

TRAINING REPORT
Conflict Sensitive Approaches
9 – 11 May

Training provided by the Peacebuilding and Development Institute in
Sri Lanka (PDI-SL) to the Landolakes Dairy Enhancement
in Eastern Province (DEEP) Project

based on the

Conflict Sensitivity Assessment in the Eastern dairy value chain carried out by the Peacebuilding and Development
Institute in Sri Lanka From October 2010 to February 2011

Introduction to the training

The training on conflict sensitive approaches was carried out for the 16 member Landolakes staff including both senior, mid-rank and minor staff. The facilitation was carried out by a three member team of trainers of the Peacebuilding and Development Institute in Sri Lanka (PDI-SL): Nawaz Mohammed, Kassapa Diyabedana as the co facilitators and Niluka Madushani translating/assisting in the training.

The training medium was a combination of Tamil and English with Nawaz Mohammed carrying out the 1st day of the training in Tamil and the 2nd and 3rd day's training being conducted in English with translation being carried out by the assistant trainer in Tamil. Translations were carried out but in a manner that did not break the momentum.

The training which started on a daily schedule at 8.30 am and ended at 5.30 pm commenced helped by an informal discussant based assessment of the participants' level of understanding of conflict sensitivity and followed up with a documented assessment based on 4 introductory questions which was meant to evaluate the knowledge and background of conflict sensitiveness.

The Questions

- 1. When did you first hear the word conflict sensitivity ?**
- 2. What is your idea if conflict sensitivity? Describe in your own words.**
- 3. Why do you want to learn conflict sensitivity? Pls choose.**

Personal transformation
Better efficiency at work
Career development

- 4. Name any methods/tools you know related to conflict and peacebuilding?**

The core of the training was based on the conflict sensitivity assessment carried out by the Peacebuilding and Development Institute in the areas of Batticaloa, Polonnaruwa and Trincomalee on the dairy value chain. The objective of the training was to equip the Landolakes staff with a basic idea of conflict sensitivity in order to be able to learn tools to recognize and minimize conflicts in their day to day project work as well as to understand how their project activities could worsen or minimize those conflicts. The facilitators worked with the field experience of the participants with the aim of making them innovative in handling conflict and transforming conflict situations into healthy and productive outcomes.

Flip chart exercises, presentations, group work and role play was used along with practical examples of the different dimensions of conflict in different socio-economic circumstances in relation to the Sri Lankan context.

Background of the trainers :

Nawaz Mohammed

Nawaz Mohammed is from the east coast of Sri Lanka.. He has designed and conducted many conflict resolution trainings, workshops and conflict assessments for development projects including dry zone agricultural development projects. He was one of the co-designers and facilitators of “Economic Dimensions of Peace Building” a South Asia regional training in year 2009, and “Conflict Sensitive Economic Recovery in Post War countries” an international training in year 2010.

Kassapa Diyabedanage

Kassapa comes from over 15 years of experience in Peace Education and activism. He has carried out many numbers of workshops for all kind of different groups within the country. They include CBOs, teachers and students, local government agents, NGOs, INGOs, etc. He is one of the early practitioners, trainers of Conflict Sensitivity having worked closely with organizations like CHA, CARE, etc and with persons from CDA and individuals like Dr. Kenneth Bush who are promoting different approaches to conflict sensitivity.

Niluka Madushani

Niluka Madushani is a professional translator from Tamil medium to English and Sinhala having over 5 years experience working in the capacity of translator for local and international non governmental organisations working with all ethnicities in Sri Lanka. She also functions as an assistant Tamil language trainer in the area of peacebuilding and conflict sensitivity.

