ENVIRONMENTAL PEACEBUILDING

TRAINING MANUAL




CONSERVATION INTERNATIONAL

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The Policy Center for Environment and Peace partners with governments, institutions and communities to put better policies and resources in place to maintain healthy ecosystems for the shared benefit of all. Conservation International is a non-profit organization founded in 1987 with programs and partners is over 30 countries. CI's mission is "Building upon a strong foundation of science, partnership and field demonstration, CI empowers societies to responsibly and sustainably care for nature, our global biodiversity, for the well-being of humanity."

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LIST OF ACRONYMS

BATNA	Best alternative to a negotiated agreement
CCB	Collaborative consensus building
CI	Conservation International
CIHR	The Conservation Initiative on Human Rights
CIPFI	Conservation International Philippines Foundation Incorporated
DAI	Development Alternatives, Inc
DNH	Do No Harm
FPIC	Free, Prior and Informed Consent
IEP	Institute for Economics and Peace
IISD	International Institute for Sustainable Development
IUCN	International Union for Conservation of Nature
JFF	Joint fact-finding
M&E	Monitoring and evaluation
NGOs	Non-governmental organization
RBA	Rights-based approach
TKI	Thomas-Kilman Conflict Mode Instrument
USIP	United States Institute of Peace

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FOREWORD

People need nature to thrive. Our lives are inextricably linked to the health of our planet and our living heritage, global biodiversity. At Conservation International (CI), our ultimate goal is to protect the fundamental things that nature provides us all: our food, our fresh water, our livelihoods and a stable climate.

Conservation planning inherently involves conflict management. Whether it is communities competing with each other for access to grazing land and water, or neighboring countries not complying with fishing quotas in a shared part of the sea, people, communities and other stakeholder groups use natural resources in different ways and therefore may have incompatible needs, priorities and interests—leading to disagreements and disputes.

CI focuses on the connections between nature's well-being and our own, promoting the positive role that abundant natural resources and stable environmental conditions can play in promoting peace and cooperation. With the launch of the Policy Center for Environment and Peace ("The Policy Center") in 2012, CI made an explicit commitment to demonstrate and foster nature's role in resolving conflicts. The Policy Center's Peace and Development Partnerships Program (PDP) works strategically with leading global experts, institutions and communities to help them better understand and value the role that nature plays in creating peaceful and prosperous societies.

Different conflicts require different tools and approaches. CI's work to date has provided a wide range of contributions to peacebuilding, including land-use planning and boundary demarcation, community-based natural resource management projects, the development and implementation of conservation incentives and early warning systems.

Building on these experiences, this environmental peacebuilding training manual was designed based on extensive consultations with CI country program and Headquarters staff who recognize the connections between conflict, conservation and peacebuilding. The target audience is our staff and partners who plan, implement and monitor conservation programs across the world. The contents demonstrate and promote best practices in environmental peacebuilding based on CI's Rights-based Approach and social safeguards.

We hope this training manual lays the foundation for consensus-based, participatory and transparent processes to strengthen existing efforts for biodiversity conservation.

Kristen Walker Painemilla
Senior Vice President and Managing Director
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INTRODUCTION TO THE MANUAL

Biodiversity conservation often involves conflict. Because it involves the management of natural resources on which many people depend, conservation is inherently complex, involving multiple actors and numerous issues. Differences in values, interests, and needs across or within relevant actors may pit conservationists, communities, businesses, and governments against one another. Conservation efforts and human well-being are thus inextricably intertwined, as each conservation intervention can impact vast networks of stakeholders for the better or for the worst, and vice versa.

Three key relationships characterize how conflict, conservation and peace can impact one another. These are described below.

Figure 1: Three Key Links between Conflict, Conservation and Peace[1]

Firstly, conservation can contribute to or exacerbate conflict. For example, the establishment of a marine protected area may threaten a coastal community that is highly dependent on fish stocks for their livelihoods and as part of their long-standing cultural practices. Throughout the planning and implementation of such a project, certain activities or approaches may exacerbate tensions or conflict conditions, such as a lack of communication with the community about the reasons for establishing the protected area or to understand its needs and reach a consensus on where the protected area boundaries should be placed. This can inflame tensions between groups within the community that rely on and are now forced to compete for limited resources, or between the community and the groups working to establish the protected area, who may be perceived as external actors with little compassion for the subsistence or traditions of the community. This type of scenario—while generally unintentional—is quite common and often brings unintended consequences.

Secondly, conflict can negatively impact local conservation efforts. Conservationists may decide to

1 Adapted from IISD's Conflict-Sensitive Conservation: Practitioners' Manual

pursue the establishment of a marine protected area in a volatile community impacted by the brutality of armed actors poaching valuable local wildlife or seizing coastal resources for trade to fund their violent campaign. Local resources are decimated and conservation efforts inhibited. This can lead donors to reallocate funding away from conservation projects, instead focusing on more immediate humanitarian needs or moving funding to less volatile areas, severely limiting the resources available for this work. This manual focuses specifically on how to mitigate the potential negative impacts of our work and increase positive impacts.

Farmers in Burundi who recently adopted a new irrigation system as an adaptation response to climate change express their satisfaction. Projects that generate inclusive collaboration while addressing complex natural resource management challenges can support positive changes in a community. © Resilience Now/Claire Galvez-Wagler

Finally, well-managed conservation efforts can help address conflict and contribute to peacebuilding. While conservation efforts may inadvertently exacerbate conflict, if planned strategically, conservation efforts can provide a platform for collaboration that helps to build social capital and potentially address the root causes of conflict.

For example, within the coastal community example above, reduced access to fish stocks may lead to competition and violence among local groups that are experiencing poverty and unemployment. To reduce its negative impact, a conservation project that establishes a marine protected area to rehabilitate key natural resources could also address the roots of conflict by including increased economic opportunities as part of the project in order to reduce competition (and conflict) between the local groups. By including those groups in the design and implementation, the conservation project has also established a platform for collaboration that these groups can use to build trust. Properly managed, this combination of activities provides a system for helping communities understand the sources of tension, restoring the environmental resources that the community relies upon, while helping them feel invested in the project's sustainability. The community may subsequently pursue eco-tourism activities that rely upon the newly protected marine resources, thereby reinforcing a positive symbiotic relationship between the community and the environment that supports peace.

In this way, conservation activities can foster the conditions for more harmonious, resilient communities and ecosystems. The ability to provide a supportive basis for peace and collaboration is important not only because of the benefits it can bring to relevant actors and the environment, but also because peace is vital to the success of long-term conservation efforts. Therefore, the conservation community must be able to understand and effectively address conflict, integrating peace into conservation discussions. Understanding each context and the implications of an intervention is key to preventing potential negative impacts and maximizing the potential positive impacts of our work.

A Rights-Based Approach to Conservation is Central to Our Mission.

Conservation International (CI) works to empower societies to responsibly and sustainably care for nature, our global biodiversity, and for the well-being of humanity. In 2012, CI adopted a Rights-based Approach

Children smiling in Viti Levu, Fiji. A rights-based approach ensures that the needs of the most vulnerable in a community are considered in decision making. © William Crosse

(RBA) to conservation to ensure that our efforts respect indigenous peoples and local community rights and voices, and human rights more broadly (CI 2012). One of the fundamental values that underpins this rights-based approach is to protect the vulnerable, those people most subject to infringements of their rights and the ecosystems that sustain them. CI does this by promoting the improvement of governance systems (e.g., legal, policy and institutional frameworks) and procedures for equitable participation, conflict resolution and accountability. A respect for human rights and a commitment to promote human well-being within our conservation programs are at the core of CI's work.

CI's Rights-based Approach underpins all our work to ensure sustainable and responsible conservation practices. Our approach involves long-term change that supports marginalized and vulnerable people to claim and secure their rights to access and have control over natural resources and decision-making in harmony with the environment. In order to effectively bring people together and address conflicts over natural resources, CI increases awareness of and sensitivity to a project's potential impact on the context in which it is implemented.

In 2012, CI launched the Policy Center for Environment and Peace to meet the growing urgency to achieve sustainable development in a world facing the challenges of increasing scarcity. The Policy Center works with global institutions and international development aid agencies to further the understanding of the value of nature (or natural capital) and to embrace policies, good governance and the development of local investments that recognize nature's essential role in healthy, sustainable and peaceful societies (CI 2012). A situational analysis performed for the Policy Center underscored the cases and conditions under which the environment and recognition of the common welfare provided by vital resources such as forests and water can serve as a basis for cooperative action, from local to transnational scales (Hamill et al. 2013). In this capacity, this manual seeks to broaden practitioners' awareness of these relationships and to provide specific tools for integrating environmental peacebuilding as part of a rights-based approach that promotes peace and sustainability across our global efforts.

Figure 2: Interlinkages between Conflict, Conservation and Peace

KEY:

1. Conservation can **contribute to** conflict
2. Conservation can be **negatively affected by** conflict
3. Conservation can help **address** conflict

There are various methods of shaping and directing conservation work to enable peace, although many of these are beyond the scope of this manual. Instead, this manual focuses specifically on stakeholder engagement, conflict analysis, conflict-sensitive programming, and collaborative consensus-building as fundamental approaches that are relevant across the breadth of CI's conservation work.

Training Objectives of this Manual

What?

This training manual is designed to increase the awareness, knowledge and skills of conflict-sensitive environmental peacebuilding approaches among conservation practitioners and organizations working in areas affected by conflict or where conservation efforts could potentially impact conflict.

For whom?

The target audience is our staff and partners who plan, implement and monitor conservation programs across the world. This manual is for anyone involved in the planning, implementation and evaluation of conservation projects.

How?

It addresses the questions:

- How do I better understand the conflict context in which I work?
- How can I avoid doing harm through conservation actions? and,
- How can I make a positive contribution to peace that maximizes social and conservation outcomes?

With the busy conservation practitioner in mind, the manual provides conceptual and practical tools that can be adapted to the local context of your country or region and project. It also includes training and facilitation ideas to help you lead your own trainings on these topics.

The first two modules describe key concepts in environmental peacebuilding and their relationships to existing conservation work, while the final three modules focus on specific tools and approaches to environmental peacebuilding and how to integrate them within conservation efforts. Specifically, the manual is organized into five modules as follows:

Module 1 – Peace and Conservation. Provides an overview of the roles that natural resources and environmental conservation play in contributing to conflict and peacebuilding. The module introduces terminology used in the peacebuilding and conflict management field and highlights key components of environmental peacebuilding.

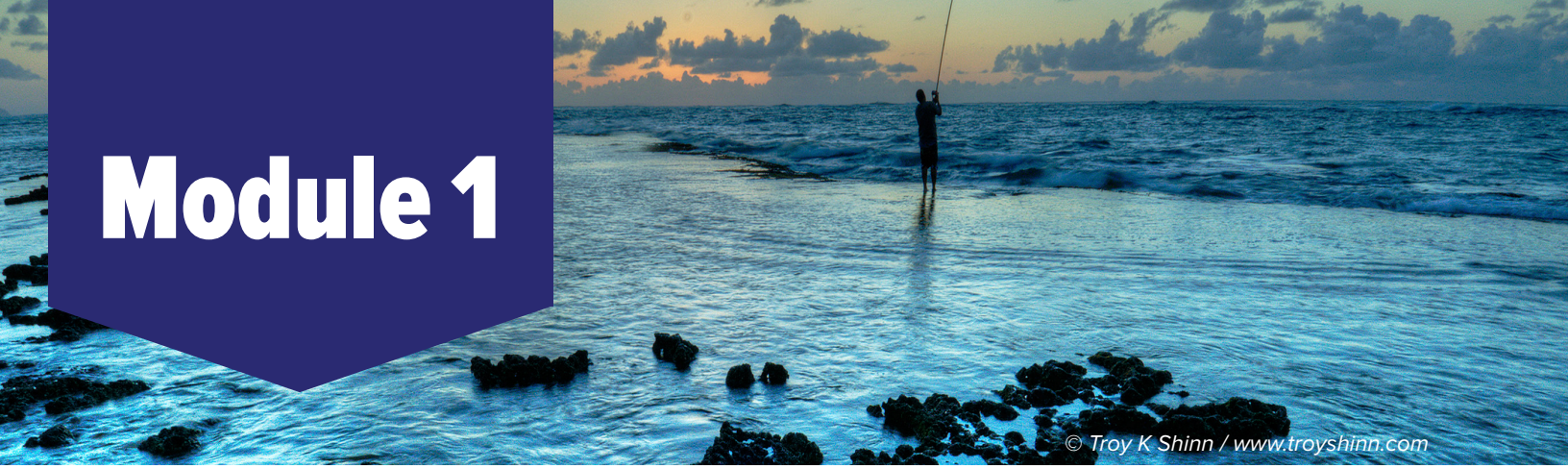
Module 2 – Stakeholder Engagement. Describes the basic principles for undertaking broad-based, participatory and transparent processes that encourage meaningful participation and consent across environmental peacebuilding activities.

Module 3 – Conflict Analysis. Aims to build capacity for understating conflict dynamics. It provides a basic understanding of the importance of assessing conflict and a set of tools to analyze the root causes and drivers of conflict, the stakeholders involved, and processes and institutions supporting peace.

Module 4 – Incorporating Conflict Sensitivity. Builds skills in assessing how conservation work affects conflict dynamics, and provides guidance on designing, implementing, monitoring, and evaluating projects that minimize risk and maximize opportunities to support peace.

Module 5 – Building Consensus. Teaches a five-step process for building consensus among conflict parties, emphasizing the use of advanced communication skills and collaborative consensus-building techniques.

Module 1



PEACE AND CONSERVATION

LEARNING OBJECTIVES

1. Build an understanding of the connections between the environment, conflict and peacebuilding.
2. Become familiar with terminology used in the peacebuilding and conflict management fields.
3. Understand components of environmental peacebuilding in order to identify applications within our work.

1.1 What is Conflict?

What words come to mind when you think about conflict? Most of us associate conflict with negative words or feelings: fear, anger, anxiety, war, violence, etc. But is **conflict** always negative?

Conflict occurs when two or more parties (individuals or groups), have — or think they have — incompatible goals.

Peacebuilding assumes that conflict is a normal part of life that is neither inherently good nor bad. Conflict is inevitable because people will always have different viewpoints, ideas, and opinions. It is how we respond to conflict that determines if it yields positive or negative outcomes.

It is important to note that while conflict is inevitable, violent conflict is not. **Violent conflict** occurs when individuals or groups seek to achieve their goals in a way that causes damage or harm to people, property, or activities.

Conflict is an inherent feature of conservation because stakeholders often have competing interests in and priorities for the management of natural resources. Conservation conflicts involve diverse stakeholders and occur at different levels — from within households to local, regional, societal and global scales. Examples include:

- Too many individuals attempting to gain access to and benefit from the same reef, thus diminishing the reef's resources and increasing competition between those individuals;

- Communities contesting the national government's appropriation of land to establish a protected area, which displaces indigenous burial sites and traditional worship spaces; and
- Neighboring countries or their commercial fishing vessels not complying with fishing quotas in a shared part of the sea, resulting in the depletion of fish stocks.

In whatever form they exist, conflicts over natural resources can threaten the effectiveness and sustainability of conservation efforts and livelihood interventions. Our challenge as conservationists is not to eliminate conflict, but rather to recognize and effectively manage conflict when it arises.

1.2 What is Peace?

Like conflict, there are many interpretations of peace. As a starting point, it is helpful to differentiate between negative and positive peace. **Negative peace** is a situation without violent conflict but that may be characterized by injustice, exploitation, structural or cultural violence, and/or repression.

An example of negative peace is a situation in which there is a ceasefire between a local community and government forces that have undergone violent conflict. Although violence is no longer occurring, no actions have been taken to address the root causes of the violence, which means there is a high probability that there will be a relapse back into violence.

Negative peace is the cessation of direct violence.

Positive peace is the presence of attitudes and institutions that help move a society away from violence and toward justice and sustainable peace in the long-term.

Positive peace, on the other hand, is a situation in which the underlying causes and conditions that give rise to conflict have been addressed.

Peace is a process rather than an end state; it is something we must actively work towards at all times. Peacebuilding includes a wide range of targeted measures to reduce the risk of lapsing or relapsing into violent conflict by strengthening capacities at all levels of society for conflict management and laying the foundations for sustainable peace and development. This foundation includes ensuring that the human rights of communities are protected, that there are economic opportunities for all, and that environmental use is sustainable. **Table 1** highlights some key pillars that represent the structural facets of building peace in societies.

Tip: Each year the Institute for Economics and Peace (IEP) produces the Global Peace Index[2], which ranks countries according to their levels of positive peace.

Where does your country fall on the list?

2 The Global Peace Index is a product of the Institute for Economics and Peace. Access it online at http://www.visionofhumanity.org/.

Table 1: Pillars of Peace

Pillars of Peace
Institute for Economics and Peace (IEP 2013)
• Good relations with neighbors
• Well-functioning government
• Equitable resource distribution
• Free flow of information
• Sounds business environment
• High level of human capital
• Acceptance of others' rights
• Low levels of corruption
United States Institute of Peace (USIP n.d.)
• Social well-being
• Rule of law
• Safe and secure environment
• Sustainable economy
• Stable governance

1.3 What is the Relationship between the Environment, Peace and Peacebuilding?

As discussed in the introduction of this manual, well-managed conservation efforts can facilitate the conditions that contribute to peace and collaboration. Natural resources are vital for meeting basic human needs and play a fundamental role in the economy of many countries. Environmental degradation and mismanagement that threatens these basic needs can become a cause or accelerator for conflict.

Sustainable approaches to natural resource management, on the other hand, can support social well-being, stable governance, sustainable economies, and safe and secure environments that are enabling conditions for long-term peace. Conservation efforts can also address and minimize other main causes of a conflict, such as competition for limited natural resources, development pressures, and natural resource policies and programs that limit participation.

Peacebuilding can be broadly understood as that which sustains and encourages the wide range of dynamic processes and strategies that contribute towards transforming conflict and building sustainable relationships. It encompasses those activities occurring both before, during and after the end of conflict and signing of peace agreements (Lederach 1997).

In this regard, natural resource management that encourages public sector, corporate and civil society participation can help institutionalize a consultative process or a mechanism that improves government effectiveness and transparency. In this way, well-planned conservation approaches fall within the broader scope of **peacebuilding** approaches and processes, which are long-term and cross-cutting.

They overlap and become interlinked with sectors such as good governance and the rule of law, because environmental challenges transcend political and jurisdictional boundaries, connect different sectors of expertise and the economy, and require conservation responses that have a long-term time horizon and incorporate strategic planning and sustainable management. Thus, conservation is linked to many aspects of peace and peacebuilding. It can include projects that reinforce conflict prevention, conflict management and peacebuilding. The intersection of these areas is what we call **environmental peacebuilding**.

Activities such as alluvial gold mining, seen here in a Guyanese rainforest, often take place in ecologically sensitive areas. Conflicts between local communities and extractive industries are a common occurrence. © Pete Oxford/iLCP

According to the Environmental Peacebuilding Working Group:

Environmental peacebuilding integrates natural resource management in conflict prevention, mitigation, resolution, and recovery to build resilience in communities affected by conflict (EPWG 2017).

CI defines it as:

Environmental peacebuilding incorporates the value of natural capital and its related benefits into security, humanitarian and development objectives in order to prevent conflict and promote peace.

Both definitions of environmental peacebuilding highlight the interlinked, complex relationships between people and nature, as well as a range of conflict management approaches that are implicit as part of the process.

While environmental peacebuilding can take many forms, it has some key components, described in **Table 2** below.

