



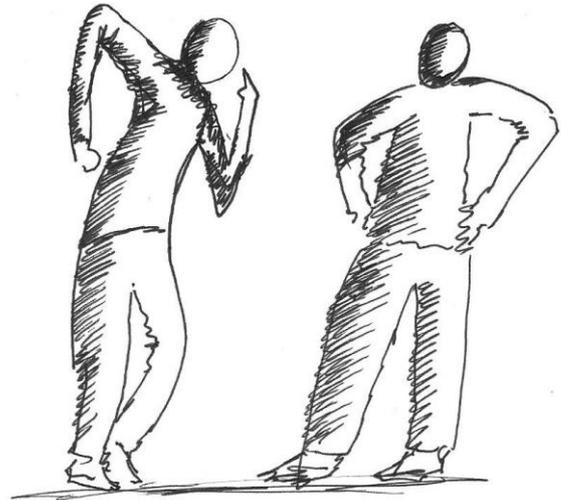
## C2 REVEALING GOOD PRACTICE

# Conflict analysis



## Why use this tool?

Everybody experiences conflict at some level, from a small disagreement within a family through to full-scale war between two or more groups. A conflict analysis helps increase our understanding of a conflict. Whether we want to actively build peace or to work safely in a violent environment without doing harm, we need to start by understanding the conflict. Without a good conflict analysis, we cannot answer the following important questions: **'How will our work affect the conflict?'** and **'How will the conflict affect our work?'** If we get the answers to these questions wrong, our projects can easily do harm, increase people's vulnerability to conflict and put people at risk.



This tool can help a group to recognise the tensions, disagreements and violence that may exist within their community or between their community and others. Asking the questions within the tool can help form a deeper understanding of what might be causing the tension or what might be preventing broken relationships from being restored. Equipped with this understanding, communities are then well placed to start addressing these issues.



## A brief description

A workshop to help people explore the tensions and conflict facing their community. Groups discuss who is involved, the places of greatest risk and safety, and whether the conflict improves or gets worse at any particular time or season. Groups then discuss the best, worst and most likely scenarios for the future of the conflict and what they can do to help resolve these tensions, disagreements or violence.



## Time taken

This may depend on what time is available. A conflict analysis may take between half a day and three days.



## You will need

- Space for different groups to meet and discuss ideas safely
- Pens and paper

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

There are several Reveal tools to help plan projects in conflict settings. We suggest they are carried out in the following order:

- C2 - Conflict analysis
- C2 - Conflict sensitivity assessment
- C2 - Planning projects and actions - a conflict sensitivity checklist



## Keys to success

### Be sensitive and wise

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, activities could end up causing more harm than good. If discussing a particular conflict-related issue could put someone or a group of people at risk, then think very carefully before starting any discussions. If this is the case, it might be safer to do this activity on your own, or in a smaller group.

### Ensure participation and inclusion

Ensure that the perspectives of both women and men are included in any analysis. Include as many different people as possible in the discussions, such as people of different ethnicity, religion, age or livelihoods. If the conflict is not too intense, it may even be possible to include representatives from different sides of the conflict in the analysis, but this should only be done if it is not going to make the situation worse.

### Let the community decide the pace

The process needs to be carried out at the pace of the people involved, or they are unlikely to see the benefit. Therefore, as a facilitator, you should not be the one driving the agenda, but should let those involved decide how much time to spend on each stage of analysis.

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## Before starting

Before starting this conflict analysis, it is important to think about your community and consider whether they are ready to discuss and address the questions in this resource. If you are new to the community, it may be important for you to spend some time with people first, and carry out activities to help build trust between yourself and the community. This will also help you understand the needs within the community. Some people, for example, may be in too much emotional pain to talk about the conflict. This may be especially true of children and very vulnerable people. Perhaps you need to start with an activity that asks them about what life is like in their community - what do they like about living there, is there anything they don't like? Trauma counselling or therapy may also be necessary for some people before they feel they can participate. For example, an art therapy workshop where people are facilitated to draw (or write or act or write songs about) whatever is on their mind. These things may be crucial steps before anyone can even start to talk about the conflict.

It is important to create a safe space for people to share knowing they won't be punished or made vulnerable. When you are sure that your community is ready to discuss the questions in this tool, you can continue with the steps outlined below.



## What to do

Carry out these activities as a community workshop, or a series of workshops. Try to bring together a mix of people from across the community. If it is possible to bring together people who may hold different views to the majority, without increasing tension, then it is good to do so. If it is not possible, then you could meet with them separately but ensure that you clearly communicate to all parties that this is what you're doing, and that you're doing so with the hope that at a later time you'll be able to facilitate them meeting and resolving their conflict.

You may wish to break into different groups at various stages during the analysis, for example, women with women, young people with other young people, and so on.

The analysis examines six basic questions. Explain the question and then break into smaller groups to discuss the questions and any issues that they raise. Ask each group to report back after each discussion and explore any differences in views between the groups.

The questions are:

- 1. In what ways have community members experienced tension, disagreement or violence in the community or with other communities or groups?**
  - What is the tension, disagreement or violence about?
  - How long has it been taking place?
  - How can the tension, disagreement or violence be seen? What does it look or feel like in normal daily life?

