

UNDERSTANDING AND RISING ABOVE CONFLICT

A Facilitation Guide for Dialogues at Inter-Divisional Level

Developed by

Radhika Hettiarachchi

with Nilakshi De Silva and Marisa Fernando

December 2017

The Community Memorialisation Project, Sri Lanka

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1. INTRODUCTION

This is second dialogue guide in the series

1.1 Agenda

- 09.00 - 09.30 a.m - Arrival
- 09.30 - 09.45 a.m - 1st session: Welcome and introduction
- 09.45 - 10.45 a.m - 2nd session: Remembering what we did before...
- 10.45 - 11.00 a.m - TEA BREAK
- 11.00 - 12.30 p.m - 3rd session: Understanding conflict and its impact on society
- 12.30 - 01.30 p.m - LUNCH (start session earlier if possible)
- 01.30 - 03.00 p.m - 4th session: Transcending conflicts by making changes in our communities
- 03.00 - 03.30 p.m - 5th session: Wrapping up the day
- 03.30 - 03.45 p.m - TEA

1.2 Specific tips for facilitators

- The first 3 sessions (welcome, remembering what we did before and understanding conflict) are all preparatory sessions for the next two sessions. They create the basis for the discussion and introduction of basic tools and practices for non-violent transformation of conflicts and for connecting these lessons, along with the values that were identified to real-life conflict potentials.
- Have all the relevant village maps to choose from. The partner organisation should also provide the facilitator with a list of village names, so that the facilitator can familiarise him/herself with the type of issues or capacities of the village as well as the reports which should be read before each session.

2. SESSION GUIDE

BEGINNING THE DAY



OBJECTIVES OF THE SESSION:

Welcome and introduction



SESSION DURATION:

15 minutes

TIP - As has been customary, you may want to begin the session with a moment of silence giving everyone the opportunity to meditate on their religious beliefs or as this is the first time that some groups meet each other, and they are mixed ethno-religious groups, it maybe necessary to do an ice-breaker to 'warm-up' the group for the day's activities.

TIP - Share the hand-out 'The Conflict Story' at the end of this session, highlighting that as the day progresses, there will be opportunities for the participants to take down notes, ask questions and learn through a series of exercises and training inputs. However, explain that you will go through the hand-out at the end of the day as well.

2.1 Welcome

- The Facilitator welcomes the group to the second phase of the dialogue series as is culturally appropriate. There is no participant introduction at this stage.
- Assuming most of the participants have participated in the first phase of dialogues, it might be useful to remind the participants of where/when you were last together. A reminder of the objective of the last phase could be shared here -

"The last session was about remembering and sharing the difficult experiences of our past, and learning about each other's experiences, in order to understand each other and, build a sense of empathy and compassion for each other. Through this emotional experience, we realised that none of us want the experiences of our past to be the experience of our future generations. As such, we agreed that as a future society that wants justice and peace, we need to remind ourselves of the lost values that support co-existence and incorporate these into our lives"

2.2 Introducing the team

- The facilitator introduces himself and his co-facilitators, the partners, the team and shares the objectives of this workshop with the group -

"To spend the day sharing and learning from each other about what practices and skills a value-based society should possess in order to prevent violent conflict from happening again by addressing challenges, issues and potential conflicts within and between our communities before they become entrenched. This day is made up of a series of activities that will introduce us to some basic practices that will help us recognise and address conflicts at a community level".

3. SESSION GUIDE

REMEMBERING WHAT WE DID BEFORE...



OBJECTIVES OF THE SESSION:

A reminder of the village histories and of the values identified by the groups



SESSION DURATION:

60 minutes



MATERIALS:

Village maps, pens, paper

TIP - This session is about remembering where we left when we last met. A mix of those that participated before (identified as champions as well as about 50% of interested volunteers from our previous sessions) from villages in participating divisions will come together. It is important that the facilitator has researched the background information of the villages represented, their village histories and challenges, and the composition of each group prior to the workshop.

TIP - It is important that, deep conversations that were had during the last sessions, revisiting the difficult experiences of the villages represented, or contested narratives or conversations centred on the details of experiences or on assigning blame are discouraged at this point. Unless, absolutely necessary, it is important that the conversation is directed towards 'what can we do as individuals and small communities to prevent violence in the future?'

3.1 Sharing experiences (20 minutes suggested)

- The village maps drawn by the villages participating in the sessions are to be displayed around the room for the purpose of remembering and sharing each other's stories. It is important that you engage with the partner prior to the workshop to make sure that the correct maps are brought to the venue.
- The participants are asked to walk about the room and read their own as well as the stories of the other villages. One person from each village stands next to their map to answer questions from others about the incidents of significance and violence in their villages.
- The facilitator reminds the group that these experiences are not shared to cause pain or harm, but as a means of reminding ourselves about the 'end results' of violent conflict on our lives. As with the first dialogues, which were a journey towards becoming a value-based society, this too is the beginning of a journey towards being able to believe in non-violence, and to understand and deal with conflicts as a value-based society.

3.2 Remembering values and learning about each other (30 minutes suggested)

- The facilitator reminds everyone that in phase 1, we all agreed on a set of values that everyone must encourage within themselves, in their homes, in their communities and especially pass on to the next generation. The facilitator reminds everyone that 'values' we identified as "those principles, beliefs and patterns of behaviour that we can each control ourselves and may contribute to a peaceful and just society".
- First, the people are asked to sit with participants from their own village. Each person is given a piece of paper (one colour per village) and asked to write down one of the values that they remember from the last dialogue workshop or the value that they personally committed to at the end of the workshop. They are asked to share this briefly with the group.
- The facilitator asks each participant to write the number 1, 2, 3 or 4 on their own card – one number per person and so on until each village group can be divided into 4 groups if the numbers are called out.
- The groups are asked to wander around the room, looking for matching numbers by calling their numbers out until they find their 'new' group. Once they find their group, they are asked to learn each other's value, why that value is important, the name of the person, the name of the village, a bit of background about each person and their experiences (maybe with reference to the village maps that were read before) and one fun fact. They are asked to name their group.
- When the groups have all learned about each other, one person from each group shares the group's set of values, number of the group, names of each participant, their village with the plenary. As they share, the facilitator re-creates a combined value board for all to see.

3.3 Debrief (10 minutes suggested)

The Facilitator touches on the following key points -

- Recapping the journey thus far; this phase being about taking the values and beliefs we shared from phase 1 to the next phase, which is learning how a value-rich society can manage and transform small conflicts before they become violence.
- However, it is important to continue to nurture a society's belief in non-violence and in values. Therefore, this session was about HOPE. Despite differences, despite hurtful or difficult experiences, despite tragedy, despite loss, despite unresolved conflict, and despite anger, remind the group that we all unanimously agreed at the first workshop that none of us wanted war or to experience violence again.
- Remind the participants that not one person, wished their experiences on the next generation. Therefore, this workshop is based on the participants' firm belief in non-recurrence of violence.
- This workshop is about trying to identify simple ways in which we can understand, shape, cope or transform the conflicts around us towards non-violence.

