






9.2 CONFLICT ANALYSIS

8 ROOT CAUSE ANALYSIS

-  **PURPOSE:**
To help stakeholders examine the origins and underlying causes of conflict.
-  **MATERIALS:**
Flip charts.
Post-it notes.
Coloured marking pens.
Tape.
-  **PREPARATION:**
Draw a *Sample conflict tree* (Attachment 8A) on a flip chart.
-  **TIME:** Two hours.
-  **CROSS REFERENCE:** Section 3.2.

STEPS:

- ① Introduce the purpose of the activity. Explain that this activity assists the understanding of how and why conflict originates and the sequence of contributing causes.
- ② Post the *Sample conflict tree* and describe the steps of the process. Explain to participants that they will be working in small groups and developing their own conflict trees once they have understood the process. Clarify any questions that participants may have about the process.
- ③ Explain the following group process:
 - ◆ The starting point is a specific conflict. Explain that the members of each group will first need to discuss and agree on a conflict that

they are all familiar with. They should write the conflict issue at the top of the flip chart (or within the branches of the tree).

- ◆ Next, they should ask themselves why the conflict has occurred, or what the immediate causes of the problem are. They should write these reasons on post-its and place them below the conflict heading on the flip chart.
 - ◆ Then, working outwards, group members should keep asking themselves the question “Why?” for each of the immediate causes. The group is to discuss the reasons, writing each on a post-it. These steps are repeated until the group members have reached some basic or root causes of the conflict or issue being addressed. They can move the post-its around if necessary.
 - ◆ Finally, the group members should connect the post-its with lines to show the linkages between causes and effects. Remind the groups to check their logic by repeating the process of asking “Why?” down through the levels of causes, as outlined in the previous paragraph.
- 4 Form small groups and ask each group to select a focal conflict from within its group experience on which to practise the problem tree technique. Allow one hour for this group activity.
 - 5 Spend time with each group to ensure that its members have understood the process. Explain to the groups that they should not get bogged down in arguments as to whether a “Why?” is valid or not. This is an exploratory activity and the truth or relative significance of the “Why?” can be determined later.
 - 6 After the groups have completed their trees, reconvene them into the overall group and ask one person from each smaller group to post and explain its chart.
 - 7 At the end of the presentations, start a discussion with the following questions:
 - ◆ What were some of the problems faced in completing the trees? (A problem that is often mentioned is confusion between cause and effect. Explain that this is usual and will become clearer through discussion and practice.)
 - ◆ How does this activity help participants to think about a cause of conflict or its origin?

- ◆ How can you use this problem tree activity with the interest parties to examine conflict causes? What might be some of the constraints? How could these be overcome? (Give examples of using this approach with multiple stakeholders and some of the issues encountered in doing so, for example, different interpretations of cause and effect, unwillingness to bring out key problems, differing perceptions about the importance of different problems.)
 - ◆ If it has not been mentioned, point out that the activity is useful in demonstrating how local causes of conflict can be linked to much broader social, political and economic issues. This, in turn, can help stakeholders to determine the level of conflict on which they want to focus their attention.
- 8 Close by pointing out that, in the initial stages, many of the linkages in the problem tree might be based on assumptions. Once stakeholders have developed the initial problem tree, they must identify areas where more information is needed. They can do this by drawing up an information needs list from the *Sample conflict tree*. This list can be used to verify the initial assumptions.

The root cause analysis can be repeated at different times in the process of conflict analysis as more information becomes available and new issues arise.

8

ROOT CAUSE ANALYSIS

ATTACHMENT 8A

SAMPLE CONFLICT TREE

This is a simplified root cause analysis of a conflict over forest logging among traditional owners, a timber company and the government forest service. Traditional owners who opposed timber harvesting on forest land that they claimed was part of their ancestral estate prepared the conflict tree diagram. The traditional owners wanted logging to be stopped, arguing that this conflict was brought on by:

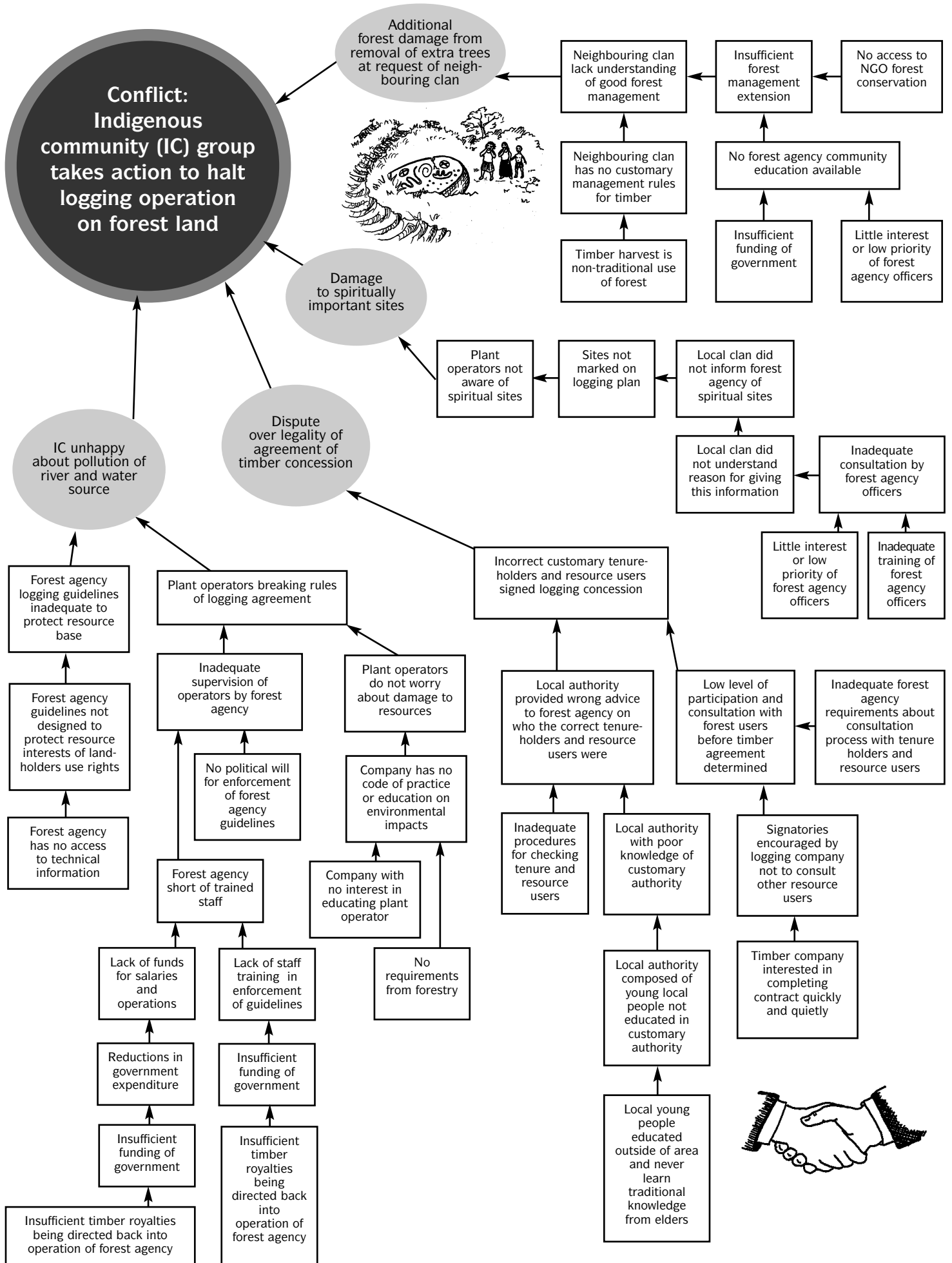
- ◆ river pollution and contamination of their water source;
- ◆ damage to culturally important sites;
- ◆ the illegality of the logging contract and its involvement of the wrong set of traditional owners;
- ◆ encouragement of further forest damage by neighbouring clans.

The traditional owners identified and recorded each of these issues, exploring the contributing events and causes. Interestingly, the diagram drew attention to a number of other stakeholders and subgroups – other than the traditional owners, the logging company and the forest service – that were involved in the conflict. Gaining support from some of these groups was a key to managing the conflict.

The causes of conflict listed on the conflict tree reflect the biases of the traditional owners' perspective. In discussing the diagram, the traditional owners conceded that not all of the listed causes might be factual. The diagram does, however, provide a framework for:

- ◆ investigating the various causes further;
- ◆ collecting further information;
- ◆ determining which were and which were not true contributing factors to the current conflict.

The diagram helped the group to decide at what scale they needed to manage the conflict in the short term. It identified a number of places for possible action to manage the conflict and improve collaborative management processes. For the local community, the diagram also linked broader political and policy decisions to impacts in their area. It also showed which action they could take to anticipate and address possible future conflicts.



9 CONFLICT TIME LINE



PURPOSE:

To assist stakeholders in examining the history of a conflict and to improve their understanding of the sequence of events that led to the conflict.



MATERIALS:

Flip chart.

Coloured pens.

One copy of *Example of a conflict time line* (Attachment 9A) per person.



PREPARATION: None.



TIME: One and a half hours.



CROSS REFERENCE: Section 3.2.



STEPS:

- ① Explain the purpose of the activity. Explain that, as trainers, participants may find it useful to introduce this tool to stakeholders and help them to use it in analysing a conflict situation.
- ② Hand out the *Time line*. Allow participants five minutes to read it. Explain that the group will now practise making a time line for a new situation.
- ③ Explain that they will need first to discuss and agree on a conflict that they are all familiar with. The conflict selected should be written at the top of the flip chart.

When participants come from diverse backgrounds or locations, selecting a conflict that they are all familiar with can be difficult. To get around this problem in training, the activity can be taught in conjunction with a field trip in which participants are exposed to a real conflict. Through this activity, participants can learn more about the conflict. Alternatively, the trainer may use a detailed case study of a conflict from which participants can extract the necessary information.

- 4 On a flip chart, write the name of the conflict. Under the conflict heading, create the columns “Date” and “Event” on a time line. Ask the group to think of specific events that have led to this conflict, and when those events occurred. Explain that, at this stage, they should not worry if the dates are wrong, these will be checked later.

Ask someone to name one of the events – preferably one of the earlier events or actions in the history of the conflict. Record the date and event on the flip chart.

- 5 Ask the group for another event and record it. Continue to do so, and explain to the participants that they do not have to name the events in sequence. Check to see if someone can think of something that happened earlier than the first events listed. The events will be recorded in the appropriate chronological order based on date.

Allow each participant to contribute his or her ideas without being questioned.

- 6 Review and reach an agreement on the events, checking the order and dates.

When there is disagreement about the facts (either the date or the event), assess whether this is significant to the analysis. If the group feels it needs to confirm the information, then note this on a separate sheet as an “information need”.

- 7 When participants appear to be satisfied with the time line record, ask them to take a moment and reflect on the history of the conflict. Start a discussion with the following questions:

- ◆ What have you learned about the conflict from the time line?
- ◆ What have been the most significant events in escalating or broadening the conflict? Why?
- ◆ How have the events affected relationships among the parties?
- ◆ Why do think the parties acted in the way they did? What were the underlying interests, fears or needs of the parties in these events?
- ◆ Does this analysis suggest any possible solutions? What are they?

9

CONFLICT TIME LINE

ATTACHMENT 9A

EXAMPLE OF A CONFLICT TIME LINE

This time line was prepared by Malawa people, with the assistance of a conservation NGO, in order to understand rivalries with another clan (the U'afu). The Malawa felt that gaining local support from the other clan was critical to managing a forested catchment area.

TIME LINE: CONFLICT OVER NGALA RIVER PROTECTED CATCHMENT AREA

Date	Events
1975	<ul style="list-style-type: none"> ◆ Head of the Malawa informed that U'afu villagers were cutting trees claimed by the Malawa for canoes (land adjacent to the Ngala river). ◆ Malawa head and spokesperson go to U'afu. U'afu people explain that the cutting was within U'afu boundaries. Malawa head disagrees and asks that cutting stop.
1976	<ul style="list-style-type: none"> ◆ U'afu people cut two more trees. ◆ Malawa villagers seize three completed canoes as compensation for U'afu stealing of trees. ◆ U'afu burn garden huts of three Malawa women. ◆ Malawa youths steal two U'afu pigs.
1981	<ul style="list-style-type: none"> ◆ Forest officers meet with U'afu to discuss timber concession on the eastern boundary of Ngala river and the overlap of Malawa land. U'afu do not tell forestry agency about Malawa land claim.