Table 2: Key Characteristics of Environmental Peacebuilding

Environmental Peacebuilding Components	Description
Takes an ecosystem perspective	• Ignores political boundaries, in the same way environmental challenges often do. • Uses ecological interdependence to encourage and facilitate cooperation — building bridges across boundaries and between people, organizations and governments.
Provides a collaborative framework for shared management and decision-making	• Works alongside government, local communities, non-governmental organizations (NGOs), and the private sector. • Facilitates and encourages collaborative action in all aspects of natural resource management — from information exchange and collaborative planning to joint monitoring efforts.
Takes into account **gender**-differentiated needs, preferences, knowledge and roles within a community	• Recognizes that men and women use natural resources in differing ways and are impacted by conflict in different ways. • Encourages women's full participation and leadership in peace negotiations, resource decision-making and environmental governance.
Supports sustainable livelihood opportunities and enhances community resilience	• Helps clarify resource rights and provides an opportunity to change the inequitable distribution of those resources, particularly since direct use of natural resources is so important to rural men's and women's livelihoods. • Addresses vulnerabilities in livelihoods due to climate change and natural disasters, political events, health issues and other social and environmental phenomena.
Helps foster the increased flow of income and benefits to communities	• Improves access to and management of natural resources. • Encourages the development of clear, fair systems of ownership and promotes the equitable sharing of benefits that result from income-generating uses of local natural resources and ecosystem services.

Examples of environmental peacebuilding initiatives include the formation of peace parks, co-management of protected areas, shared river basin management plans, regional seas agreements and joint environmental monitoring programs.

1.4 Tool: The Curve of Conflict

The curve of conflict, **Figure 3**, helps us to interpret what phase a conflict is currently at and the different strategies that would be appropriate for responding to the conflict based on its respective phase in the curve.

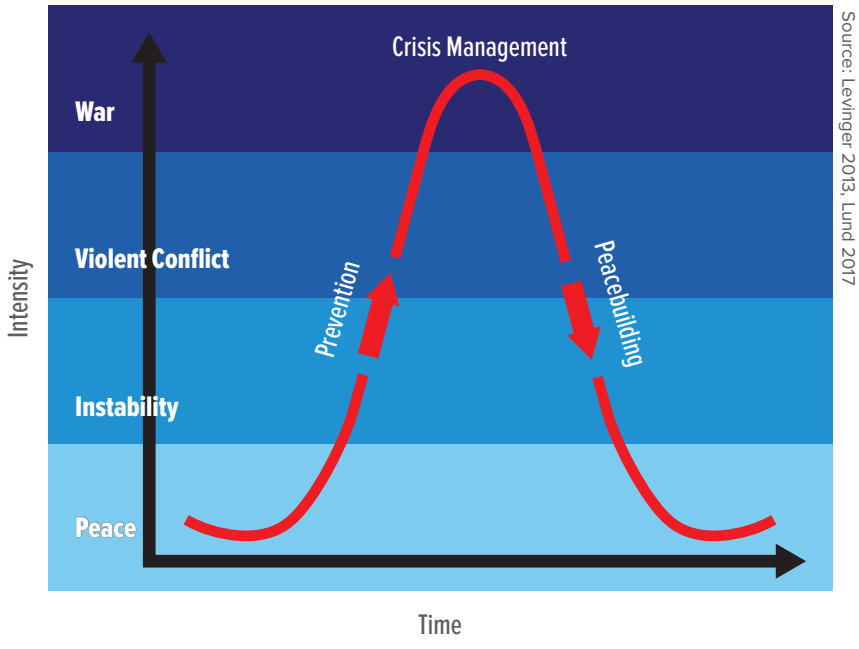
The curve of conflict is a conceptual model used by peacebuilding practitioners that depicts how conflicts tend to evolve over time. It models conflicts based on their duration (the horizontal axis) and levels of intensity (the vertical axis). This tool is useful as a way of assessing where your country's political situation falls along a conflict trajectory. Different intervention strategies may be more appropriate than others—from a political or conservation perspective—based on where a country falls along the curve. By understanding this placement, you will be able to identify and adapt strategies within your work that can help best address the challenges in your context or may improve conditions in the context itself.

This tool is a standardized model that is meant to represent a generalized unfolding of violent conflict over time, so the conflicts with which you are familiar will likely deviate from this diagram and include many ups and downs. Many modern, intractable conflicts exist in a state of heightened tension for an extended period of time until a triggering event leads to an outbreak of violence. Such contexts often fluctuate between this state of stable crisis and violence for decades.

The curve of conflict helps us to interpret what phase a conflict is currently at and the different strategies that would be appropriate for responding to the conflict based on its respective phase in the curve.

It's important to note that the precise terms associated with this model may vary with other terms that may be used for similar purposes, so the focus should not be on these terms but rather on recognition of how conditions have escalated or intensified over time. This should help to garner awareness that the direct outbreak of violence does not typically occur unexpectedly within a given setting. The structures that lead to this violence have likely been in place for some time—as the concept of negative peace suggests—and may result in open violence or war through some triggering event (Levinger 2013). The impetus then is to assess within which stage you may be working and consider what interventions would be appropriate based on the intensity.

Figure 3: Curve of Conflict



1.4.1 Conflict Phases and Strategies along the Curve

Along the curve, the level of intensity varies from "peace" to "instability" to "violent conflict" and, finally, to "war". The red line represents the increasing or decreasing intensity of conflict over time, which also corresponds to three key conflict phases that are marked along the curve. This includes:

- **(Conflict) Prevention**
- **Crisis Management**
- **Peacebuilding**

Note that in this simplified model, peacebuilding appears to take place only after conflict. However, true peacebuilding processes and CI's own definition of environmental peacebuilding argues for peacebuilding activities to take place throughout all stages of peace or conflict. In the tables below, these various conflict phases are further defined and characterized, along with the diplomatic and environmental peacebuilding strategies that are relevant to each phase.

Table 3: Conflict Phases and Characteristics

Conflict Phase Characterization		
Prevention	Crisis Management	Peacebuilding
• Conflict prevention typically occurs where this is "instability" along the curve. • This phase represents an unstable or negative peace in which there is an absence of violence, but tensions run high. • During this phase, conflict prevention efforts take place to reduce tensions and avoid the outbreak of violent conflict.	• As conflict intensifies, tensions may devolve into open and even violent confrontations. When this occurs (within the "violent conflict" area of the curve), crisis management ensues. • As violence peaks and reaches a stalemate, the parties involved may become motivated to stop the violence. However, this phase is particularly susceptible to periods of regression because of the numerous triggers and unresolved drivers that exist within a fragile, conflict-affected environment.	• Once violence has largely halted, post-conflict peacebuilding and reconciliation efforts are carried out. • In this final stage, efforts to ensure a formal end to the violence take place. • Once the context has transitioned to a post-conflict phase, emphasis is placed on building capacity for effective governance and conflict management so that progress towards positive peace can be maintained and resiliency developed.

The strategies represented in **Table 4** focus on high-level diplomatic efforts that are often associated with events throughout each phase of conflict. However, there are many other interventions that take place at the local, regional or national levels that fall outside of an official peace process. These can be just as important as diplomatic efforts because they can help include a broader range of voices, address additional aspects of the conflict, and contribute to the stabilization of the context — in other words, they support positive peace.

The impacts of climate change are likely to have devastating effects on island communities, such as Kiribati, seen here during flooding from severe weather. © Ciril Jazbec

Table 4: Diplomatic Strategies by Conflict Phase

Diplomatic Strategies		
Prevention	Crisis Management	Peacebuilding
• Interventions should focus on preventing disputes from escalating into violence through creating **confidence-building measures** and developing culturally-sensitive and conflict-specific management mechanisms that seek to resolve brewing tensions. • Opportunities for meaningful engagement and non-violent conflict resolution should also be opened for disgruntled parties. • Strategies implemented may include preventative diplomacy and crisis diplomacy, joint fact-finding activities, joint protected areas management, consultation.	• Interventions such as diplomacy, peacemaking, ceasefire negotiations, peace enforcement and peacekeeping aim to bring an end to violent conflict.	• At this point, parties turn to de-escalation strategies, often with the help of a third-party, that enable groups to work towards peace through long-term processes such as national dialogues, truth and reconciliation processes and transitional justice. • Shorter-term efforts focus on getting parties in conflict to the table and moving towards formal agreements. • From there, jointly developed agreements should be monitored to anticipate triggers that may result in a resurgence of the violence. • Peacebuilding efforts focus on strengthening all parties' ability to work together for mutual benefit and to address power-sharing, social, economic and security challenges.

Finally, environmental peacebuilding strategies—as activities that can help to support positive peace—are relevant across all phases of the curve. Recognizing which strategies are most appropriate based on your country's political climate and stage along the curve can help to ensure the effective use of interventions that will successfully support conservation while supporting peace locally. Some examples of relevant strategies can be seen in **Table 5.**

Table 5: Environmental Peacebuilding Strategies by Conflict Phase

Environmental Peacebuilding Strategies		
Prevention	Crisis Management	Peacebuilding
• Information gathering; stakeholder mapping and analysis; • Community dialogues; establishing measures to build confidence and trust between groups with disagreements; and • Developing inclusive, transparent and accountable natural resource management systems and meaningful engagement opportunities for conflict parties to prevent escalation around contested issues.	• Improving communication and information sharing among stakeholders; • Encouraging collaborative processes based on joint fact finding, problem-solving, and shared responsibility in decision-making; and • Use of third-party mediators.	• Creation of joint decision-making spaces that promote the co-management of natural resources such as water, timber or minerals; • Transboundary conservation efforts that bring together a diverse group of stakeholders including policymakers, scientists and civil society; and • Development of sustainable economic opportunities through, for example, sustainable land use strategies, processing of raw materials to add value before export, and eco-tourism development (Lund 2017).

Case Study: Creating a 'Peace Park' in the Cordillera del Condor in Ecuador and Peru

The Cordillera del Condor is the first case in which the formation of a transboundary protected area contributed significantly to the resolution of an active conflict. For 170 years, the mountainous Cordillera del Condor region was the site of extended tensions and even active conflict over a disputed border between Ecuador and Peru. In 1995, the latest flare of violence spurred peace negotiations that led to an agreement. Two years later the Brasilia Presidential Act was signed, committing both countries to ending hostilities and opening up new avenues for collaboration. Throughout the process, environmental organizations, including CI, advocated for the inclusion of a conservation component as part of the peacebuilding process.

The Transboundary Protected Areas Network of the World Conservation Union defines peace parks as "transboundary protected areas that are formally dedicated to the protection and maintenance of biological diversity, and of natural and associated cultural resources, and to the promotion of peace and cooperation (IUCN 2014)."

Beginning in 1993, CI worked with government agencies and local scientists to carry out a rapid assessment of biological diversity and the health of ecosystems in the region. This independent, third-party scientific report confirmed the Cordillera del Condor's biological significance and its critical role in maintaining the hydrological cycle that links the Andes mountain range to the Amazon lowlands. The region also holds important spiritual and cultural value for the Shuar, Awajun and Wampis indigenous peoples, who use their traditional knowledge of natural resources for diverse livelihoods around the forest and freshwater ecosystems (Kakabadse et al. 2016).

As a result of the Brasilia Agreement, the governments of Ecuador and Peru agreed to collaboratively promote the conservation of the Cordillera del Condor mountain range. The agreement called for coordination between national environmental and diplomatic authorities as well as support to indigenous peoples to participate in and benefit from conservation. It established the "Peace and Conservation in the Cordillera del Condor, Ecuador-Peru" bi-national project, formalizing cooperation around conservation.

The first phase of the project (2002-2004) saw the creation of protected areas on both sides of the border with different governance systems, including public protected areas and community-conserved areas. The project also established bi-national, political and technical coordination mechanisms to define common policies, methodologies and strategies. The second phase of the project (2006-2009) focused on the implementation of management plans for protected areas and promoting sustainable development projects for local communities.

The formation of a peace park in the Cordillera del Condor was a key part of resolving the longstanding territorial dispute between Ecuador and Peru. It set a precedent for a bi-national vision of conserving existing biodiversity and set forth a coordination framework that—while imperfect—seeks to balance economic development and conservation. The project has resulted in many gains, although tensions in the area remain. Many local indigenous communities feel that they were not consulted in the agreement process and feel their rights are being threatened through mining operations and industrial activities that have been expanding onto their traditional land. These same forces pose a threat to biodiversity conservation in the area (Ali 2011).

Consolidating peace will require a long-term commitment from the governmental institutions of Ecuador and Peru, as well as from indigenous peoples, scientists and NGOs to build a culture of trust and dialogue between the authorities and citizens of both countries.

1.5 Conclusion

Conflicts over natural resources occur because people use and manage natural resources in differing ways and are sometimes in competition over those resources. These conflicts, if not addressed, can damage relationships and reduce the capacity of conservationists to do their work, effectively or at all. There is also real potential to do harm in the communities where we work as conflicts escalate.

Important Things to Remember

- Conflict is a normal part of life resulting from our different beliefs, experiences and values. It does not necessarily lead to negative outcomes and can even be a constructive process for change.
- Conflict is an inherent part of conservation efforts because stakeholders have competing interests in, and priorities for, natural resources. Being able to recognize and effectively manage conflict when it arises is critical to ensuring long-term conservation success.
- Conservation can be a tool to promote peace through environmental cooperation and the protection of livelihoods and ecosystem services. Environmental peacebuilding integrates peacebuilding activities and strategies into natural resource management and governance.
- The Conflict Curve is a useful concept for understanding conflict's different phases, how they relate to one another, and possible interventions during each phase.

Key Terms to Remember

Confidence-building measures: Measures that prevent, address, or resolve uncertainties among conflicting parties. An example of a confidence-building measure is an agreement between two or more riparian states to share information on their water resources.

Conflict: A result of two or more parties (individuals or groups) having, or perceiving to have, incompatible goals and interests.

Conflict prevention: Measures aimed at preventing tension and disputes from escalating into violence, strengthening the capabilities of potential parties in conflict for resolving such disputes peacefully, and progressively reducing the underlying problems that produce these issues and disputes.

Crisis management: Efforts to prevent, limit, contain or resolve conflicts, especially violent ones, while building up the peacebuilding capacities of all parties involved.

Curve of conflict: A conceptual tool that helps illustrate how conflicts tend to evolve over time and depicts the different phases of conflict. Practitioners can use this knowledge to determine effective strategies for intervention, along with the timing of those interventions.

Negative peace: The absence of violence or fear of violence.

Positive peace: The attitudes, institutions and structures which create and sustain peaceful societies. These same factors also lead to many other positive outcomes that support the optimum environment for human potential to flourish.

Violent conflict: The actions, attitudes or systems that cause and perpetuate physical, psychological, social and/or environmental damage. Violent conflict always has negative repercussions. Killing and intimidation are the most visible forms of violent conflict.

Environmental peacebuilding: Integrating natural resource management in conflict prevention, mitigation, resolution, and recovery to build resilience in communities affected by conflict (*Environmental Peacebuilding Working Group*).
Incorporating the value of natural capital and the related benefits into security, humanitarian and development objectives in order to prevent conflict and promote peace (*CI*).

Gender: The social and cultural construct that shapes what being a man or a woman means. For example, the roles, responsibilities, needs, access and control that men and women may have in relation to natural resources.

Peacebuilding: Broadly understood as that which sustains and encourages the wide range of dynamic processes and strategies that contribute towards transforming conflict and building sustainable relationships. It encompasses those activities occurring both before, during and after the end of conflict and signing of peace agreements.

Module 2

STAKEHOLDER ENGAGEMENT

LEARNING OBJECTIVES

1. Recognize stakeholder engagement as a necessary component of environmental peacebuilding.
2. Understand the principles of ensuring broad-based, transparent and participatory processes for involving all relevant actors in the environmental peacebuilding process.
3. Develop the skills necessary to encourage meaningful dialogue participation across environmental peacebuilding activities.

2.1 Introduction

Across conservation projects, each activity impacts and is impacted by the larger context in which it takes place. Because that impact can be positive or negative, direct or indirect, intentional or unintentional, it is imperative to engage the various groups or individuals who are implicated in conservation projects.

Stakeholders are individuals, organizations or social groups that:

- Function at various levels of society (international, national, regional, or local, private and/or public),
- Have a significant stake in a given set of resources, and
- Can directly or indirectly affect or be affected by resource management activities.

2.1.1 What Does Stakeholder Engagement Mean?

Stakeholder engagement refers to the broad range of participatory approaches that integrate the interests, needs and concerns of stakeholders into conservation- planning, implementation, monitoring, and evaluation activities. Stakeholder engagement is a key principle in conservation programming both because of the benefits it can provide to conservation initiatives and because of the desire to mitigate potential negative impacts and maximize potential positive impacts of conservation.

Indeed, the success of program interventions is often linked to how stakeholders across all levels are included in decision-making, planning, implementation, monitoring, evaluation, and communication efforts.

Although stakeholders include all relevant actors such as businesses and government, this is particularly for groups that have been historically marginalized or excluded, such as indigenous communities. Conservation work often takes place in areas where such vulnerable groups — who often have critical knowledge that can support the strength and efficacy of efforts — exist. Including those who have a stake in projects can help promote trust, foster positive relationships among diverse stakeholders, and encourage the development of more sustainable and acceptable project activities. Participation is empowerment and meaningful engagement in decision-making mitigates potential conflicts. Solutions identified by impacted communities themselves are more durable that solutions that are imposed on communities.

Because of these benefits, the integration of stakeholder perspectives is a key element of CI's Rights-based Approach, which embraces five guiding principles to respect human rights, protect vulnerable groups, promote human well-being, and work in partnerships. Strong stakeholder engagement is one way CI adheres to its RBA principles.

2.1.2 How is it Linked to Environmental Peacebuilding?

In the same way that the success of conservation efforts depends on who is included in decision-making, planning, implementation, monitoring, evaluation, and communication efforts, successful environmental peacebuilding approaches require the inclusion of a broad range of stakeholders. Positive peace, which centers on addressing the root conditions that precipitate conflict and violence, is enabled through collaborative processes that bring stakeholders together in addressing human rights, justice, and other principles that ensure sustainable foundations for peace.

It is important to note that many of the principles intrinsic to environmental peacebuilding overlap. **Conflict sensitivity**, for example—which will be expanded on later in this module and throughout the manual—encompasses many of the same components of stakeholder engagement because they both emphasize inclusivity and participation. Applying a **conflict lens** to conservation planning involves the application of analytical perspectives or tools that consider an activity, program or action's potential to cause or contribute to conflict or be impacted by conflict. Within this module and throughout the manual, you will see these ideas intersect.

2.2 Elements of Stakeholder Engagement Approaches

The list below provides a brief overview of key elements of stakeholder engagement approaches. These elements—which are likely already at the center of your work—should be integrated across the various parts of environmental peacebuilding that are discussed in this manual, particularly conflict-sensitive programming (detailed in **Module 4**). For further guidance and resources on each of these, refer to the footnotes and resource list below.

- **Identify stakeholders.**

    - Identify the stakeholders in the target area through a transparent, open process in line with cultural and traditional practices.
    - Primary stakeholders are the men, women and institutions who have a direct interest in the proposed intervention, resource or project.
    - Secondary stakeholders have a more indirect interest, such as those involved in institutions

or agencies concerned with managing the resource or those who depend at least partially on wealth or business generated by the resource (FAO 2013).

- Using an expanded definition of stakeholders that includes government, corporation, religious and traditional institutions, or other relevant players and local leaders is important for ensuring comprehensive vetting of project objectives and ensuring local ownership and support of project goals and outcomes (ABCG 2013).

■ Do No Harm (DNH)[3]

- Negative impacts are frequently unforeseen and unintended. For example, projects that specifically target women may contribute to a rise in tensions and even violence between men and women, or the decision to provide financial incentives for conservation in one community may lead to conflict with a neighboring community where no such incentives are offered.
- A "Do No Harm" approach encourages us to think critically about how our work might contribute to conflict.
- This requires careful consideration of the potential impacts of our interventions on factors like relationship dynamics, social structures, culture, stakeholder needs and interests, and power structures.
- While it may be impossible to eliminate all harm, we can consciously look for and seek to avoid or mitigate the negative impacts of our work.

Key Elements of Stakeholder Engagement Approaches

- Identify stakeholders
- Do No Harm
- Continuously assess and monitor impacts on human rights
- Foster participation and inclusion
- Carefully consider partnerships
- Integrate gender perspectives
- Remain transparent, accountable and accessible

Do no harm is the consideration and elimination of direct and indirect outcomes of a project or organization that undermine the improvement of human well-being and the positive outcomes of a project's stated goals.

■ Continuously assess and monitor impacts on human rights.

