different belligerent parties, influential persons, or even the community itself.

Peace & Conflict Tree[5] (Opportunity & Challenge Tree)

Purpose

- ✓ To reveal key drivers of conflict, contributing sources and consequences of violence

Learning Objectives

- ✓ Participants can identify root causes, contributing sources, and the effects of conflict (including the different actors in conflict).

Materials

Outdoor Option: Participants will need access to a flat and open ground space clear of vegetation; locally available materials such as sticks, ashes, small stones, leaves, flowers, and wild fruits.
Indoor alternative: A1 paper/ flipchart sheets, marker pens.
Facilitators need a camera for documentation along with note pad and pen.

[5] Adapted from Fisher, S. et al. '*Working with Conflict: skills and strategies for action*,' 2011, see here; Ramsbotham, O. et al 'Contemporary Conflict Resolution,' 2011, see here; Lederach, JP. 'Preparing for Peace,' 1996, see here.

Peace & Conflict Tree (Opportunity & Challenge Tree)
Session Plan

Introduction

Ask the local words for peace. What is the opposite of Peace. Verbal Feedback.

Exercise

Step 1: Walk the group to a large tree. Explain that this tree for this activity is called the tree of conflict. Ask participants to give one word, which is connected to what they FEEL (emotions) with violent conflict. Present to them those feelings are under the surface and cannot be easily seen. Ask them where on the tree are the emotions of conflict. Elicit that it comes from the roots. The fuel of conflict feeds the conflict tree through the roots.

Step 2: Ask participants for one word relating reasons for violent conflict (e.g. Money, cattle, guns etc). Verbal feedback. Present to the group that these are visually tactile elements (things they can touch) elicit that these are the core problems found in the trunk of the conflict tree.

Step 3: Facilitator asks for words that represent the consequences of violent conflict. Feedback. Elicit that the consequences on the conflict tree are the fruits and leaves of the violent conflict tree.

Go over that different sections of the violent conflict tree and what they represent:

-The branches and leaves are the effects of conflict (death, destruction etc)

-The trunk represents the physical reasons

-The roots symbolise the causes. The emotions and feelings that fuel violence

Step 4: Facilitators or participants capture causes, physical reasons and effects of violence via notebook and pen and camera

Indoor option:

Step 1: Present a large drawing of a tree placed on a wall on several A1/flipcharts sheets. Explain that this tree for this activity is called the tree of conflict.

Step 2: Wherever possible, encourage group formation taking an age, gender and diversity approach (e.g. older women and young women, young men and older men). If feasible, try and form at least one mixed group to encourage dialogue between participants from different backgrounds.
Max 10 people per group. Each group appoints a writer who receives sticky baked paper and a marker pen.

Step 3: Present to groups that feelings are under the surface and cannot be easily seen. Ask them where on the tree are the emotions of conflict. Elicit that it comes from the roots. The fuel of conflict feeds the conflict tree through the roots. Ask groups to discuss words relating to what people feel during conflict. Each group places one of their words on sticky backed paper and places it on the tree.

Step 4: Groups present why they chose their word(s) and the facilitator encourages more words to be placed/stuck on the tree roots.

Step 5: Ask participants to carry out the same exercise with words related to the physical reasons for violent conflict (e.g. Money, cattle, guns etc). Present to the group that these are visually tactile elements (things they can touch and see) elicit that these are the core problems found in the trunk of the conflict tree.

Step 6: Groups present why they chose their word(s) and the facilitator encourages more words to be placed/stuck on the trunk of the tree.

Step 7: As in steps 3-6. Facilitator asks for words that represent the consequences of violent conflict. Feedback. Elicit that the consequences on the conflict tree are the fruits and leaves of the violent conflict tree.

Step 8: Groups present their reasons for their choice of word(s) and the facilitator encourages more words to be placed/stuck on the tree branches.

Step 4: Facilitators or participants capture causes, physical reasons and effects of violence via notebook and pen and/or camera.

Activity 2: Opportunity/Peace Tree

Step 1. Refer to step 1 onwards (either PRA or Indoor) and replace 'conflict' with 'peace'.

Step 2. Place the completed 'Peace' Tree alongside the 'Conflict' Tree Ask participants which tree they prefer and why.

Step 3. Wherever possible, encourage group formation taking an age, gender and diversity approach (e.g. older women and young women, young men and older men). If feasible, try and form at least one mixed group to encourage dialogue between participants from different backgrounds. Ask groups to identify obstacles/dividers that block the conflict tree becoming a peace tree. Groups place obstacles in sticky backed paper and put them in the space between the Conflict and Peace trees.