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- 1982
- ◆ U'afu support timber company request for concession.
 - ◆ Malawa object to concession at timber rights meeting.
 - ◆ Malawa seek legal advice to stop concession.
-

- 1985
- ◆ Timber company withdraws. U'afu blame Malawa.
 - ◆ U'afu cut five more trees on disputed land.
-

- 1993
- ◆ Conservation NGO working with Malawa discusses proposed watershed catchment management area on Ngala River. Malawa do not inform the NGO of U'afu's interests.



- ◆ Malawa receives funds and assistance to set up ecotourist lodge from NGO Water Catchment Protection Project.
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- 1994
- ◆ Malawa representative put on Ngala River Management Committee Board.
 - ◆ U'afu cut three trees on disputed land.
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- 1995
- ◆ NGO meets with U'afu villagers on Ngala River Project.
 - ◆ U'afu man burns NGO vehicle. Man arrested and jailed.
 - ◆ U'afu threatens further damage if their rights to the land are not recognized.
-

- 1996
- ◆ Forestry Department and NGO draft Ngala River Catchment Protection legislation.
 - ◆ U'afu boycott public meeting to discuss legislation.
-

- 1998
- ◆ U'afu agree to allow use of Baenia river by Senta village people for oil-palm.
 - ◆ Ngala River Catchment Protection legislation blocked by Senta parliament member.



NB: The names of the clans and locations are fabricated in order to respect the privacy of the people and groups involved.

10 MAPPING CONFLICTS OVER RESOURCE USE



PURPOSE:

To show geographically where land or resource use conflicts exist or may exist in the future.

To determine the primary issues of conflict.



MATERIALS:

Flip chart.

Coloured pens.



PREPARATION:

Draw a *Sample conflict map* (Attachment 10A) on a flip chart.



TIME: One and a half hours.



CROSS REFERENCE: Section 3.2.



STEPS:

- 1 Explain the purpose of the activity, emphasizing that mapping is a useful tool for exploring the resource uses and values of different stakeholders, and for identifying existing or likely conflicts.
- 2 Explain to participants that they will need first to discuss and agree on a conflict that they are all familiar with. With a group of participants from diverse backgrounds or locations, selecting a conflict that they are all familiar with can be difficult. To get around this problem in training, this activity can be taught in conjunction with a field trip in which participants are exposed to a real conflict. This activity can help them to learn more about the conflict.
Ask the participants to begin by preparing a basic sketch map of the area on which the conflict is centred. On this map, they are to show the major landscape features and relevant boundaries of tenure. Post the *Sample conflict map* and discuss as the activity is explained.
- 3 Next, ask participants to mark out areas of existing or proposed resource uses for the different stakeholders. The types of uses to be recorded on the map will be determined by the nature of the conflict.

For example, resource uses may include food or material collection, protected area boundaries, commercial timber harvest, religious or sacred cultural sites, nesting sites for endangered species and use boundary changes.

- 4 When participants are satisfied that all the pertinent information has been marked on the map, ask them to identify areas where land or resource uses are in conflict. These may include conflicts among existing uses, between existing and proposed uses or among proposed uses.

Record the specific areas of conflict either by highlighting these areas on the map or by making a list of specific points of dispute.

- 5 Review each of the areas of conflict. Initiate a discussion with the following questions:
 - ◆ What are the primary sites of conflict?
 - ◆ Which sites are of secondary importance?
 - ◆ What would the consequences or impacts be to the different stakeholder groups if their existing or proposed uses are stopped or changed?
 - ◆ What alternatives or possible solutions in land or resource use are suggested from the information on the map?

Note: There are various approaches to preparing the map. It can be drawn directly on to flip chart paper with the use of coloured markers. In some rural areas it is more effective to ask the participants to construct the map first on an area of bare ground, possibly in a village centre, using rocks, leaves, seeds, twigs, etc. as symbols for natural and human features. After the map has been completed, a few individuals transfer it on to flip chart paper. The advantage of this approach is that it allows many more people to be involved in the creation of the map and the discussion of conflicts.



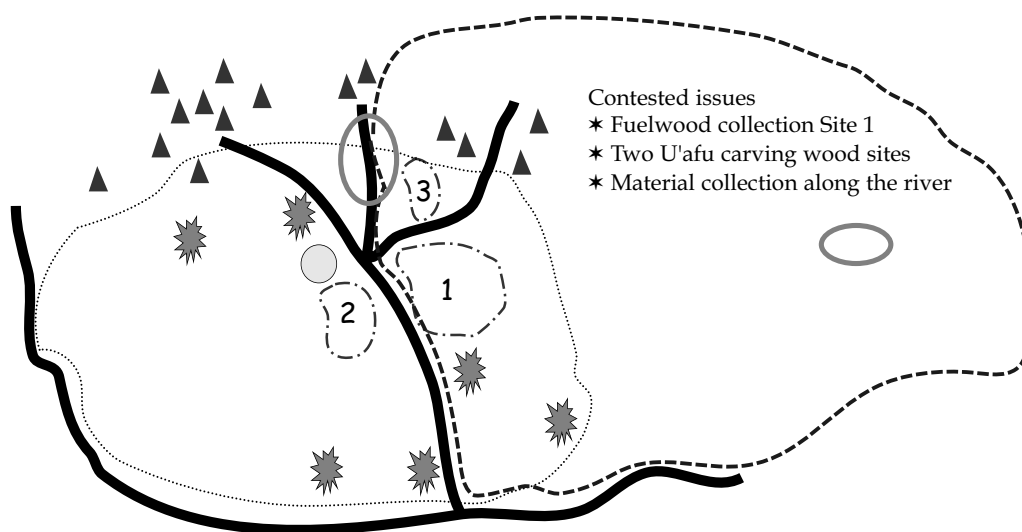
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MAPPING CONFLICTS OVER RESOURCE USE

ATTACHMENT 10A

SAMPLE CONFLICT MAP

The map below depicts conflicts in forest use. It identifies three areas of conflict between a forest regeneration area proposed by a watershed management committee and an area of traditional forest used by one local village community. Discussions among the local villagers identified their primary concerns as being lack of access to an important fuelwood collection site (Site 1), the presence of two principal sites of carving wood within the proposed regeneration area, and collection of housing material at one area upstream of the village along the riverbank. During preparation of the map, villagers decided that one of the fuelwood collection areas (Site 3) was not crucial and would not be disputed. In later meetings, the villagers agreed on regeneration of the upstream riverbank material site as they came to understand that it could improve water quality at the village.



Legend

▲ Highland

⤿ River

● Village

○ Ngala traditional use rights

⊖ Proposed forest closure for regeneration

⊖ Fuelwood collection sites of Ngala women

★ U'afu carving wood

11 MAPPING CHANGE**PURPOSE:**

To identify the environmental and economic changes in an area and explore how these changes have contributed to current conflicts. To assist stakeholders in considering their preferred future.

**MATERIALS:**

Flip chart.
Coloured pens (green, blue and red).



PREPARATION: None.



TIME: Two hours.



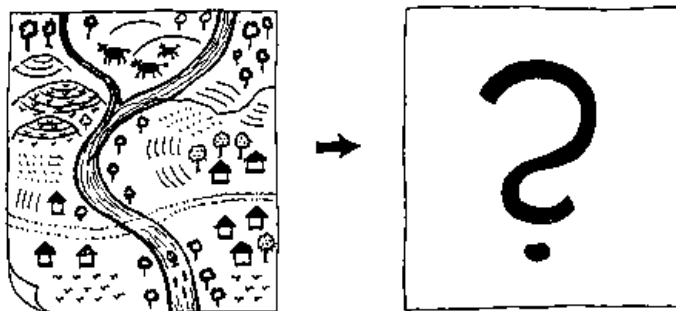
CROSS REFERENCE: Section 3.2.

**STEPS:**


- ① Explain the purpose of the activity.
- ② Explain the following small group activity:
 - ◆ Participants will be divided into groups of four or five, each of which will be given a set of coloured pens and paper.
 - ◆ With the *green pens*, they are to draw a picture of their place or local environment, as they remember it being when they were young. They should sketch in important parts of the landscape and the natural resources such as water, forests and agricultural lands that were present at that time.
 - ◆ Next, with the *blue pens*, they are to draw what were the primary economic support systems for people in the area at that time. They should include both subsistence and cash-generating activities. They can use symbols such as ploughs, cows and trucks to identify the systems.
 - ◆ Finally, with the *red pens*, they are to identify any significant changes to their environment and economy that have caused new conflicts to arise. Again, they can use symbols and arrows, write notes, etc.


- 3 When they have finished their maps, reconvene the overall group and have one person from each smaller group present and explain its map. Initiate a discussion with the following questions:
- ◆ What are some of the most noticeable changes that have occurred to the environment and the economy?
 - ◆ Did the change in one arena affect the other? In what way?
 - ◆ Why have these changes led to conflict?
 - ◆ How useful was this activity in discussing the past and the impacts of change? Were there any disagreements among group members about what they remembered about the past or about the impacts of change?
- 4 Ask the participants to return to their small groups and draw their preferred environmental and economic future using all the different colours. As they draw in needed changes, ask them to discuss and record some of the initial actions that are required to make these changes.
- 5 After 30 minutes, reconvene the overall group and have the smaller groups post and present their “preferred futures”. Discuss the following:
- ◆ What are the similarities among what the different groups think must change in order to realize their preferred futures?
 - ◆ What are some of the first steps that groups recommend in order to reach their goals?
 - ◆ What might happen if these changes are not implemented?

In conclusion, note that environmental and economic changes are always occurring. Our challenge is to manage that change so that people do not lose what they need and have some control over which direction they take. One tool to help face this challenge is to develop a common picture or vision of what people want for their future.




12 ISSUES ANALYSIS

 **PURPOSE:**
To enable stakeholders to identify the principal issues of a conflict and consider the most effective means of addressing them.

 **MATERIALS:**
Flip charts.
Coloured marking pens.
Three cards or post-its per person.
Handouts:

- *Different types of issues that lead to conflict* (Attachment 12A);
- *Issues analysis table with example* (Attachment 12B).

 **PREPARATION:** Prepare flip charts from Attachments 12A and 12B.

 **TIME:** Two hours.

 **CROSS REFERENCE:** Section 3.2.

STEPS:

- 1 Introduce the purpose of the activity.
- 2 Ask each participant to think of a conflict that he or she has experienced or knows of through working with communities or in forest management. The conflicts selected may be of any scale – local, national or international.
- 3 Next, ask each participant to identify three issues that are central to the conflict.* Hand out three index cards or post-its to each participant on which to record the three issues. At the end of ten minutes, ask participants to state the conflict briefly and to read out the issues. As they read them, have them place the cards or post-its on the flip chart. After all the issues have been presented, work with the group to organize the cards into groups in which issues of a similar nature are clustered. Label each cluster or category, recording the reason they are seen to be similar.

*Alternatively participants can select issues from a root cause analysis (see *Training activity #8*).

- 4 Distribute the handout *Different types of issues that lead to conflict*. Explain that one way of determining possible actions to manage conflict is to examine the types of issues within the conflict. There are five main types of issues from which most conflicts emerge:

- ◆ problems with information;
- ◆ conflicting interests;
- ◆ difficult relationships;
- ◆ structural issues;
- ◆ conflicting values.

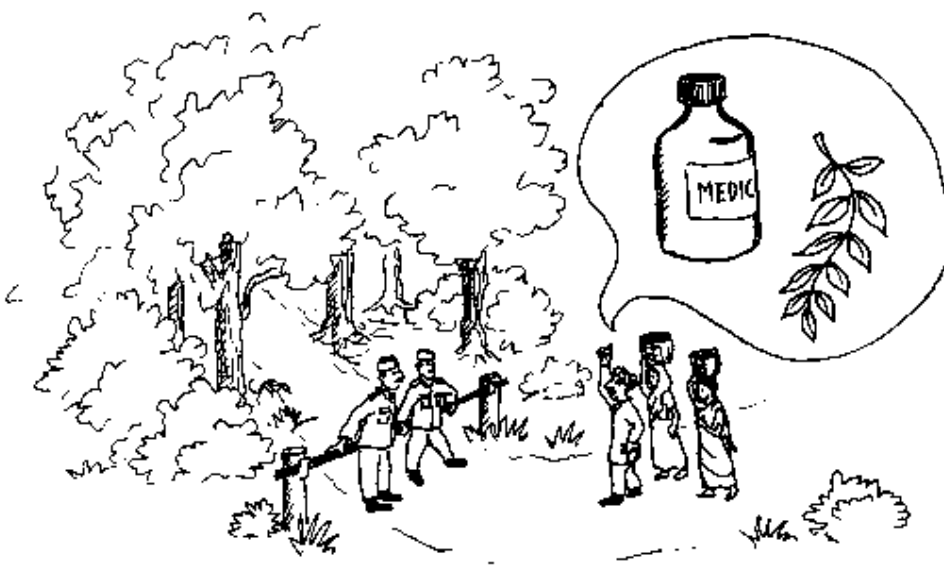
Refer back to the types of conflict issues outlined by the group. Identify any similarities with the five main types presented.