- Make sure project implementers have a fundamental understanding of human rights in the conservation context.
- Use CI's RBA Assessment Tool to analyze the working context of a project with rights in mind (CI 2016).
- Conduct a Human Rights Impact Assessment to understand the impact of conservation action.
- Context dynamics are fluid and require re-assessment at regular interventions.
- Recognizing that there is a direct connection between human well-being and the environment, a rights-based approach ensures that mutual respect and recognition of individual and collective rights are integrated into conservation work.
- If your organization doesn't already have specific human rights principles, the **Conservation Initiative on Human Rights (CIHR)** has developed a common set of human rights principles related to conservation (CIHR 2010).

3 For more on the "Do No Harm" approach, see Anderson 1999.

- **Foster participation and inclusion of men and women.**

Members of the Konashen indigenous community of Southern Guyana meet to discuss the Konashen Community-Owned Conservation Area. Communication with stakeholders is critical to a Do No Harm approach. © Piotr Naskrecki

  - Different groups of people have different needs and interests regarding conservation and conflict. The more participation you enable, the better you will understand the context, and the more likely you are to design and implement effective and efficient projects.
  - Inclusion should ensure the integration of traditionally marginalized groups, many of which may be the most vulnerable to the impact of interventions and may have significant insights to offer. For more on this, see the box on **Free, Prior and Informed Consent (FPIC)**. Inclusion also encourages the participation of spoilers and power brokers,
  - Promoting participatory, collaborative processes can result in increased stakeholder buy-in, which can in turn increase the impact and sustainability of conservation efforts over the long-term.
  - Participation in conservation initiatives can take the form of roundtable discussions or interviews with individual stakeholders to discuss project ideas or progress, multi-day workshops or smaller meetings with stakeholder groups to get feedback on project impacts, or by incorporating stakeholders into the actual implementation, monitoring, and evaluation of project activities. Whatever shape participation takes should be based on an understanding of the context and of the relationships between stakeholders.

PARTICIPATORY AND INCLUSIVE PROCESSES: Key Questions to Consider

- What does your Stakeholder Analysis (**see Module 3**) tell you about which stakeholders should be involved in your project, how and in what sequence?
- Have all relevant stakeholders been consulted as part of the project design process?
- Are there official or traditional mechanisms already in place to empower all stakeholders to participate in project implementation?
- Have you defined and communicated the objective of the participatory process? Is it to inform, seek feedback or make joint decisions?
- How are you soliciting feedback from stakeholders impacted by your project during and after its implementation? Do these processes contribute to real engagement and inclusion? Are stakeholders given a voice in evaluating the project?
- Are your efforts to engage stakeholders informed by relevant cultural, social and economic norms?
- What lessons have you learned from previous attempts to engage stakeholders? How can they inform your project now?

Members of the indigenous Kayapo group of Brazil meet during a leadership summit © Cristina Mittermeier

What is Free, Prior, and Informed Consent?

As part of a discussion on stakeholder engagement, it is important to underscore the role that indigenous communities play in natural resource management around the world. CI believes that indigenous peoples have a right to sustainably manage their lands and resources while maintaining their natural and cultural heritage.

The principle of **FPIC** refers to the right of indigenous peoples to give or withhold their consent for any action that would affect their lands, territories or rights, as recognized in the United Nations Declaration on the Rights of Indigenous Peoples.

In the context of FPIC,

- "Free" means that indigenous peoples' consent cannot be given under force or threat;
- "Prior" indicates that indigenous groups must receive information on the activity and have enough time to review it before the activity begins;
- "Informed" means that the information provided is detailed, emphasizes both the potential positive and negative impacts of the activity, and is presented in a language and format understood by the community; and
- "Consent" refers to the right of the community to agree or not agree to the project before it begins and throughout the life of the project.

While FPIC is the right of indigenous peoples alone under international law, the principles underlying it are generally considered to be a good guideline for engaging any community or group of local stakeholders. In certain countries, or in certain industries, "consultation" may be substituted for "consent," meaning that while a group may be given information before an activity begins, they do not have the right to give or withhold their consent to the project. CI, however, recognizes consent for indigenous peoples (Buppert et al. 2013).

Adapted from CI's Rights-based Approach FPIC website found at
https://sites.google.com/a/conservation.org/rights-based-approach/tools-and-guidelines/free-prior-and-informed-consent-fpic.

- **Integrate gender perspectives**

  - Men and women often have very distinct gender based roles and responsibilities within society, and they often interact differently with the natural environment. This means that project planning and communication about conservation initiatives should consider perspectives from both men and women to ensure that gender-differentiated impacts and benefits are considered.
  - In many cases, this may require planning activities that engage women and men separately, depending on cultural and context-specific needs.
  - Encouraging dialogue, policy, and action to empower indigenous and rural women to more strongly engage in, and benefit from, environmental decision-making is critical.

GENDER INTEGRATION: Key Questions to Consider

- Do the project objectives reflect the needs of both men and women? Do they contribute to correcting gender imbalances through addressing the practical needs of men and women? Examples include: interviewing women separately from men, capacity building for women, etc.
- Do planned activities involve both men and women? Are measures incorporated to ensure women's inclusion and participation in project planning and implementation?
- Do the indicators measuring progress towards each objective including indicators that monitor the gender aspects of each objective? Are indicators gender disaggregated? Are targets set for sufficient participation by both genders in activities?
- Do project staff members and partner organizations (if applicable) have adequate gender mainstreaming skills? Will both male and female staff participate in project implementation?

Adapted from the CI Guidelines for Integrating Gender into Conservation, 2014.

- **Remain transparent, accountable and accessible.**

  - Being transparent, accountable, and accessible to stakeholders reduces the potential for a project to create or exacerbate tensions and conflict by building trust between your organization and those stakeholders and by ensuring that everyone has the same understanding and expectations for the project.
  - When people are aware of your project's objectives, your progress, how project decisions are made (e.g., the selection criteria for partners), your funding situation, etc., the chance for misunderstandings and conflict is reduced.
  - Communicate about project activities and outcomes in ways that are relevant and accessible for each stakeholder group. Consider mechanisms through which you can open your organization up to questions and feedback.

TRANSPARENCY, ACCOUNTABILITY, AND ACCESSIBILITY: Key Questions to Consider

- Is there a process in place for soliciting and addressing community concerns in a timely manner?
- Are cultural, social and economic norms considered in the way you communicate project information? For example, how are you communicating with those who are illiterate? Who do not have a TV or radio? Or those who live in remote areas?
- Are programmatic decisions, activities, policies, and interactions with stakeholders documented and made easily available to those who would like to review them?

2.3 Conflict Sensitivity and Stakeholder Engagement

Within the context of environmental peacebuilding, stakeholder engagement is closely linked to conflict sensitivity. Both approaches are centered on stakeholders and consideration of potential impacts on communities where conservation work takes place. Given that conservation programming involves decision making about the best approaches to reach intended goals, often involving trade-offs in benefits among local communities, conflict-sensitive analysis is focused on understanding how project interventions can either exacerbate tensions and contribute to conflict within a context or mitigate tensions and support sustainable peace. Therefore, using a conflict-sensitive approach is essential for ensuring lasting environmental peacebuilding outcomes.

Conflict sensitivity is the ability of an organization, group or person to accurately assess, analyze, and respond to the conflict context in which they work—and their work's relationship to that context—in order to minimize their negative impacts and maximize their positive impacts (AFPO 2004).

Specifically, **conflict sensitivity** refers to the ability to:

- Recognize and continuously reflect upon the (conflict) context in which you are operating, including the impact on relevant stakeholders and their relationships to each other and the causes and drivers of conflict. This in-depth understanding is developed through a conflict analysis (see Module 3);
- Understand the two-way interaction between the context and your conservation actions;
- Be inclusive by encouraging participation of key stakeholders, empowering weaker stakeholders, and promoting local ownership of projects. Collaborative interventions empower communities to express their needs and feel heard in the midst of conflict and participate in problem-solving around conservation efforts, thus increasing the probability of project ownership and success over the long-term; and
- Act upon this conflict-sensitive understanding by adapting policies and implementing activities that seek to avoid or reduce negative impacts ("do no harm") and maximize positive impacts of conservation on men and women and the environment. Conflict-sensitive projects are flexible and can adapt quickly to a dynamic context.

Note: You are likely already incorporating elements of conflict sensitivity into your projects since many of those elements are needed for conservation to be effective in the long-term.

This includes, for example, respecting indigenous and local community rights and voices, being transparent in your actions and communications, and ensuring equitable participation by all affected stakeholders.

Case Study: Engaging Men and Women in Stakeholder Dialogues for Improved Marine Conservation in Timor-Leste

A traditional Timorese dancer performs at the formal launch of the No-Take Zones in the coastal community of Com, Timor-Leste. © World Wildlife Fund, Inc. / Donald Bason

Timor-Leste is a country rich with biodiversity, located at the heart of the Coral Triangle Region, the world's center for marine biodiversity. With support from the United States Agency for International Development (USAID) and its Coral Triangle Support Partnership (CTSP), CI worked in the Nino Konis Santana National Park, to resolve disagreements relating to community members' access, use, and rights to coastal and marine resources (CI 2015).

To reduce conflict and build trust among stakeholders, CI combined different stakeholder engagement approaches and techniques, including participatory rural appraisal, facilitation, mediation and non-violent communication.
CI found that building good working relationships with government agencies, and having these agencies facilitate initial introductions for community leaders to act upon, constituted a good model approach and also gave legitimacy to the local government (Pinto 2015).

Conservation efforts in Timor-Leste are complicated by traditional power structures, which are patriarchal in nature. Women normally engage in activities such as gleaning, seashell collection, and intertidal fishing, which are crucial for increasing household access to protein and improving overall household food security. Unfortunately, men often blame vulnerable groups for natural resource mismanagement. In this case, the men thought women were destroying the reef by engaging in gleaning using Derris root, which was harming the fish. When it was suggested to place a bandu - a temporary or seasonal ban - on gleaning, women felt their rights were being taken away. Although women tried to communicate the social and nutritional importance of gleaning, their underrepresentation in community-level forum discussions resulted in practices which overlooked their concerns.

To resolve this issue, CI used community engagement approaches and techniques to bring together different actors to a forum for discussion. Through different presentations and mediation techniques, women in the community decided to reduce the use of natural fish poisons, and men and women collectively agreed to ban intertidal fishing done by women, as well as spear fishing, netting, and long-lining done by men, in a specific closed area. Timor-Leste community members were able to take a step in the right direction and improve marine and coastal resource management by building trust and finding common ground within the community.

2.4 Conclusion

Inclusive stakeholder engagement is part of a conflict-sensitive approach to environmental peacebuilding that seeks to minimize potential negative impacts of interventions while promoting transparency, fairness, flexibility, and participation in our work that supports sustainable peace and conservation benefits. It is also a key aspect of CI's Rights-based Approach to conservation programming.

Throughout the following modules—which will focus on tools and approaches to environmental peacebuilding that facilitate the design, planning, implementation and monitoring and evaluation of your project initiatives—it is important to recognize that stakeholder engagement underpins, intersects and enhances these strategies. These modules will focus specifically on conflict analysis, conflict-sensitive programming, and consensus-building.

For more information on stakeholder engagement and CI's Rights-based Approach, please refer to the resources included here.

CI staff in Cambodia meet with community members to discuss a project. The success of program interventions is often linked to how stakeholders are engaged. © Conservation International/photo by Tracy Farrell

Key Resources

Africa Biodiversity Collaborative Group (ABCG). 2013. Freshwater Conservation and Water, Sanitation and Hygiene Integration Guidelines: A Framework for Implementation in sub-Saharan Africa. Washington, DC: ABCG, CI and The Nature Conservancy.

Africa Peace Forum (APFO), Center for Conflict Resolution, Consortium for Humanitarian Agencies, Forum for Early Warning and Response, International Alert, and Saferworld. January 2004. Conflict-sensitive approaches to development, humanitarian assistance and peace building: A resource pack. Accessed June 26, 2017 at http://www.saferworld.org.uk/resources/view-resource/148-conflict-sensitive-approaches-to-development-humanitarian-assistance-and-peacebuilding.

Buppert, T. and McKeehan, A. 2013. Guidelines for Applying Free, Prior and Informed Consent: A Manual for Conservation International. Arlington, VA: CI. Accessed at https://drive.google.com/file/d/0B23PUHp4FJPZN0pFdERlMUtyY3M/view.

CI. 2016. CI's RBA Self-Assessment. Arlington, VA: CI. Accessed at https://sites.google.com/a/conservation.org/rights-based-approach/tools-and-guidelines.

CI. 2014. Guidelines for Integrating Gender into Conservation. Arlington, VA: CI. Accessed at: http://www.conservation.org/publications/Documents/CI_Gender-Integration-Guidelines-EN.pdf.

CI. April 2014. Stakeholder Mapping Guide for Conservation International Country Projects and Partners. Arlington, VA: CI. Accessed at https://drive.google.com/file/d/0B23PUHp4FJPZMzdFWmpPMVJTb0U/view.

Key Terms to Remember

Conflict lens: A 'conflict lens' is the application of analytical perspectives or tools that consider an activity, program or action's potential to cause or contribute to conflict or be impacted by conflict.

Conflict sensitivity: Ability of an organization, group or person to accurately assess and analyze the context in which they work–and their work's relationship to it–to minimize their negative impacts and maximize their positive impacts.

Do No Harm: The consideration and elimination of direct and indirect outcomes of a project or organization that undermine the improvement of human well-being and the positive outcomes of a project's stated goal.

Stakeholders: Individuals, organizations or social groups that act at various levels (domestic, local, regional, national, international, private and public), have a significant stake in a given set of resources, and can directly or indirectly affect or be affected by resource management

Module 3

© Conservation International/photo by Sterling Zumbrunn

CONFLICT ANALYSIS

LEARNING OBJECTIVES

1. Understand the principles of conflict analysis and why it is important to conservation.
2. Become familiar with the language, process, and tools of conducting a conflict analysis.

3.1 Introduction

Conflict is often complex and multi-layered. To ensure environmental peacebuilding approaches are effective and sustainable, practitioners need to understand the root causes and drivers of conflict so that they can effectively manage them. This ensures both a **Do No Harm**[4] approach and that the social conditions necessary to support a peaceful context in which conservation can take place are fostered.

As a tool for environmental peacebuilding, conflict analysis helps practitioners better understand the context in which they work and the relationships between planned interventions and conflict dynamics. As a tool for long-term planning, conflict analysis assists in identifying strategies and types of interventions that are likely to be successful within a particular context, as well as which types are likely to worsen or mitigate conflict. Conflict analysis is a crucial element of any intervention (including conservation), bringing together different stakeholder groups to develop a shared body of knowledge on important issues, as well as clarifying different conflict dynamics, priorities, interests, and understandings of those issues.

Conflict analysis is the systematic study of the causes, actors, drivers, and dynamics of conflict. It aims to provide a clearer understanding of the reasons a conflict is occurring, why and how different actors are involved, the relationships between these actors, and potential ways to support peace. It is intended to be a participatory process that brings stakeholders together to develop a common understanding of the conflict.

There are many ways to approach conflict analysis, and the purpose for undertaking an analysis will inform the process. This module introduces some simple tools that can be used as a starting point for building conflict sensitivity into conservation work. These include:

- Root cause analysis, which focuses on the causes of a conflict to understand what factors have historically contributed to and are continuing to drive conflict.

4 See **Module 2** for more information on the DNH approach.

- Stakeholder analysis, which looks at the actors involved in a conflict—including the perceived power, interests, and relationship dynamics of and between individuals, organizations, and institutions.
- Peacebuilding architecture analysis, which identifies the structures and processes in place (or needed) to support peace. It helps identify opportunities for stakeholders to collaborate for mutual benefit while strengthening resilience and contributing to sustained peace and stability.

Participants in a Philippines workshop on environmental peacebuilding develop their conflict analysis tools © Lydia Cardona

The understanding that is gained from conflict analysis should inform strategy, policy, project design, implementation, monitoring, and evaluation.

3.2 Conducting a Conflict Analysis

The tools presented in this module are not intended to be prescriptive and should be adapted as necessary. You may choose to emphasize certain elements based on what information is needed for your work. For example, you might emphasize stakeholder analysis to help prioritize which local organizations, businesses, religious organizations, or government entities to involve in a new project and to determine how best to engage them. In general, however, it is useful to spend some time on each type of analysis, as together they provide a comprehensive picture of the context in which you work.

3.3 Questions to Consider Before Getting Started

When should I conduct a conflict analysis? Ideally, conflict analysis should be conducted at the earliest stage in the project cycle and at regular intervals thereafter, although this may not always be possible. It is most beneficial in the design phase, when the findings can provide valuable direction to the design of a project. However, conflict analysis is a "living process" that should be updated as the context changes. Your analysis should be revisited throughout all stages of the project cycle from an **adaptive management** perspective: informing the way activities are designed, monitoring for intended and unintended consequences on the conflict, and making adjustments as the context changes.

Who should participate? Conflict analysis should be participatory, eliciting a wide range of perspectives from stakeholders with ties to the conflict. Engaging different types of stakeholders will ground the analysis and related actions in the actual experiences and perceptions of groups, allowing for more diverse and relevant perspectives to be captured. This includes integrating perspectives from many age, gender, social, and economic groups throughout the conflict analysis process to increase awareness of the different roles, knowledge, capacities, and vulnerabilities unique to each. For more information on encouraging participation, see **Module 2**.

Tip: It's recommended to approach the analytical tools in the order they are presented, as this will allow your understanding of the context to build with each step.

Adaptive Management

Adaptive management incorporates research into conservation action. Specifically, it is the integration of design, management, and monitoring to systematically test assumptions to adapt and learn. This definition is further broken down into:

- Testing assumptions: a careful scientific approach where one systematically tries different actions to achieve an outcome.
- Adaptation: taking action to improve the project-based on monitoring. If necessary, this may mean changing assumptions in response to new information.
- Learning: systematically documenting the process and going through the results achieved. This helps both your team and others in the conservation community to benefit.

In order for adaptive management to be successful, the project team should make an intentional effort to design and implement the project with learning in mind. After the start, adaptive management steps call for designing an explicit model of your system, developing a management plan that maximizes results and learning, developing a monitoring plan to test assumptions, implementing management and monitoring plans, and then analyzing data and communicating results. Once these steps are completed, project teams should use the results to adapt. Adaptive management should be thought of as a continuous cycle, not as a linear progression. Each pass through the cycle hopefully enhances the team's ability to implement effective conservation.

Adaptive management is helpful for program design because it allows for improvements to projects over time. It can help build learning projects and organizations because it provides a mechanism to learn about what works, and what doesn't work, in an organized and efficient manner.

Adapted from Margoluis et al. 1998.

How do I engage participants? To ensure that conflict analysis is a participatory process, it's important to create an atmosphere in which participants feel comfortable communicating openly and honestly about sensitive issues. When conducting a conflict analysis with stakeholders, giving participants an idea of what to expect and how the information will be used, choosing a safe and mutually acceptable location for discussions to be held, and making sure that the results of the analysis are accessible to all participants are all ways to build trust among stakeholders and ensure transparency throughout the process.

You should also consider whether to conduct a joint analysis with numerous stakeholder groups present, or to conduct separate analyses with each stakeholder group. Bringing groups with different perspectives of a conflict can be a rich source of information and lay the groundwork for improving inter-group understanding, harmonizing conflict narratives, and ensuring future collaboration. It can also be unproductive or even dangerous if tensions are too high.

Tip: In some places, men and women may feel more comfortable participating in separate groups. If you are not familiar with the cultural norms of the participants, talk to members of the local community to illicit their feedback prior to engaging stakeholders.

When making decisions about how to design a conflict analysis, consider the conflict situation as well as the cultural and social norms specific to the context. This will guide how you engage participants so that they feel comfortable as you move forward.

How much information should you gather? As a general guide, a conflict analysis should be "good enough" for the purposes it will be used for. Work within your time and resource constraints, accepting that the analysis will never be "complete." The analysis serves as a snapshot in time of the conflict when it was conducted, and it should be updated and adjusted over time with new and different information.