4. ALTERNATIVE SESSION GUIDE: UNDERSTANDING CONFLICT AND ITS IMPACT ON SOCIETY (VERSION 1)



OBJECTIVES OF THE SESSION:

Taking participants through a basic understanding of conflict within their communities, and how a value-less society may escalate conflict to violence/war



SESSION DURATION:

60-90 minutes



MATERIALS:

Conflict escalation cards; conflict box or bowl

TIP - Carrying on from the first session, this session takes the participants through some basic skills at identifying or understanding emerging conflicts in our communities first, next with some basic tools that are needed for problem solving and ends with some basic principles and beliefs that are needed in coping, managing and transforming conflicts. The session can be conducted as a 'journey' or as individual games. As always, the value of this session is in the debriefing, and the connections made to the idea of a value-based society for non-recurrence of violence which is therefore encouraged as a facilitated input throughout.

4.1 What is conflict? (10 minutes suggested)

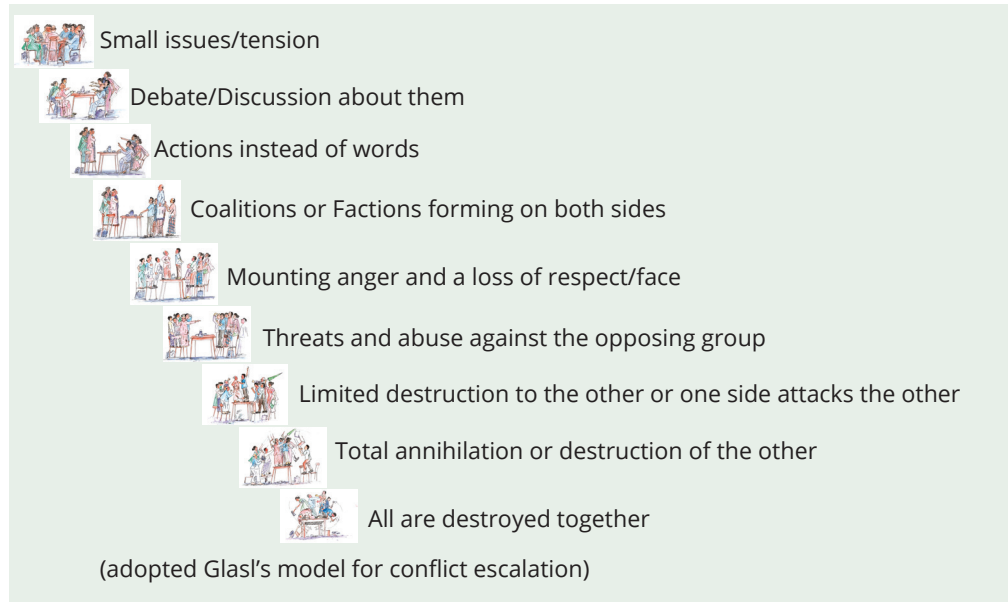
- Begin the session with a training input. For the purpose of today's workshop, define conflict.

'Conflict' as a state in which groups of people have different interests, positions, goals, beliefs and needs, which may lead to differences of opinion, disagreement and struggle, and a state of tension that could become violent threatening the community's peace and sense of justice. However, indicate that not all conflicts are negative or necessarily lead to violence. Conflict sometimes, helps us grow, or reminds us to take a step back, particularly when past experiences of pain are associated with conflicts. However, while conflict is natural, it's management or transformation in non-violent forms is a key principle we need to practice. Link this need to 'practice' understanding and managing conflicts to the concept of a value-based society whose principles (as seen on the value-board) will always push communities towards peace and non-recurrence of violence in future.

4.2 Understanding conflict escalation (20-30 minutes suggested)

The Sorting Game:

- Give each group a set of large cards with a representative drawing/images for the following words/behaviours:



- Ask each group to put them in an order that makes sense to them in descending or ascending order. Ask the groups to discuss the reasons for this placement as they do the exercise. Ask them to label them in any or all languages. If it takes too long, the Facilitator might intervene and ask the groups to come to plenary.
- Ask the groups to go around and see what each other has done. One person from each group should remain in order to explain why/what they have done.
- Share the correct order and explain each card to the group, if necessary while drawing a flight of stairs to indicate escalation. Explain that what we would like to aim for is to address conflict before it gets out of hand when it becomes a much harder intervention, a win-win situation.
- Provide an input here that we can create win-win, win-lose or lose-lose situations of which the first is always best.

4.3 How does the concept of conflict relate to real-life experiences? (20 minutes suggested)

The Conflict Box:

- Ask the individuals, who have already formed mixed, multi-village groups, to identify a potential conflict in their communities. These should be as specific as possible and in relation to the previous session where a framework was established by the groups themselves for what they understand as conflict.
- Ask them to discuss it amongst their group and add them all to the conflict box, placed in the middle of the room with the group name written on it. It is not compulsory that all are public either; if they wish, they can simply keep it with them rather than sharing it.

- However, what is important here is the ability to connect the conceptual understanding of conflict, to their present or emerging situations. There maybe facilitator guidance required in isolating specific conflicts at a community, regional or national level that the participants come up with which can be managed or addressed by a community that agrees on values and principles. For example, a trade union dispute that is entirely dependent on a gazette in parliament for the problem to be resolved is not relevant in this context; however, a dispute between a trade union leader and a group of workers in this division would fit this exercise.
- The facilitator should indicate that this conflict box will remain as 'the context' or the relevant area within which to frame all of today's discussions. The participants will be asked to remind themselves of it and relate to it, as they go through the day and at the end of the day. Therefore, do not delve into the problems at this stage.

4.4 Debrief (20-30 minutes suggested)

While identifying their present and emerging conflicts, ask what, if anything, they learned from doing it. Ask them if their 'real-life conflict' can be considered positive or negative? Can it be reversed?

Ask for their observations, what they felt while doing it, and what they may have learned about what can happen to 'small issues' which are unresolved. Ask them to notice how beliefs, assumptions, pre-conceived notions, lack of knowledge, fear and a lack of positive values, might play a part in this escalation of conflict.

Ask them to keep in mind how these concepts relate to the values and beliefs on the value-board, and ask them to start thinking about which values might help de-escalate the specific conflicts that they identified in the conflict box.