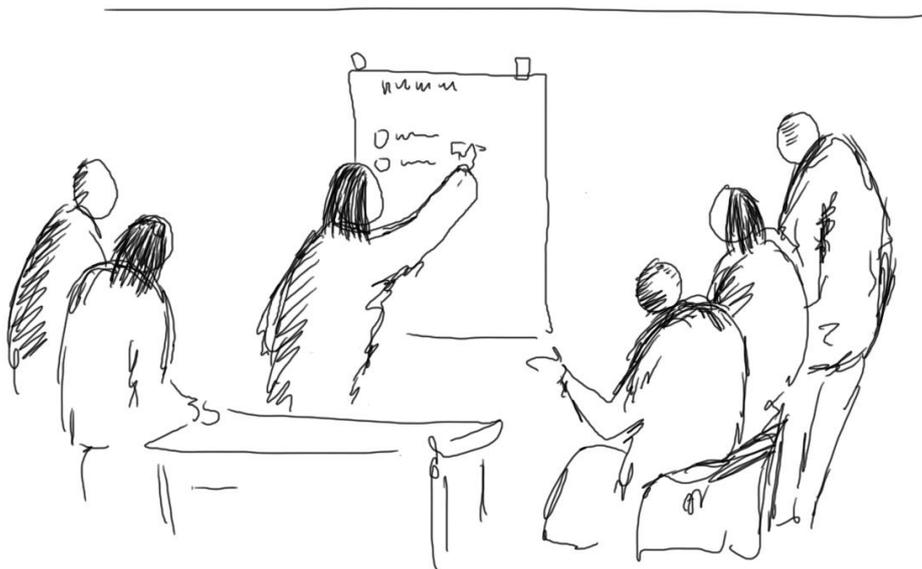
You can make use of other *Reveal* tools here, such as **Tool A2: Conflict timeline: revealing how conflict has changed over time**

## 2. Which groups of people are involved?

- What views or opinions do they express? What do the different groups think of each other? Why do you think that might be?
- What causes division between these groups, making the tension worse? What helps these groups to connect, reducing tension?
- What role are faith groups playing in the conflict - both positive and negative? What role are faith leaders such as pastors, monks or mullahs playing in the conflict?
- What impacts do local business interests have on the conflict? What positive or negative influences do they have?
- What impacts do local political interests have on the conflict? What positive or negative influences do they have?

Using **Tool A2: Understanding conflict attitudes, behaviours and context (ABC triangle)**, and **Tool A2: Conflict map** may be very helpful at this stage.

You may wish to summarise your discussion using **Tool A2: Stakeholder matrix - understanding the people affected by conflict and the relationships between them**



## 3. Where are the places of greatest risk or danger and where are the places of greatest safety?

- What is it that makes these places risky or dangerous? Is there anything that you as a community could do to make these places less risky?
- What is it that makes these places safe? Is there any way in which these safe zones could be made bigger or where their influence could be expanded?

You could use **Tool A2: Do people feel safe or at risk?** to help with this discussion.

#### 4. Does the conflict get better or worse at any particular time or period?

- Are there any times of the year when things get better or worse?
- Are there any times of the day which are better or worse?
- Are there any events or festivals that have an impact on the conflict? Could any of these act as potential triggers or alternatively provide opportunities?
- What are the implications of this?

You could use **Tool A2: Do people feel safe or at risk?** and **Tool A2: Conflict timeline - revealing how conflict has changed over time** to help with this discussion.

#### 5. What are the best, worst and most likely scenarios for the future of the conflict?

- Think back to a time when things were better. Why were things better then? Could anything be done to re-establish positive things about the past?
- Think ahead. How might the situation improve? What would a positive (but realistic) view of the future look like?
- What would a negative (but realistic) view of the future look like?
- What events or actions might help bring either of these possible futures about?
- What could you as a community do that would help to make the positive view of the future more likely and the negative view of the future less likely?
- How would you know which of these possible futures the community was moving towards: a brighter and more positive future or a darker and more negative future? What things would you need to watch out for and how might you do that?

Using **Tool A2: Revealing how conflict has changed over time - conflict timeline** may be helpful in these discussions.

#### 6. Who could you ask for help in resolving these tensions, disagreements or violence?

- What connections do people in the community have with people or organisations that may be able to help?
- What specific knowledge, skills, expertise or experience exists within the community that might help reduce these tensions and rebuild relationships?
- What resources do we as a community have that might help?

#### Draw your discussions to a conclusion by asking:

- What can we do to strengthen the things that connect opposing groups, bringing them together?
- What can we do to weaken the things that divide opposing groups?

**Record the findings on a piece of paper and turn these into a set of actions or commitments for those who took part.**

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Health &amp; HIV

Influencing decision-makers

Migration &amp; trafficking

Water, sanitation &amp; 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 (1998) *Footsteps 36 – Coping with conflict*  
<http://tilz.tearfund.org/~media/Files/TILZ/Publications/Footsteps/Footsteps%2031-40/36/FS36.pdf>
- Tearfund (2006) *Footsteps 68 – Forgiveness and reconciliation*  
<http://tilz.tearfund.org/~media/Files/TILZ/Publications/Footsteps/Footsteps%2061-70/68/FS68.pdf>
- Tearfund (2003) *Roots 4 – Peacebuilding within our communities*  
[http://tilz.tearfund.org/~media/Files/TILZ/Publications/ROOTS/English/Peace-building/Peace\\_E.pdf](http://tilz.tearfund.org/~media/Files/TILZ/Publications/ROOTS/English/Peace-building/Peace_E.pdf)

### 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*]
- Stakeholder matrix - understanding the people affected by conflict and the relationships between them - [*A2: Conflict & peacebuilding-3*]
- A2 – Understanding conflict attitudes, behaviours and context (ABC triangle) [*A1: 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 sensitivity assessment [*C2: Conflict & peacebuilding-2*]
- C2 – Planning projects and actions – a conflict sensitivity checklist [*C2: Conflict & peacebuilding-3*]

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