- 5 Explain that a further level of analysis is to identify what gave rise to the issue. Explain that issues frequently result where there is:

- ◆ a perceived or actual *difference*, or contending views;
- ◆ a perceived or actual *threat*;
- ◆ a *gap* – an absence or lack of important elements.

Explain that first separating a conflict into its various issues, and then identifying the types of issues and their causes (whether these are differences, threats or gaps) can be useful in developing a strategy for conflict management.

Post the *Issues analysis table and example* and explain how it can be a useful tool for this activity. Describe the example step by step.



- 6 Discuss with the group that, when conflict has multiple contributing causes, it is unlikely that all the causes can be tackled or addressed simultaneously. The situation requires the establishment of priorities. Emphasize that there are no set rules for establishing priorities. However, an important aspect of conflict analysis is to identify the most significant causes of conflict. One way of doing this is to rank the issues in terms of significance. In doing so, it is also useful to distinguish which issues are:

- ◆ *immediate* and require urgent action,
- ◆ *underlying*, presenting significant obstacles for lasting peace and perhaps needing to be addressed over a longer time period.

Remind the group that, ultimately, those involved in conflict will have to construct their own criteria for determining priorities for action. They may decide to focus on the issues that most immediately affect the conflict now, or they may decide to tolerate a certain level of what appears to be localized conflict in order to focus on the underlying issues of the dispute. Again, determining linkages and identifying some of the roots of the conflict are valuable.

Refer to the posted example, in which the significant causes of conflict are marked and actions planned accordingly.

- 7 Explain the following activity:

- ◆ In a few minutes, the participants will divide into groups of four or five.
- ◆ Each group is to select a conflict situation and discuss the issues leading to that conflict.

The group will be given handouts of the *Issues analysis table and example*. It is to take the list of issues in its conflict and develop its own issues analysis table on a flip chart. This will require identifying the most appropriate category for each issue, briefly describing the issue and deciding whether it resulted from a difference, a threat or a gap. In reality, these categories of issues can overlap, and the participants should be cautioned not to become anxious if there is not a “clear fit”. It is important that the categories are used as tools to think more systematically about each of the contributing causes of conflict.

- ◆ The group is also to decide which of these issues are most significant and to mark these with a star (*). It should also note which are most immediate and which require long-term action.
- ◆ When this has been done, ask the group to take a few minutes to look at the analysis and discuss possible actions for addressing the conflict based on that analysis. It should record these possible actions on the flip chart.

- 8 Divide the participants into small groups, distribute the handout and begin the activity. Inform the groups that they have an hour for the task.
- 9 After one hour, ask each group to present its results.
Initiate a discussion with the following questions:
 - ◆ How useful was it to examine issues by category? Why?
 - ◆ What benefits are there in distinguishing among issues that arise out of differences, threats or gaps? How did this affect your ideas about possible management actions?
 - ◆ What difficulties did you encounter in this analysis?
 - ◆ What were some of the factors or criteria that the groups chose to decide on possible actions?

Point out that, in conflict, groups ultimately have to construct criteria for action. They may decide to tolerate a certain level of local conflict in order to direct effort towards the underlying causes that are feeding the local dispute. Parties also have to consider their capacity to have a significant impact on these contributing factors.

In closing, mention that properly managing a conflict may require both short- and long-term strategies. For example, stakeholder groups could agree to a set of short-term actions to address an urgent issue, with the immediate aim of preventing further escalation and offsetting potential outbreaks of violence. The local conflict may continue to reappear, however, if fundamental structures or processes are not addressed. Complete resolution or prevention of recurring conflicts may be part of a wider strategy that includes building alliances with other stakeholder groups in order to change and improve policies, laws and institutions in support of community-based forest management.

12

ISSUES ANALYSIS

ATTACHMENT 12A

DIFFERENT TYPES OF ISSUES THAT LEAD TO CONFLICT

Type of issue	Elements	Points to remember in managing such conflicts
<i>Conflicting interests</i>	<ul style="list-style-type: none"> ◆ Conflicts over differing needs and desires, sharing of benefits and resource use ◆ Include perceived and actual competition of interests ◆ Conflicts can emerge from a perceived or actual lack of shared interests 	<ul style="list-style-type: none"> ✓ <i>Identify common or shared interests</i> ✓ <i>Underlying needs can often be satisfied in more ways than are at first obvious</i> ✓ <i>Clarify whether interests are real or perceived</i>
<i>Information issues</i>	<ul style="list-style-type: none"> ◆ Conflicts caused by lack of information or differences in interpretation of information ◆ Can be linked to differing methods of assessing, evaluating or interpreting information ◆ Poor communication (listening or expression) or miscommunication among disputing parties 	<ul style="list-style-type: none"> ✓ <i>Reach agreement on information needs</i> ✓ <i>Reach agreement on how information can be obtained and verified</i> ✓ <i>Reach agreement on criteria for evaluating or interpreting information</i> ✓ <i>A third party may improve communication</i> ✓ <i>Encourage transparent decision-making</i>
<i>Difficult relationships</i>	<ul style="list-style-type: none"> ◆ Differences in personality and emotions, as well as misperceptions, stereotypes and prejudices ◆ Incompatible behaviours (routines, methods, styles), differing expectations, attitudes and approaches to problem solving ◆ History of conflict and bad feelings among the parties 	<ul style="list-style-type: none"> ✓ <i>Identify the specific difficulties, encourage conflicting parties to avoid generalizations in stating their difficulties with one another</i> ✓ <i>Aim to build positive perceptions and solutions</i> ✓ <i>Emphasize fair ground rules to be followed by all parties</i> ✓ <i>Work to realign or build relationships, fostering care and willingness on the part of the participants</i>

Different types of issues that lead to conflict (*continued*)

Type of issue	Elements	Points to remember in managing such conflicts
<i>Structural issues</i>	<ul style="list-style-type: none"> ◆ Differing ideas regarding appropriate management processes, rules, roles and power; can apply to meeting committees or organizations ◆ Perceived or actual inequality or unfairness concerning power, control, ownership or structures that influence access to or distribution of resources ◆ Factors that hinder cooperation, such as decision-making structures and responsibilities, time constraints, geography or physical settings 	<ul style="list-style-type: none"> ✓ <i>Help disenfranchised groups to understand their own and other parties' perceptions of the conflict</i> ✓ <i>Gain agreement on shared review of specific grievances – e.g. too much bureaucracy, poor representation</i> ✓ <i>Aim to transform conflict into a force for social change so solutions are sustainable in the long term</i>
<i>Conflicting values</i>	<ul style="list-style-type: none"> ◆ Differences among cultural, social or personal beliefs or different world views and traditions ◆ Can include different goals, expectations or assumptions that reflect personal history and upbringing 	<ul style="list-style-type: none"> ✓ <i>Frequently the most difficult to change</i> ✓ <i>Some differing human values may be non-negotiable</i> ✓ <i>Focus on interests or shared goals and avoid focusing on resolving differing values</i> ✓ <i>Require a long-term strategy that builds respect and supports the sharing and understanding of values among stakeholders</i>

Adapted from: Moore, C. 1996. The mediation process: practical strategies for resolving conflict. Second edition. San Francisco, California, USA, Jossey-Bass; Warner, M. 2001. Complex problems, negotiated solutions: tools to reduce conflict in community development. London, UK, ITDG Publishing.

12

ISSUES ANALYSIS

ATTACHMENT 12B

ISSUES ANALYSIS TABLE WITH EXAMPLE

Type of issue	Description of the issue	Analysis of issues
<i>Conflicting interests</i>	Women need to collect forest materials and medicine plants The CFUG wants to stop the poaching of wildlife	<ul style="list-style-type: none"> ◆ <i>Perceived difference</i> in interests related to use of the forest (wildlife versus supporting local livelihoods) ◆ <i>Perceived threat</i> of the CFUG and the forest office restricting access to needed resources
<i>Information issues</i>	Villagers have no access to information on the proposed restriction Hunters question how the bird is endangered	<ul style="list-style-type: none"> ◆ Lack of information on the proposed restriction provided by the CFUG to the village ◆ Validity of information needs to be confirmed
<i>Difficult relationships</i>	Previous bad relationship between the CFUG chairperson and the village	<ul style="list-style-type: none"> ◆ Suspicions that the CFUG chairperson from another village is supporting forest office interests over this village's interests (as retaliation for a past dispute)
<i>Structural issues</i>	Consultation with villagers on forest use	<ul style="list-style-type: none"> ◆ The forest office and CFUG did not consult the women or hunters before making the proposal

Issues analysis table with example (*continued*)

Type of issue	Description of the issue	Analysis of issues
<i>Conflicting values</i>	The significance of local bird feathers in traditional ceremonies	◆ Forest officers' lack of appreciation for the ceremonial importance of bird feathers in determining relationships within villages
<p>Proposed actions that emerged from the conflict analysis:</p> <ul style="list-style-type: none"> ◆ check with forest officers and the CFUG to see if the proposal is true; ◆ forest officers to provide and explain information on the birds and the significance of the area; ◆ women to negotiate the primary area of interest: securing access to necessary forest materials and medicinal plants; ◆ need to educate forest officers on the value of traditional bird feathers; ◆ other long-term actions: change consultation process and make chairperson more accountable to entire constituency of the CFUG; village representative to meet with chairperson. 		

Information about the example: One local village heard that the District Forest Office and the CFUG had decided to restrict access to an area of forest in order to protect an endangered bird species. The District Forest Officers convinced the CFUG that the restriction of access was necessary to protect one of the few remaining nesting habitats for the bird and to stop poaching by hunters. Male hunters in the village disagreed that the bird was in any danger, as they still saw many in the forest. Women villagers were angry because the proposed closure was over an area that was important for the collection of housing materials and traditional medicinal plants. All the villagers feared that they would no longer be able to collect local bird feathers for use in traditional ceremonies. Both the women and the hunters in the village saw the conflict as being centred on gaining continued access; the Forest Office, saw it as a conflict of unsustainable resource use within the region.

13 STAKEHOLDER IDENTIFICATION AND ANALYSIS



PURPOSE:

To introduce a visual approach to the identification and assessment of the dependency and power of different stakeholders in a conflict.



MATERIALS:

Flip chart.
Coloured pens.
Coloured poster paper.
Glue sticks.



PREPARATION:

- Cut several circles of at least six different sizes out of the coloured poster paper. Circles of the same colour should be the same size. Cut out triangles of different sizes (again, triangles of the same colour should be the same size). Prepare enough of both so that each group can have several circles and triangles of different sizes and colours.
- Prepare a flip chart from the *Stakeholder diagram example* (Attachment 13A).



TIME: Two and a half to three hours.



CROSS REFERENCE: Section 3.3.



STEPS:

- 1 Explain the purpose of the activity. Ask participants what they understand by the term “stakeholder” in the context of a conflict. Clarify any confusion.
- 2 Post and explain the *Stakeholder diagram example* on the flip chart. Briefly describe the conflict example and how the diagram depicts the different stakeholders, their interests and their relative power.
- 3 Explain that participants, working in small groups, will undertake the following activity:
 - ◆ Each group should first select a conflict that it wants to work on.
 - ◆ It should then discuss and list all of the stakeholder groups for that conflict.

- ◆ Next, the group members should use one of the coloured circles provided to represent each stakeholder group (by labelling the circle). They should choose a circle size to represent the relative interest or stake of the stakeholder group. To determine this stake, it is useful to consider how affected the stakeholder group is by the issue or its outcome. For example, a large circle indicates that the stakeholder group is greatly affected by the issue and will be significantly affected by the outcome. A small circle, on the other hand, indicates that the stakeholder group is not affected as much.
 - ◆ Glue the circles to a piece of paper with the conflict stated in the centre. Use distance from the centre and from each other to depict the relative “closeness” (not geographic) of the stakeholders to one another and the conflict.
 - ◆ Once they are satisfied with their stakeholder interest circles, the group members should discuss the relative power that each of these stakeholder groups has to influence the outcomes of the conflict.
 - ◆ Choose a triangle that represents the relative influence of each stakeholder group (the bigger the triangle, the more power the group has to influence the outcome of the conflict). Glue this on top of the appropriate circle (overlapping).
 - ◆ Once they are satisfied with their diagram, group members should discuss, and then mark with a star (*), those stakeholders that they feel are the primary stakeholders who should be involved in managing the conflict.
 - ◆ At the end of the activity, each group should have a piece of flip chart paper depicting its conflict, with circles and triangles representing the stakeholder groups and their relative interest and influence. Each group should be prepared to present and explain its results to the other groups.
- ④ Divide the participants into groups, distribute flip charts, circles, triangles and glue sticks to each, and ask them to begin the activity.
 - ⑤ At the end of one hour, ask each group to present and explain its results briefly.
 - ⑥ Initiate a discussion around the following points:
 - ◆ How useful was this activity in identifying the stakeholders related to the conflict and in carrying out a preliminary analysis of them? (It is useful to see whether people think that this visual way of depicting stakeholders is more effective than the common matrix or table approach.)
 - ◆ What does this tell us about stakeholders and power and influence?