Step 4. Groups identify connectors that positively link conflict to peace, placing them over the obstacles/dividers.

Step 5. General exploratory discussion for ideas as to how to move ahead.

Stakeholder Mapping[6]

Purpose

- ✓ To Identify and assess stakeholder influence/power over a given conflict or project intervention.

Learning Objectives

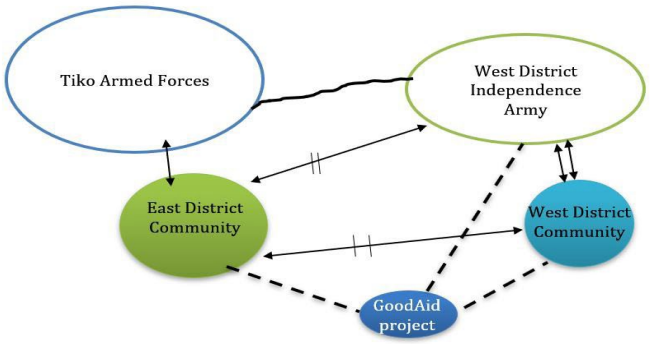
- ✓ Participants can identify and document the main stakeholders, as well as determine the relations between them.

Materials

Outdoors option: (Participants will need access to a flat and open ground space clear of vegetation; locally available materials such as sticks, ashes, small stones, leaves, flowers, and wild fruits. Particularly suitable for rural populations who may have high rates of illiteracy)

Notes

Outdoors option: (Participants will need access to a flat and open ground space clear of vegetation; locally available materials such as sticks, ashes, small stones, leaves, flowers, and wild fruits. Particularly suitable for rural populations who may have high rates of illiteracy)
Indoors alternative: A1 paper/ flipchart sheets, marker pens.
Facilitators need a camera for documentation along with note pad and pen.
Wherever possible, encourage group formation taking an age, gender and diversity approach (e.g. older women and young women, young men and older men). If feasible, try and form at least one mixed group to encourage dialogue between participants from different backgrounds.
Example of a Stakeholder map:



[6] Adapted from FAO *'Negotiation and mediation techniques for natural resource management,'* 2005, see here.

Stakeholder Mapping
Session Plan

Introduction

Explain activity purpose/objectives (see overview) and elicit the meaning of stakeholders:
Definition: the term "stakeholder" refers to all those people or organizations that have a stake in or on a specific topic (e.g. a given conflict, a policy, or project intervention). These are the people, groups, and organisations that are directly involved in the topic, are affected by it, or influence (or may influence) the dynamics.

Exercise

Participants form into groups of 5-8 in each. Wherever possible, encourage group formation taking an age, gender and diversity approach (e.g. older women and young women, young men and older men). If feasible, try and form at least one mixed group to encourage dialogue between participants from different backgrounds. Ask each group to identify the 10 most important /stakeholders that have influence in the area over the project. Ask participants to consider stakeholder that have influence on the conflict, the general population, persons of influence and/or other organisations. Groups may want to contemplate how stakeholders relate to DCA and DCA partners. Once each group identifies their 10 key stakeholders, they can move on to map out the relations between them. Groups either write or draw images of the main stakeholders on the ground or on paper. They then link the stakeholders using different lines to denote relations. Before groups commence the exercise, go through the key seen below and provide an example such as the one below taken from the Tiko Scenario roleplay.

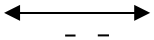


Stakeholder; size symbolises amount of influence

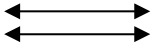
Indicates good relations



Indicates conflict, aggression or attacks

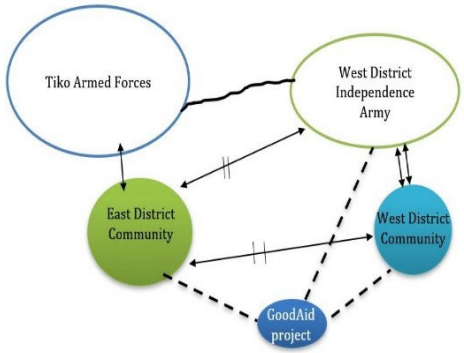


Indicates a broken relationship



Indicate a strong alliance

Indicates undefined relationship



Wrap Up

Each group present's their stakeholder mapping to the other participants. If all participants are from the same location, you may want to consider bringing all participants together and direct them to finalise one stakeholder mapping for the entire group. Do no harm - Consider carefully the impact of conducting this activity in an active conflict zone as participants may not feel safe revealing stakeholders which could include belligerent parties, influential persons, or others that could potentially threaten/harm participants.

Design your own activity

Purpose

✓

Learning Objectives

Materials

Notes

Design your own activity
Session Plan

Introduction

Exercise


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