3.4 Root Cause Analysis

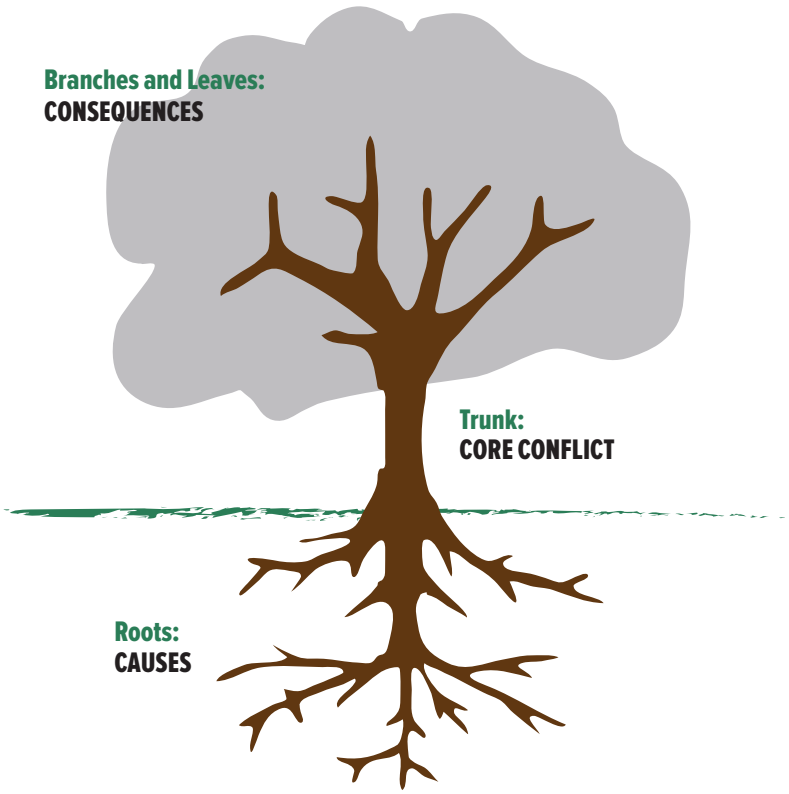
Conflict is influenced by a multitude of factors. For our conservation projects to have a sustainable impact, we should be aware of the root causes of conflict and how these causes manifest as symptoms that might impact our activities. This will allow us to monitor and even address them. Root cause analysis helps us make sense of how and why conflict occurs by examining the underlying causes or systemic conditions that give rise to a conflict. In many cases, these conditions are structural—built into policies, institutions and the social norms of a community.

One example of a root cause of conflict is government energy policies that directly support unsustainable energy production. That production could be linked to pollution of the environment and serious health concerns for communities living where raw materials are mined. Some root causes of this conflict might include injustice, poverty, racism, corruption and poor governance.

3.4.1 Tool: Conflict Tree

The Conflict Tree helps us to visually map the root causes of a conflict and the manifestations or consequences of that conflict. A Conflict Tree makes it easier to see how a combination of factors interact to produce, maintain, escalate, or de-escalate a conflict. The Conflict Tree has three parts: roots, a trunk, and branches. The trunk is the prioritized conflict you are trying to analyze. There may be multiple conflicts (and multiple conflict trees) you can address. The roots represent the causes of the conflict, and the branches represent its consequences.

Figure 4: Conflict Tree



3.4.2 How to Use

1. Begin by brainstorming a list of conflicts occurring in the context in which you work. These are often the most visible conflicts. Some examples include:
   - A conflict between communities and conservation authorities over a human settlement in a national park,
   - An agricultural community with grievances against a mining company related to their forced relocation without adequate compensation, or
   - Multiple groups competing for the same marine resources.

2. Prioritize which problems you would like to address in your root cause analysis. You may choose to prioritize problems based on:
   - Resource constraints — such as limited internal financial, technical, and human resources within your team or organization;
   - Severity of human and conservation impacts — which problems most affect your projects or the communities involved in your projects; and
   - Institutional support — which problems fall within the scope of your project mission.

3. You will create a Conflict Tree for each prioritized conflict. Select one to start. You can draw a tree on flip chart paper to help visualize the root causes (roots), conflict (trunk) and consequences (branches). Write the conflict on the trunk.

4. For each conflict, think about the consequences. These are the manifestations of conflict, including harms and benefits. In the marine example, consequences might consist of less income generated from local fish sales, violent confrontations with nearby fishing villages, or a rise in illegal and unsustainable fishing practices. Write each consequence on a card and place on the branches.

5. Think about why this conflict has occurred. What are the causes of the conflict? Write these reasons on cards, and place them on the roots. For the marine example, competition between groups for marine resources may be caused by the establishment of a protected area, years of unsustainable fishing policies, or encroachment by commercial fishing boats.

6. Work towards getting to the root of the conflict by asking "Why?" for each cause. Write each reason on a card, and move the cards around as needed to form chains of cause and effect that flow upwards from the roots to the trunk. Repeat this step until you can't go any further. This usually means you have arrived at some root causes. If the cause of competition for marine resources is declining fish stocks, we might determine that these policies are caused by inadequate government policies, weak institutions, and pollution of coastal waters.

7. When the analysis is complete, check your logic by working backwards and asking "Why?" and "How?" for each card. Work to find the links between consequences and root causes, tracing causation from roots to branches. You may move cards as you better understand the connections.

8. Repeat this process with the remaining conflicts, thus creating a "conflict forest" and identifying connections between various conflicts.

Tip: If participants are unfamiliar with this tool, begin by asking them to brainstorm four or five conflict issues and write them down on separate pieces of paper. Help participants map their issues by placing pieces of paper on the tree and asking if this is a root cause, the problem, a consequence of conflict, or an entirely separate issue. As participants start to understand how to categorize the issues they name, move on to **Step 4**.

A man and boy fishing at sunset in Thailand. Sustainable natural resource management is important for sustaining livelihoods such as this. © Polsin Junpangpen

3.4.3 Making the Connection to Your Work

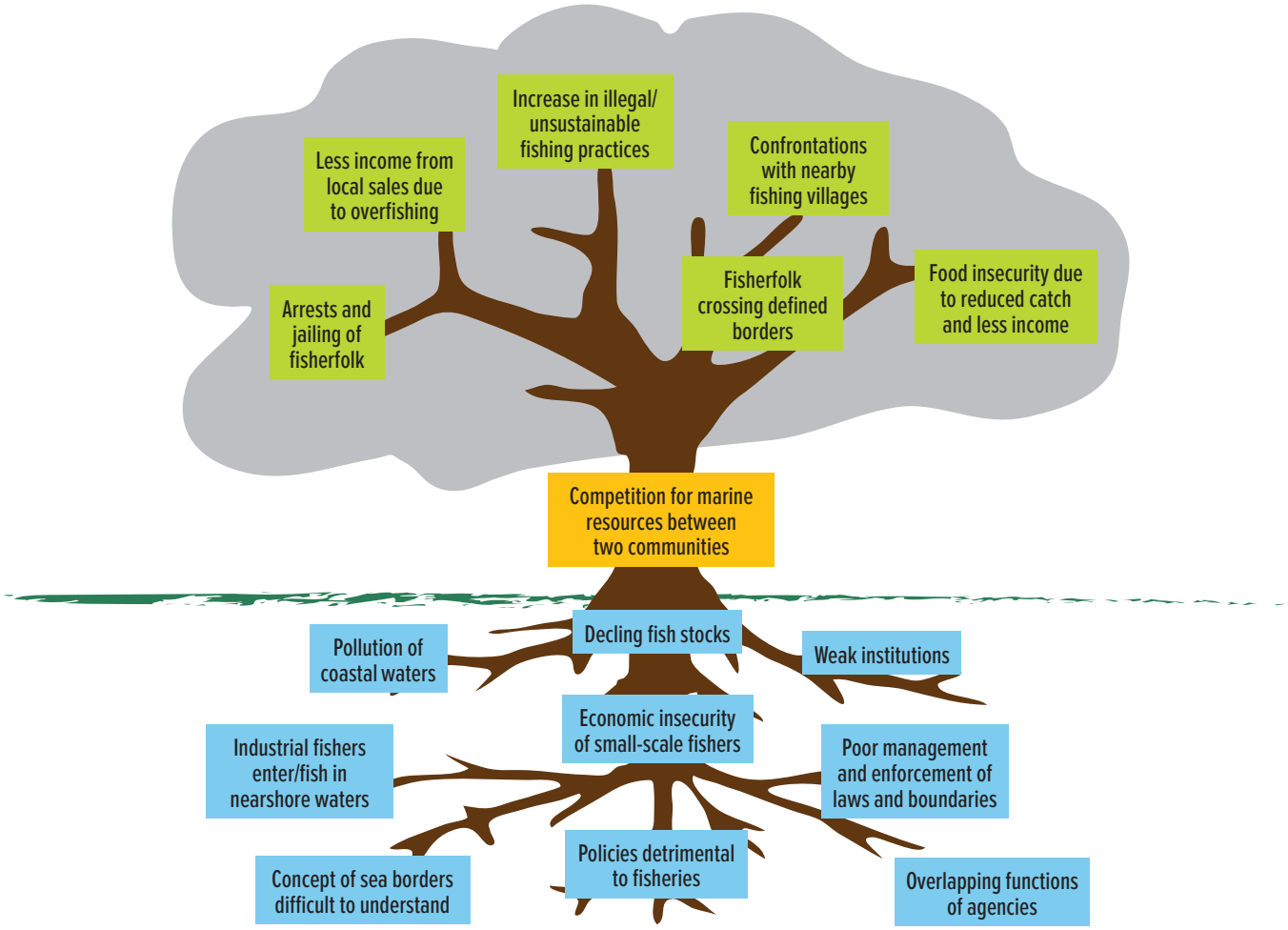
Conflict Trees help us explore and identify the manifestations of conflict that may influence our work as well as the root causes of that conflict. Once the root causes are identified, we can use this information to assess if we are addressing the correct causes, the relationship between our current activities and those causes, and to consider what we can do differently to limit conflict and support peace.

The Conflict Tree can also help us identify secondary, conflict-related objectives for our work (see **Module 4** for more information). For instance, in the marine example, you may include a project objective of reducing competition for marine resources. By examining the Conflict Tree roots, you can identify activities that could help us reach this objective, such as stronger enforcement of limits to commercial fishing boats. You can then define indicators for this objective based on the branches or consequences of the conflict. For example, you could monitor the number of violent conflicts between fishing villages.

3.4.4 Questions to Guide Your Analysis of the Conflict Tree

- What have you learned about the conflict from the Conflict Tree?
- What assumptions did you make about the conflict or the connections between the root causes and the conflict? What additional information do you need to better understand the context?
- Are the effects on men and women the same or different? How?
- Looking at the roots, which causes are the easiest or most difficult to address?
- Think about your planned or ongoing work. How are you already addressing the root causes of the conflict? How can you strengthen or expand this work? What root causes could your work address?

Figure 5: Sample Conflict Tree



3.5 Stakeholder Analysis

In addition to understanding the root causes of a conflict, it is also helpful to have a holistic understanding of the key stakeholders involved in or affected by the conflict, as well as their needs, interests, motivations, and relationships with one another. The goal of a stakeholder analysis is to better understand who is involved in or affected by a conflict and how stakeholders relate to one another. Different stakeholders will have different social markers (race, religion, gender, ethnicity, economic class, etc.) that will shape their beliefs and actions related to conflict. Be mindful that these social categories are not homogeneous, and in-group differences can also create important differences in perceptions. A stakeholder analysis also helps you to identify possible points of collaboration or intervention and to address the absence of important groups from conservation and peacebuilding projects.

3.5.1 Tool: Stakeholder Map

A Stakeholder Map is used to show relationships and power dynamics among stakeholder groups in a conflict context. It depicts stakeholders in relation to the conflict and each other.

3.5.2 How to Use

1. Brainstorm a full list of the stakeholders involved in or affected by the conflict. Think about who lives, worships, or works in the area and how conflict seems to affect each group and the individuals within those groups differently (e.g. men versus women). What companies or NGOs have a presence? What government institutions exist in the region? What about local communities, traditional institutions, or indigenous groups?

Participants map out their stakeholder analysis during a conflict analysis workshop in Colombia. © Brittany Ajroud

2. Once you have your list of stakeholders, think about power. Who is perceived to have power over others around the identified conflict and why? What level of influence do they have over each other and the conflict issue? Who has control over resources? Who has control over information? Who makes decisions? Who cannot easily make their voices heard? Categorize stakeholders based on low, medium, or high power.

Tip: Use different sized cut-out shapes or draw circles to represent power graphically: use a small circle for stakeholders with less power, a medium-sized circle for those in the middle, and the largest circle for those who are perceived to have a lot of power.

3. Arrange stakeholders on a large sheet of paper or surface you can draw on, and draw lines between the stakeholders to indicate current relationships. Think about how stakeholders interact with and are connected to one another. These relationships can be depicted as positive or negative (conflictual), disrupted, or with power flowing in only one direction. Use the key provided in **Figure 6**.

4. Don't forget to place your organization or project on the map! Each stakeholder has relationships that offer opportunities and potential entry points for intervention – including you!

5. Once you have finished the Stakeholder Map, step back and reflect on the big picture.

Tip: Stakeholder relationships and power can vary from one conflict issue to another and can change over time. Because of this:

- It may be useful to use different stakeholder maps for different conflicts and to periodically see if relationships change throughout the project cycle.
- Given that different stakeholders may assess power dynamics in distinct ways, doing this exercise with separate groups can yield interesting differences. This is one benefit of a participatory conflict analysis process.

3.6 Making the Connection to Your Work

Once complete, the Stakeholder Map provides a visual snapshot of how stakeholders interact with each other. It can be used to help identify opportunities to address relationships where conflict may exist as well as where positive relationships that contribute to peacebuilding may be reinforced. It is also useful for identifying potential allies or **spoilers**, thinking about how certain groups can be empowered to contribute to peace, and developing strategic interventions based on existing relationships and potential new connections.

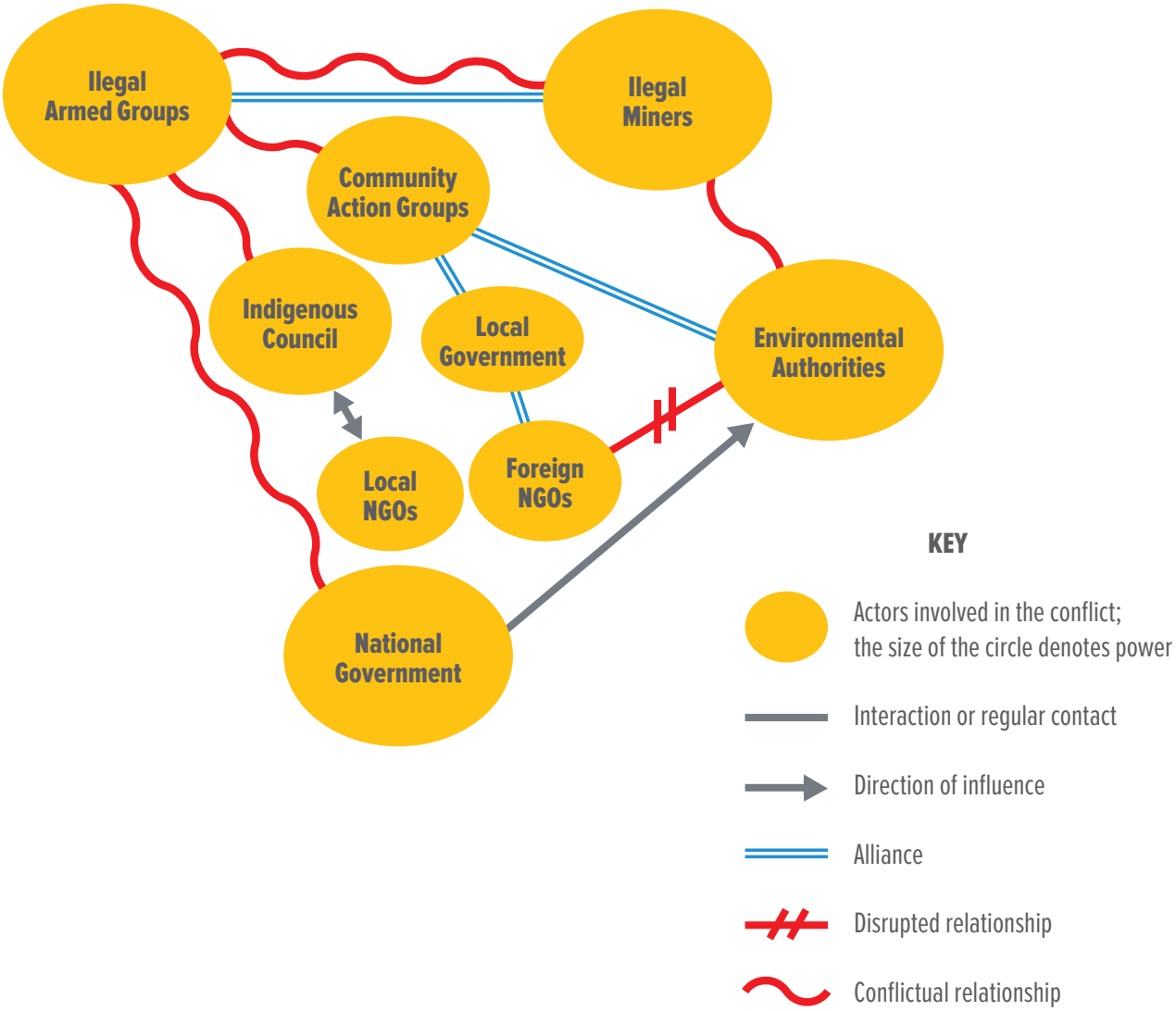
Spoilers are individuals or groups that seek to sabotage or undermine a process, such as a peace agreement or settlement, often because it goes against their interests. How spoilers are dealt with can determine whether a process is successful or derailed (Levinger 2013).

3.6.1 Questions to Guide Your Analysis of the Stakeholder Map:

- Who has the most influence or power? What types of power do they hold? Where does their power come from?
- Who has a limited amount of power? What is being done to empower important but marginalized groups that can contribute to peace?
- Who are the **spoilers** that are preventing or could prevent conservation efforts or attempts to ameliorate conflicts?
- What are the perceived interests of stakeholders involved in the conflict?
- Are there stakeholders with similar goals? What are the potential or actual alliances between those stakeholder groups? Can existing alliances be leveraged or strengthened for peacebuilding? How would you change the map?
- How does the conflict affect different social groups? Are there differences across genders, age, urban or rural populations, within groups, etc.?
- Where are you on the map? How might others perceive you? What influence do you have to change the circumstances surrounding the conflict?
- How would this map look different if it was created by another stakeholder group? How would this map look different for different conflict issues?

Note: This tool is useful for conducting a high-level analysis of stakeholder relationships, but it is important to remember that groups are not homogeneous. There are unique relationships and differing power dynamics between men and women, youth, economic groups, etc. within any given group. Thus, this tool should not be considered an all-encompassing analysis of power dynamics among actors. Other frameworks, such as a gender analysis, should be applied within relevant project design stages to help nuance the categories used to simplify this analysis.

Figure 6: Sample Stakeholder Map



3.7 Peacebuilding Architecture Analysis

Conflict analysis is incomplete without considering the processes and institutions needed to support peace within a given context. Peacebuilding architecture analysis aims to identify what processes and institutions already exist and where there are gaps that, if filled, may be opportunities for supporting peace. This part of the analysis focuses on the strengths of a community and the factors that should be reinforced over the long-term. It encourages participants to think about the role they want to play in reinforcing existing community resiliencies and building new ones when overcoming conflict and building peace.

3.7.1 Tool: Peace Matrix

The Peace Matrix is used to identify and understand what factors can contribute to peacebuilding and how to capitalize on them as opportunities.

3.7.2 How to Use

1. Start by selecting the conflict you want to consider.

2. Write the fields of analysis on the top of a flip chart paper to form the *columns* of your matrix. These include: *security, political/government, economic, sociocultural,* and *environmental*.

3. For the first row in your table, think about evidence of existing peace *activities* or *processes* within that field that support the de-escalation or prevention of violence and peacebuilding.

   Examples could include:

   - Cooperation between different levels of government around landmine removal (*political*),
   - Budget mechanisms to fund health projects (*economic*),
   - Collaborative arrangements for natural resource management (*environmental*),
   - Traditional mechanisms for rotating land use (*social*).