- ◆ Were there any disagreements about who were and who were not legitimate stakeholders? How might identification of stakeholders change depending on the group involved in the analysis?
 - ◆ How did the groups determine primary stakeholders? What criteria were used? (See the following *Trainer's note*).
- 7 In conclusion, explain that there are a number of different ways to carry out a stakeholder analysis, and there is no fixed approach. The method selected depends on the specific information needs and the composition of the group carrying out the activity. Other stakeholder analysis methods can easily build on this visual identification in order to take the analysis further.
- Also remind the group that stakeholder identification and analysis is a process that should be repeated at various stages of conflict management. New stakeholders can emerge as a conflict escalates or as new resolution strategies are proposed. In addition, the roles and interests of existing stakeholders will evolve.

**TRAINER'S NOTE**

There are no easy answers in deciding the appropriate balance of stakeholders in managing conflict. To assist this decision, stakeholder groups need to define and agree on criteria for primary and secondary stakeholders. To a large degree, these criteria are dependent on the goals and desired outcomes of the conflict management process. If the goal is to work towards fair and equitable resolution, you must ensure that the primary stakeholders include those most affected by or dependent on the resource, or the resolution or escalation of the conflict. This would include considering the range of options available to a group if an interest or basic need associated with a resource is not met.

Stakeholders that are linked to the conflict yet less directly involved in affecting it are secondary stakeholders. These stakeholders may play key roles in the resolution strategies; when they can be objective, for example, they may act as a third party or intermediary. Other groups may work alongside a weaker party in an advocacy role, moving the wider political arena towards greater equity. For effective collaboration and management, those groups with power, authority and influence over the sustainability of the outcome should be included. If they are not involved early on, powerful groups may not accept solutions or support implementation.

Adapted from: Larson, P. & Svendsen, D. 1995. Participatory monitoring and evaluation: a practical guide for successful ICDPs. Washington, DC, WWF; Worah, S., Svendsen, S. & Ongleo, C. 1999. Integrated conservation and development: a trainer's manual. Godalming, UK, WWF UK.

13

STAKEHOLDER IDENTIFICATION
AND ANALYSIS

ATTACHMENT 13A

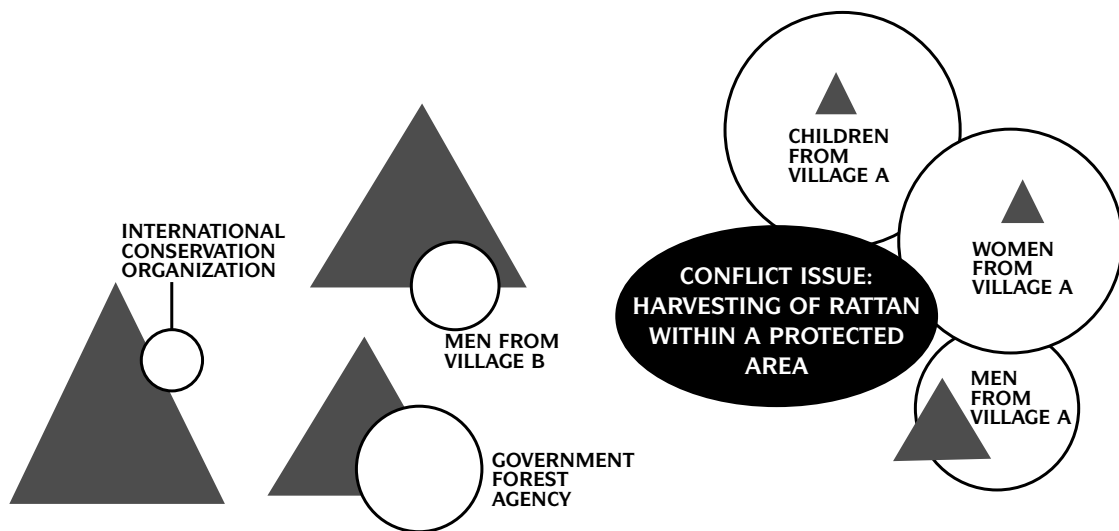
STAKEHOLDER DIAGRAM EXAMPLE

A conflict existed among forest users of a village (village A), the staff of a government forest agency and members of a conservation NGO. It centred on a proposed decision to prohibit the harvesting of rattan in a forest reserve. The two organizations believed that the harvesting of rattan by village A was degrading the biodiversity of the forest reserve. The following diagram illustrates how the members of village A viewed the stakeholders to this conflict. It presents how they defined the different stakeholders, their views on how affected those stakeholders were by the outcome of the management decision, and their own relative power to influence that decision.

The women of village A, who traditionally harvested, processed and sold the rattan, were seen as being the group that was most affected by the proposed decision, yet they had the smallest input into decision-making processes. Both the chief and the other men of village A felt disadvantaged by a prohibition on rattan because they predicted a reduction in overall family income. They were seen to be more powerful than women because they had participated in some of the consultation meetings held by the forest agency. They had significant fears about the affect on the village children, as the money generated from sales of rattan craft was a main source of income to pay annual school fees.

On the other side, the men from a neighbouring village (village B) did not collect or use rattan, but were seen to be more influential than any person in village A was. People of village A accused the men of village B of providing incorrect information about rattan harvesting to the forest agency and conservation NGO in order to gain greater support for an alternative income-generating project. The conservation NGO, which was providing technical advice on management of the reserve, and on which the government forest agency relied for financial support, was seen to be the most influential in determining the decision. The people in village A did not understand the NGO's concerns about biodiversity, nor how an organization that is composed of people living far away would be greatly affected by the rattan issue.

The size of a stakeholder's circle and its proximity to the issue indicate the extent to which that stakeholder group is considered to be affected by the outcome of the conflict. The size of a stakeholder's triangle indicates the relative power that the stakeholder group has on the final management decision. The proximity of stakeholders to one another indicates the relationships and alliances among the groups.



14 | STAKEHOLDERS WITHIN A COMMUNITY



PURPOSE:

To highlight the need to consider the different stakeholder groups within a community and how these different groups relate to natural resource conflicts.



MATERIALS:

Sheets of different-coloured poster paper.
Flip chart.
Coloured pens.



PREPARATION:

Cut poster paper into different shapes (approximately 10 to 15 pieces). Indicate the “right” side on each piece with a dot. Keeping the pieces from each sheet together, mix them up and clip each set together. Write a community variable (a different one for each group) on one of the pieces in each set, leaving the other pieces blank. Examples of variables include age, religion, gender and social status.



TIME: 45 minutes to one hour.



CROSS REFERENCE: Section 3.3.



STEPS:

- 1** Explain the purpose of the activity and ask participants how they define the term “community”. Record their responses and agree on a common definition.

Explain that communities are not homogeneous entities. They are composed of different types of people with different needs, interests, skills, problems and ways of using resources. In stakeholder analysis, a community is often treated as one stakeholder group. Point out that there is a danger in doing this, as diversity within a community and among communities is an important factor in the generation and management of conflicts.
- 2** Explain that participants will be working in small groups to examine how different factors add to the diversity of stakeholders within a

community. For example, differences based on religion, ethnic background, age, etc. create different stakeholder groups.

Describe the following task:

- ◆ Each group will be given a set of puzzle pieces. One piece will contain a word or phrase describing a community attribute. Other pieces will be blank.
 - ◆ The groups should discuss and list other community attributes that they think are linked to differentiating people according to the way they use, manage or value forest resources. The groups are to record one community attribute on each puzzle piece.
 - ◆ Explain that, as the group members identify the attributes, they must think of an example of how each attribute affects forest resource use or management. They do not have to list these examples, but should be prepared to explain them to the other groups.
 - ◆ When they are satisfied with their puzzle, the members of each group should glue the pieces on to the flip chart paper to reform the original sheet and should be prepared to explain their attributes.
 - ◆ They will have 20 minutes to complete their puzzles.
- 3 Divide the participants into groups of four to six and ask them to begin.
 - 4 After all of the groups have completed the task, ask them to post the puzzles so that all the other groups can see and discuss them. Initiate a discussion with the following questions:
 - ◆ How can some of the different attributes listed result in conflicts among groups within the same community and among different communities?
 - ◆ How does a better understanding of the different subgroups affect the process or outcomes of conflict management?
 - ◆ What are the possible impacts of ignoring some of the subgroups within a conflict? (If not mentioned, point out that ignoring groups can lead to conflict escalation, affect the effectiveness of management strategies, overlook potential solutions, etc.)

Adapted from: Worah, S., Svendsen, S. & Ongleo, C. 1999. Integrated conservation and development: a trainer's manual. Godalming, UK, WWF UK.

15 SOURCES OF POWER



PURPOSE:

To examine sources of power and how differences in power among stakeholders affect conflict management outcomes. To examine ways of strengthening the influence of marginalized stakeholders.



MATERIALS:

Flip chart.

Coloured pens.

Handout of *Power building tactics* (Attachment 15D).



PREPARATION:

Prepare flip charts from:

Some definitions (Attachment 15A);

Sources of power and influence (Attachment 15B);

Who has got the power? (Attachment 15C).



TIME: One and a half hours.



CROSS REFERENCE: Sections 2.3 and 3.3.



STEPS:

1

Explain that, in this activity, participants will have an opportunity to examine power and the role it plays in creating and directing conflict. Post *Some definitions*. Define power and point out that collaboration and establishing mutually beneficial agreements require power sharing.

Explain that, in analysing conflict, it is important to identify the levels and sources of power of key stakeholder groups. It may also be necessary to identify ways to strengthen the influence of local stakeholders in negotiating agreements with larger and more powerful groups.

2

Explain the following small group activity:

- ◆ Explain that, in *Stakeholder identification and analysis* (Training activity #13), small groups of participants identified a number of stakeholders and ranked their respective levels of power and influence

over the issue. Participants are now to return to their same small groups to examine in more detail the power of these stakeholders within the same conflict situation.

- ◆ Post *Sources of power and influence* and briefly review how stakeholders can derive power from many sources. Ask participants for examples of each.
 - ◆ Post the chart *Who has got the power?* Ask group members to develop this chart on flip chart paper for each of the stakeholder groups that they listed in the previous activity, describing for each group:
 - its current level of power (on a scale of 1 to 5, 5 indicating a very strong influence on the conflict issue);
 - the sources of that power;
 - the interest of the stakeholder group in working with the others (on a scale of 1 to 5, 5 indicating a very strong interest in collaboration to resolve the conflict). Remind the group of the meaning and principles of collaboration as discussed in previous sessions.
 - When the table is completed, group members are to discuss how the current power balance is likely to affect collaboration and the willingness of all parties to negotiate outcomes. If it is unlikely that all stakeholders will be interested in collaboration owing to disparities in power; participants should discuss what actions can be taken to level the playing field, or how marginalized stakeholders can increase their influence. They can refer to the handout provided for some suggestions, but are not limited to these. They are to record their suggestions on a separate flip chart.
 - ◆ They have 40 minutes to complete the task.
- 3 Hand out *Power building tactics* and ask the participants to return to their previous groups and begin the activity.
 - 4 After 30 minutes, reconvene the overall group. Ask one person from each small group to post and explain its chart.
 - 5 Initiate a discussion around the following questions:
 - ◆ How useful was this activity for analysing different sources of power? Explain.
 - ◆ Looking across the charts of the various groups, were there any patterns or similarities in the sources of power of more powerful groups as opposed to those who are less powerful?
 - ◆ How did the level and source of power of individual stakeholders affect their willingness to work with others?

- ◆ What fears might a group with little power have about being involved in multi-stakeholder negotiations? (If necessary, mention that more powerful groups can use negotiations to outnumber and outmanoeuvre marginal groups, to consolidate their own power bases and to legitimize themselves and their actions.
- ◆ Were the ideas in *Power building tactics* useful for managing conflict situations? What additional suggestions did the groups have? Were there any situations in which a group felt that nothing could be done to level the playing field?
- ◆ In summary, what does this activity tell us about the preconditions to collaboration?