4. ALTERNATIVE SESSION GUIDE: UNDERSTANDING CONFLICT AND ITS IMPACT ON SOCIETY (VERSION 2)



OBJECTIVES OF THE SESSION:

Taking participants through a basic understanding of conflict within their communities, and how a value-less society may escalate conflict to violence/war



SESSION DURATION:

90 minutes



MATERIALS:

Flash cards, pens, paper, stickers, conflict escalation car, conflict box or bowl

TIP - Carrying on from the first session, this session takes the participants through some basic skills at identifying or understanding emerging conflicts in our communities first, next with some basic tools that are needed for problem solving and ends with some basic principles and beliefs that are needed in coping, managing and transforming conflicts. The session can be conducted as a 'journey' or as individual games. As always, the value of this session is in the debriefing, and the connections made to the idea of a value-based society for non-recurrence of violence which is therefore encouraged as a facilitated input throughout.

4.1 What is conflict? Is it always negative? (40 minutes suggested)

The 4-word Game:

- Write the word 'CONFLICT' as the concept on a board/wall. Ask the individuals, who have already formed mixed, multi-village groups as a result of Value Bingo, to take 4 pieces of paper and write down only 4 words that define, represent or mean the word conflict to them (example – disagreement, anger, war, terrorism). Make sure to tell the groups that there is no right or wrong answer. There will be a process of discussion amongst the group on why, how, examples and meanings derived from their own contexts as they do this. Give the teams 10 minutes to do this.
- Then ask each group to merge with another group, which will bring 4-8 words in total. Ask the merged groups to discuss and share the reasons why those words make sense to them again related to experience, context and understanding from real life. Give them 10 minutes to do this.
- Run the exercise again if necessary, but if not ask the groups to come together as plenary, and place the words from each group onto the board under the word conflict in order to have a broad view of different types or meanings associated with what conflict is to different people and places.

- The facilitator may place the words in clusters to indicate inter-personal, communal, external conflicts or to show positive and negative conflicts etc.
- It is important at this point for the facilitator to make 'a training input' if necessary. For the purpose of today's workshop, define 'Conflict' as a state in which groups of people have different interests, positions, goals, beliefs and needs, which may lead to a differences of opinions, disagreement and struggle, and a state of tension that could become violent threatening the community's peace and sense of justice. However, indicate that not all conflicts are negative or necessarily lead to violence. Conflict sometimes, helps us grow, or reminds us to take a step back, particularly when past experiences of pain are associated with conflicts. However, while conflict is natural, it's management or transformation in non-violent forms is a key principle we need to practice.
- Link this need to 'practice' understanding and managing conflicts to the concept of a value-based society whose principles (as seen on the value-board) will always push communities towards peace and non-recurrence of violence in future.

4.2 How does the concept of conflict relate to real-life experiences? (20 minutes)

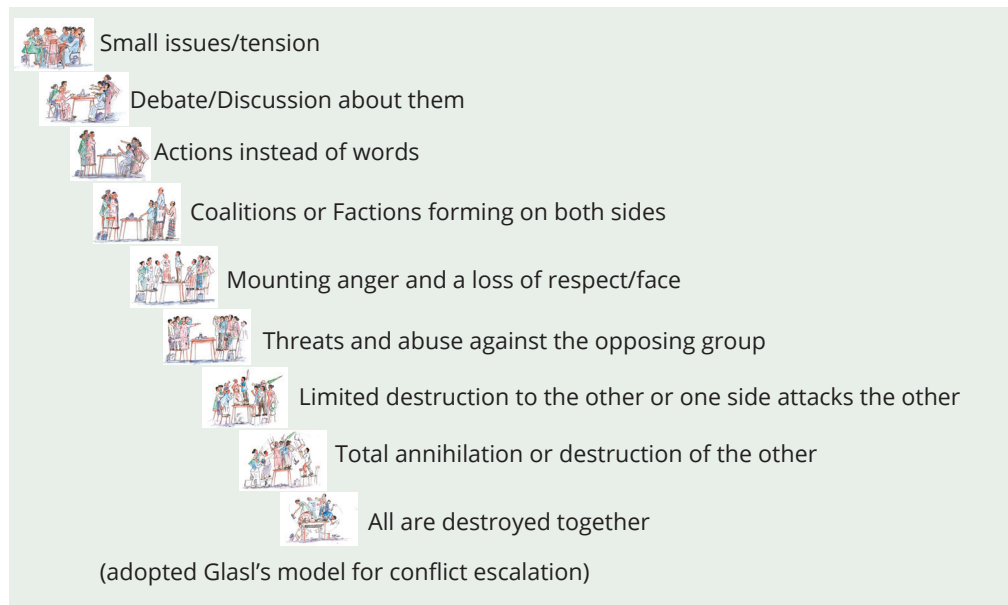
The Conflict Box:

- Ask the individuals, who have already formed mixed, multi-village groups, to identify a potential conflict in their communities. These should be as specific as possible and in relation to the previous session where a framework was established by the groups themselves for what they understand as conflict.
- Ask them to discuss it amongst their group and add them all to the conflict box, placed in the middle of the room with the group name written on it. It is not compulsory that all are public either; if they wish, they can simply keep it with them rather than sharing it.
- However, what is important here is the ability to connect the conceptual understanding of conflict, to their present or emerging situations. There maybe Facilitator guidance required in isolating specific conflicts at a community, regional or national level that the participants come up with which can be managed or addressed by a community that agrees on values and principles. For example, a trade union dispute that is entirely dependent on a gazette in parliament for the problem to be resolved is not relevant in this context; however, a dispute between a trade union leader and a group of workers in this division would fit this exercise.
- The facilitator should indicate that this conflict box will remain as 'the context' or the relevant area within which to frame all of today's discussions. The participants will be asked to remind themselves of it and relate to it, as they go through the day and at the end of the day. Therefore, do not delve into the problems at this stage.

4.3 Understanding conflicts escalation (20 minutes suggested)

The Sorting Game:

- Give each group a set of large cards with a representative drawing/image for the following words/behaviour:



- Ask each group to put them in an order that makes sense to them in descending or ascending order. Ask the groups to discuss the reasons for this placement as they do the exercise. Ask them to label them in any or all languages. If it takes too long the facilitator might intervene and ask the groups to come to plenary.
- Ask the groups to go around and see what each other as done. One person from each group should remain in order to explain why/what they have done.
- Share the correct order and explain each card to the group, if necessary while drawing a flight of stairs to indicate escalation. Explain that what we would like to aim for is to address conflict before it gets out of hand when it becomes a much harder intervention, is a win-win situation. Provide an input here that we can create win-win, win-lose or lose-lose situations of which the first is always best.

4.4 Debrief (10 minutes suggested)

Ask the group for observations any of them have about the 4-word game; ask if there are any new insights into the original word 'conflict' that they gained through the exercise; ask how they felt about doing the exercise; ask what, if anything, they learned from doing it.