   Tip: Make sure to consider factors at various levels (e.g. international, national, regional, and local), and add these to your analysis.

   Note these on the flip chart paper until you have sufficiently described the current context.

4. After you have completed this exercise for each field, add a *second row* to your matrix. For this second row, think about the *peace structures, institutions,* and *norms* that deal with conflict and support peacebuilding efforts.

   Structures and institutions might include:

   - Regular inter-village meetings for making resource management decisions (*environmental*),
   - Quotas that support gender mainstreaming of ministerial-level positions (*social/political*),
   - A national anti-corruption commission (*political*),
   - Youth training projects that encourage youth to recycle (*social*), and
   - The Ministry of Agriculture (*political/economic*)

5. Add a *third* row to your matrix. In this row, you will identify the *gaps*, or and areas that require attention in existing peacebuilding processes, institutions, and structures. For example, are certain groups excluded from accessing and managing local natural resources? Are there policies or laws that contribute to conflict or inhibit conservation?

3.8 Making the Connection to Your Work

The Peace Matrix helps identify problems as well as opportunities for intervention.

3.8.1 Questions to guide your analysis of the peace matrix:

- Which existing peacebuilding processes or institutions should be strengthened and expanded? What is missing or weak? What new initiatives could be proposed?
- What are some of your assumptions behind existing peace processes or institutions? What conditions must exist for them to work?

- What ways are you and your organization are involved in reinforcing these existing structures or institutions of resilience already? How can you increase your positive impact on the conflict, for example, by filling gaps or expanding existing peace structures and processes? How will you know if you have increased your positive impact?
- Are any key relevant actors excluded from these institutions or processes? If so, why? What barriers prevent them from being included? How can those barriers be mitigated/reduced?
- Are certain stakeholders not being held accountable for their responsibilities in ongoing peace efforts?

Table 6: Sample Peace Matrix

Levels of Analysis	**Environmental**	**Political**	**Economic**	**Social**	**Security**
Existing Processes	• Sustainable fishing practices in place • REDD+ program underway	• Establishment of new community councils • Elections processes	• REDD+ initiative: $ benefit for communities • Sustainable forest management • Diversification of economic opportunities	• Formalization and restitution of land • Creation of community council	• Some peaceful community engagement (e.g. frequent dialogue on security issues) • Disaster risk reduction
Structures and Institutions	• Natural Restoration Strategy • National REDD+ expansion plans	• Political recognition of ecosystem services and their value • Dialogue between gov. and local community	• Global funds for conservation made available	• Electing a council representative • Equitable inclusion of men and women in peacebuilding (gender mainstreaming)	• National army • Large civil society presence
Gaps	• Natural resource management guidelines • Clarity in various uses of local natural resources	• Limited institutional capacity • Limited human resources • Lack of gov. environmental group presence in dialogue	• Need for local opportunities to expand economic growth	• Inequality in community council representation	• Lack of dialogue between local armed non-military actors

3.9 Conclusion

Including a conflict analysis in conservation processes helps us to contribute more deliberately and effectively to peace. When using the information generated from a conflict analysis to inform project planning and implementation, projects have less potential to cause harm, interventions can be more targeted, and the process itself can build capacities for peace of stakeholders involved. The next module focuses on linking the analysis to action by applying conflict sensitivity to the design, implementation, monitoring, and evaluation stages of projects.

Important Things to Remember

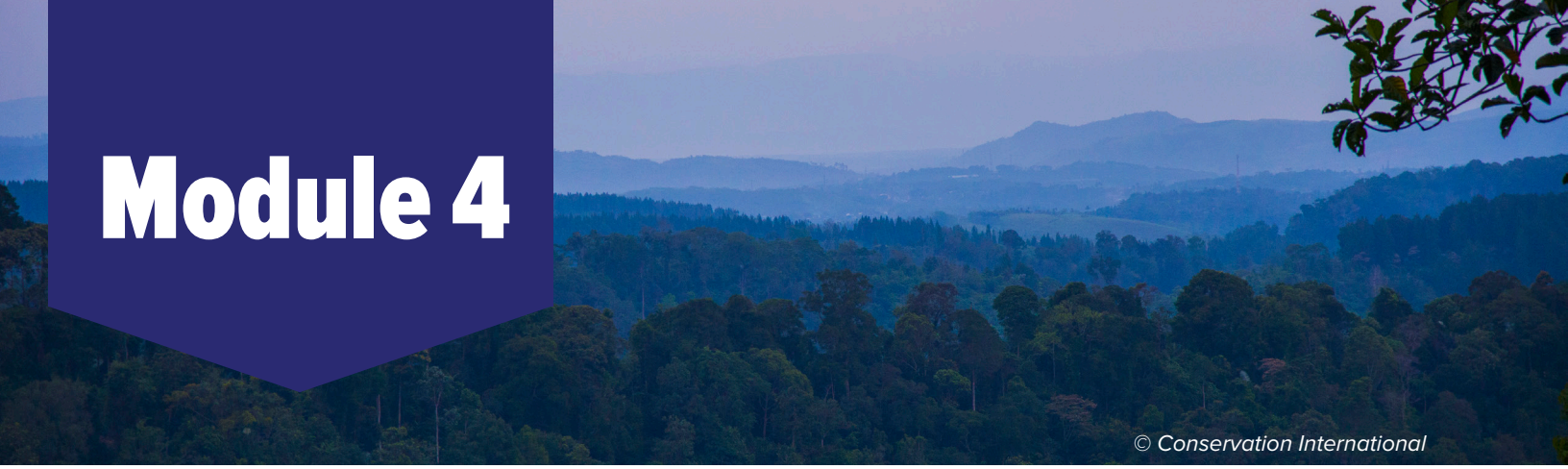
- Having a good understanding of conflict dynamics before designing conservation projects and throughout their implementation and assessment is essential to sustainable, conflict-sensitive projects.
- Identifying the root causes of a conflict, the stakeholders involved, and a community's peace architecture are important parts of conflict analysis.
- Conducting a participatory conflict analysis can improve understanding of the context, encourage trust-building and promote dialogue amongst stakeholders, helping to develop a common narrative of the conflict and building the foundations for peace.

Key Terms to Remember

Adaptive management: The incorporation of a formal learning process into conservation action. Specifically, it is the integration of project design, management, and monitoring, to provide a framework to systematically test assumptions, promote learning, and supply timely information for management decisions (Margolouis et al. 1998).

Conflict Analysis: The systematic study of the causes, actors, drivers and dynamics of conflict.

Spoilers: Individuals or groups that seek to sabotage or undermine a process, such as a peace agreement or settlement, often because it goes against their interest.



INCREASING CONFLICT SENSITIVITY IN CONSERVATION

LEARNING OBJECTIVES

1. Incorporate findings from a conflict analysis into the project cycle, including design, implementation, monitoring, and evaluation.
2. Examine ways to identify, monitor, and evaluate secondary, conflict-related objectives and indicators.

4.1 Introduction

This module builds on the earlier stakeholder engagement and conflict analysis modules to delve deeper into the characteristics of conflict-sensitive conservation, exploring how to use the findings from a conflict analysis to apply a conflict lens to our work throughout the project design, implementation, monitoring, and evaluation phases.

Conflict-sensitive conservation calls for meaningful and substantial stakeholder engagement and, at a minimum, special care for not exacerbating the broader conflict dynamics. These elements should be considered early on and continue throughout the project cycle—from initial project design (including conflict analysis as discussed in **Module 3**), to implementation, monitoring, and evaluation—and include as many relevant stakeholders as possible.

4.2 Conflict-Sensitive Projects

Conflict-sensitive conservation projects result from an iterative, ongoing process that is geared toward the continuous development of a project over time. These projects consider both primary (conservation) and secondary (conflict) objectives as they impact human dynamics due to changes in the larger context and project implementation. Based on those objectives, conflict-sensitive projects regularly evaluate their progress and make changes as necessary. In addition, conflict-sensitive projects rely on the participation of as many relevant stakeholders as possible throughout the project cycle.

Conflict-Sensitive Objectives

Conflict-sensitive projects are built on the understanding that without dealing with the conflict context, opportunities for sustainable success are decreased. As a result, conflict-sensitive projects should include objectives for both the direct intervention and the wider context, or primary and secondary objectives.

Primary objectives are the direct, conservation-related goals or desired impacts of a project. For example:

- Limit deforestation.
- Promote sustainable fisheries.
- Reduce wildlife trafficking.

Secondary objectives describe what must change in the context in which you work for an intervention to be successful over the long-term. They address the conflicts that can hinder the effectiveness and sustainability of your primary objectives. For example:

- Establish laws or policies that clarify land use rights.
- Reduce violent conflicts between communities competing for resources.
- Curtail corruption among government officials.

A community engagement meeting in Liberia is an example of stakeholder inclusion in project planning that underpins conflict sensitivity. © Conservation International / photo by Bailey Evans

A conflict-sensitive project cycle should include the following steps:

1. **Analysis**: With relevant stakeholders, conduct or update your conflict analysis (see Module 3). If the project is ongoing, consider the results of your evaluation (see **Step 5**).

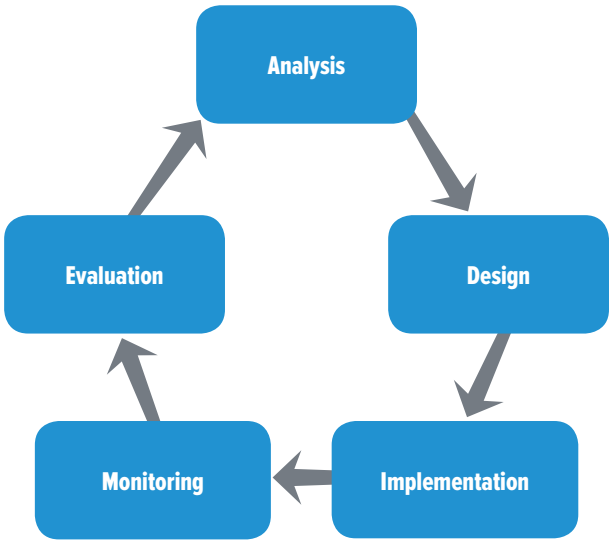
2. **Design**: Using the results of your analysis, develop (or modify) your project design to address both your primary and secondary objectives. This includes activities as well as your monitoring and evaluation (M&E) plan.

3. **Implementation**: Implement the project, including activities and the process for monitoring those activities.

4. **Monitoring**: Collect the information required in your M&E plan.

5. **Evaluation**: Regularly review the information collected and assess your project's progress toward your primary and secondary objectives.

Figure 7: Conflict-Sensitive Project Cycle



4.2.1 Analysis

Conflict sensitivity begins with an analysis of the context. If possible, you should conduct a **Conflict Analysis** prior to finalizing a project's design and beginning implementation.[5] This analysis should be done with different stakeholders so that you have a better understanding of the context from a variety of viewpoints and so that stakeholders have a voice in determining the direction of the conservation projects that will affect them.[6] You should also make your own motivations and beliefs clear when conducting an analysis. This will help everyone on your team and with whom you work to develop a shared understanding of where you are coming from as an individual and an organization. In addition, transparency will prepare you and your collaborators for any project changes you may need to make in response to the changing context.

Your analysis should also be ongoing. The conflict context may change at any time, and immediate feedback on those changes is essential. Changes in the causes and manifestations of conflicts, relevant stakeholders, the actions those stakeholders are taking, their impact on the context, and the motivations and beliefs behind that impact may mean that you need to make changes to your project to be more effective. Remember, conflict-sensitive projects need to be flexible, adapting to the context in which you work.

As mentioned in **Module 3**, three suggested conflict analysis tools to develop conflict-sensitive projects are:

- **Root Cause Analysis** helps you to recognize the various causes of conflict as well as the consequences of those conflicts. Using the Conflict Tree tool, you can identify what root causes you can address throughout the project cycle. This serves as a starting point for discussion on how you might strengthen and expand on existing work and brainstorm new activities that target the causes of conflict. It is also a starting point for identifying the secondary objectives for your work as well as the indicators for measuring those objectives (see below).
- **Stakeholder Analysis** helps you to identify relevant stakeholders that should be included in the project cycle, to understand the relationships between different stakeholders and issues they care about most, and to explore ways in which to productively engage each stakeholder group. Use the Stakeholder Map to identify key stakeholders and explore their differing views, values and actions. This information can inform your engagement strategies throughout the project cycle and help you to understand the potential risks of certain approaches.
- **Peacebuilding Architecture Analysis** allows you to pinpoint what existing factors do or can contribute to peace. Use the Peace Matrix to understand what processes, institutions, or structures are available for dealing with conflict (e.g. traditional courts, truth commissions, or women's groups) and to determine how you can fill gaps or further support existing factors. Incorporate this into your project design and as secondary objectives when possible.

4.2.2 Designing an M&E Plan

After conducting your analysis, you will use the results to design your project as well as your monitoring and evaluation or M&E plan. Like the project itself, conflict-sensitive M&E should be ongoing, flexible, participatory, and comprehensive. It should take a holistic approach, with a focus on indicators linked to both conservation (primary) objectives and conflict context (secondary) objectives. In addition, you

5 See **Module 3** for more information on conflict analysis.
6 See **Module 2** for more information on involving stakeholders in the conflict analysis process.

should collect information throughout implementation and reflect on that information regularly, instead of assessing your progress only at the middle and end of the project. This is because conflict contexts are emergent and dynamic.

DESIGNING A CONFLICT-SENSITIVE M&E PLAN: Key Questions to Consider

- What are the primary and secondary objectives of your project? Is the timeframe and method for achieving them clear?
- What information do you need to know whether you are achieving your objectives? This information will form the basis of your indicators, or the metrics or attributes you will monitor during your project to assess your progress and how the context is changing.
- Are your indicators qualitative (descriptive) or quantitative (numeric)? It is usually a good idea to have both.
- How will information on the indicators be collected? What tools do you need? Who will be responsible for collecting it? Where will the information be stored?
- How will you involve stakeholders in defining objectives and indicators and in collecting the necessary information?

Once you have answered these questions, make sure to put your plans onto paper. Having a written M&E plan is useful for ensuring that project staff and relevant stakeholders are all aware of the project's objectives, what information will be collected, who is responsible for collecting it, and how. Your M&E plan should also include details about when you will meet to review the information collected, evaluate your progress, and make changes to your project design and M&E plan (if necessary). Depending on your project and the context, this may be every three months, every six months, or every year. Make sure to build flexibility into your M&E plan, as the context may quickly and unexpectedly change.

Theory of Change

A valuable component of your project design and M&E plan is a **Theory of Change**. A theory of change provides a comprehensive picture of the changes that are needed to reach your objective. It is a description of how and why a desired change is expected to happen in a particular context (Center for Theory of Change 2017).

To design a theory of change, start by identifying your objectives. Next, think about what is necessary to achieve those objectives. Using a "backwards mapping" process, think about how you will get to that objective. What do you need to achieve? Keep going backward, asking yourself "how" until you have started to describe initial project activities and the inputs needed for those activities. In developing your theory of change, you also need to think about your assumptions: what must happen for you to get to the next step? Make sure these are explicit.

The below "results chain" is a common way to map out a theory of change and a good place to get started.

A theory of change is helpful because it requires you to be specific and transparent about your objectives and how you intend to achieve them. Developing a theory of change is a good way to generate project buy-in and a shared understanding of activities and intended results. Having a theory of change is also beneficial for other reasons: donors, policymakers, and other stakeholders are more likely to provide support if ideas are fleshed out and there is a clear, visual representation for the change you hope to achieve.

4.2.3 Action

Implement your project according to your conflict-sensitive design, including your M&E plan. Make sure that your team and all relevant stakeholders 1) understand the project, 2) are updated when there are changes to the project, and 3) are active in monitoring the project and collecting relevant information, when possible.

Several project implementation steps to consider in terms of conflict sensitivity include:

- Check in regularly with stakeholders on any changes in perceptions or attitudes toward planned activities and actors involved;
- Note any project delays or challenges as well as new opportunities for furthering project objectives;
- Regularly convene the project implementation team to discuss emerging issues among stakeholders and address any potential areas of disagreement; and
- Strengthen existing mechanisms for conflict management through continued capacity development for project staff and stakeholders.

4.2.4 Monitoring

As you implement your program, follow your M&E plan. This includes collecting data on your indicators (both primary and secondary), unintended or unexpected impacts, the decisions made during implementation (and why they were made), and on the wider context in which you work. Oftentimes conservation practitioners act intuitively. Conflict-sensitive M&E encourages us to consciously track changes and to make changes more intentionally based on our analysis of information gathered.

Example Indicators	
Quantitative	**Qualitative**
■ # of collaborative stakeholder meetings or actions. ■ # of overt conflict events occurring between stakeholders. ■ % change in resource distribution among stakeholders. ■ % change in natural resource theft (e.g. fishing stocks). ■ # of times conservation staff are asked to intervene in conflicts.	■ Increased or decreased tensions among stakeholders. ■ Changes in level of influence among local actors linked to the program. ■ Changes in institutions or mechanisms supporting peace. ■ Improved attitudes or options of stakeholders about one another. ■ Improved cooperation between stakeholders.

Don't forget to include your project staff and stakeholders when possible. Make sure that everyone involved has a list of indicators and understands when and how they should be gathering information on those indicators. They should also know where the information is stored and how to get it there.

A CI staff member surveys vegetation in Peru as part of project monitoring © Benjamin Drummond

MONITORING YOUR PROJECT: Key Questions to Consider

- Do we have the information we intended to collect for our indicators?
- What decisions did we make during project implementation? Why? What changed as a result? What did not change?
- What happened in the conflict context? Why? What did we not expect?
- Have we talked to the relevant stakeholders? What have they said about the project or the conflict context?

Technology is increasingly employed in innovative ways to improve data collection and monitoring. Here, an app is used to collect data as part of a project to monitor wildlife and reduce trafficking in Kenya © Charlie Shoemaker

4.2.5 Evaluation

Evaluation is the process of assessing an intervention to facilitate decision-making, demonstrate accountability to stakeholders, and identify lessons learned. As mentioned above, assessments of conflict-sensitive interventions should be conducted regularly, not just at the middle or end of project implementation.

For conflict-sensitive conservation, evaluation goes beyond assessing whether we have obtained our primary objectives to helping us to identify the ways in which our activities impact the conflict context in which we work and vice versa (secondary objectives). This allows us to pinpoint any unintended consequences of our work and identify lessons learned for how we can best support peace. Conflict-sensitive evaluation is thus about thinking systematically to identify the impacts of our activities beyond the natural environment and in the social, political, and economic context.

Schedule time to periodically assess your program, update your conflict analysis, and use this information to refine your project design (as necessary). You should also do this if the context changes substantially. This will allow you to respond to those changes in a timely and appropriate way. Remember to include relevant stakeholders in the evaluation when possible, from defining evaluation questions to reviewing the information collected and identifying lessons learned.

During your assessments, review your project's primary and secondary objectives, why and how decisions were made, your indicators, and the information you collected for those indicators during implementation.

EVALUATING YOUR PROJECT: Key Questions to Consider

- To what degree have you achieved your primary and secondary objectives? What impact have you had, and how do you know?
- Have there been any unanticipated results? What were they and how did they come about? How did you respond? How could you have responded better?
- Revisit your project's Theory of Change, and reflect on what is and is not working, which impacts you have observed, and what is missing.
- Review the Conflict Analysis tools to identify any changes to the conflict context. How well do you understand the current situation? Does your project design reflect this understanding, or should changes be made?
- What do other stakeholders think about your project, its impacts, and the current situation? Does your project design reflect the opinions and viewpoints of these stakeholders? If not, what changes can you make so that it does?

After completing your evaluation, consider how to disseminate your findings to project staff and stakeholders. This could be a written report, presentation, video, or infographics. Remember your audience, and think about the most relevant ways to communicate evaluation findings. For example, you may want to use visual presentations rather than long reports. Be transparent about how you will use the findings to adjust your program.

