

FORMAT		
1. Name of resource	Violence Prevention and Dialogue Toolkit	
2. Location	https://www.sitesofconscience.org/wp-content/uploads/2019/07/MMP-Toolkit-ENGLISH.pdf	
3. Alternative location		
4. Author[s]	Braden Paynter, Dina Bailey, Sara Bradshaw, Sarah Pharaon	
5. Publisher/producer/host	International Coalition of Sites of Conscience	
6. Year	2019	
7. Suggested citation	Paynter, B., Bailey, D., Bradshaw, S. and S. Pharaon (2019). Violence Prevention and Dialogue Toolkit. International Coalition of Sites of Conscience, available at https://www.sitesofconscience.org/wp-content/uploads/2019/07/MMP-Toolkit-ENGLISH.pdf .	
8. Languages in which available	English	
9. Geographic area resource relates to	Worldwide	
10. Does the resource relate to a specific time frame?	2015-3	
11. Type	Report	Yes
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	
	Case studies	Yes
	Other	
12. If this is part of an initiative, what is the initiative?	"The Global Initiative for Justice, Truth and Reconciliation (GIJTR) is a Consortium of nine organizations around the globe dedicated to multi-disciplinary, integrated and holistic approaches to justice. Grounded in a spirit of collaboration, each GIJTR project is managed by a specific Consortium member with support from other members."	
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	No	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	X
16. Does the resource relate to specific disciplines?	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation,	X

	architecture, literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	
17. If no explicit links to collections, justification for inclusion	The resource can help collecting institutions to develop activities on challenging or difficult topics, for example where competing views exist, or to develop activities relating to traumatic events. These approaches can be related to collections.	
HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT		
18. Collections-related activities the resource relates to (mark all that apply)		
Develop collections to protect and safeguard wider cultural and natural heritage more effectively, and that support sustainable development for example by targeting collecting to threatened forms of heritage in strategic ways		
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively , for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections	X	
Use collections to promote cultural participation/social inclusion more effectively , for example by reducing barriers to participation, to ensure no-one is 'left behind'	X	
Use collections to promote sustainable tourism more effectively , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs		
Make decisions around collections that contribute to sustainable development more effectively		
i. employment (recruiting, staff training, staff safety)		
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting		
iii. waste management and reduction of waste		
iv. transport (forms of transport, energy use)		
v. commercial activities including copyright and IP		
vi. governance and management		
vii. security, disaster preparedness and risk reduction		
Direct external leadership, partnerships and collaborations towards sustainable development more effectively , for example by developing impactful partnerships	X	
19. Does the resource relate clearly to any international conventions (mark all that apply)?		
Culture conventions:		

1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	X
1970 Fighting Against the Illicit Trafficking of Cultural Property	X
1972 Protection of the World Cultural and Natural Heritage	X
2001 Protection of the Underwater Cultural Heritage	X
2003 Safeguarding of the Intangible Cultural Heritage	X
2005 Protection and Promotion of the Diversity of Cultural Expressions	X
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	X

AIMS AND CONTENT

20. What issues does the resource aim to address?	<p>“To build cultures that are based on human rights while ensuring non-repetition of violations, post-conflict societies must actively engage the public on issues related to the past and on an imagined future based on peace and non-repetition. Survivors need to be heard, and people must be able to listen to each other across the lines that divide them... This toolkit is a resource for those who wish to host dialogues in their own communities. It covers how to plan and prepare for a dialogue, how to facilitate the dialogue itself, and how to address challenging scenarios. The toolkit references the process of body mapping, a recognized psycho-social art and storytelling technique. As a catalyst for storytelling by survivors and for dialogue within and between communities affected by violence and conflict, body mapping is a powerful tool for beginning the truth-telling process. Body mapping is a vehicle for dialogue at multiple stages – first, during the creation of the body maps, and second (with the consent of those involved) during the display of those maps. While the toolkit will highlight several dialogic techniques that connect well with body mapping, a knowledge of body mapping is not required to use this toolkit or to engage in dialogue.” (p.5)</p>
21. Intended audience of resource	Civil society organisations, facilitators planning violence reduction initiatives and dialogues.
22. Process of development	<p>“This toolkit, Violence Prevention and Dialogue, was managed by the International Coalition of Sites of Conscience (ICSC) and produced as part of an eighteen-month GIJTR project titled Violence Prevention Through Memory, Dialogue and Education in Guinea and Côte d’Ivoire, which aimed to build survivors’ capacity to use dialogue and memory as a tool for violence prevention and peace education within their communities. ICSC implemented the project in Côte d’Ivoire and Guinea in partnership with the Ivorian Observatory of Human Rights (OIDH), the Association of the Family and Friends of the Victims of 28 September 2009 (AVIPA) and Youth Consortium for the Defense of the Rights of Victims of Violence in Guinea (COJEDEV). The project involves survivors’ groups, women, youth and human rights organizations, in addition to education</p>

