# Conflict Management System- Relationship Mapping

**Scored Conflict Management System-Relationship Mapping**

**Description**

Scored Community Relationship Mapping explores the nature of the relationship within the conflict management system and other key external actors who influence that relationship. Participants identify key actors who influence stability within and across communities/ manage conflict. After mapping the relationships between key actors, participants are asked a number of quantitative and qualitative questions about each relationship. In addition, participants are asked to describe the types of interactions between the various conflict management actors.

**Objectives**

* To analyze the structure of the conflict management structure.
* To identify key conflict management actors
* To describe the relationships between these actors
* To explore the gaps in the relationship between various actors and its impact in managing conflict.
* To discuss establish benchmarks (e.g., baseline data)

**Key Questions**

* Who are the key actors at the community level who influence conflict mitigation?
* What are their specific roles?
* What are relationships between the key actors like?
* How do participants define a good and bad relationship?
* What impact does the relationship between the actors have on conflict management?
* How often do the actors interact with each other?
* How are these interaction related to effectiveness of the conflict management system?
* What are some of the gaps that results in bad interaction between the actors who are involved in conflict management?
* What are the effects of these gaps in interaction on the effectiveness of the conflict management?

**Preparation**

Make sure that you have all necessary materials. Arrange a meeting location with adequate space to facilitate the discussion where participants are unlikely to be disturbed by others.

Materials: flip chart, markers, guide, data entry form, digital camera

**Time**

2 hours

**Methodology**

1. **Introduction**

Thank the participants for coming. The note taker counts the number of participants. Introduce yourself. Explain that the purpose of the focus group is to understand what contributes to peace within both their community and the region. Explain the purpose of the discussion is to better understand both positive and negative aspects of relationships within the conflict management structure and between the formal and the traditional conflict management structures.

Explain that in the first part of the session you will help the group draw a visual representation of this discussion on the flip chart (called a “relationship map”). In the second part of the session you will facilitate a discussion of the map with the group so that everyone can better understand the nature of relationships and interactions. Remind the participants that there are no right or wrong responses; we are interested in their perception of the situation.

1. **Identify communities/groups**

There are often differences in characteristics between people living in the same village/neighborhood. For example, differences in economic welfare, social status, and ethnic background. There could also be differences in religious or political beliefs, or there can be differences due to age or sex. These differences may bring people together or occasionally be a source of tension.

* 1. Who are the different groups in your community?
  2. Who are the different groups in neighboring communities?

1. **Identify key actors**

Explain to the group that you would like to understand which actors or groups influence conflict management. Ask the group to brainstorm a list of key conflict management actors (formal and informal conflict management structure). Encourage the group to brainstorm both internal and external actors. The facilitator will record the suggested actors on an empty flip chart.

Once the group has brainstormed a list of key actors, ask them to select the **five actors** who have the most influence on conflict management. Have the group select a picture to represent each group. The picture should be neutral (e.g., maize rather than a machete) in order to avoid worsening negative stereotypes.

As the facilitator, draw six large circles on the map. Write the name of the communities, actors, or institutions in each circle and ask a participant to draw the image for each corresponding group in each of the circles. The note taker will make the same list in the notes and will record how each group is represented. Remind participants that the most relevant actors are not necessarily the most powerful or the ones with the most resources. Repeat that you want to better understand the relationship between these actors.

1. **Illustrate relationships between key actors**

Tell the participants that you would now like to talk about the relationships between these key actors. For each pair of key actors, you will ask the group to rate the relationship as very good, good, neutral, bad, or very bad (see Question 1). If you have 5 key actors, you will talk about 10 different relationships. Begin with the target group (the actors with whom you are conducting the focus group). Assign numbers to each of the relationship lines as you go.

Question 1a.: Ask, “Would you describe the relationship between A and B as very good, good, neutral, bad, or very bad?”