4.2.6 Reflection

As mentioned above, conflict-sensitive projects should be rooted in a current and comprehensive analysis. Using your evaluation and updated conflict analysis, reflect and adapt your project design to increase

A ranger of the Maasai Wilderness Conservation Trust rapid response unit in Kenya poses before a drill. Reviewing the impact and efficacy of approaches and practices is a key part of the programming cycle. © Charlie Shoemaker

its effectiveness, relevance, and sustainability. For example, based on the information your collected, you may find that a particular approach resulted in unintended consequences. Or stakeholders may have reacted differently than expected. Or you have achieved your primary objective without achieving your secondary objective, which could pose problems for your project's sustainability in the long-term. Reflect on these evaluation outcomes, and consider what changes may need to be made. This marks the continuation of the programming cycle.

A Note on Conflict Sensitivity and Organizational Culture[7]

While we have discussed a project-based approach to conflict, true and effective conflict sensitivity must be a principle adopted by the organization as a whole. In situations where conflict sensitivity is a new concept, it is more realistic to start applying it to individual projects instead of having an organizational movement towards incorporating it into everything at once. Over time as conflict sensitivity is incorporated into a range of new programs, it will gradually become integrated into the organizational culture (the bottom-up approach). Some points to consider in supporting a conflict-sensitive organizational culture include:

- **In what ways can the organization be more conflict sensitive?**
- **Where resources (human and financial) are available to support conflict sensitivity?**
- **What is our current organizational strategy regarding conflict sensitivity?**
- **Is there support for conflict-sensitive practice at higher levels within our organization?**
- **Is conflict sensitivity integrated in our organization's policies and procedures?**
- **Do job descriptions and evaluations seek out staff with such experience and stress the importance of a conflict-sensitive approach?**
- **Does our leadership communicate the importance of conflict sensitivity? Do our grant's department seek out conflict management funds?**
- **How does my organization resolve conflict?**

7 The "Conflict-Sensitive Conservation Practitioner's Manual" produced by the International Institute for Sustainable Development (IISD) is a great resource for making your organization more conflict-sensitive. It can be accessed online in English, Spanish and French at http://www.iisd.org/library/conflict-sensitive-conservation-practitioners-manual.

Case Study: Implementing Conservation Agreements with Communities to Prevent or Mitigate Conflict

Liberia is a low-income country with a GDP of $454 per capita. Most of Liberia's wealth can be accounted for by natural capital; mining and timber are leading industries. These trades are essential for the country's economic prospects, but they also have the potential to fuel conflict, mostly due to their environmental impacts. In addition, Liberia contains the Guinean Forests, home to over a quarter of Africa's mammals, including more than 20 primate species (CI 2015).

An outreach meeting is convened with communities residing around the East Nimba Nature Reserve.
© Conservation International / photo by Heidi Ruffler

After the 2005 elections, the 2006 Forestry Reform Law was passed to integrate community, conservation, and commercial uses of forest areas by protecting them from development while regulating others for community benefit. The law committed the government to at least 11 protected areas, which translated to about 1.5 million hectares of forest under protection. However, before the Forestry Reform Law there was very little government intervention in community forest usage, creating a vacuum in which locals exploited land despite rules against it. After the law's passage, there was a clear conflict due to overlapping land and natural resources usage between government and community.

CI Liberia has worked in northeastern Liberia with communities around the East Nimba Nature Reserve to protect biodiversity and improve livelihoods. There are many threats to the Reserve, including the conflict caused by the presence of a large iron-ore mining site, which partially overlapped with government protected and community lands as well (Donovan *et al*. 2015).

The formation of a co-management committee (CMC) facilitated by USAID was an important first step to manage the conflicts, because it encouraged the Forest Development Agency to relax constraints on community resources within the Reserve. The CMC included government and community representatives, so an open dialogue was initiated. In addition to these first steps, CI-Liberia developed a strategy revolving around CI's Conservation Agreement model. `Conservation Agreements specify conservation actions to be undertaken by resource users and benefits that will be provided in return for those actions. The written agreement details the monitoring framework used to verify conservation performance and the consequences of failure to comply with the agreement by either party (CI Conservation Stewards Program 2015).

Community representatives announced their proposal, which was eventually accepted by all parties: a five-year trial period for the East Nimba Nature Reserve as a strict reserve in return for compensation in the form of investments in improved health, education, infrastructure and livelihoods. To resolve the conflict, giving multiple parties roles in management was not enough – they needed to think through the problem and align stakeholders' interests. A healthy ecosystem hinges on the choices of local community members, and agreements around resource rights can ensure the development of stable resource management systems.

4.3 Conclusion

Conflict sensitivity matters because conservation interventions are not neutral, but rather have potential to make things better or worse. Even interventions that are deemed "successful" because they meet conservation (primary) objectives may inadvertently divide people and communities, which can threaten success in the long-term. This module teaches you how to apply conflict-sensitive thinking across the life-cycle of a project to enhance environmental peacebuilding efforts. Conflict sensitivity requires: (1) conducting a conflict analysis to better understand the context; (2) using that analysis to design appropriate and effective projects; (3) comprehensively monitoring those projects; and (4) regularly evaluating the project and making adjustments as necessary. In other words, you need to understand the context you are operating in, ask the right questions, and use the findings. By adding this extra "conflict lens" to our conservation work, we can greatly increase the impacts of our efforts.

Important Things to Remember

- Conflict analysis and stakeholder engagement are core elements of conflict sensitivity.
- You should be monitoring and assessing your project throughout implementation, not just at the middle or end.
- Involve stakeholders as much as possible. By soliciting their input and participation, it is less likely that your planned interventions will have negative consequences and more likely that you will develop relevant, effective projects that have buy-in and are sustainable.
- Look for unintended impacts and unexpected opportunities.
- Empower everyone involved in the project to monitor and evaluate by being clear about what is required, how to collect data, and what the assessment process will be.

Key Terms to Remember

Conflict Sensitivity: Ability of an organization, group or person to accurately assess and analyze the context in which they work– and their work's relationship to it –to minimize their negative impacts and maximize their positive impacts.

Primary Objectives: The direct, conservation-related goals or desired impacts of a project.

Secondary Objectives: What changes in the conflict context must occur for an intervention to be successful over the long-term.

Theory of Change: A comprehensive description and illustration of how and why a desired change is expected to happen in a particular context.

Module 5

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COLLABORATIVE CONSENSUS BUILDING[8]

LEARNING OBJECTIVES

1. Understand the principles of collaborative consensus building and its importance to environmental peacebuilding.
2. Acquire a working knowledge of stakeholder engagement and designing dialogue strategies between diverse and divergent parties.
3. Learn advanced communication skills and consensus-building techniques to transform contention into collaboration.

5.1 Introduction

Reaching a consensus on natural resource issues is a key element to building and sustaining effective relationships and managing conflict. Conservation practitioners engage with a wide range of stakeholders who frequently have conflicting interests, values and needs related to the use of natural resources. These differences can give rise to disagreements and misunderstandings, preventing stakeholders from working together to resolve tough environmental challenges.

Collaborative consensus building (CCB) is a structured method for facilitating consensual multi-stakeholder dialogues and negotiation processes that allow people with different interests to find common ground and work together to solve the problems they face.

As a type of conflict-resolution process, **collaborative consensus building** is particularly applicable within an environmental peacebuilding context because it is a participatory approach that engages diverse stakeholders in jointly developing a mutually-agreeable solution. In conservation-related conflicts involving many parties, this conflict resolution technique is productive in that it encourages recognition of interdependence and common ground between people while enabling the development of a sustainable solution that is jointly rooted in diverse stakeholders' interests.

8 The principal author of this chapter is Nathalie Al-Zyoud from Communities in Transition LLC. Subject matter was adapted to the environmental peacebuilding context. For more information on CIT, please see http://communitiesintransition.com/.

This module introduces skills and strategies for building consensus among stakeholders that can be used in a range of situations—from addressing small interpersonal conflicts to complex negotiations involving multiple parties. These skills and strategies are discussed from the perspective of facilitator guiding a collaborative consensus building process.

This overview will cover:

The need for dialogue with stakeholders, such as in the community meeting seen here in Madagascar, underscores the importance of consensus building practices. © Cristina Mittermeier

5.2 Planning a CCB Process – Key Concepts

5.2.1 Recognize Conflict Resolution Styles

People view and deal with conflict in different ways. Understanding your preferred conflict resolution style(s), and their consequences, is an important first step in becoming self-aware of personal pitfalls when preparing to facilitate a collaborative consensus-building process. Equally, it can help you recognize the strategies stakeholders may use during the dialogue to deal with conflict and how to manage or adapt the process based on this response.

Which of the following styles best describes how you deal with conflict?

Table 7: Conflict Resolution Styles and Characteristics

	Overview	Description	Impact/Outcome
Competing	**Value of personal issue/ goal:** High **Value of relationship:** Low **Goal:** I win, you lose	A win/lose approach to conflict is when one's own needs are advocated over the needs of others. People who use a competitive style may appear aggressive and controlling. They often seek to dominate the conversation and show little regard for the other side's feelings or how they will live with a decision.	This type of behavior can damage relationships, cause resentment to build, and may result in the escalation of conflict. Alternatively, in times of emergency when quick decisions need to be made, this strategy may be most useful.

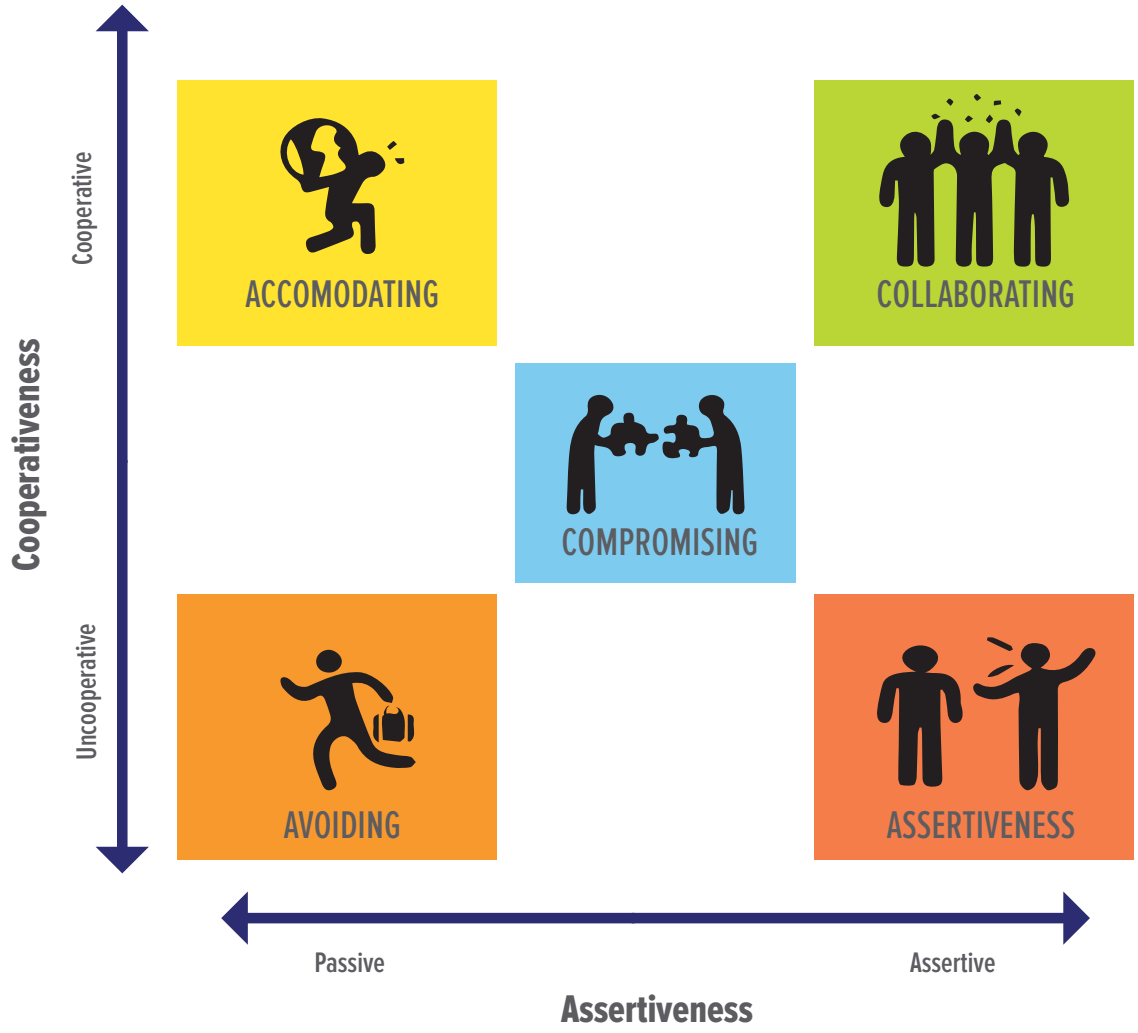
	Overview	Description	Impact/Outcome
Accommodating	**Value of personal issue/ goal:** Low **Value of relationship:** High **Goal:** I lose, you win	The opposite of competing. People who use this conflict resolution style put relationships first, but too often at the expense of their own concerns just to satisfy the needs of others. They come across as non-assertive and highly cooperative.	This approach can be effective for issues of low importance, creating good will, and preserving future relations.
Avoiding	**Value of personal issue/ goal:** Low **Value of relationship:** Low **Goal:** I lose, you lose	This conflict resolution style involves avoiding communicating about or confronting the problem, hoping it will go away. People who use an avoidance style tend to withdraw from tense or difficult situations. They are both uncooperative and unassertive.	By removing yourself from any discussion and accepting disagreement, this behavior prevents the problem from being resolved. However, it can be useful in situations where time is needed to process a response, where a relationship may be damaged through confrontation, or the possibility of satisfying your needs are minimal.
Compromising	**Value of personal issue/ goal:** Medium **Value of relationship:** Medium **Goal:** I win some, you win some	This type of conflict resolution style focuses on finding a middle ground, creating a partial win-win for those involved – each party is willing to trade some of their needs to win concession from others.	This style may be appropriate in situations where you are seeking an interim solution. It keeps the dialogue open; however, any agreement that is reached may be superficial and fragile.
Collaborating	**Value of personal issue/ goal:** High **Value of relationship:** High **Goal:** I win, you win	Also known as "win-win problem-solving," collaboration seeks to find a solution that everyone is happy with. This involves stakeholders working together to openly discuss their concerns, understand each other's needs and interests, and explore creative solutions that will satisfy all those concerns.	While this is ideal, it is not always easy. It takes time and requires people's trust and openness. This approach creates the most enduring solutions.

Source: Fisher *et al*. 1991.

These conflict styles are based on the Thomas-Kilmann Conflict Mode Instrument (TKI). The figure below represents where each of these responses fall, based on levels of cooperativeness and assertiveness (CCP 2017). As the descriptions above suggest, it is important to note that some styles are more appropriate in a given situation than others. For example, a given style may be more effective as a conflict resolution tool when dealing with a personal conflict with a close relative, while another style may be more effective in a professional setting during a disagreement with a colleague. Understanding the approaches and their implications can help shed insight on selecting the appropriate style to manage a given situation.

This module focuses on approaches that fall under the collaborating conflict style because it is the style most conducive to sustainable, long-term solutions that are part of environmental peacebuilding.

Figure 8: TKI Conflict Modes



5.2.2 Understand Underlying Principles of CCB

When planning a consensus building dialogue as the facilitator, it is important to recognize and follow certain guidelines that ensure respect for the stakeholders involved and that safeguard the legitimacy of the process and the safety of those involved. The following three principles serve as fundamental ethical guidelines for a consensus building process.

1. **Impartiality**: Facilitators are responsible for being impartial to the positions of everyone involved. This means freedom from favoritism, bias or prejudice. Facilitators do not judge what is being discussed or decide who is right or wrong. The facilitator does not provide input or have decision-making authority, but rather assists parties in reaching agreement. There are boundaries to this impartiality in that you will not facilitate agreements that could potentially cause harm to others or the environment.

2. **Self-determination**: The decision to be involved in a consensus building process must be made freely by each participant, without pressure or force from any other stakeholder or the facilitator.

Self-determination is also the act of coming to a voluntary, non-coerced decision on the issues the parties want to discuss and on a way forward. The process is designed to give the parties agency over their participation or withdrawal from the process, and believes in an individual's ability to find their own solution for themselves, their institution or their community.

3. **Confidentiality**: The facilitator should maintain a level of confidentiality, as determined by participants. For people to feel comfortable sharing, they must trust that information discussed in the dialogue will not be disclosed outside of that setting without their permission. There are exceptions to confidentiality: if you are made aware of threats or actions that will or are causing harm to others, you are ethically bound to disclose that information to the appropriate person or institution. Be mindful that participants themselves are not bound by confidentiality and may disclose the content of a dialogue; you may want to discuss this at the start of the process.

5.2.3 Determine Your Role in the Process

There are various roles typically played by individuals or institutions during a consensus building process. Any of these roles may be played by conservation practitioners and—in some cases—you will play multiple roles throughout the process. However, if you are a facilitator it's important to keep the roles listed below separate in order to maintain impartiality. In other words, do not attempt to wear too many hats at the same time! The main exception would be that as a facilitator you will typically play the convener role as well.

Convener – Stakeholders must be brought together by a convener, which can be an individual or an agency. The convener initiates and oversees the consensus building process. They may assist with conducting a conflict analysis, identifying key stakeholders, choosing an appropriate venue, and providing resources and logistical support. Importantly, the convener needs to have:

- A desire to bring stakeholders together to make progress on the issues;
- Adequate resources (financial, technical and logistical) to invest in bringing people together; and
- Enough legitimacy and credibility in the eyes of other stakeholders so they are willing to consider working together.

The Facilitator plays a central role in dialogues, such as in this meeting of NGO partners in Indonesia © CI / photo by Tory Read

Technical Expert – Consensus building processes often rely on outside experts to provide technical information for stakeholders and address technical facts that are in dispute. For this to be effective, the technical expert needs to be perceived as knowledgeable and equally accountable to all. The goal of bringing in an outside expert is to increase the understanding of the group and remove major stumbling blocks to reaching an agreement. In some cases, the parties themselves will serve as experts or manage their own technical advisers. This is called joint fact-finding and will be addressed later in the module.

Stakeholder – In some cases you may be a stakeholder in the conflict, and as such will be responsible for advocating for the interests and priorities central to conservation and your organization's mission. Be aware of your conflict style and practice good communication skills, such as active listening and summarizing. If you are advocating for an outcome, you are likely not the ideal person to play the role of facilitator.

Facilitator – The facilitator leads a consensus building process to make sure that everyone's voice is heard and considered by others. This is usually an impartial person or insider that has no personal bias regarding the outcomes of the conflict situation. The facilitator must be able to adhere to the ethical guidelines listed above and the collaborative consensus building process discussed in detail in the following sections to be successful.

As conservationists, we often do have interests in the outcomes of conflicts in communities. It's important to recognize when you are not the right person or organization to facilitate based on your own or your organization's biases and preferred outcomes. Another issue to consider before we become involved in facilitating such dialogue is the potential for our personal morals and boundaries to be challenged. There may be parts of a conflict or the collectively-proposed solutions that you disagree with, which leads you to favor one side over the other. In situations where you decide that you are unable to fully fulfill your role as an impartial facilitator given personal or professional interests and preferences, you can provide support by finding another person to facilitate the process.

5.2.4 Decide When to Engage

Opportunities and entry points for initiating a consensus building process vary. You could be approached by one or more stakeholder groups seeking assistance, referred to by an individual or organization outside of the process, or decide to initiate the intervention directly. Regardless of how this occurs, you will need to decide if and when to engage in a collaborative consensus building process.

Consensus building requires a willingness on the part of the groups or individuals in conflict to meet and work towards finding an acceptable common ground. In some cases, this type of intervention isn't the right approach, for example when:

- There is an active threat against a party to the dialogue, or active violence between the parties;
- There is a clear victim and a perpetrator (requires restorative justice);
- One or more key parties are unwilling to participate; or
- Your involvement may worsen the tensions or the conflict issues prevent you from effectively carrying out your work.

Even when collaborative consensus building is determined to be the best course of action, timing is critical. The context and conditions must be right for you, the stakeholders involved and the set of issues to be resolved. The table below includes key factors, considerations and related questions to consider before deciding to start a CCB process.