**TRAINER'S NOTE**

Instead of building on the previous activity, participants may start with a new conflict example, use a prepared case study example or use this as part of a field visit where conflicts are occurring.




15 SOURCES OF POWER**ATTACHMENT 15A****SOME DEFINITIONS**

- ◆ Power is “the capacity to achieve outcomes”.
- ◆ Power sharing in collaboration is an agreement among stakeholders that they have approved one another’s legitimacy and power to define problems and to propose solutions.

15 SOURCES OF POWER**ATTACHMENT 15B****SOURCES OF POWER AND INFLUENCE**

- Physical strength – endurance, violence.
- Emotional strength – courage, leadership, commitment, integrity.
- Control of resources – access, tenure, rights, money, material goods, political institutions, human resources.
- Control of information – technical, planning, economic, political.
- Ability – capacity or skills.
- Knowledge – access to traditional knowledge (insider and outsider).
- Ability to coerce – threats, access and use of media, family or political ties, mobilization of direct action.

15 SOURCES OF POWER**ATTACHMENT 15C****WHO HAS GOT THE POWER?**

Stakeholder group	Level of power	Sources of power	Interest in collaboration with others
Traditional plant collectors 	2	Protected area in ancestral estate. Traditional owners have high level of customary knowledge. Traditional owners represented on local council.	3 (Does not trust government but wants increased say in protected area management)
Conservation NGO 	4	Contributes funds for management and research to protected area. Influential with national government and overseas media.	5 (Supportive of rights of indigenous people.)
Government forest department 	4	Legal authority to decide on management actions.	2 (Interested in maintaining authority, fearful of joint-management.)

This example focuses on a case in which the government forest department wishes to prohibit plant collection within a specific protected area.

15 SOURCES OF POWER**ATTACHMENT 15D****POWER BUILDING TACTICS**

- Strengthen local organizations.
- Develop a common vision and goal.
- Bring forward “irrefutable” information.
- Gain broader legitimacy.
- Introduce new actors (NGOs, media, technical experts).
- Build new coalitions.
- Work towards transparency.
- Democratize the process.
- Create opportunities for leadership.
- Reinforce local traditions.
- Use available legal and institutional resources.
- Educate people about their rights, responsibilities, obligations, limitations and answerability.
- Explore BATNAS.

16 HOW ARE WE DIFFERENT?**PURPOSE:**

To increase understanding of how and why different individuals respond to conflict differently.

**MATERIALS:**

Handouts for each participant:

- *How do you respond to conflict?* (Attachment 16A);
- *Answer sheet* (Attachment 16B).



PREPARATION: None.



TIME: 45 minutes.



CROSS REFERENCE: Section 3.3.

**STEPS:**

- 1 Point out that, within community-based forest management, conflict can at times be very confusing and its management overwhelming. Such feelings often result from having many parties or stakeholders involved. Difficulties and confusion are also generated from the varied reactions and responses to conflict of the different parties. In this session, participants will examine how and why people respond differently to conflict.
- 2 Explain that the participants will each be given a questionnaire asking them how they personally respond to conflict. Distribute the questionnaire *How do you respond to conflict?* Review and clarify the instructions.
- 3 Ask participants to spend ten minutes answering the questions on the sheet. Explain that this is not a test, but a chance to look at differences in how people may respond to conflict. Explain that we are not judging people and that participants will not be asked to share their answers publicly, unless they want to.

State clearly that this is a chance for private reflection on an important issue. Indicate that you are available to answer questions privately if people have concerns or wish to follow up on their answers later, away from the main group.

- ④ After ten minutes, hand out the *Answer sheet* and ask the participants to add up their scores. Explain how to derive scores.
- ⑤ When the participants have finished totalling their scores, start a discussion with the following questions:
 - ◆ In which columns were your scores the highest and lowest? How well do the descriptions of approaches match your own ideas of how you handle conflict? Explain that these styles (A to F) are only one way of categorizing different reactions to conflict. There is also likely to be overlap among the categories. The emphasis is that there are differences in people's responses.
 - ◆ Ask for volunteers who are willing to share their results with the group. Remember not to force people to reveal their answers if they are not comfortable.
 - ◆ How different were your answers from one another?
 - ◆ What accounts for these differences? How much of your response is influenced by your culture, your family history, individual preferences and the situation you are confronted with? Let people answer in safe ways that help the group to understand the issues, rather than making people feel exposed or worried.
 - ◆ How does society accommodate or fail to accommodate differences? Point out that there is no wrong or right way to deal with conflict, but there are many different ways to react. Learning how to identify and work with personal and cultural differences (others' and our own) is an important component of effective conflict management.

16 HOW ARE WE DIFFERENT?**ATTACHMENT 16A****HOW DO YOU RESPOND TO CONFLICT?****Instructions**

Read the following statements and answer each with a 1, a 2 or a 3 depending on whether you:

- 1 = rarely or never respond in this way;
- 2 = occasionally respond in this way; or
- 3 = usually respond in this way.

When two people I know are in conflict with each other, I:

1. tell them to stop arguing
2. try to get them to take turns explaining their side of the story
3. try to get them to see that they cannot both have everything they want
4. tell them to calm down and not take it so seriously
5. try not to get involved
6. see whether I can find someone who can help
7. see whether I can find out who started the conflict
8. help them figure out what the real problem is
9. try to work out a compromise
10. use humour in a way that will help them both to relax
11. let them fight it out
12. ask someone who is wiser or more experienced what to do

When I am in conflict with someone, I:

-
13. insist that the other person apologize

 14. ask: "Is there something we could be doing differently here?"

 15. decide what is most important to me and concentrate only on getting that

 16. suggest that we talk about it later when neither of us is so angry

 17. just walk away (or hang up the phone)

 18. try to find someone who is an expert on the issue

 19. make threats

 20. suggest a couple of different alternatives

 21. offer to give up one thing that I really want, if the other person will do the same

 22. say that I am sure that we can work this out

 23. pretend that there is nothing wrong

 24. refuse to discuss it unless there is a neutral third party present

16**HOW ARE WE DIFFERENT?****ATTACHMENT 16B****ANSWER SHEET**

Enter the number that you wrote to each statement in the appropriate space below. Then add the numbers in each column. Each column represents a particular approach or way of handling conflict.

	A	B	C	D	E	F
	1 =	2 =	3 =	4 =	5 =	6 =
	7 =	8 =	9 =	10 =	11 =	12 =
	13 =	14 =	15 =	16 =	17 =	18 =
	19 =	20 =	21 =	22 =	23 =	24 =
TOTALS						

- A Direct:** Tries to take the initiative to settle things, unafraid to act strongly. Main concern is that the problem is resolved quickly and does not drag on.
- B Problem solving:** Tries to work out a mutually agreeable solution. Main concern is that both parties feel involved, and that creative alternatives are explored.
- C Compromising:** Tries to find a middle ground between the two parties. Believes that everyone has to give up a little in order to reach an agreement. Main concern is that the solution is fair to both parties.
- D Smoothing:** Tries to defuse the conflict and direct attention elsewhere. Main concerns are that no one gets very upset and that emotions do not become too strong.
- E Avoiding:** Steps back from conflict situations, possibly believing it is best for the two parties to work things out on their own, or that problems will resolve themselves. Main concern is to avoid getting involved in conflicts.
- F Appealing to a third party:** Tries to find someone who can help or mediate. May believe (sometimes correctly) that the two parties are not capable of finding a solution without outside help. Main concern is to bring in someone who has the necessary skills so that the problem is resolved.

17 FOCUSING ON INTERESTS OVER POSITIONS



PURPOSE:

To define and examine the role of stakeholder positions and interests in managing conflict.



MATERIALS:

Flip chart.
Coloured pens.



PREPARATION:

Prepare flip charts from:

- *Defining positions and interests* (Attachment 17A);
- *Positions and interests chart* (Attachment 17B);
- *Comparing positions and interests* (Attachment 17C).



TIME: One hour.



CROSS REFERENCE: Section 3.3.



STEPS:



1 Explain that, in the initial stages of conflict, it is usually the *positions* or *demands* of stakeholders that define the conflict.

Emphasize that if, however, disputing parties are developing a conflict management strategy (particularly one centring on collaboration) they need to identify their own and other stakeholders' *interests* and *underlying motives* clearly. Unless these interests are known, it is difficult to determine what may be mutually beneficial outcomes.

Explain that, in this activity, participants will have an opportunity to explore how stakeholders use *positions* and *interests* in conflict. They will also evaluate how a focus on positions or interests can advance or deter negotiations and conflict management.



2 Post *Defining positions and interests*. Explain that the *positions* are what people say they want in a conflict. *Interests* refer to what people need or fear and what motivates them.

- 3 Explain the following small group activity:
 - ◆ Each group should discuss and select a situation that one of its members has experienced and in which there were conflicts involving local communities, forest management or use and different stakeholders.
 - ◆ Each group should list the key stakeholders in the conflict.
 - ◆ Post the *Positions and interests chart*. Ask the groups to develop a similar chart for each stakeholder group listed, outlining for each the issues and their relative importance, the positions and the underlying interests.
 - ◆ The groups have 30 minutes to complete the task.
- 4 At the end of 30 minutes, ask a representative from each group briefly to present and explain its chart. Initiate a group discussion around the following questions:
 - ◆ Did you have any difficulties in this activity? Explain.
 - ◆ Were there any points at which you had to assume the positions or interests of the stakeholders? Why?
 - ◆ How useful was it to consider stakeholders' interests as opposed to their positions?
 - ◆ What are some of the disadvantages of focusing on positions and some of the advantages of identifying interests? (Possibly mention that focusing on inflexible, immediate positions can reduce creativity and narrows the exploration of possible solutions. On the other hand, interests are frequently multiple and some are likely to be compatible and shared among parties.)
 - ◆ Are there any examples in which holding to or focusing on a position is useful or necessary?

In conclusion, post *Comparing positions and interests*. Review and note points that the groups have already mentioned.

17 HOW ARE WE DIFFERENT?**ATTACHMENT 17A****DEFINING POSITIONS AND INTERESTS**

	Definition	Example
Position	A specific outcome or action perceived as meeting immediate needs	"Local community members must stay outside the national park"
Interest	The underlying motivations - needs, fears and concerns, social and cultural beliefs and values - that parties hope to advance	"We are concerned about the impact of subsistence harvesting on the park's biodiversity"

17 HOW ARE WE DIFFERENT?**ATTACHMENT 17B****POSITIONS AND INTERESTS CHART**

Example: conflict between a village committee and the government's forestry service over wages for local forest guards.

Parties	Issues and their importance	Positions	Interests
For example, village committee	Wages for forest guards (high importance)	The government should pay weekly salaries at the same rates as those for government forest officers, plus a food subsidy to all local forest guards.	<ul style="list-style-type: none"> ◆ Local villagers acting as forest guards in the conservation area should be compensated for their time away from managing their fields and livestock. ◆ The committee has no funds available to pay villagers working as local forest guards.

17 HOW ARE WE DIFFERENT?**ATTACHMENT 17C****COMPARING POSITIONS AND INTERESTS**

Disadvantages of holding to a position	Advantages of focusing on interests
<ul style="list-style-type: none"> ◆ Concrete ◆ Lacks flexibility ◆ Single outcome ◆ Minimally negotiable ◆ Demands results in the short term ◆ Closed to new options 	<ul style="list-style-type: none"> ◆ Broad concept - covers a range of underlying motivations ◆ Several possible outcomes ◆ Encourages maximum discussion ◆ Suggests long-term approaches to meeting needs ◆ Flexibility expands the opportunities to benefit from collaborative arrangements

18 THE 4RS: ANALYSING STAKEHOLDER RIGHTS, RESPONSIBILITIES, RETURNS AND RELATIONSHIPS



PURPOSE:

To examine the rights, responsibilities and benefits of different stakeholders in relation to the forest resource, as part of improving understanding of a conflict.

To examine the relationships among (or within) different stakeholder groups.



MATERIALS:

Flip chart.

Coloured pens.



PREPARATION:

Copy *Conflict background sheet* (Attachment 18A).

Prepare flip charts from:

- *Sample 3Rs matrix* (Attachment 18B) ;
- *Sample stakeholder relationships map* (Attachment 18C).



TIME: Three hours.



CROSS REFERENCE: Section 3.3.