Ask for their observations on what they felt while doing it, and what they may have learned about conflict and what can happen to 'small issues' unresolved. Ask them to notice how beliefs, assumptions, pre-conceived notions, lack of knowledge, fear might play a part in this escalation of conflict.

Ask them to keep in mind how these concepts relate to their 'real-life challenge' that has been placed in the conflict box, and also how the values and beliefs on the value-board might help de-escalate conflict rather than take us all down together towards destruction.

5. SESSION GUIDE:

TRANSCENDING CONFLICTS BY MAKING CHANGES IN OUR COMMUNITIES



OBJECTIVES OF THE SESSION:

Taking participants through a basic understanding how positive values, and a few basic tools for conflict transformation can help increase potential for non-recurrence of violence



SESSION DURATION:

90 minutes

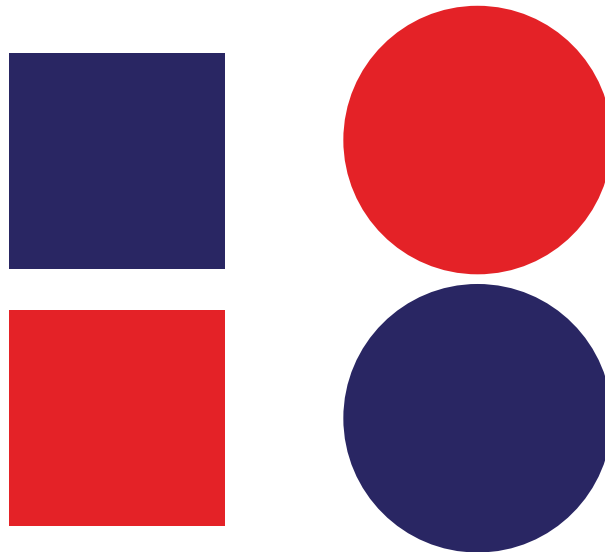


MATERIALS:

Tools for tuck & tooks game, pen, paper, whistle

5.1 Elements of problem solving (45 minutes suggested)

Tucks and Tooks game –



- Divide participants into two groups, the Tucks and the Tooks. Explain that the groups represent people from two different cultures, even though they live in close proximity. (Feel free to change these names as is culturally appropriate if needed)
- Explain to participants that the Tucks and Tooks will meet at the marketplace to trade goods. Both groups want to trade what they have; however, they have different needs and customs/practices, which they will learn about in a handout (below). Explain that each group will have time to review their customs/practices before meeting in the marketplace.
- Tell participants that it is important they do not share information about their customs with the other group before they meet. Tell groups to find space to meet separately so they cannot hear each other. Review the customs with each group individually. Some questions to help guide this process include the following:

- ◆ What colour or shape do you want to trade for?
 - ◆ Who will talk at the market?
 - ◆ Everyone or only a few representatives?
 - ◆ How should you greet the other group?
- When groups have finished developing their plans, bring them back together. You will act as the market supervisor and are responsible for presenting the market rules and handling any conflicts that may arise.
 - If the groups disengage from conversation, close the market. (You may have a bell or a whistle to indicate market opening and closing). When the market closes, the groups go back to their corners to discuss – how they can overcome whatever challenge they encountered? They go back when the market opens and repeats the process of ‘understanding’ the context.
 - While the groups go back and review their strategies based on what they observed in the first few negotiations, make an intervention if necessary. Some questions to help this process are:
 - ◆ What barriers are preventing trading from occurring between the Tucks and Tooks?
 - ◆ Is there something that the other group has done/is doing to offend your group?
 - ◆ Can you work around these obstacles or develop new ways to communicate?
 - ◆ Is it helpful to understand what they seem to be needing and what you need?
 - ◆ Encourage participants to agree on a new strategy that neutralizes the differences.
 - The market reopens and trading resumes. The facilitator ends the game based on time.
 - Tell groups to reveal their “hand etiquette” and what they had decided they were going to trade or needed. Ask the groups to share how they re-strategized.
 - Highlight that this exercise was about a few key elements of problem solving. Unpack the following key take-away through plenary discussion;
 - ◆ the challenges in PERCEPTION (how various parties see the same situation based on their own pre-conceived notions);
 - ◆ how MISUNDERSTANDING can lead to breakdown in groups’ communications and being able to negotiate a settlement;
 - ◆ how COMMUNICATION is crucial and that this game involved listening to each other;
 - ◆ how COORDINATION AND COLLABORATION is necessary to achieve common goals;
 - ◆ how it feels like to realise that entrenched positions can be better understood if you take a minute to ANALYSE what the OTHERS’ NEEDS might be and what your needs are;
 - ◆ how in each situation there is a way to WIN-WIN;

- ◆ RESPECTING the other – traditions, needs, customs is key to understanding the other, in order to find a solution that works best;
- ◆ OPPOSING POSITIONS can be destructive, but if you focus on INTERESTS of people, then there is always room to WORK IT OUT;
- ◆ Ask the group to keep in mind any other points they have thought of as lessons.

5.2 Linking to the conflict box for learning real-life lessons (45 minutes suggested)

- Ask the original groups to re-form into village groups rather than the value-bingo groups. Ask the groups pick one or two examples from the conflict box that were from their own group (as per the colour scheme). The groups should discuss these present or emerging issues reflecting on the skills and ideas that were shared during the day's engagement (including value-bingo, the sorting game and the Tucks and Tooks). There is no need to 'solve' anything here, simply reflection.

- The groups can reflect using the following questions:

- ◆ Is this conflict a positive or a negative conflict?
- ◆ What words would you use to describe this issue (anger, violence, war, disagreement, argument, misunderstanding etc.)
- ◆ Where is this issue on the 'staircase' of escalation and are the dangers that we see currently in this situation that might get worse, or erupt in violence?
- ◆ Who is involved in this issue (stakeholders)?
- ◆ What does each party (including 'us') want and what does each party need?
- ◆ What negative or positive perceptions, misunderstandings or prejudices do we have in relation to this situation?
- ◆ What would be a win-win situation?
- ◆ Can we coordinate and collaborate to achieve both our needs? Can we or they give up something without entirely losing out?
- ◆ Can we communicate better? Can we adjust the way we interact or negotiate?

5.3 Debrief (5 minutes)

Remember the values? The Facilitator can remind them again of the values identified in Phase 1 and shared as a commitment/ reminder today, should form the basis for any engagement. In each group, ask the group to list out the relevant values as applicable to their problem – such as respect, compassion, forgiveness, empathy, understanding, honouring rule of law, respecting religion or cultural difference, tolerance, belief in non-violence, patience, belief in equality, kindness, unity, respect for diversity, open-heartedness, etc.