Table 8: Key Factors, Questions and Considerations before Deciding to Engage in CCB

Key Factors	Questions	Considerations
Operational Readiness	**Does your organization have the capacity and resources to engage?**	• Think about the team you will need to be successful. This includes someone who can take notes and write reports, people to help implement an agreement and monitor its impact on communities, somebody who can interface with higher-level agencies, and technical experts. • Consider whether your team has the skills and legitimacy required to navigate the cultural complexities and conflict dynamics. Where there is a gap in knowledge, you may need to bring in others to support or assist in the process. • You need to have the right resources at your disposal to support and implement an agreement. This includes identifying funds to cover the long-term process required for peacebuilding.

Key Factors	Questions	Considerations
Political Readiness	**Do you have organizational and political support for your work?**	• Building consensus can be a long and difficult process, so it's important that you have institutional backing and have considered how well the set of issues to be addressed aligns with your organization's mission, identity and interests. • You will also want to assess whether the political climate is ripe and there is sufficient public support for the process to be successful.
Strategic Readiness	**Are you working in coordination with other stakeholders?**	• Assess your ability to effectively coordinate with other stakeholders in the process, such as other NGOs working on this issue, local government, etc. • Consider whether you are in a position to share information, build trust and rapport, and encourage collaboration.
Relational Readiness	**Are your objectives in sync with local needs?**	• You should have a clear view on what the process intends to achieve and whether that is in line with the priorities and expectations of stakeholders. • Consider whether there are already local or traditional dispute resolution structures in place that are effective and how they might be incorporated into the process. It is important to honor local customs and social structures and maintain awareness and respect in working with people from diverse backgrounds to allow for greater buy-in and more sustainable agreements.

Source: Crocker *et al*. 2003.

5.2.5 Conduct a Conflict Analysis

Good conflict analysis is the foundation of any conflict resolution process. It provides the facilitator with a deeper understanding of the dispute, including who is involved and what the issues are. These findings inform how you design the consensus building process, and help to identify and prioritize the range of issues that need to be addressed and which stakeholders need to be included. Each of the following tools, introduced in earlier modules, contributes something unique to your analysis and will better prepare you to face challenges that come up during the dialogue.

- Use the Conflict Curve to map the conflict's trajectory. This tool helps clarify what stage a higher-level conflict is in, which is important for determining whether consensus building is an appropriate intervention. CCB can be used to prevent tensions from rising or to resolve conflicts once they've erupted. At the height of a violent conflict it is best to allow military, police, or other security forces intervene until the context is once again safe enough to re-engage.
- Use Root Cause Analysis to identify what underlying conditions need to change. In preparation for a dialogue, you need to probe for contributing causes and consequences of a conflict to gain a deeper understanding of the conflict and the key challenges to peace that need to be addressed.
- Use Stakeholder Analysis to identify who needs to be invited and to understand the relational dynamics between the parties. This tool helps determine which individuals and groups need to be involved in the process and clarifies their relative power and relationships with each other. Interviews in advance of the dialogue can help uncover participants' interests and needs and potential solutions they have in mind. It can also help you decide how to sequence your dialogue (who to involve, when, and how).
- Use the Peace Matrix to identify connectors and dividers. You need to be aware of both the positive and negative elements that can prevent or support cooperation. This might include disputing parties' histories and relationships, system and institutions, resources, attitudes and behaviors, shared information and experiences, levels of power and influence, symbols and significant events, etc.

This information will help you integrate your dialogue process within the broader institutional or local context. Understanding resiliencies and traditional conflict resolution processes can also help inform the design of your dialogue space.

- Use Gender Analysis to understand the gender dimensions of conflict. Gender and power relations influence peace and conflict dynamics and should be considered in your analysis. Gathering information on gender-differentiated interests and needs will provide insight into the ways in which men and women interact and communicate, and will help encourage inclusion to reflect that diversity of opinions in your CCB process.

5.3 Preparing for a CCB Dialogue

This section outlines steps to be included in your pre-dialogue preparation, which involves preparing the parties and the space for your dialogue. The time you spend preparing for an inclusive and participatory dialogue allows you to build trust and rapport with stakeholder groups, help the parties feel comfortable in the process, and develop a solid understanding of the various issues the parties would like to discuss.

Portrait of a female tourist guide working along the Mekong River in Vietnam. Gender considerations, particularly in conflict situations, are important in any stakeholder engagement or analysis © Carawah

5.3.1 Identify Whom to Invite

Careful attention is needed to identify which stakeholders to involve in the consensus building process. A smaller group allows you to move faster but may leave out stakeholders that are critical to the ultimate success of an agreement. On the other hand, involving too many stakeholders can be unmanageable. Your conflict analysis will help you uncover the key representatives that should be present, as well as ensure that these leaders have actual influence over the constituency they represent. You should also rely on the knowledge of local staff and trusted insiders in the community and solicit their advice during the interviews (see below). You can do this by asking, “Who do you think needs to be involved to resolve this?” A good rule of thumb is to invite those impacted by the conflict, those who contributed to the harm, and change makers from both sides with a stake in the problem.

5.3.2 Interview Participants

You will interview participants in advance of the dialogue. Before any formal discussions begin, a facilitator must understand the conflict from the perspective of each participant. By understanding individual conflict issues, perceptions, values, interests, positions, options and possible areas of agreement, you are better able to anticipate conflict dynamics inside the dialogue space and manage tensions as they arise.

In addition to the facts, the most important information to be gathered to support the resolution of a conflict is the perception each stakeholder has about the conflict, other stakeholders or actors, and the issues needing to be resolved. People's actions are motivated by unmet needs which may or may not be factual and are often driven by perceptions.

The guide on the next page offers further details on what to consider when conducting interviews.

Interview Guide

1. Ask the Right Questions • (Sample Interview Guide)

Questions to understand the background of current issues.

- Can you tell me what happened from your point of view?
- What is the current intensity of the conflict?
- What cultural, religious, gender, language or other factors should be taken into consideration?

Questions to identify the actual problems to be resolved.

- What are the problems you want to resolve?

Questions to understand the motivations and needs of the parties.

- How do you feel now about the issues compared to when the conflict was happening?
- What are your goals and objectives? What do you think are the goals and needs of the other party?
- What could resolve this conflict?
- What is really important to you? What do you think is important to the other party?
- What is at stake for you in this situation?

Questions to determine the possible points of agreement between parties and their alternatives.

- Around what points do you think there is some agreement on?
- What unites the parties?
- Are there non-financial costs to you for collaborating with the other party?
- If you do not find a satisfying solution during this dialogue, what would be another alternative to try to end the problem?
- What is the impact on your family, community, institution, etc. if the situation persists?

2. Assess BATNAs

UN negations, such as this one in Bonn, Germany, are high-level examples of consensus building processes. © CI / photo by Rowan Braybrook

The **best alternative to a negotiated agreement (BATNA)** is the most advantageous alternative course of action a stakeholder can take if an agreement cannot be reached during a CCB. Each individual or group has their own BATNA that will set their standard for negotiating. Participants will not settle for an outcome that is less favorable then their personal BATNA, nor will they reject any proposed outcomes that are better options for them than their own BATNA. Therefore, a collective agreement must be better than each individual's BATNA if a consensus is to be reached.

To help parties assess their BATNA during the interview:

- Start by asking participants to list down all possible alternative actions that could be pursued *if no agreement is reached*.
- Next, have them consider the costs and benefits of each.
- Have the stakeholders examine these options and ask themselves which of those options is the best alternative. The one that seems to be the most satisfactory is their BATNA. Usually, this is not shared with anyone outside their group (unless it is a strong position they want to use as negotiating leverage).
- When engaging in dialogue and negotiations, if a proposed alternative is better than their BATNA, stakeholders will be motivated to accept the solution. If it is worse, then affected parties may walk away from the negotiations.

This awareness helps stakeholders to understand the consequences if no alternative is reached while ensuring that no group walks away to a status quo that is worse than they can accept.

3. Address Intra-Group Differences

- You will likely need to convene meetings to build consensus inside a stakeholder group before bringing everyone together for inter-group dialogue. For instance, you might learn through interviewing participants that there is unresolved conflict between tribal chiefs, that there are conflicting views among civil society actors or that all women do not feel the same way about the issue.
- Use this time to encourage the group to address differences, resolve any internal disputes, and build understanding and cohesion within stakeholder groups.
- These group meetings also provide a platform for everyone's values and perspectives to be heard by their representative, thus increasing accountability. Make sure that as the multi-stakeholder dialogue progresses, in-group consultations continue and that their representative continues to keep them abreast of the process.

4. Generate Buy-In

Good preparation for a dialogue always involves asking for stakeholders' consent for you to facilitate the discussion.

- During the interview process, you will confirm their participation. This should be the culmination of the relationships you built with people and the trust you earned through being transparent and consistent—starting as far back as your conflict analysis and possibly other projects that have built your reputation in the area.
- By helping parties understand your role in the dialogue, the processes you will be using during the dialogue, and the people who will be attending, stakeholder buy-in becomes easier to achieve.
- You receive the mandate to facilitate a collaborative consensus building dialogue when each party in the dialogue gives you permission to do so. If you do not receive this mandate from a key stakeholder, you can find out who they think would be more appropriate in this role of facilitator. If there is agreement among the other parties, then proceed to support the process of identifying an alternative facilitator or organization to perform the role based on the stakeholders' requirements.
- You must receive approval from stakeholders to continue, however, you should assess if opposition is actually being used as a tactic to manipulate the process and halt progress. Attempting to facilitate a problem-solving process where some people do not perceive you as a legitimate facilitator is potentially harmful to the group dynamics and will be quite difficult to overcome as you help parties reach a collective consensus.

5.3.3 Recognize and Address Power Disparities between Parties

When dealing with diverse groups of stakeholders, there may be participants that need certain capacity development before the dialogue begins. Identify and consider any knowledge gaps among stakeholders and provide advance support to create a more equal discussion. Potential gaps include communication skills, negotiation skills, cultural competency, and technical training on certain topics. You may need to hire a consultant or partner with a local organization to provide these services. Ensure they are made available to everyone involved in the dialogue and communicate transparently to all parties involved about the additional help that is being offered. If certain stakeholders are perceived to receive more support than others, the whole dialogue process may be jeopardized (UNEP 2015).

5.3.4 Organize the Dialogue Space

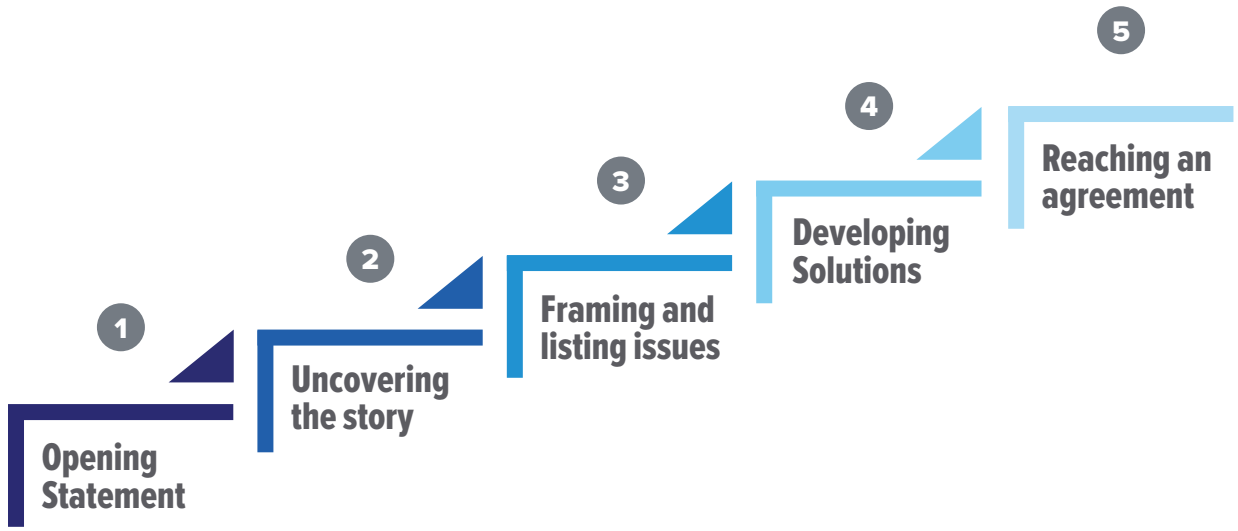
It is the facilitator's responsibility to design the dialogue space, determine the meeting themes, objectives, agenda (note: outline the steps, not determine content of discussion), and logistics. These will all be determined from the multiple interactions you will have had with the participating stakeholders leading up to the dialogue. However, the emphasis here is to be very transparent about the process before the dialogue begins and answer any questions that stakeholders may have.

The physical set-up of the room is also important. Set up a circle of chairs, eliminating all tables or physical barriers between people and allow the parties to sit where they feel comfortable. Make sure that everyone is equally comfortable and treated with the same dignity and respect. Contextualize your design to integrate local seating practices. When facilitating a high-level consultation, adapt to their seating expectations (a board room set up may be more appropriate then).

5.4 Understanding the Five-Step Consensus-Building Process

This section covers the steps for helping stakeholders reach a consensus once you have everyone together in the room. Although the process is ideally characterized by five main steps, it is important to remain sensitive to the unique circumstances and dynamics of the group. Remember, you control the process but not the content of the conversation.

Figure 9: 5-Steps of the Consensus-Building Process



1. Opening Statement

At the start of the dialogue, the facilitator makes an opening statement to start the consensus building process and set the tone. Introduce yourself and let everyone introduce themselves as well. Explain how the process will work and the principles that underpin it. Use this time to reiterate the meeting objectives, go over logistics (e.g. time-frame, cell phones on vibrate, breaks, etc.) and, if appropriate, ask the participants to set ground rules to help support productive communication. One ground rule that is important to include is using "I" statements to help the parties take ownership of what they are saying. Explain to the participants that this entails speaking for yourself about the things you have experienced and want. Another ground rule that is often helpful to add is "don't judge other's perceptions."

2. Uncovering the Story

After the opening statement, the dialogue about the issues at hand begins. During this stage of the process, you will ask the participants to begin discussing the issues that brought them together. Anyone can start. Your focus is on helping participants uncover the "other's" story behind the conflict and on developing a shared understanding among participants. You will do so by deconstructing story lines and reflecting on what is being said. Your goal as a facilitator is to build clarity as to what is important for different stakeholders and identify the topics participants want to resolve. You will do so by using the communication techniques listed in the second part of this module.

You will ask each stakeholder to explain their point of view, and then you will reflect and ask questions to uncover their interests and needs. Give everyone the same opportunity to speak, and allow stakeholders time to fully explain their position, even if they become emotional. Remember, this may be the first time that everyone is hearing each other's views on the issues.

Listen closely to what people are saying, and use strategic listening and reflection skills to extract **feelings**, **values**, and the **problems** that are articulated by different stakeholders (these will be defined in a later section). These may be different from what was uncovered in your pre-dialogue preparation. Do not interrupt, and encourage participants to ask questions of each other. Once all participants have had the opportunity to tell their story and there is nothing else to add, you are ready to move onto generating the list of issues.

3. Framing and Listing Issues

In this step, you will create a public list of the problems that parties have mentioned they would like to resolve. Using the needs identified in **Step 2**, you will reframe the problems and write the list of problems on a flip chart or a large sheet of paper that everyone can see (see **Section 5.6**). Continue listing the problems to be resolved until participants feel that the list is complete. Let the participants decide on the order in which those issues will be discussed.

4. Developing Solutions

Once everyone has agreed that the list is complete and that if each issue listed were to be resolved, the conflict between them would be resolved as well, you are ready to move onto **Step 4**: the problem-solving phase. As the facilitator, you will help stakeholders brainstorm possible solutions for each problem on the list, one at a time. Ask participants to pick an issue to start with. Some strategies include working from the most to least important topic, or starting with 'low hanging fruit' and moving to more difficult topics. By starting with easier issues first, you can create an atmosphere of cooperation and build momentum to carry the group through some of the more difficult issues. On the other hand, if you leave the worst for last, it risks breaking the good will you created. After you've chosen where to start, explain how the

brainstorming process works. Tell participants that you will be asking them to come up with as many potential solutions as possible.

You will write down every idea that is offered without judgment and encourage everyone to come up with ideas. The more ideas the participants come up with, the greater their chances of finding common solutions. Encourage participants to think out loud and be concrete (who will do what), conveying each idea as an actionable possibility using verbs and a name. For example, “The municipal government will increase enforcement measures for no-take zones”.

After an expansive amount of ideas have been gathered for a topic, read through the list and ask the parties to pick those solutions with which they think everyone could agree. Stakeholders will begin examining the list. Circle the ones everyone agrees to. Mark ideas that have partial agreement, and try tweaking those ideas to help reach full consensus. Check for understanding, asking participants to further clarify and explain their ideas where needed.

If parties get stuck, there are a number of facilitation strategies you can use to generate movement. For example:

- Have participants agree on objective criteria to fairly evaluate ideas such as “Is this fair to all participating stakeholder groups?” or “Can this be efficiently implemented?” Objective criteria help remove emotion from the discussion and encourage stakeholders to use reason and logic.
- In cases where scientific facts are disputed, you may ask the parties if bringing in a technical expert could be helpful or have one or more subgroups involved in a joint fact-finding exercise (see below).
- Remind participants of what is important to them (i.e. their values) and ask them what ideas they have to fulfill those needs.
- If participants are reluctant to offer ideas, come up with a goal to reach as a group (e.g. let’s fill 2 pages of flipcharts with ideas) to encourage broader thinking.
- Ask participants what are the worst outcomes they would have to face if no agreement is reached.
- Be comfortable with silence. Let people think and take a break or schedule another session, if needed.

5. Reaching an Agreement

Once a number of solutions have been circled and the parties are satisfied with the consensus reached, help the parties develop an implementation plan as to who will do what, when, and with what resources. A number of solutions proposed may already include that information. This can be done together or in small groups if there are a lot of topics. Consensus has been reached when everyone feels that their interests have been addressed and that they can live with the agreement. It is common to draft a written agreement as a point of reference for the stakeholders involved. An agreement is typically not confidential unless the parties choose to make it so.

A local farmer signs a carbon credit agreement with Plan Vivo in the Reserva Privada el Zorzal in the Dominican Republic. © Olivier Langrand

Final Agreement Checklist

To ensure that the parties will be able to implement what they agreed upon and to ensure the sustainability of the agreement, check for the following:

- **Reality Check**: Agreements must always be based on stakeholders' realistic assessment of what they are willing and able to do. It is your responsibility to check if the plan is realistic and viable. You can do this by asking questions about suggested solutions such as "who, what, where, when, why, and how?" and "what impact will this have on..." In general, agreements should avoid including solutions involving people or groups that are not present.
- **Adaptability**: The agreement should integrate a process that allows for adjustments to external events and new issues that may arise during its implementation.
- **Communication Loops**: Help the group decide how they will communicate about the progress made. Establishing communication loops will help stakeholders feel comfortable reporting on their progress and help their respective communities stay informed as well.
- **Grievance Mechanisms**: Ask stakeholders if there should be a process to manage for implementation failures, grievances and conflicts and help the parties outline what that process should look like. Grievances must be dealt with swiftly by the parties as not to put the entire agreement into question with the first problem that arises. Just as you did with the rest of your process, help the parties come up with their own process that fits their context and their needs.
- **Agreement Dissemination**: Now that an agreement has been reached between the parties present during the dialogue, it must be disseminated beyond that group and into the communities they represent. Each stakeholder involved in reaching an agreement should be assigned a role that will contribute to transferring that agreement into the community setting. Signing ceremonies and symbolic "burying of the hatchet" are examples of important cultural norms to follow that indicate a departure from the past and new expectations for the future.

A Note on Implementation

An important measure of success in consensus building is the strength and durability of an agreement when implemented. For an agreement to be effective it must come with the full support and commitment of all stakeholders involved in the process and their broader constituencies.

Other factors—such as improved relationships among parties, parties' satisfaction with the process and the outcome, or developing a common information base—should also be considered as valued outcomes of the process.