TRAINING AGENDA

General Introductions

Personal Introductions and their role in the projects etc

Understanding Conflict

Economic Root causes of Conflict

Understanding Conflict Sensitivity – Theory and Practice

Understanding Conflict Sensitivity in context to the project
Peace and Economic Recovery

Conflict Analysis – Introduction

Conflict Sensitivity (Value Chain Approach)
With case studies on why we need to be CS

Conflict Sensitivity in the dairy sector /focus on being CS in project

Specific tools/methods for staff to work with CS
Conflict Analyses related to the project (In-Depth)

Next step Action Plan

Practical training Structure

Day 01

Introductory to Conflict and with introduction to conceptual analysis

Day 02

Introducing the practical side of understanding conflict

Participants asked to answer 4 questions to assess their knowledge on conflict sensitivity

Steps involving conflict sensitivity

Working around conflict, in conflict, on conflict

Group discussions

Real on the ground examples used by the trainers

Day 03

Re-looking project asking participants to look at :

Why

Where

When

By whom

With whom

How

WHO ARE WE

The exercise was carried out by dividing the staff into the categories of Managers, Technical staff and Field Mobilizers.

Obtaining from the participants a summary of learning on the course and providing them space to discuss how they would use this learning in their project was also carried out.

The Training in detail

1st day

The Introduction to Conflict and the introduction to conceptual analysis was carried out on the first day of the training by Nawaz Mohammed using role plays in order to make the theoretical components less tedious for those who were learning conflict sensitive concepts for the first time.

As a concluding measure of day one an in-depth discussion was carried out between PDI-SL staff, the facilitators and the senior project staff to find out key points that needed focusing in the training on day 2 and 3 in order to make the training not only relevant to the project but also to ensure that the training would also provide the necessary tools and practices that are needed to resolve conflicts.

2nd Day

The second day of the training focused on taking the participants through the steps involving conflict sensitivity, and how generally development work is carried out, working around conflict, working in conflict and working on conflict. Group discussions were encouraged where situations the participants face in their project were used to transform the theory learnt into a practical learning process.

The main focus of the training on the 2nd day was understanding the context in which the participants operate pertaining to the project and understanding the interaction between the intervention and the context. The emphasis was on acting upon this understanding in order to avoid negative impacts and maximize positive impacts.

Participants were encouraged into a discussion to reflect as to when they think the

conflict sensitive aspect should come into the project cycle – at the start/in the middle or at the end. The reactions of the participants were mixed.

The conclusion was that the conflict sensitive aspect should come in throughout the project cycle. It was pointed out that the situation analysis/design/implementation/monitoring (including adjustment) and evaluation should be built into the entire cycle so that conflict sensitiveness is an ‘ongoing’ process.

The participants were informed of various methodologies that are used to be conflict sensitive such as the Do no Harm theory, Peace and Conflict Impact Assessment and Peace and Conflict Awareness theory.

It was explained that what these methods try to do is to get into the detail of the project so that conflict situations are broken down to a very micro level keeping in mind that ‘the devil is in the detail’. To show this aspect practically and to help participants see beyond what is generally seen on the surface, artwork of a Belgium painter who painted on Belgium life about 150 years ago was used, focusing on several key issues including gender repression in Belgium in that era.

The participants were shown to see ‘beyond the surface’ and to get a systematic observation that would in most cases veer out of ordinary comprehension.

The Landolakes staff were introduced to actor mapping tools and were shown how to connect them from farmer societies to the other actors such as middle men, private collectors, milco, CIC, Landolakes, Malaheweli etc.

The participants were introduced to the ‘onion theory’ explaining the different layers that surface once you ‘peel’ a problem. This exercise was used to show how to unpack the position statement, the interest and the need. The conflict tree exercise was used to show the structure and build up of conflicts.

It was made clear that the focus should be to identify the basic human need of the actors so that you can assist in resolving the conflict. The importance of using different tools in conflict analysis that will help in giving different information was also shown.

3rd Day

Day three of the training commenced with participants being asked to give points pertaining to what they learnt in the training the day before.

Participants were guided through analysing dividers (systems and institutions, attitudes and actions, different values and interests, different experiences, symbols and occasions).

The Landolakes staff were separated to groups as per the districts that they work in and asked to identify dividers and connectors in their project in that particular area.

They were then guided to see the situation concerning dividers and connectors in the area that their project is based and to see compared to the present situation whether the connectors and dividers are increased or decreased.