Ask the participants - What was difficult or easy? Why? What did we learn? Ask the group for any observations on how it related to the word conflict; ask if there are any new insights into the original word 'conflict' that they gained through this exercise; ask how they felt about doing the sessions today? What lessons can we learn from our past for our future, and how can we pass on these ideas to our children in future?

6. SESSION GUIDE: WRAPPING-UP THE DAY



OBJECTIVES OF THE SESSION:

The objective of this session is to end the day with a debrief and take-away of real-life experiences of conflict and how to think about them differently



SESSION DURATION:

60 minutes



MATERIALS:

Summary sheets, pen, sticky notes of three colours a Bristol board or flip chart stand of bowl

6.1 Take-away note

The participants will also be given a hand out, that each of them can fill in what they learned that can be taken home with them as they debrief (see below). In some of these will be action-oriented commitments which should be encouraged. Run through the hand out, and fill it out together.

Highlight the values and tools (i.e. the questions in session 4 Tuck-Took game) that are important as 'take-away' from the day while the participants fill up their workbook.

Invite the participants to share these lessons with their communities, with the help of the partners if need be. Ask the participants to let the partners know if they would like to participate in the next phase of the process, which will be an exchange visit to another district. Ask the participants to take their commitment note with them. Thank everyone for their time, and end the day.

Feedback game, to be given by the partner for group feedback. The partner will give their vote of thanks and allow for the community to express themselves here through a ritual, religious rite or song if the community wishes to do so.

6.2 Feedback Game

Give everyone 3 coloured post it notes (or cards)

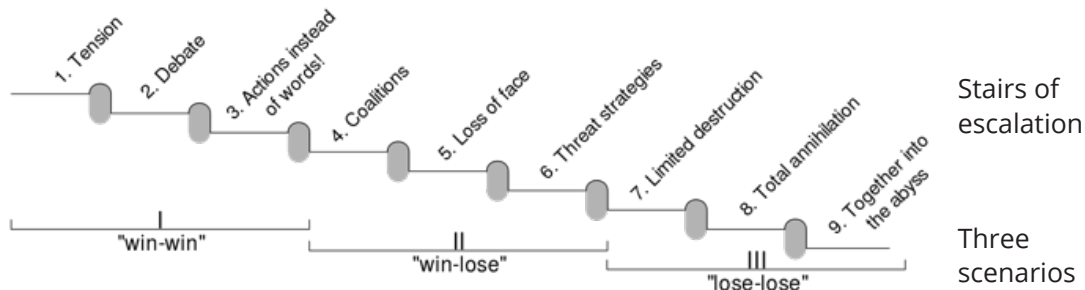
- on the green - write what you liked best about the workshop
- on the pink - write what you liked the least about the workshop
- on the yellow - write the most important thing you learned from the workshop

(The colour code should be written up on a board so that participants do not get confused)

Once they finish, they can come up and stick it on a board or if we feel anonymity is important to get more candid feedback, they can fold the card / paper and drop it in a box.

7. ANNEXES

7.1 Glasl's model of conflict escalation



7.2 Tucks and Tooks game handouts

THE TOOKS

The Tooks are very peaceful people. They believe that it is polite to hold out a hand (as if to shake hands) when they are meeting people. To the Tooks using this hand gesture when greeting people is a sign of respect. The Tooks would feel very offended if someone held up his/her hand (as if telling someone to stop) while speaking to them. If someone holds up their hand to a Took, he/she would be extremely offended and would immediately sit down and stop talking to that person.

The Tooks like to have things that are all the same shape. They do not care what colour an object is as long as it is the same shape as the other objects they have. The Tooks are bringing two X triangles and two Y squares with them to the market. It is the Tooks' goal to come back from the market with four cards that are the same shape, regardless of colour.

THE TUCKS

The Tucks are very peaceful people. They believe that it is polite to hold up a hand (as if telling someone to stop) when they are meeting people. To the Tucks using this hand gesture when greeting people is a sign of respect. The Tucks would never dream of holding out their hand (as if to shake hands) to another person. In fact, he/she find this gesture to be extremely rude. If someone holds out their hand to a Tucks, they would be offended and would immediately sit down and stop talking to that person.

The Tucks like to have things that are all the same colour. They do not care what shape an object is as long as it is the same colour as the other objects they have. The Tucks are bringing two X triangles and two Y squares with them to the market. It is the Tucks' goal to come back from the market with four cards that are the same colour, regardless of shape.

7.3 The Conflict Story – Take Away Note

Conflict is

.....

.....

.....

Conflict can be

Conflict can be

The best outcome of addressing conflict is

These skills can help turn this conflict around	These values can help turn this conflict around

In my community, my village or my region, I see the following conflict that could become violent

.....

.....

.....

.....

Some points to consider in relation to the conflict that I have identified in my community –

- a. Is this conflict a positive or negative conflict?
- b. Where is this issue on the 'staircase' of escalation?
- c. Who (parties) is involved in this issue?
-
- d. What does each party (including 'us') want and what does each party need?
-
-
- e. What negative or positive perceptions, misunderstandings or prejudices do we have in relation to this situation?
-
-
- f. What would be a win-win situation?
- g. Can we coordinate and collaborate to achieve both our needs? Can we or they give up something without entirely losing out?
-
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- h. Can we communicate better? Can we adjust the way we interact or negotiate?
-

3.4 Quick reference guide

CARD 1 – SESSION – BEGINNING THE DAY

Session time	Session Details	Session TIPS in brief	Session guide in brief
15 minutes	Welcome and introduction	<p>a moment of silence giving everyone the opportunity to meditate on their religious beliefs</p> <p>a cultural song in one language group</p> <p>an ice-breaker to 'warm-up'</p>	<ol style="list-style-type: none"> 1. The Facilitator welcomes the group to the second phase of the dialogue series as is culturally appropriate. 2. There is no participant introduction at this stage. 3. Remind the participants of where/when you were last together. A reminder of the objective of the last phase could be shared here – <i>"The last session was about remembering and sharing the difficult experiences of our past, and learning about each others' experiences, in order to understand each other, build a sense of empathy and compassion for each other. Through this emotional experience, we realised that none of us wants the experiences of our past to be the experience of our future generations. As such, we agreed that as future society that wants justice and peace, we need to remind ourselves of the lost values that support co-existence and incorporate these into our lives"</i> 4. The facilitator introduces himself and his co-facilitators, the partners, the team and shares the objective of this workshop with the group - <i>"To spend the day sharing and learning from each other about what practices and skills a value-based society should possess in order to prevent violent conflict from happening again by addressing challenges, issues and potential conflicts within and between our communities before they become entrenched. This day is made up of a series of activities that will introduce us to some basic practices that will help us recognise and address conflicts at a community level"</i>