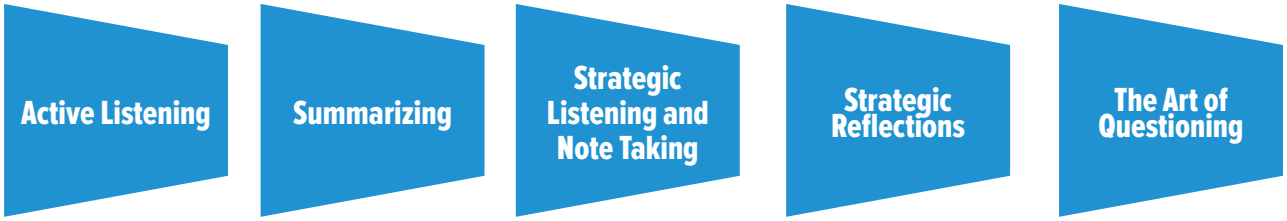
It is important to make clear during Step 5 what the facilitator's role will be once an agreement has been reached. It may not necessarily be in your capacity to accompany stakeholders in the implementation process.

5.5 Practicing CCB Communication Techniques[9]

When people are on different sides of a disagreement, the way they choose to listen and speak to one another affects their relationship and ability to work together and solve problems. One of the simplest, most effective skills for restoring relationships during peacebuilding is effective communication. Effective communication refers to communication that promotes understanding of everyone's points of view,

9 This section is adapted from Community Mediation Maryland.

interests and goals. This section introduces advanced communication skills that are useful for everyday life, but become imperative in working with divergent stakeholders and defusing tense situations. These are particularly relevant across the 5 stages of the CCB process.



Active Listening

Active listening is a way of helping people feel that their concerns are heard and acknowledged. When people feel heard, they are less likely to repeat themselves or get angry and act defensively. It sounds easy, but listening attentively is a skill – it is easy to get distracted or focus instead on formulating a response to what is being said.

We communicate both verbally—with words—and nonverbally—with our behaviors. A large part of active listening is done non-verbally through our facial expressions, body posture and eye contact. An easy way to show you are actively listening is through maintaining eye contact and facing the speaker (note this may differ in across cultures). Never interrupt the speaker and give the same attention to someone else that interrupts. In addition, active listening requires a search for understanding of the speaker's feelings, values and problems.

Summarizing

Once the speaker is finished, you can repeat or paraphrase what they have said in order to show comprehension. Use humility, and model a search for understanding by starting your statements with "It sounds like..." and "If I understood you correctly...", which creates some distance and prevents you from entering the conflict. Closing your statement with "....is that right?" ensures the right message has been received and gives the speaker a chance to correct you if necessary. This helps people feel heard.

Strategic Listening and Note Taking[10]

Positions are usually informed by a stakeholder's perceived needs, backgrounds, culture, interests, and values, and it often come across as "loaded language" intended to produce an emotional response in the mind of the audience. Your goal as a facilitator is to attempt to better understand each participant, looking beyond the loaded language, therefore, making it easier for them to understand each other.

A position is a person's particular point of view or attitude toward something.

In addition to actively listening and summarizing the statements made by each party, the facilitator needs to be able to decode positional statements by "reading between the lines." You use strategic listening by disaggregating a positional statement into the feelings, values, and problems behind those statements.

10 This section is adapted from Community Mediation Maryland.

Table 9: Types of Positional Statements

Feelings	**Described as an emotional state or reactions that motivates our position.** • Unmet needs can trigger strong emotions. For example, when someone's needs for belonging is not being met, that person might feel afraid, insulted, anxious, overwhelmed, frustrated or confused. • Facilitators should accurately match their vocabulary to the intensity of what is being expressed. For example, if somebody has just lost a child, don't reflect back that they are feeling sad or angry. Instead, use a higher intensity word such as devastated or enraged. • When we accurately reflect back feelings we are working to de-escalate emotions by demonstrating empathy and understanding.
Values (or interests and needs)	**A person's principles or standards of behavior that motivates a position. Values characterize what's important in one's life.** • Whereas positions are what people say they must have, values are the underlying reasons that explains why they take the positions they do. This will also be the lens through which they will select solutions. • Values reflect what matters most to the speaker. When listening for values, focus on what is important to the speaker and not what they dislike about others or their position. The idea is to shift these values so that there is some alignment with the values shared by other stakeholders.
Problems	**The issues raised for inquiry, consideration, or to find a solution. These are typically tangible things.** • Your role as a facilitator is to identify and list the problems that you hear being discussed, helping participants to clarify the issues that need to be resolved. • During **Step 3** of the process, you will use those issues to develop a list brainstorming. Use non-judgmental language when naming issues so as not to blame anyone or take sides.

Take notes as you listen strategically. You don't need to write down everything the stakeholder says, just the feelings, values and problems you hear people express. This takes practice, however, time spent doing pre-dialogue preparation will help you so that much of the information you hear isn't entirely new.

Strategic Reflections[11]

When a participant has finished speaking you will reflect the feeling, values and problems the speaker expressed as you have heard them. Use a distancing phrase to leave room for clarification, setting the tone for working towards understanding. As mentioned above, examples of distancing phrases include "It sounds like..." and "What I think I'm hearing you say is..." Then saying back the feelings, values and/or problems you heard. End with a check-in phase to allow for clarification, for example "Is that right?" and "Did I understand you correctly?" Ask open-ended questions when you are not understanding something or to gain more information (see below).

The Art of Questioning

Being able to ask the right questions is critical in helping people better understand each other. The types of questions that help create depth to a conversation are those that focus on understanding

11 This section is adapted from Community Mediation Maryland.

people's interests and needs, as well as clarify ambiguities. Understanding what motivates a position can help understand what drives that person, and figuring out their unmet needs helps to understand what goals that person has as they seek to resolve the conflict (i.e. meet their needs). Questions should be open-ended, so as to elicit additional information.

Putting it All Together

In summary, when listening tosomeone speaking about something that is significant to them, remember to:

- Take notes while you listen
- Let people finish before responding
- Use a distancing phrase: "It sounds like..."
- Reflect what you hear using feelings, values and problems
- Close with a check-in question: "...is that right?"
- Ask open-ended questions to go deeper

Distancing Phrase

It sounds like...
So is it...
What I think I'm hearing you say is...

Reflection

Feelings
Values
Problems

Check-in Phrase

...is that right?
...did I get all that?

Open-ended question

Tell me more about...?
Can you break that down for me?
How did this affect you?
Explain...
What are your concerns about...?
Can you talk about...?
Help me understand...?
What is important about that?

5.6 Responding to Other Considerations[12]

Managing Power Dynamics

Asymmetries in power are common and an especially challenging feature with natural resource disputes. Individuals, groups and organizations have different types and varying degrees of power that affects their ability to influence others and advance their own interests. Large power differences among stakeholders can be a deterrent to collaboration and intimidating to many.

Your job is not to equalize power dynamics, which is beyond the scope of what can be accomplished in a dialogue. Instead, your role as a facilitator is to make sure all stakeholders have equal access to the CCB process and can participate fairly and effectively. To ensure that all voices are heard, the following strategies can help you provide a fair and balanced process.

12 This section is adapted from Community Mediation Maryland.

Table 10: Strategies for Managing Power Dynamics

If there is an information gap...	Play the "dumb" facilitator and ask someone with additional information to explain.
If you notice intimidating behavior...	Call it out, and use reflections. For example, to the receiving party: "You were just saying something that seemed important, what was it?" To the dominating party: "You sound angry, what's going on?" or "Your body language is telling me something but I'm not sure what, what's happening?"
If one party is trying to exert control over the process...	Remember, the facilitator steers the process. Reflect and redirect the conversation towards the Step you are on.
If one person is silent...	Remind participants that for the process to work, we need to hear from everyone.
If someone brings paperwork...	Ask what is important to them about the paperwork (don't start reading it).
If one or more parties are rushing...	As the facilitator, ensure the group sticks to the process. Remind participants of the importance of the process and that everyone should have a chance to speak.
If one party plays the victim and/or assumes that all solutions have to come from another party...	Explore underlying interests and needs and reinforce what both parties can do to solve the problem. For example, you might say "It seems like this has really affected you, can you tell me how you've been impacted by the event?" or "What can you both do to change the situation?"

Joint Fact-finding

Joint fact-finding (JFF) is a strategy for resolving factual disputes when technical and scientific information is unclear, unknown, incomplete or contested. The goal of JFF is to establish areas of factual agreement that all stakeholders can respect, while narrowing areas of disagreement and uncertainty.

JFF is initiated at the request of the participants. Participants will define the precise questions to be addressed and agree on how the results will be used. Participants form a fact-finding committee with experts, decision makers and key stakeholders from both sides of a conflict. Throughout this process, information and resources should be shared with all sides. As with the consensus building process, identify a facilitator to manage the conversations. Give the committee an appropriate amount of time to collect data and information, analyze it, and reach a decision. The committee's findings should be synthesized into a single document and presented back to the larger group.

When to bring in experts

When you notice that people are not finding common ground due to a lack of knowledge, it may be necessary to use outside expertise to provide advice or resolve differences of opinion about information. This differs from joint fact-finding in terms of scale and effort. Rather than seeking out new knowledge, experts in this case are brought in to share already established evidence. This could be a single

outside expert, a panel of experts, or a consulting firm. Have participants assess what issues need to be addressed, identify potential sources of candidates, and determine a fair process for selection. You may uncover a knowledge gap in your pre-dialogue interviews or it may come up during a dialogue, in which case you can take a break and reconvene after the parties invite an agreed upon expert. In order to proceed with adding participants to a dialogue that has already been initiated, all parties must agree. Make sure to interview and brief new participants on the process.

Ending a dialogue safely

During the consensus building process, you are responsible for your own safety and the safety of participants. Outbursts can happen as the emotions of some of the participants involved become so intense that a person can no longer control it. This can happen when an individual:

- Feels insulted,
- Feels excluded or ignored,
- Is being re-traumatized, or
- Has their buttons pushed.

If for any reason you determine the dialogue space is no longer safe—for example, if a serious threat is made, if multiple people start standing up and you have lost control of the room, or if a participant expresses feeling fear and intimidation—immediately stop the session. Reassess at a later time to see if reconvening is an option.

Aerial view of Carrasco National Park in Bolivia. © Conservation International/photo by Haroldo Castro

Case Study: Building Consensus Around National Park Boundaries in Carrasco National Park, Bolivia

Bolivia is a country rich in natural resources and biodiversity. The country has an extensive network of protected areas, with a little over half of Bolivia covered in forests, and communities throughout the country rely on these forests for water, food, and air purification. At the same time, Bolivia is one of the poorest countries in Latin America, with low levels of education, short life expectancy, and poor health conditions.

Carrasco National Park (CNP), located in eastern Cochabamba, is one of the most biologically diverse protected areas in the country. In 1991, the Bolivian government established the protected areas boundary between areas to be conserved and land for use by local communities; however, the CNP has experienced many conflicts related to the definition of its boundaries that were allegedly created without regard to the local communities' usage of the area (CI 2014)

Naturally conflict arose over the use of natural resources. Jurisdictional issues and differing perceptions on the value of protected areas were at the forefront, but the main conflict was related a lack of information and communication. Major stakeholders in the dispute were the CNP administration (represented by its Director), the CNP park rangers, social organizations, community members, and the ten rural municipalities that have jurisdiction in CNP (represented by the Mayors).

CI Bolivia facilitated opportunities for dialogue and consultation between CNP, stakeholders and the community. Activities on environmental education and raising awareness about natural resource management were important to reach a consensus. These activities led to open discussions on the establishment of a new "red line" for the park boundary demarcation process. An agreement was reached between the national government and local communities to promote the sustainable management of natural resources.

This case study illustrates the construction of an environmental peacebuilding framework, where community members could collaboratively exercise their rights to establish a mutually beneficial relationship with the CNP.

5.7 Conclusion

This module is aimed at training conservation practitioners to facilitate constructive dialogue between stakeholders (including communities, governments, and the private sector) where conflict is preventing cooperation. Relying upon a collaborative approach to resolve conflict, consensus building is intended to transform adversarial interactions and support more positive relationships among stakeholders. It is a stakeholder-driven process in which stakeholders work together to make decisions and design solutions that affect their lives, while an impartial facilitator provides structure and a space for improved understanding. By working together to find solutions to problems that are acceptable to everyone, this approach creates the potential for generating creative and long-lasting solutions to environmental disputes.

Important Things to Remember

- Collaborative consensus building is a process that is ideally characterized by 5 main steps: 1) Opening statement; 2) Uncovering the story; 3) Listing problems; 4) Developing solutions; and 5) Writing an agreement. It is used to foster dialogue among stakeholders, clarify areas of agreement and disagreement, improve the information base needed to make decisions, and resolve conflicts.
- Participation in a collaborative consensus building process is voluntary and should include widespread involvement from people who are affected by an issue.
- Interests are not the same as positions. Positions are what people say they must have, while interests are the underlying needs or reasons that explain why they take the positions that they do. This is the answer to the question "Why do you want that?" or "Why is this important to you?"
- Collaborative consensus building promotes improved communication between parties. A key technique used in dialogue is strategic reflections, which involves listening to a positional statement and breaking it down into its parts (feelings, values, problems) and then saying back only what the speaker expressed.

Key Terms to Remember

Best alternative to a negotiated agreement (BATNA): The most advantageous alternative course of action a stakeholder can take if an agreement cannot be reached during the dialogue.

Collaborative consensus building (CCB): A voluntary and confidential problem-solving process whereby an impartial third-party facilitator assists self-determined stakeholders with diverse opinions to find lasting solutions that meet everyone's needs.

Feelings: An emotional state or reactions that motivates our position.

Joint Fact-finding: A strategy for resolving factual disputes; joint fact-finding involves forming a team comprised of experts and decision makers representing both sides of a conflict to work together to resolve disagreements over scientific and technical information.

Position: A person's point of view or attitude toward something,

Problems: Issues that are raised for inquiry, consideration or to find a solution.

Values: A person's principles or standards of behavior that also motivate a position.

ADDITIONAL THINGS TO CONSIDER

As mentioned in the beginning, conservation efforts can involve conflict among diverse actors and trade-offs in terms of winners and losers. As conservation professionals recognize the role of natural resource management in conflict, the idea of bringing people together around natural resources can become more mainstreamed.

This manual contains the basic components of understanding conflict and the role of natural resources, concepts for bringing people together around natural resources, and several tools for reaching agreements and consensus for conservation. The modules included here are based in large part on the needs expressed by CI staff in headquarters and field programs. There are many more topics that could have been included but could be developed in the future.

Addressing Trauma:

Several CI staff interviewed expressed the need for a list of resources on how to deal with communities in the post-conflict stage that may have experienced and are dealing with trauma. Suggested resources include:

- Mediators Beyond Borders. *Trauma Informed Peacebuilding*. http://mediatorsbeyondborders.org/wp-content/uploads/2016/08/MBB007_TraumaInformedBrochure_FIN_web.pdf.
- Gutlove, Paula and Gordon Thompson, eds. May 2003. *Psychosocial Healing: A Guide for Practitioners*. Cambridge, MA: Institute for Resource and Security Studies. http://www.irss-usa.org/pages/documents/PSGuide.pdf.
- United States Institute of Peace. 2001. *Training to Help Traumatized Populations, Special Report 79*. http://www.usip.org/files/resources/sr79.pdf.
- Judith Lewis Herman. 1997. *Trauma and Recovery*. New York: Basic Books.
- Hugo van der Merwe and Tracy Vienings. 2001. "Coping with Trauma," in *Peacebuilding: A Field Guide*, Luc Reychler and Thania Paffenholz, eds. Boulder, CO: Lynne Reinner Publishers, Inc.
- Ervin Staub and Laurie Anne Pearlman. 2000. *Healing, Reconciliation and Forgiving after Genocide and Other Collective Violence*.
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Mediation Capacity Building:

Staff expressed the need for more capacity building and tools to address difficult stakeholders and issues of power dynamics.

- United Stated Institute for Peace (USIP) – *Mediating Violent Conflict online course*. https://www.usipglobalcampus.org/training-overview/mediating-violent-conflict/.

Reference Organizations:

- Resolve – A Washington, DC-based organization aims to build strong, enduring solutions to environmental, social, and health challenges. They help community, business, government, and NGO leaders to get results and create lasting relationships through collaboration. RESOLVE is an independent non-profit organization with a thirty-eight year track record of success. http://www.resolv.org/.

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For more information on Stakeholder Engagement and mapping, please reference the tools and resources available on CI's Rights-based Approach Google site: https://sites.google.com/a/conservation.org/rights-based-approach/tools-and-guidelines/stakeholder-engagement.

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GLOSSARY

Adaptive Management	The incorporation of a formal learning process into conservation action. Specifically, it is the integration of project design, management, and monitoring, to provide a framework to systematically test assumptions, promote learning, and supply timely information for management decisions.
Best Alternative to a Negotiated Agreement (BATNA)	The most advantageous alternative course of action a stakeholder can take if an agreement cannot be reached during the dialogue.
Collaborative Consensus-building	A voluntary and confidential problem-solving process whereby an impartial third-party actor assists stakeholders that have diverse opinions to find lasting solutions that meet everyone's needs.
Confidence-building Mesaures	Measures that address, prevent, or resolve uncertainties among conflicting parties. An example of a confidence-building measure is an agreement between two or more riparian states to share information and data on their water resources.
Conflict	A result of two or more parties (individuals or groups) having, or perceiving to have, incompatible goals and interests and acting upon these differences.
Conflict Analysis	The systematic study of the causes, actors, drivers and dynamics of conflict.
Conflict Curve	A conceptual tool that helps illustrate how conflicts tend to evolve over time and depicts the different phases of conflict. Practitioners can use this knowledge in the determination of effective strategies for intervention, along with the timing of those interventions.
Conflict Management	Efforts to prevent, limit, contain or resolve conflicts, especially violent ones, while building up the capacities of all parties involved undertaking peacebuilding. Conflict management also supports the longer-term development of societal systems and institutions that enhance good governance, rule of law, security, economic sustainability and social well-being.
Conflict Prevention	Measures aimed at preventing tension and disputes from escalating into violence and the use of armed force, strengthening the capabilities of potential parties to conflict for resolving such disputes peacefully, and progressively reducing the underlying problems that produce these issues and disputes.
Conflict Sensitivity	Ability of an organization, group or person to accurately assess and analyze the context in which they work---and their work's relationship to it— to minimize their negative impacts and maximize their positive impacts.

Do No Harm (DNH)	The consideration and elimination of direct and indirect outcomes of a project or organization that undermine the improvement of human well-being and the positive outcomes of a project's stated goal.
Environmental Peacebuilding	Incorporating the value of natural capital and the related benefits into security, humanitarian and development objectives in order to prevent conflict and promote peace.
Feelings	An emotional state or reactions that motivate our position.
Gender	The social and cultural aspects of being a man or a woman, for example the roles, responsibilities, needs, access and control that men and women may have in relation to natural resources.
Joint Fact-finding	A strategy for resolving factual disputes; joint fact-finding involves forming a team comprised of experts and decision makers representing both sides of a conflict to work together to resolve disagreements over scientific and technical information.
Negative Peace	The absence of violence or fear of violence.
Peacebuilding	A long-term process involving activities which aim to reduce tensions and to end or prevent violence. Peacebuilding takes place before, during and after armed conflict and supports the conditions, attitudes and behavior which lead to peaceful development.
Positive Peace	The attitudes, institutions and structures which create and sustain peaceful societies. These same factors also lead to many other positive outcomes that support the optimum environment for human potential to flourish.
Position	A person's point of view or attitude toward something.
Problems	Issues that are raised for inquiry, consideration or to find a solution.
Stakeholders	Organizations or social groups of any size that act at various levels (domestic, local, regional, national, international, private and public), have a significant stake in a given set of resources, and can directly or indirectly affect or be affected by resource management.
Theory of Change	A comprehensive description and illustration of how and why a desired change is expected to happen in a particular context.
Values	A person's principles or standards of behavior that also motivate a position.
Violent Conflict	The actions, attitudes or systems that cause and perpetuate physical, psychological, social and/or environmental damage. Violent conflict always has negative repercussion. Killing and intimidation are the most visible forms of violent conflict.


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