



## A2 ACTIVITIES TO REVEAL HIDDEN ISSUES

# Stakeholder matrix - understanding the people affected by conflict and the relationships between them



## Why use this activity?

This tool helps us to understand the relationships between different groups of people. It also helps us to see what might be done to strengthen good relationships, and to repair or restore broken relationships.

This tool can be used with a group to help reveal and understand a conflict. It can also form part of a conflict analysis. See **Tool C2: Conflict analysis**.



## A brief description

People are asked to list the different 'groups' in their locality. A table is then used to help think about the relationships these groups have with each other, whether the relationships are improving over time or getting worse, and why this might be.



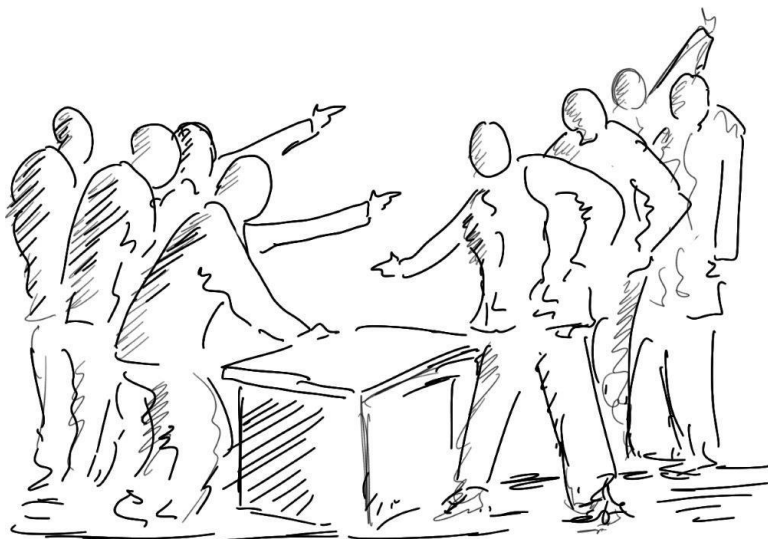
## You will need

- Space to meet and discuss ideas safely
- Large pieces of paper
- Pens



## Timeline

1-2 hours, depending on the number of groups considered



Awareness raising

Children &amp; youth

Climate &amp; environment

Conflict &amp; peacebuilding

Corruption &amp; governance

Disaster risk management

Discrimination &amp; inclusion

Food &amp; livelihoods

Gender &amp; sexual violence

Health &amp; HIV

Influencing decision-makers

Migration &amp; trafficking

Water, sanitation &amp; hygiene

Be aware of the impacts that discussing conflict issues may have on people and relationships. Issues relating to conflict can be very sensitive and, unless they are approached with an open and non-judgemental attitude, ensuring everyone is included and listened to, activities could end up causing more harm than good. If discussing a particular conflict-related issue could put anyone at risk, then think very carefully about how and whether to start any discussions. If this is the case, it might be safer to do this activity on your own, in a smaller group, or in separate groups with different sets of stakeholders and an intermediary until everyone is ready to meet.



## What to do

Start by asking people to list the different groups in your locality. These may be people of different tribes or ethnicity. Or they may be groups defined by social status, age, gender or ability. Other examples include cattle herders, farmers, landowners, tenant farmers, refugees, host populations, urban populations and rural populations. Draw a table and list the different groups that you have identified down the first column and across the first row.

	Group A	Group B	Group C
Group A			
Group B			
Group C			
Etc ...			







Then, ask the group to consider each box in the table and ask four questions:

- How well do these two groups get on with each other?
- Is their relationship getting better or worse?
- What things improve the quality of the relationship between these groups?
- What things make the quality of the relationship between these groups worse?

Record your answers in the table. You could use a green dot to show good relationships, a red dot to show poor relationships and an orange dot to show relationships that are neither good nor bad. You can also use arrows to show how the relationships are changing over time: ↑ to show improving relationships, ⇔ to show relationships that are neither getting better nor worse and ↓ to show relationships that are getting worse. Write down the things that improve the relationships (the positive points), and the things that make the relationship worse (the negative points).

A2 STAKEHOLDER MATRIX

For example:

	Group A	Group B	Group C
Group A	 ↑ Positive ..... Negative .....	 ⇒ Positive ..... Negative .....	 ↓ Positive ..... Negative .....
Group B		 ↓ Positive ..... Negative .....	 ⇒ Positive ..... Negative .....
Group C			 ↑ Positive ..... Negative .....

Ask the groups to discuss how they might keep and strengthen the good relationships that already exist, and how they might restore the poor relationships. What could the community do that would strengthen the positive points and reverse or weaken the negative points?

**Next steps**

The group may have identified actions they want to take to encourage better relationships. What are the next steps that can be taken to carry out these actions? You may wish to carry out some of the Bible studies in Section B of *Reveal* that look at conflict and peacebuilding. If you have done this activity as part of a conflict analysis, you may wish to use other *Reveal* tools to continue with your analysis. See the box below for a list of related tools.

Awareness raising
Children & youth
Climate & environment
Conflict & peacebuilding
Corruption & governance
Disaster risk management
Discrimination & inclusion
Food & livelihoods
Gender & sexual violence
Health & HIV
Influencing decision-makers
Migration & trafficking
Water, sanitation & hygiene



## Finding out more

- Tearfund (2013) Footsteps 92 – *Conflict and peace*  
[http://tilz.tearfund.org/en/resources/publications/footsteps/footsteps\\_91-100/footsteps\\_92/](http://tilz.tearfund.org/en/resources/publications/footsteps/footsteps_91-100/footsteps_92/)
- Tearfund (2003) Roots 4 – *Peacebuilding within our communities*  
[http://tilz.tearfund.org/en/resources/publications/roots/peace-building\\_within\\_our\\_communities/](http://tilz.tearfund.org/en/resources/publications/roots/peace-building_within_our_communities/)
- World Vision International (2006) A Shared Future: Local Capacities for Peace in Community Development - <http://reliefweb.int/report/world/shared-future-local-capacities-peace-community-development>
- Other resources from World Vision International, such as 'Making sense of turbulent contexts' and 'Do no harm' can be found at <http://www.wvi.org/peacebuilding>

### Related tools:

- A1 – Revealing conflict: information for facilitators [*A1: Conflict & peacebuilding-1*]
- A2 – Do people feel safe? [*A2: Conflict & peacebuilding-1*]
- A2 – Conflict timeline - Revealing how conflict has changed over time [*A2: Conflict & peacebuilding-2*]
- A2 – Understanding conflict attitudes, behaviours and context (ABC triangle) [*A2: Conflict & peacebuilding-4*]
- A2 – Conflict map [*A2: Conflict & peacebuilding-5*]
- B – Christ triumphs over conflict [*B: Conflict & peacebuilding-1*]
- B – Love your enemies (Bible study) [*B: Conflict & peacebuilding-2*]
- B – Unity in Christ (Bible study) [*B: Conflict & peacebuilding-3*]
- C2 – Conflict analysis [*C2: Conflict & peacebuilding-1*]
- C2 – Conflict sensitivity assessment [*C2: Conflict & peacebuilding-2*]
- C2 – Planning projects and actions – a conflict sensitivity checklist [*C2: Conflict & peacebuilding-3*]

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