CARD 2: SESSION 2 – REMEMBERING WHAT WE DID BEFORE... ACTIVITY 1

Session time	Session Details	Session TIPS in brief	Session guide in brief
20 minutes	ACTIVITY ONE Experience sharing	<p>DISCOURAGE deep conversations revisiting the difficult experiences of the villages or contested narratives or conversations centred on the details of experiences or on assigning blame</p> <p>DIRECT conversation towards 'what can we do as individuals and small communities to prevent violence in the future?'</p>	<ol style="list-style-type: none"> 1. The village maps drawn by the villages participating in the sessions are to be displayed around the room 2. The participants are asked to walk about the room and read their own as well as the stories of the other villages. 3. One person from each village stands next to their map to answer questions from others about the incidents of significance and violence of their villages. 4. The facilitator reminds the group that these experiences are not shared to cause pain or harm, but as a means of reminding ourselves about the 'end results' of violence conflict on our lives. 5. As with the first dialogues, which was a journey towards becoming a value-based society, this too is the beginning of a journey towards being able to believe in non-violence, and to understand and deal with conflicts as a value-based society.

CARD 3 – SESSION 2 – REMEMBERING WHAT WE DID BEFORE...ACTIVITY 2

Session time	Session Details	Session TIPS in brief	Session guide in brief
30 minutes	ACTIVITY TWO Value bingo	Depending on group size, could be 2 groups or 4 or 6	<ol style="list-style-type: none"> 1. Remind everyone that in phase 1, we all agreed on a set of values that everyone must encourage within themselves, in their homes, in their communities and especially pass on to the next generation. 2. The facilitator reminds everyone that 'values' we identified as "those principles, beliefs and patterns of behaviour that we can each control ourselves and may contribute to a peaceful and just society". 3. People are asked to sit with participants from their own village. 4. Each person is given a piece of paper (one colour per village) and asked to write down one of the values that remember from the last workshop 5. The facilitator asks each participant to write the number 1,2,3 or 4 on their own card – one number per person 6. The groups are asked to wander around the room, looking for matching numbers by calling their numbers out until they find their 'new' group. 7. Once they find their group, they are asked to learn each other's value, why it that value is important, the name of the person, the name of the village, a bit of background about each person and their experiences. They are asked to name their group. 8. When the groups have all learned about each other, one person from each group shares on behalf of group

CARD 4 – SESSION 2 – REMEMBERING WHAT WE DID BEFORE... DEBRIEF

Session time	Session Details	Session TIPS in brief	Session guide in brief
10 minutes	ACTIVITY – DEBRIEF	<p>The debrief is the most crucial part of each activity.</p> <p>It is what connects and builds on the sessions to create flow.</p> <p>It is where the activities are unpacked, a take-away lesson is shared through an exercise.</p> <p>Together with partner – have a value board developed with all the values identified by the groups represented</p>	<p>The facilitator touches on the following key points</p> <ul style="list-style-type: none"> - recapping the journey thus far; - this phase being about taking the values and beliefs we shared from phase 1 to the next phase, which is learning how a value-rich society can manage and transform small conflicts before they become violence. <p>However, it is important to continue to nurture a society's belief in non-violence and in values. Therefore, this session was about HOPE.</p> <p>Despite differences, despite hurtful or difficult experiences, despite tragedy, despite loss, despite unresolved conflict, despite anger and despite, remind the group that we all unanimously agreed at the first workshop that none of us wanted war or to experience violence again.</p> <p>Remind the participants that not one person, wished their experiences on the next generation. Therefore, this workshop is based on the participants' firm belief in non-recurrence of violence.</p> <p>This workshop is about trying to identify simple ways in which we can understand, shape, cope or transform the conflicts around us towards non-violence, in keeping with the values we identified in the last workshop</p> <p>Write each value on a coloured card if necessary and paste it on the 'value board' haphazardly rather than by village</p>

CARD 5 – SESSION 3 – UNDERSTANDING CONFLICT AND ITS IMPACTS – ACTIVITY 1

Session time	Session Details	Session TIPS in brief	Session guide in brief
5-10 minutes	ACTIVITY 1 What is conflict?	This session takes the participants through some basic skills at identifying or understanding emerging conflicts in our communities The session can be conducted as a 'journey' or as individual games. As always the value of this session is in the debriefing, and the connections made to the idea of a value-based society for non-recurrence of violence which is therefore encouraged as a facilitated input throughout.	TRAINING INPUT – WHAT IS CONFLICT? <i>'Conflict' – A STATE in which groups of people and groups have DIFFERENT INTERESTS, POSITIONS, GOALS, BELIEFS, NEEDS, which may lead to a differences of opinions, disagreement and struggle, and a state of tension that could BECOME VIOLENT threatening the community's peace and sense of justice.</i> <i>However, indicate that NOT ALL CONFLICTS ARE NEAGATIVE OR NECESSARILY LEAD TO VIOLENCE. Conflict sometimes, helps us grow, or reminds us to take a step back, particularly when past experiences of pain are associated with conflicts.</i> <i>However, WHILE CONFLICT IS NATURAL, it's management or transformation in non-violent forms is a key principle we need to practice.</i> <i>Link this need to 'PRACTICE' understanding and managing conflicts to the concept of a VALUE-BASED SOCIETY whose principles will always push communities towards peace and non-recurrence of violence in future.</i>

CARD 6 – SESSION 3 – UNDERSTANDING CONFLICT AND ITS IMPACTS – ACTIVITY 2

Session time	Session Details	Session TIPS in brief	Session guide in brief
20 minutes	ACTIVITY 2 THE SORTING GAME (CONFLICT ESCALATION) Understanding what happens when conflicts are not dealt with (escalation)	Emphasise that there are no wrong answers. If it takes too long the facilitator might intervene and ask the groups to come to plenary. Note that the escalation steps don't necessarily mean that win-win situations cannot be achieved at the end. However, it is much easier to resolve problems before they get out of hand Win-lose, lose-lose options are only possible	Give each group a set of large cards with a representative drawing/image for the following words/behaviour: (adopted Glasl's model for conflict escalation) Small issues/Tension -> Debate/Discussion about them -> Actions instead of words -> Coalitions or Factions forming on both sides -> Mounting anger and a loss of respect/face -> Threats and abuse against the opposing group -> Limited destruction to the other or one sides attacks the other -> Total annihilation or destruction of the other -> All are destroyed together Ask each group to put them in an order that makes sense to them in descending or ascending order. Ask the groups to discuss the reasons for this placement as they do the exercise. Ask them to label them in any or all languages. Ask the groups to go around and see what each other as done. One person from each group should remain in order to explain why/what they have done. Share the 'correct' order and explain each card to the group, if necessary while drawing a flight of stairs to indicate escalation. Explain that what we would like to aim for is to address conflict before it gets out of hand when it becomes a much harder intervention. Explain there in any situation there is a WIN-WIN, WIN-LOSE, LOSE-LOSE possibility