Using the following key, ask a participant to draw the type of line that represents the nature of the relationship between the two circles that represent those two communities. The note taker should use the following table to determine how to assign relationship scores to each relationship. These scores will be entered in the data entry form.

|  |  |  |
| --- | --- | --- |
| **Type of Relationship** | **Type of Line** | **Relationship Score** |
| Very Bad Relationship |  | -2 |
| Bad Relationship |  | -1 |
| Neutral Relationship |  | 0 |
| Good Relationship |  | 1 |
| Very Good Relationship |  | 2 |

After rating and illustrating each relationship, the community relationship map should look like this:

1

2

3

4

5

6

7

8

9

10

You should emphasize that the map is only a symbolic representation of how actors and groups are connected. Therefore it does not have to represent the geographic location of people, only how they are related. Confirm with participants that the map is correct and that the lines accurately represent the relationships between key actors.

1. **Describe relationships between key actors**

Ask the following series of questions about each relationship. You should ask all of the questions about a given relationship before moving on to the next relationship.

Question 2: Ask, “Why do you describe the relationship between A and B as good or bad?”

The note taker should listen and write down comments related to:

* How participants define a good or bad relationship;
* Types of activities that foster a positive or negative relationship;
* Sources of tension;
* Recent events that illustrate that the relationship is good or bad.

Question 3.: Ask, “In the last year, how has this relationship changed?” “What accounts for this change?”

The note taker should note the score for direction of change and note all listed causes of change.

|  |  |
| --- | --- |
| **Relationship Change** | **Score** |
| Improved, a lot | 5 |
| Improved, somewhat | 4 |
| Stayed the same | 3 |
| Got somewhat worse, | 2 |
| Got much worse | 1 |

Question 4a: Ask, “What type of interactions are there between A and B?”

The purpose of this question is to explore interactions between the key actors. The note taker should record this conversation carefully, noting both social and economic interactions as well as whether interactions are positive or negative. If the group has a hard time thinking of interactions, the facilitator can probe by asking about specific types of interactions.

Social interactions may include:

* + going to the same church or mosque;
  + attending the same social events such as marriages, funerals, celebrations, etc.;
  + intermarriage;
  + joint membership in community groups, etc.;
  + going to the same school or health center.

Economic interactions may include:

* + buying or selling goods to each other;
  + frequenting the same markets;
  + working for someone from the other community;
  + employing a member of the other community, including to watch one’s animals or work in one’s field;
  + giving or receiving a loan.

Question 4b: Ask, “How often do A and B typically interact in one month: never, less than one time per month, one-two times per month, weekly, or daily?”

The note taker should use the following table to determine how to assign interaction scores to each relationship. These scores will be entered in the data entry form.

|  |  |
| --- | --- |
| **Frequency of Interaction** | **Interaction Score** |
| never | 1 |
| less than 1 time per month | 2 |
| 1-2 times per month | 3 |
| weekly | 4 |
| daily | 5 |

Question 4.c: Ask, “Should the frequency of interactions between A and B increase, stay the same, increase or decrease?” “What benefits do you receive from interaction?” “What economic benefits do you receive from interaction?”

|  |  |
| --- | --- |
| **Perceptions: Interactions Should** | **Score** |
| Increase | 1 |
| Stay the same | 0 |
| Decrease | -1 |

Question 5: Ask, “How do A and B usually resolve disputes?”

The note taker should use the following table to determine how to assign dispute resolution scores to each relationship. These scores will be entered in the data entry form.

|  |  |
| --- | --- |
| **Dispute Resolution Method** | **Dispute Resolution Score** |
| Physical fighting | 1 |
| Verbal argument | 2 |
| Traditional mediation | 3 |
| Formal government mediation | 4 |
| Discussion and dialogue | 5 |

Question 6: Ask, “Will your community incur economic loses if fighting breaks out?”

|  |  |
| --- | --- |
| **Economic losses** | **Score** |
| Yes, Significant economic loss expected | 5 |
| Yes, Some economic loss expected | 4 |
| Livelihoods unaffected | 3 |
| No, Some economic gain expected | 2 |
| No, Significant economic gain expected | 1 |

Question 7: Ask, “What would be needed to improve this relationship?”

Question 7.b: Ask, “What activities/influences help build trust between A and B?”

1. **Conclusion**

Thank the participants for their time and ask them whether they have any questions.

Take a picture of the map with a digital camera. Make sure that the information is legible.