STEPS:



1 Explain the purpose of the activity and the meaning of the 4Rs: rights, responsibilities, returns and relationships. Explain that knowing the differences in stakeholder rights, responsibilities and benefits (returns) related to a forest resource is often critical to understanding a conflict. Inequities among stakeholders related to these four variables often underline power imbalances and shape the relationships among groups. Explain that the fourth “R” (relationships) is useful for a number of reasons, including:

- ◆ recognizing existing stakeholder networks that have an impact on the conflict;
- ◆ identifying potential new alliances;
- ◆ helping to identify and evaluate potential intermediaries;
- ◆ improving knowledge about the power base of stakeholders.

- ② Give each participant a copy of the *Conflict background sheet*. Allow them several minutes to read the example and then show them the *Sample 3Rs matrix* and discuss how it was developed. Follow this with the *Sample stakeholder relationships map* and describe the relationships depicted in it. Tell participants that they will be developing similar matrices and maps based on their own conflicts.
- ③ Explain that a small group activity will be carried out in two stages. First, groups will construct their own matrices, then they will reconvene in the overall group for a discussion and then they will return to their small groups to complete stakeholder relationships maps. Explain the first small group process:
 - ◆ The members of each group should identify a conflict and review the key issues of that conflict as they understand it. They should then draw a 3Rs matrix, as outlined in the example, listing the stakeholders involved in the left-hand column.
 - ◆ Next the group should review the terms “rights”, “responsibilities” and “returns”, defining and clarifying what they mean by each term, and how the terms are used in relation to the stakeholders and the forest resource. Important points of definition should be written down. Point out that it can be helpful to think of returns as being both the benefits gained and the cost or impact of a changed situation.
 - ◆ The group should then go through and describe current and actual rights, responsibilities and returns for each stakeholder group. They are to score each on a scale of 0 to 5 (with 0 meaning none, and 5 meaning high/maximum). Mention that, with responsibilities, there may be a difference between what the stakeholders are legally responsible for and the responsibility that they actually display. In such cases, the descriptions should reflect the policy/legal requirement, and the score for that column should reflect the reality.
 - ◆ Emphasize that the groups should complete all the columns for each stakeholder group before going on to the next stakeholder.
 - ◆ They will have one hour to complete the activity.
 - ◆ Record the group’s analysis of stakeholder relationships at the bottom of the diagram.
- ④ Divide the participants into groups and ask them to begin developing their 3Rs matrices.

- 5 At the end of one hour, ask each group to post its matrix and allow a few minutes for all participants to look at other groups' results. After they have had a chance to do this, initiate a discussion around the following questions:
- ◆ What did you learn about the conflict from completing the 3Rs matrix?
 - ◆ How different were the stakeholders in relation to their rights to the forest, responsibilities to the forest and returns from the forest, given the current situation of proposed management changes? How did differences in these factors affect the stakeholders' levels of power or influence in the conflict?
 - ◆ How should these different factors change in order to reduce the conflict?
- 6 At the end of the discussion, explain the second stage of the activity, which will focus on analysing the relationships among stakeholders.
- ◆ Participants should return to their small groups and continue working on the same conflict with the same groups of stakeholders.
 - ◆ On a flip chart, each group should draw circles to depict the key stakeholder groups listed in the 3Rs matrix. (Building on previous stakeholder identification activities, group members can use different-sized circles to depict stakeholder interest or influence, if they wish.)
 - ◆ They should discuss each of the relationships among the stakeholder groups. For example, are relationships positive and cooperative or negative and conflicting? Are relationships among groups only occasional and intermittent?
 - ◆ Each stakeholder group should then be connected to the others by the appropriate line that indicates this relationship:
 - good relations are indicated by a straight solid green line (the thicker the line, the stronger the relationship);
 - where good relations are very strong, and an alliance can be formed to address the conflict, the green line is made bolder;
 - negative relationships are depicted with a wavy line (the stronger or more jagged the line, the greater the conflict between these two groups).
 - ◆ Participants will have 45 minutes to complete the activity.*

*Alternatively, they may construct a matrix, with the stakeholders going both across the heading and down the left-hand column, and use this to compare stakeholder relationships. With this method they can use + or - symbols and words to describe the relationships among groups

- 7 At the end of 45 minutes, ask each group to post its map and allow a few minutes for participants to look at other groups' results. After they have had a chance to do this, initiate a discussion around the following questions:
- ◆ How useful was this activity in helping to depict relationships among the stakeholders?
 - ◆ What does this activity show about stakeholder relationships in conflicts? How do the 3Rs affect the relationships?
 - ◆ If not mentioned, point out that interactions among stakeholders are much more complex than we might initially think. Discuss the role of shared histories and how they affect relationships within the conflict. Also, remind the group that relationships among stakeholders are dynamic and will change during the course of a conflict. This tool can be used to examine that change (as part of monitoring an existing conflict, or when looking back and evaluating the impacts of a conflict).
 - ◆ Have any groups identified potential alliances that strengthen the position of local stakeholders?
 - ◆ Do any of the maps indicate who may be able to play the role of a trusted third party to help support a conflict management process?

Adapted from: Dubois, O. 1999. Assessing local resilience and getting roles right in collaborative forest management: some current examples and a potential tool, with special references to sub-Saharan Africa. In FAO. Pluralism and sustainable development, proceedings from an international workshop, 9-12 December 1997, Rome FAO; Charles, T. & Percy, F. (In press.) Still a valuable tool: using the 4Rs to work out management and benefit sharing at Bimbia Bondadikombo Forest, Cameroon; Worah, S., Svendsen, S. & Ongleo, C. 1999. Integrated conservation and development: a trainer's manual. Godalming, UK, WWF UK.

18**THE 4RS: ANALYSING STAKEHOLDER RIGHTS, RESPONSIBILITIES, RETURNS AND RELATIONSHIPS****ATTACHMENT 18A****CONFLICT BACKGROUND SHEET**

An overseas company approached the national forest agency for a seven-year timber concession to harvest 50 000 ha of forest that had traditionally been occupied and used by local indigenous communities. This proposal resulted in a conflict among the local communities, the government and commercial interests.

Under the country's existing legislation, all forested land belongs to the State, and the national forest agency is legally responsible for its administration and management. Prior to colonization, however, most forest areas within the country were held in some form of customary tenure by indigenous tribes. This customary tenure has never been recognized formally by the State, either during or after independence. Forest use rights and management authority have been, and continue to be, a contentious issue.

The proposed concession area lies in a remote region of the country that is poorly serviced and lacks infrastructure. The government does not have adequate funds or staff to manage the forest in this area, which has been used increasingly by migrants - refugees who have illegally crossed the border from a neighbouring country. To improve its control of forest use, the government has initiated a collaborative forest management programme that engages the assistance of local communities. The indigenous people have strong cultural ties to the forest and are dependent on forest products for their livelihoods. They are concerned about the migrants' burning and clearing of the forest, and have offered to work as forest guards in order to prevent the forest from degrading into open access. They have also assisted a national research institute and an overseas conservation NGO to conduct an inventory of forest plants and animals and to implement special measures to protect endangered species.

The government is interested in increasing its revenue through logging royalties and having the company construct a major road through the area. The road would increase access for future development and assist in patrolling the country's border and controlling the influx of refugees.

The logging company has insisted that, for safety purposes, its lease should exclude use of the forest area by local people. The company is also

concerned about community opposition to the logging activity. The government has assured the company that, in the past, the existing collaborative management programme has been useful in gaining the assistance of the communities and that it does not give local residents legal authority in making forest land use decisions or provide them with greater access to forest areas.

Two of the three village communities (villages A and B) have opposed the logging, claiming that it would limit access to needed forest materials, food and medicines. Village A is additionally concerned that its river and only source of drinking-water would become polluted from the upstream logging activities. The villages have been supported by a development NGO working in the area on health issues. This NGO is also active nationally in advocating greater recognition of forest rights for indigenous people.

Members of a third village (village C) are more supportive of the logging operation. Unlike the other two villages, the sale of market produce is a key source of village C's income. It feels that the influx of loggers would reduce the need to travel to distant market areas. The increased sales and reduced costs are perceived as a boost to the local village economy.

Over a six-month period, the conflict has continued to escalate. Increasingly, members of villages A and C have been involved in heated arguments, and there has been threatened violence against forest agency staff. A national training institution with experience in the management of forest conflict was asked to intervene and assist in mediation. In preparation for meetings among the groups, the mediator worked with each group to develop a matrix showing stakeholders' forest rights and management responsibilities. The mediator also recorded the perceived returns of each group from the proposed logging operation. As several of the groups felt that they would be adversely affected, they chose to record returns both as positive (gains) and negative (costs). This was followed by an analysis of the relationship among stakeholders.

18	THE 4RS: ANALYSING STAKEHOLDER RIGHTS, RESPONSIBILITIES, RETURNS AND RELATIONSHIPS	ATTACHMENT 18B
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SAMPLE 3RS MATRIX

Stakeholder	Rights	Rank	Responsibilities	Rank	Returns	
National forest agency	Supervision Management	4	Administer timber concession Ensure annual national cut is achieved Implement biodiversity strategy to meet international commitments ²	3	+ Royalties and logging income + New road into area - Weakened biodiversity protection in forest site	4
National Department of International Affairs ¹	No rights exclusive to forest area (but powerful government office)	1	National security Immigration control	3	+ Improved access to the border	4
Timber company	7-year exclusive lease on 50 000 ha of forest	5	Road construction ³	3	+ Expected timber sales and profit	5
Village A	Unrecognized customary forest use rights	1	Continued role in day-to-day management (fire management, controlling forest entry by migrants) ⁴	5	- No further access to needed forest products	1
Village B	Unrecognized customary forest use rights	1	Continued role in day-to-day management (fire management, controlling forest entry by migrants)	5	- No further access to needed forest products	1
Village C	Unrecognized customary forest use rights	1	None	0	+ Increased revenue from sale of produce	3
Migrants	None	0	None	0	- No further access to needed forest products	1
National research institute	Research permit	3	Inform government of biodiversity inventory Assist forest agency with biodiversity management	3	- Inventory stopped, leaving gaps in national forest database - Weakened biodiversity protection	0

The 4Rs: analysing stakeholder rights, responsibilities, returns and relationships (*continued*)

Stakeholder	Rights	Rank	Responsibilities	Rank	Returns	Rank
Conservation NGO	Research permit	3	Inform government of biodiversity inventory Assist forest agency with biodiversity management	3	- Inventory stopped, leaving gaps in national forest database - Weakened biodiversity protection	0
Development NGO	None exclusive to forest site (but empowered under government health programme)	3	Improvement of local livelihoods	4	- Increased pressures on local livelihood support	1

Notes:

- 1 Many of the villagers initially saw all the interests of the government as being represented by the national forest agency. In preparing the matrix they realized that they needed to engage the Office of International Affairs as well as the national forest agency. These two government departments had quite distinct interests, authority and strategies.
- 2 Despite the national forest agency having a number of formal (legal) responsibilities to manage the forest sustainably, it was given a lower ranking (for responsibility) because of its inability to carry out duties. The effectiveness of the forest agency in all responsibilities hinged on the support of various partnerships (for example with communities, the research institute, the timber company).
- 3 In discussion of the matrix, it was pointed out that the company had a low level of responsibility in terms of ensuring that the harvest was sustainable or that it provided for future local needs. It was also feared that constructing the road would open the area up to more settlers from other areas, and would not control the migrants as intended.
- 4 The forest agency acknowledged that it would continue to need the assistance of local people in forest area management.
- 5 In discussion of the matrix, the local villages opposing the logging decided to enlist the support of the research institute and conservation NGO, as these two groups had some formal rights to the area and their interests were potentially threatened.