Participants were also asked to identify the new systems and structures that the Landolakes project have contributed so that they could see how they have strengthened the connectors in the context.

The participants were asked to look at what connotes an indicator:

The answers the participants came up with were : An indicator is a way of measuring and evaluating (progress as a tool) , as a communication purpose, being quantifiable and qualitative. According to the project the indicators cited by the participants were marketing contracts, process centre, service provided, income, milk production, MPG and MCC,

farmers, participant, jobs, business linkages. The participants were asked to look at indicators and whether the areas which had been cited has increased or decreased.

LOL staff were divided into the districts that they work in and asked to write down indicators how they are going to increase the peace aspect and weaken the conflict aspect in their work and cite indicators to prove that it has occurred in their work.

Dividers cited included milk buyers, centralized societies, caste and religion, conflicts between paddy farmers with regard to sharing of paddy farms etc.,

From the Batticaloa group work presentation, connectors included farmer meetings being organised, farmer organisations, institutions, NGOs and CBOS and MPGs.

The Trincomalee group identified the dividers mainly dealing with the GA and the connectors included how constructive meetings could take place with the support of other stakeholders to the project.

The other conflicts identified were with different players in the field such as Milco, Neslay and CIC. Trying to avoid 'adding fuel' to these conflicts was highlighted. It was highlighted that when price increases happen conflicts will be created and farmer sub groups will be formed.

Facilitating the business potential of farmer societies was highlighted and the linkages with the Ceylon Chamber of Commerce and related bodies were cited as a key component. The facilitators cited the importance of 'foreseeing' what might come up".

Participants were asked to examine how best the indicators are linked when they returned to the project.

Summing up of the training

The three day training session concluded with a summing up of the training

What is conflict

Economic causes of conflict

What is Conflict Sensitivity

Steps in Conflict Sensitivity

Redesigning some of the activities and indicators

(It was explained that the above mentioned points should be worked on by the participants in their office project meetings to ensure that the dividers are minimized and the connectors are increased).

In ending the project the facilitators made it clear that although the training is concluding it was now the beginning for the project staff to look creatively at minimizing dividers and capitalizing on and increasing connectors.

Evaluation forms with seven questions were distributed to the participants to assess what they learnt during the workshop and what more they needed to increase their knowledge of conflict sensitivity. The evaluation questions so that the answers could be contrasted with the questions that were first given to the participants.

Evaluation questions :

Has your knowledge of conflict sensitivity increased? Describe.

What tools do you want to take back with you to use in your day to day project work?

How would you use the knowledge/methodology you gained in this training?

What kind of difficulties/challenges would you face implementing CS in your work?

What more would you want to know in the field of conflict and peacebuilding ?

Have you fulfilled your expectations in this two and a half day training on conflict sensitive approaches. Please describe.

Any other comments ?

Summary of the evaluations:

All participants felt that the training was relevant, enjoyable and practical and that their knowledge of conflict sensitivity has increased.

All participants felt that they had learnt important tools to help them to be conflict sensitive. All participants said that they were in a better position to be conflict sensitive in their projects based on the knowledge that they have gained but at least half of the number of participants said that a three day training was not comprehensive enough for gaining a sufficiently in-depth knowledge.

A majority of the participants however felt that they needed much more knowledge to actively resolve conflicts.

Concluding note by PDI-SL

The Peacebuilding and Development Institute is pleased that the three day training that was carried out was instrumental in providing theoretical as well as practical learning that was made relevant to the project.

However PDI-SL also shared the view of the participants that the time duration was not sufficient for a very comprehensive learning as needed for participants who were not previously familiar with conflict sensitivity.

Having carried out many local level and international trainings on conflict sensitivity, it was a yet another learning experience for PDI-SL to have carried out a training on conflict sensitive approaches based on the conflict analysis that we have carried out for Landolakes. We are especially pleased with the fact that no language barriers were felt although there was an large element of translation involved.

We look forward to taking this learning process forward for Landolakes in future as well as and when needed.

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