CARD 7 –SESSION 3 UNDERSTANDING CONFLICT AND ITS IMPACTS – ACTIVITY 3

Session time	Session Details	Session TIPS in brief	Session guide in brief
15- 20 minutes	<p>ACTIVITY 3</p> <p>THE CONFLICT BOX</p> <p>How does conflict relate to real-life experiences</p>	<p>This session takes the participants through some basic skills at identifying or understanding emerging conflicts in our communities</p> <p>The session can be conducted as a 'journey' or as individual games.</p> <p>As always the value of this session is in the debriefing, and the connections made to the idea of a value-based society for non-recurrence of violence which is therefore encouraged as a facilitated input throughout.</p>	<ol style="list-style-type: none"> 1. Ask the individuals, to IDENTIFY a potential VIOLENT conflict in their communities. These should be as SPECIFIC as possible 2. Ask them to DISCUSS it amongst their group and add them all to the conflict box, placed in the middle of the room 3. However, what is important here is the ability to CONNECT THE CONCEPTUAL UNDERSTANDING OF CONFLICT TO THEIR PRESENT OR EMERGING SITUATIONS. There maybe facilitator guidance required in isolating specific conflicts at a community, regional or national level that the participants come up with which can be managed or addressed by a community that agrees on values and principles. 4. The facilitator should indicate that this conflict box will remain as 'the context' or the relevant area within which to frame all of today's discussions. 5. The participants will be asked to remind themselves of it and relate to it, as they go through the day and at the end of the day. Therefore, do not delve into the problems at this stage.

CARD 8 – SESSION 3 – UNDERSTANDING CONFLICT AND ITS IMPACTS – ACTIVITY 4 – DEBRIEF

Session time	Session Details	Session TIPS in brief	Session guide in brief
20 minutes	<p>ACTIVITY 4</p> <p>DEBRIEF</p>	<p>The session can be conducted as a 'journey' or as individual games.</p> <p>As always the value of this session is in the debriefing, and the connections made to the idea of a value-based society for non-recurrence of violence which is therefore encouraged as a facilitated input throughout.</p> <p>Emphasise the journey of conflict escalation and how it can end in violence if not resolved early</p>	<p>While identifying their present and emerging conflicts, ask what, if anything, they learned from doing it. Ask them if their 'real-life conflict' can be considered positive or negative? Can it be reversed?</p> <p>Ask for their observations, what they felt while doing it, and what they may have learned about what can happen to 'small issues' unresolved. Ask them to notice how beliefs, assumptions, pre-conceived notions, lack of knowledge, fear and a lack of positive values, might play a part in this escalation of conflict.</p> <p>Ask them to keep in mind how these concepts relate to the values and beliefs on the value-board, and ask them to start thinking about if which values might help de-escalate the specific conflicts that they identified in the conflict box.</p> <p>Provide an INPUT here, reminding them again –</p> <p><i>NOT ALL CONFLICTS ARE NEAGATIVE OR NECESSARILY LEAD TO VIOLENCE. Conflict sometimes, helps us grow, or reminds us to take a step back, particularly when past experiences of pain are associated with conflicts.</i></p> <p><i>However, WHILE CONFLICT IS NATURAL, it's management or transformation in non-violent forms is a key principle we need to practice.</i></p> <p><i>Link this need to 'PRACTICE' understanding and managing conflicts to the concept of a VALUE-BASED SOCIETY whose principles will always push communities towards peace and non-recurrence of violence in future. We must always aim for WIN-WIN OUTCOMES, after understanding the context</i></p>

CARD 9 – SESSION 4 – TRANSCENDING CONFLICT BY MAKING CHANGES – ACTIVITY 1

Session time	Session Details	Session TIPS in brief	Session guide in brief
45 minutes	<p>ACTIVITY 1</p> <p>TUCKS AND TOOKS</p> <p>Game of negotiation, understanding needs of others and working to remove challenges</p> <p>These games are only tools for learning</p>	<p>Do change the names of the two factions, if you feel it is more culturally suitable to do so.</p> <p>This session is about learning about elements of real issues, without actually dealing with real issues.</p> <p>You may have a bell or whistle as market boss</p> <p>Keep in mind, that within the limited time, real issues cannot be effectively dealt with or resolved. The facilitator should not give the impression that real life conflict is easy to resolve or simple. Nor should the participants feel frustrated that the session is not trying to 'resolve' their conflict.</p>	<p>Divide participants into two groups, the Tucks and the Tookes. Explain that the groups represent people from two DIFFERENT CULTURES, even though they live in close proximity.</p> <p>Explain to participants that the Tucks and Tookes will meet at the marketplace to trade goods. However, they have DIFFERENT NEEDS and CUSTOMS/PRACTICES.</p> <p>Tell participants that it is important they do not share information about their customs with the other group before they meet. Review the customs with each group individually. Some questions to help guide this process include the following:</p> <ul style="list-style-type: none"> • What colour or shape do you want to trade for? Who will talk at the market? Everyone or only a few representatives? How should you greet the other group? <p>When groups have finished developing their plans, bring them back together. You will act as the market supervisor and are responsible for presenting the market rules and handling any conflicts that may arise. If the groups disengage from conversation, close the market. (You may have a bell or a whistle to indicate market opening and closing).</p> <p>Each time the market closes, the groups go back to their corners as discuss – How can they OVERCOME whatever CHALLENGE they encountered? They go back when the market opens and repeats the process of 'UNDERSTANDING' the CONTEXT.</p>

CARD 9 – CONTINUED...

Session time	Session Details	Session guide in brief
45 minutes	<p>ACTIVITY 1</p> <p>TUCKS AND TOOKS</p> <p>Game of negotiation, understanding needs of others and working to remove challenges</p> <p>These games are only tools for learning</p>	<p>While the groups go back and review their strategies based on what they observed in the first few negotiations, make an intervention if necessary. Some questions to help this process are:</p> <ul style="list-style-type: none"> • What BARRIERS are preventing trading from occurring between the Tucks and Tookes? Is there something that the other group has done/is doing to OFFEND your group? Can you work around these obstacles or develop new ways to COMMUNICATE? Is it helpful to UNDERSTAND what they seem to be NEEDING and what you need? <p>The market reopens and trading resumes. The facilitator ends the game based on time. Tell groups to reveal their "hand etiquette" and what they had decided they were going to trade or needed. Ask the groups to share how they re-strategised.</p> <p>Highlight that this exercise was about a few key elements of problem solving. Unpack the following key take-away through plenary discussion</p> <ul style="list-style-type: none"> • the challenges in PERCEPTION (how various parties see the same situation based on their own pre-conceived notions); • how MISUNDERSTANDING can lead to breakdown in groups' communications and being able to negotiate a settlement; • how COMMUNICATION is crucial and that this game involved listening to each other; • how COORDINATION AND COLLABORATION is necessary to achieve common goals; • how entrenched positions can be better understood if you ANALYSE what the OTHERS' NEEDS might be and what your needs are; • how in each situation there is a way to WIN-WIN. • RESPECTING the other – traditions, needs, customs is key to understanding the other, in order to find a solution that works best • OPPOSING POSITIONS can be destructive, but if you focus on INTERESTS of people, then there is always room to WORK IT OUT