RANKING OF STAKEHOLDERS ACCORDING TO RESPECTIVE 3RS WEIGHT

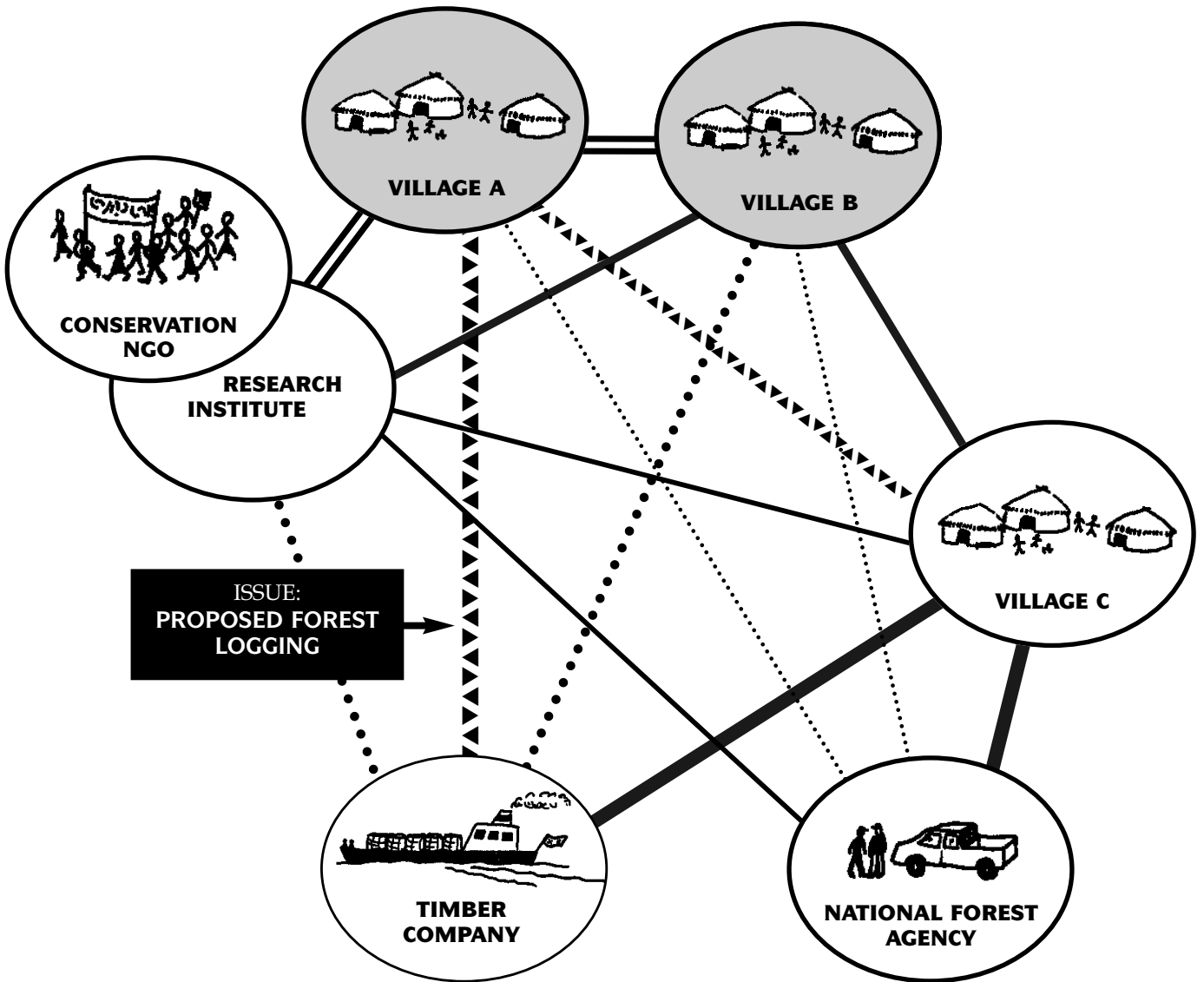
Rank	Greatest rights	Most responsibilities	Most benefits
1	Forest agency	Villages A and B	Timber company
2	Timber company	Forest agency	Forest agency
3	Research institute/ conservation NGO	Research institute/ conservation NGO	Village C

18

THE 4RS: ANALYSING STAKEHOLDER RIGHTS, RESPONSIBILITIES, RETURNS AND RELATIONSHIPS

ATTACHMENT 18C

SAMPLE STAKEHOLDER RELATIONSHIPS MAP



Legend

- POSITIVE RELATIONSHIP the stronger the relationship, the thicker the line
- ▲▼▲▼** CONFLICT the more severe, the thicker the line
-** INFORMAL OR INTERMITTENT LINKS
- ====** ALLIANCES

ANALYSIS OF RELATIONSHIPS SHOWN ON THE MAP

Issue: Timber company to harvest a forest area that is the primary use area of villages A and B.

VILLAGE A

- ◆ Alliance with research institute, conservation NGO and village B.
- ◆ Major conflict with logging company's interest to harvest forest area.
- ◆ Minor conflict with village C about supporting company's proposal.
- ◆ Past relationships with forest agency have been good.

VILLAGE B

- ◆ Alliance with research institute, conservation NGO and village A.
- ◆ Strong kinship ties with village C.
- ◆ Very little interaction with forest agency or logging company.

VILLAGE C

- ◆ Logging company says it will purchase produce from village C in exchange for support of logging proposal.

RESEARCH INSTITUTE/CONSERVATION NGO

- ◆ Good relationship with forest agency through shared work on forest biodiversity strategy.
- ◆ Partners with all villages in undertaking forest inventory work.
- ◆ Some contact with timber company, but interaction so far has been poor.

POSSIBLE ACTIONS (TO STRENGTHEN THE INFLUENCE OF VILLAGES A AND B)

1. Use the alliance to lobby the forest agency and external stakeholders.
2. Village B acts as intermediary between village A and village C in order to renew and strengthen ties.
3. Research institute to present concerns of villages A and B to forest agency.
4. Research institute to explain concerns of logging impacts to village C.

19 | **UNDERSTANDING CULTURAL VALUES****PURPOSE:**

To increase awareness of how culture may affect perspectives and behaviour, thereby leading to conflict, obstructing the resolution of conflict or, alternatively, creating opportunities for helpful discussion.

**MATERIALS:**

Flip chart.
Coloured pens.

**PREPARATION:**

Prepare flip charts from:

- *Defining culture* (Attachment 19A);
- *Cultural values continuum* (Attachment 19B).



TIME: One hour.



CROSS REFERENCE: Section 3.4.

**STEPS:**

1 Explain the purpose of the activity. Explain that culture and cultural differences among stakeholders are frequently an important aspect of community-based forest management. Cultural differences may lead to conflicts or prevent their easy resolution.

The failure to account fully for cultural differences in the ways in which forests and resources are valued can significantly contribute to stakeholder difficulties in building management agreements. For example, indigenous communities often place non-economic values on forests that are tied to traditional belief systems involving religious rituals, sacred sites and historic hunting and collection areas. Government officers or commercial interests may not appreciate the significance of such linkages to ancestral lands. Their views on forests or trees may be shaped by quite different cultural influences that stress economic values and goals. In the process of negotiating forest agreements, these types of concerns may be ignored or undervalued,

thereby threatening traditional knowledge systems and patterns of use, or destabilizing negotiated outcomes among the stakeholders

Cultural differences can also create opportunities to discuss how different groups' needs may be met, sensitively and practically. In this activity, participants will have an opportunity to discuss what culture is and how it affects conflict.

- 2 Post and present *Defining culture*. Ask the participants to list some of the elements that make up culture. For example, attributes of society or individual attitudes or behaviour that may vary among cultures. Ask them to list as many elements as they can think of. Record the list.
- 3 Post and explain the *Cultural values continuum*. Explain that people's cultural values influence their attitudes and the way in which they interact on a day-to-day basis. The *Cultural values continuum* provides an example of how values, attitudes and orientation can vary among groups or individuals.
- 4 Introduce the following small group activity:
 - ◆ Each group will receive a copy of the *Cultural values continuum*. Group members are to review the list and select five attributes. For each attribute they are to:
 - think of an example from their work in forest management in which differences in cultural values exist;
 - describe how the attributes selected may affect attitudes towards collaboration;
 - describe how the attributes selected may generate conflict in forest management;
 - describe how differences in these values can affect the management of conflict.
 - ◆ Groups are to record their answers on a flip chart.
 - ◆ They have 30 minutes for the activity.
- 5 Divide the participants into groups of four or five, distribute the handout and ask them to begin.
- 6 After 30 minutes, reconvene the overall group and ask one person from each smaller group to post and explain its chart.

Initiate a group discussion around the following questions:

 - ◆ How many groups referred to their own culture and differences among themselves and their communities in the examples? (Point

out that we usually do not think about our own culture because it is such a part of our everyday life that we take it for granted. However, we often become aware of culture when we interact with others whose values and practices are different from our own.)

- ◆ What were some of the common ways in which cultural differences generated conflict? If it was not mentioned, point out that groups or individuals within a particular society will not necessarily hold or behave according to a single set of values or cultural norms. Recognition of differences *within* as well as *among* cultures is therefore important.

In addition, people often feel that their cultural norms and practices are the best and most correct, and that the members of other cultures possess inferior norms and practices. Judging another culture solely in terms of one's own culture is known as "ethnocentrism". We have learned through experience that ethnocentrism can be very harmful in both community forestry and conflict management.

- ◆ How important is it to a collaborative process for differences in cultural values to be openly addressed? How might this be done?

19**UNDERSTANDING CULTURAL VALUES****ATTACHMENT 19B****CULTURAL VALUES CONTINUUM**

Competition ----- Cooperation

Egalitarian ----- Hierarchical

Admission of error ----- Saving face

Individualistic ----- Collective

Youth-oriented ----- Respect for age

Emotionally open response ----- Controlled response

Deadline-intensive ----- Time not an issue

Casual behaviour ----- Formal behaviour






Authoritative decisions ----- Consensus

Contractual ----- Implied agreement

Openness to change ----- Reluctance to change

Adapted from: PEC. 1999. Conflict and collaboration in community and environmental decision-making: workshop manual. Ithaca, New York, USA, Program on Environment and Community, Center for the Environment, Cornell University.

20 RECOGNIZING CULTURAL DIFFERENCES

-  **PURPOSE:**
To enhance skills in identifying the cultural issues that may contribute to conflict.
-  **MATERIALS:**
Flip chart.
Coloured pens.
One copy of *Culture and conflict caselette* (Attachment 20A) per group.
-  **PREPARATION:** None.
-  **TIME:** One hour.
-  **CROSS REFERENCE:** Section 3.4.

STEPS:

- 1 Point out that conflict is socially constructed. Differences in cultural values are often hidden elements in disputes. Being able to identify underlying cultural differences and issues is essential to understanding conflict and appropriate methods for dealing with it.
Explain the purpose of the activity. Explain that this session is intended to help participants develop their skills in identifying the cultural issues that may affect a conflict in helpful, or less helpful, ways.
- 2 Explain the following small group process:
 - ◆ Participants will be divided into groups of four or five.
 - ◆ Each group will be given a copy of a caselette about conflict. Group members are to spend five minutes reading through the conflict, then discuss and answer the questions on the bottom of the hand-out.
 - ◆ They are to record their answers on a flip chart.
 - ◆ They have 30 minutes for the activity.

- ③ Divide the participants into groups, distribute the caselette and flip chart paper and ask the participants to begin the activity.
- ④ At the end of 30 minutes, reconvene the overall group. Ask each group to post its flip chart. Allow a few minutes for all participants to look at the results of the other groups. After they have had a chance to do this, initiate a discussion around the following questions:
 - ◆ Did the groups all agree on the same set of cultural issues? Why or why not?
 - ◆ What differences were there in possible management strategies?
 - ◆ How can people be more culturally aware?

20

RECOGNIZING CULTURAL DIFFERENCES

ATTACHMENT 20A

CULTURE AND CONFLICT CASELETTE

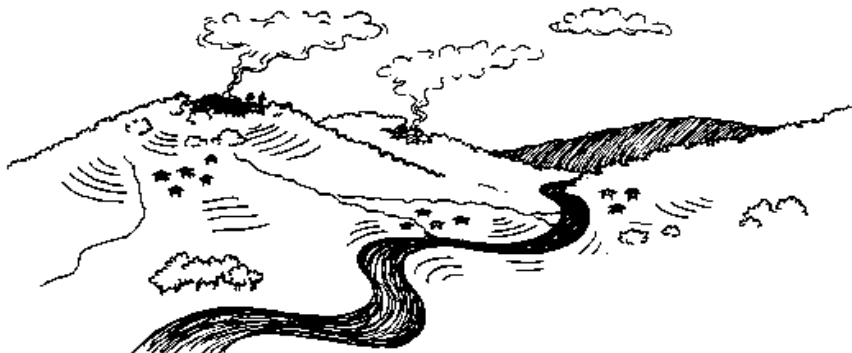
A land use conflict recently emerged in a Southeast Asian country between a hill tribe people who live along the upper reaches of a river and the lowland villagers. The hill tribe people practise slash-and-burn agriculture in the forest and have recently begun to grow vegetables to sell to the lowland communities. They have also increased access to and use of many pesticides, which are now contaminating the river downstream.

The lowland villagers have asked the local government authorities to re-settle the hill tribe in order to protect the forest reserve and water catchment and reduce the problem of river pollution. In addition, some lowland villagers believe that, because the hill tribe people have their own language, they must be illegal immigrants from neighbouring countries, and should be relocated away from the area.