CARD 10 – TRANSCENDING CONFLICTS BY MAKING CHANGES – ACTIVITY 2

Session time	Session Details	Session TIPS in brief	Session guide in brief
45 minutes	ACTIVITY 2 LINKING TO THE CONFLICT BOX	<p>Keep in mind, that within the limited time, real issues cannot be effectively dealt with or resolved. The facilitator should not give the impression that real life conflict is easy to resolve or simple. Nor should the participants feel frustrated that the session is not trying to 'resolve' their conflict.</p> <p>It is important to clarify that we are not trying to resolve their local conflicts. We are simply providing a way to 'look' at conflict differently, and providing a new perspective only.</p> <p>THERE IS NO PLENARY PRESENTATION</p>	<p>Ask the original groups to re-form (by village) rather than the 'value-bingo' groups. Ask the group to pick one or two examples from the conflict box that were from their own group.</p> <p>The groups should discuss these present or emerging issues reflecting on the skills and ideas that were shared during the day's engagement. Emphasise, that there is no need to 'solve' anything here, simply reflection.</p> <p>The groups can reflect using the following questions:</p> <ul style="list-style-type: none"> • is this conflict a positive or negative conflict? • What words would you use to describe this issue (anger, violence, war, disagreement, argument, misunderstanding etc.) • Where is this issue on the 'staircase' of escalation and are the dangers that we see currently in this situation that might get worse, or erupt in violence? • who is involved in this issue (stakeholders)? • what does each party (including 'us') want and what does each party need? • What negative or positive perceptions, misunderstandings or prejudices do we have in relation to this situation? • What would be a win-win situation? • Can we coordinate and collaborate to achieve both our needs? Can we or they give up something without entirely losing out? • Can we communicate better? Can we adjust the way we interact or negotiate?

CARD 11 – SESSION 4 – TRANSCENDING CONFLICTS, BY MAKING CHANGES – ACTIVITY 3

Session time	Session Details	Session TIPS in brief	Session guide in brief
20 minutes	ACTIVITY 3 DEBRIEF	<p>It is important to clarify that we are not trying to resolve their local conflicts. We are simply providing a way to 'look' at conflict differently, and providing a new perspective only.</p>	<p>Remember the VALUES?</p> <p>The facilitator can remind them again of the values identified in phase 1 and shared as a commitment/ reminder today. THESE VALUES should form the basis for any engagement.</p> <p>READ OUT the RELEVANT VALUES as applicable to their problem – such as respect, compassion, empathy, understanding, honouring rule of law, respecting religion or cultural difference, tolerance, belief in non-violence, patience, belief in equality, kindness, unity, respect for diversity, open-heartedness etc.</p> <p>Ask the participants – What was difficult or easy? Why? What did we learn?</p> <p>Ask the group for any observations on how it related to the word conflict;</p> <p>Ask if there are any new insights into the original word 'conflict' that they gained through this exercise;</p> <p>Ask how they felt about doing the sessions today? What lessons can we learn from our past for our future, and how can we pass on these ideas to our children in future?</p>

CARD 12 – SESSION 5 – WRAPPING UP THE DAY – DEBRIEF

Session time	Session Details	Session TIPS in brief	Session guide in brief
30 minutes	DAY'S DEBRIEF AND SUMMARY	<p>There will be a workbook provided. Ask the participants to fill it out as you discuss the day's proceedings.</p> <p>This is the most important session of the day to connect the following:</p> <p>Conflict is not always bad, conflict is natural, transforming conflict effectively is key to preventing violence, a value-based society with the ability to perceive context, understand the others' needs and attempt to negotiate simple conflicts before they get out of hand</p>	<p>The participants will also be given a HAND-OUT, that each of them can fill in what they learned that can be taken home with them as they debrief (see below).</p> <p>In some of these will be ACTION-ORIENTED COMMITMENTS should be encouraged. Run through the hand out, and fill it out together.</p> <p>Invite the Participants to share these lessons with their communities, with the help of the partners if need be.</p> <p>Ask the participants to let the partners know if they would like to participate in the next phase of the process, which will be an exchange visit to another district. Ask the participants to take their commitment note with them.</p> <p>Thank everyone for their time, and end the day.</p> <p>Feedback game, to be given by partner for group feedback.</p> <p>The partner will give their vote of thanks and allow for the community to express themselves here through a ritual, religious rite or song if the community wishes to do so. Some participants may want to close the day with a religious chant or cultural song or a minute of silence as is customary in the region. Attempt at all times, to keep things SECULAR</p>

About the authors –

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About the project –

The Community Memorialisation Project is a joint project of Search for Common Ground and The Herstories Project along with district partners - Viluthu Centre for Human Resource Development in Mannar, Prathiba Media Network in Matara and Women Development Foundation in Ampara.

- The project capture individual and shared community narratives in order to prioritise and strengthen community owned memorialisation. Its primary objective is to facilitate an environment that acknowledges and preserves multiple histories, while encouraging empathy through inter-generational transfer and inter-regional sharing of memory to support peace and reconciliation in Sri Lanka.
- Building on individual stories the project team works with the communities to share their stories and facilitate dialogue within their communities about why memorialisation is needed, why multiple narratives should co-exist, and how we remember, at the divisional level and between the participating districts. The process focuses on empathetic listening and acknowledgement.
- There is clearly a need for wider public engagement. This is based on web-based and social media based platforms to add, debate and engage with the stories as well as on questions of memorialisation. With the participants' permission, the project will share these life stories through a traveling exhibition, an online archive, and a physical archive at the national level, similar to its predecessor - the Herstories Project.
- The project will contribute to discourse and practice, through regular learning circles, sharing of practice notes, new processes of monitoring and evaluation tools devised for this project and recommendations for a memory policy, based on views and needs at a village or district level.

While the project will have a cathartic and empathetic impact on the participants sharing their life stories at an individual level, it will also facilitate their voices and needs to be heard, through its wide dissemination. The success of the project will be in attitudinal changes – about the need to hear and acknowledge the many personal truths that exist. At a wider level, it will contribute to how Sri Lankans memorialise and historicise our past, and to making processes of justice, truth and reconciliation inclusive.