The national forestry department is responsible for solving this problem, but has been unable to do so. The hill tribe people are not enthusiastic about the relocation plans. They state that they were born in the region and that their parents are still living here, so they would rather remain where they are than move anywhere else. Recently, some NGOs have become involved and have taken the position that the relocation of the hill tribe can only go ahead if it is voluntary and done in accordance with the migration culture of the tribe.

Discussion questions:

- ◆ What are (or are likely to be) some of the cultural differences between these groups that may affect the conflict?
- ◆ Which cultural issues should the groups take into account if they are ever to resolve this conflict?
- ◆ What kind of management process might be initiated to assist the hill tribe people, the lowland villagers and the forestry department to find an acceptable solution?



21 BUILDING GENDER AWARENESS

**PURPOSE:**

To increase understanding of why it is important to consider gender in community-based forest management and conflict. To introduce a framework for gender analysis.

**MATERIALS:**

Flip chart.
Coloured pens.
Post-its or note cards.

**PREPARATION:**

Prepare a flip chart from *Defining gender* (Attachment 21A).



TIME: One and a half hours.



CROSS REFERENCE: Section 3.5.

**STEPS:**

- 1 Explain the purpose of the activity.
- 2 Ask the participants how they define the term “gender”. Note their responses on a flip chart. Post the flip chart and discuss the definitions of sex, gender and gender analysis. Remind the group that gender is about both women *and* men. Add information and clarify, if necessary, to make sure that there is common understanding of the terms.
- 3 Explain the following small group activity:
 - ◆ In their small groups, participants should discuss the question: “Why consider gender in community-based forest management?”.
 - ◆ Each person within the group should record each of his or her responses on a separate post-it or note card. Emphasize that participants should try to be as specific as possible in their answers. When all have finished, the group members should share their reasons with one another, either placing them all on a piece of flip chart paper or laying them out on a table. Point out that, in this first step, group members do not need to agree on the reasons.

- ◆ When they have shared their reasons, group members should cluster them on to a flip chart under broad headings.
 - ◆ After they have completed their charts, the groups are to reflect on their shared work experiences with communities, and identify three examples of conflicts in which there was a gender issue.
 - ◆ On a separate flip chart for each of these examples, groups are to name the conflict and describe how gender was an issue (with bullet points). They should discuss whether and how the gender issues were addressed.
 - ◆ They have one hour for the activity.
- ④ At the end of one hour, reconvene the overall group. Ask a participant from each group to post and present its charts.
 - ⑤ Initiate a group discussion with the following questions:
 - ◆ How similar or different are the groups' responses to the question: "Why consider gender in community-based forest management"?
 - ◆ How common are gender issues in forest management conflicts?
 - ◆ What difficulties are presented in addressing gender issues?
 - ⑥ Present a short lecture (15 minutes) on how gender issues can be explored using gender analysis and on some of the important components of gender analysis.

Discuss how this gender analysis might be applied in the analysis or anticipation of conflict.

21

BUILDING GENDER AWARENESS

ATTACHMENT 21A

DEFINING GENDER

Sex identifies the biological and physical differences between women and men. It refers to whether people are born female or male.

Gender is socially constructed; it is formed around the social and cultural perceptions of male and female traits and roles. Gender identifies the social relations between men and women. It refers to the expectations that people have of someone, simply because that person is male or female (Williams, 1994). The term “gender” does not refer to women only – it refers to both men and women.

Gender analysis is the systematic examination of the roles, relationships and processes between women and men. Gender roles show how labour is divided between men and women depending on the tasks that they are involved in. Both men and women play multiple roles, and these roles are often different from one society to another, or within a society.

Source: Williams, S. 1994. *The Oxfam gender training manual*. London, Oxfam.

22 IDENTIFYING GENDER IMPACTS



PURPOSE:

To demonstrate how gender issues and conflicts can be identified through the systematic examination of management impacts.



MATERIALS:

Flip chart.
Coloured pens.



TIME:

Prepare a flip chart from:
▪ *Gender analysis matrix* (Attachment 22A).



TIME: One hour.



CROSS REFERENCE: Section 3.5.



STEPS:

- 1 Explain the purpose of the activity.
- 2 Introduce and explain the use of a gender analysis matrix (GAM).
- 3 Explain the following small group activity:
 - ◆ Each group is to select one specific project or activity that was part of a community-based forest management initiative. (For this session, it is best that the project or activity selected is finished or near completion, and that several of the participants are familiar with it.)
 - ◆ The group members are to discuss the impacts of the project or activity at four levels: on women, on men, on households, and on the community. Remind them that impacts can be positive or negative. They are to try and complete the gender analysis matrix. If they are unsure of an impact but have reason to believe that it occurred as a result of the project or activity, they should list it but mark it with a question mark (?).

- ◆ When the group has completed the chart, it should take a few minutes to review the information. With a red pen, group members should circle all the points of possible conflict.
 - ◆ They have 40 minutes for the activity.
- 4 Divide the participants into groups of four or five and ask them to begin.
 - 5 After 40 minutes, ask each group to post its flip chart and allow a few minutes for the participants to look at the other groups' results. Begin a discussion around the following questions:
 - ◆ Based on the participants' experience with the conflicts presented, how did the actual impacts of the projects differ from what was originally anticipated, and why?
 - ◆ What was learned by examining the impacts at different levels, for example on women, men, etc.?
 - ◆ How many of the possible conflict areas identified actually emerged as problems? How were they addressed?
 - ◆ How could this tool be used to anticipate conflict and influence project or activity design? (If necessary, explain that the gender analysis matrix can be used as a planning and monitoring tool during the early stages of project design or project implementation in order to identify the possible benefits and adverse impacts of project objectives and activities.)

Close by reminding the participants that the gender analysis matrix is a participatory tool that can be developed and used by the local community.





22	IDENTIFYING GENDER IMPACTS	ATTACHMENT 22A
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GENDER ANALYSIS MATRIX

Project or activity:

Objective:





Time period:

	Labour	Time	Resources	Culture
<p>Women</p> 				
<p>Men</p> 				
<p>Household</p> 				
<p>Community</p> 				

An example: A community forest reserve was established to allow the regrowth of a forest area that had been degraded by overharvesting for fuelwood, fencing, housing materials and carving wood.

Project or activity objective: To regenerate the local forest resources through the establishment and management of a community forest reserve.

Time period: One year after establishment (total closure).

	Labour	Time	Resources	Culture
Women 	- Walking further to collect fuelwood	- 1-2 more hours per day to collect fuelwood	Not allowed to collect traditional medicine plants + See the regrowth and think that there will be more fuelwood in the future	- Less time for socializing and other chores
Men 	+ Jobs created for forest guards + Trained as tourist guides in the reserve	+ Not collecting carving wood (buying it from elsewhere)	- Buying carving wood	- Less busy and drinking more with their friends
Household 	No change	+ More time chasing animals	- Fuelwood shortages + Tree growth in family plots inside reserve is improving - Pay for fencing materials	? Fights with families
Community 	+ Some people improve their knowledge of forest management	? More time spent on meetings of the reserve - Less time available for church functions	+ Regeneration in the forest reserve	- Women not involved in decisions on reserve (time or location) - Women interact less with one another

23

**FOREST POLICY AND LEGISLATION:
IMPLICATIONS FOR CONFLICT MANAGEMENT****PURPOSE:**

To identify and examine the role and impacts of policy and legislation in community-based forest resource management.

**MATERIALS:**

Flip chart.
Coloured pens.



PREPARATION: None.



TIME: One and a half hours.



CROSS REFERENCE: Section 3.4.

**STEPS:**

- 1 Introduce the purpose of the session and explain the importance of national natural resource management-related policies and legislation in helping or hindering community-based forest management.
- 2 Explain that, during this session, participants will examine and discuss natural resource management policies from their own countries and the impacts of those policies on community-based forest resource management.
- 3 Explain the following group process to be completed in 40 minutes:
 - ◆ Participants will be divided into small groups. Within the groups, they should first discuss key pieces of existing (or proposed) natural resource management legislation or policy from their country or region. Starting with the most recent legislation or policy, each group should list on a flip chart some of the more important pieces of legislation or policy that it wants to examine further.
 - ◆ Next, the group should examine specific aspects of the listed policy/legislation that support community-based forest resources (for example, by favouring stakeholder participation, resource/benefit sharing and collaborative resource management, and recognizing traditional use rights or tenure) and those that do not.

- ◆ After they have identified the supportive and unsupportive aspects of the policies, group members should note these on a flip chart, explaining how the different aspects support or hinder community-based forest resource management.
- 4 Divide participants into country/subregional groups and ask them to begin the group task.
 - 5 At the end of 40 minutes, ask each of the groups to present its results briefly and initiate a plenary discussion around the following:
 - ◆ What are the similarities and differences among the different country or local policies on a broad level, and on a specific level? Why might these similarities or differences have developed? (This may be related to a number of historical, social or political factors.)
 - ◆ In general, are most natural resource management policies supportive or unsupportive of community-based forest resource conflict management approaches? (Point out that, while overall policies may appear unsupportive, there can be specific aspects within the broader framework that might be more supportive.)
 - ◆ What are the general trends in the evolution of natural resource management policy in the different countries, and why? (It is important here to try and examine links between changes in policy and the reasons for those changes.)
 - ◆ How might unsupportive policies be changed to become more supportive?
 - ◆ How do supportive or unsupportive forest resource policies affect the occurrence of conflict?

Note: If the participants are all from the same country, the groups can be divided on the basis of state or regional differences in policy within the country in order to look at local level policies.

24

**THE POLICY ENVIRONMENT:
ENABLING OR UNSUPPORTIVE?****PURPOSE:**

To examine the impacts of a wider policy environment on community-based forest resource conflict management.

**MATERIALS:**

Flip chart.

Coloured pens.

Materials needed by case study/story presenters.

**PREPARATION:**

Before this session, you may want to identify key participants/resource people and ask them to prepare for the case studies as described below.



TIME: Two hours.



CROSS REFERENCE: Sections 3.4.

**STEPS:**

- ① Explain the purpose of the session, mentioning that you will be drawing on the story-telling skills of the participants in order to make the session interesting.
- ② Explain that, while the previous activity on policy focused on forest resource policy, a range of other local, national and international policies also influence conflict. Such policies can have either a positive or a negative impact on the initiative.
- ③ Give examples of external policies that can cause forest resource conflicts, such as those relating to agriculture/land use, logging, transmigration, macroeconomics, indigenous peoples, gender, engagement with multinational corporations, mineral and oil exploration, resettlement or education.

- ④ Explain that you will now explore this issue in more detail, based on the experiences of the group participants. Explain the following small group process to be completed in 40 minutes:
 - ◆ Within each group, the group members should share their experiences of external policies that have affected their projects/sites and the impacts that these had (positive and negative).
 - ◆ After all the group members have had a chance to exchange experiences, the group should pick the most interesting example to develop into a story or role play
 - ◆ Group members should use their imagination to develop the example into an interesting story (using drawings, pictures, etc.) that brings out the following:
 - a) a short background of the initiative, describing the main stakeholders and their roles;
 - b) a brief description of the forest resource conflict situation;
 - c) the external policy (or policies) that had an impact on the initiative and what such impacts were;
 - d) what the results were;
 - e) what the project's response was.
 - ◆ They will have 10 to 15 minutes each to tell their stories to the overall group.
- ⑤ Divide participants into groups (mixing people from different countries, regions and projects) and ask them to begin the activity.
- ⑥ At the end of 40 minutes, ask each group to present its story. At the end of each presentation, allow time for clarifying questions and responses, but delay the general discussion until later.
- ⑦ After all the groups have presented their stories, initiate a discussion with the following questions:
 - ◆ What are the major similarities and major differences among the different cases?
 - ◆ What common external policies have a negative impact on forest resource conflicts? Give some examples.
 - ◆ What kinds of policies (general or specific) have the biggest impact on forest resource conflicts?

- ◆ What kinds of policies are most difficult to influence, and why?
 - ◆ What are some of the ways in which the negative impacts can be improved? (Discuss different options such as lobbying, strategic partnerships, awareness raising, research and documentation, etc.)
 - ◆ Are all forest resource conflicts influenced by external policies? What does this imply in terms of activities? (Mention the importance of a policy focus on forest resource conflicts and the need to assess the wider environment. Point out that, in the absence of an enabling environment, any forest resource conflict management initiative is unlikely to have a long-term impact.)
- 8 Close by pointing out that a conflict management initiative will often need to invest substantial time and resources in ensuring that there is a supportive environment in which to operate. Without such an environment, participants may have problems implementing and ensuring the long-term sustainability of the effort.

Adapted from: Worah, S., Svendsen, S. & Ongleo, C. 1999. Integrated conservation and development: a trainer's manual. Godalming, UK, WWF UK.