	professionals.” (p.1)
23. Organisation/structure/contents	<p>1: Introduction 5 ABOUT THIS TOOLKIT 5 DIALOGUE AND VIOLENCE PREVENTION 6 HOW TO USE THIS TOOLKIT 7 2: Facilitating Dialogue 9 THE FACILITATOR 9 PARTICIPANTS 10 IDENTIFYING AND DESIGNING THE SPACE 11 PRE-DIALOGUE VISITS 11 GUIDELINES 12 DIALOGIC QUESTIONS 13 THE ARC OF DIALOGUE – PHASE ONE 14 THE ARC OF DIALOGUE – PHASE TWO 15 THE ARC OF DIALOGUE – PHASE THREE 15 THE ARC OF DIALOGUE – PHASE FOUR 16 ACTIVE LISTENING AND FOLLOW-UP QUESTIONS 17 TECHNIQUES 18 EVALUATION 19 AFTER THE DIALOGUE 19 3. Road Map for Dialogue 21 4. Program Models 25 5. Partners 29</p>
FRAMEWORKS	
24. Framework structure	<p>The guidelines on p.12-18 can be regarded as a framework.</p> <p>The Arc of Dialogue, Phase One Developed by Tammy Bormann and David Campt, the arc of dialogue structure pairs a common experience shared by all participants with a sequence of questions designed to build trust and communication, allowing participants to interact in deeper ways. This structure gives the facilitator a roadmap to follow as they build conversations that support violence prevention...</p> <p>The Arc of Dialogue, Phase Two Phase two of a dialogue invites participants to think about their own experiences related to the topic and share these experiences with the group. The facilitator helps participants explore how their experiences are alike and different, and why...</p> <p>Arc of Dialogue, Phase Three Phase three questions explore the topic beyond participants’ personal experiences with it, in order to learn with and from one another. Until this point, participants speak primarily from their own experience, about which they are the undeniable expert. In contrast, phase three questions provoke participants to dig deeper into their assumptions and to actively probe underlying social conditions that inform the diversity of perspectives...</p>

	<p>Arc of Dialogue, Phase Four</p> <p>After dialogue programs that reveal and probe the differences between participants, it is important to end a dialogue by reinforcing a sense of community. Phase four questions help participants examine what they have learned about themselves and each other and voice the impact that the dialogue has had on them. Phase four is also the time for participants to think about what they would like to do next and how they would like to continue this learning in their life and in their community.</p> <p>For each of these, sample questions, sample probing questions, and a 'to do' list are presented.</p>
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	
Peace	X
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	X
North and South perspectives	X
HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	No
31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG	The resource is most strongly linked to SDG targets around

linkages	promoting the social, economic and cultural inclusion of all (SDG 10.2), staff skills for sustainable development (SDG 4.4), Education for Sustainable Development (4.7), effective learning environments (4.A), inclusive and participatory green and public spaces (11.7), and targets around inclusive decision-making and effective institutions (11.3, 16.6, 16.7 and 16.10). These are intended to build a culture of non-violence and peaceful communities, supporting SDG 16.1 (reduce violence and deaths everywhere) and 16.3 (promoting the rule of law and equal access to justice for all).
35. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	<p>Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship</p> <p>Increase in number of young people and adults in such programmes</p> <p>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.</p> <p>Programs and processes in place to ensure the availability of a skilled workforce.</p>
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	<p>Numbers of people in each type of programme drawing on collections from different demographic groups.</p> <p>Increases in numbers of people in each type of programme from different demographic groups.</p> <p>Proportion of people involved in such programmes in relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	<p>Number and proportion of education facilities that are child, disability and gender sensitive.</p>

<p>4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p>	<p>Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all.</p> <p>Number and type of initiatives to improve effectiveness of learning environments.</p> <p>Support given to other education facilities to make them more inclusive and effective.</p>
<p>SDG 10. Reduce inequality within and between countries 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>	<p>Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p> <p>Numbers and proportions of people making use of collections in relation to the demographic of the local population.</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion.</p> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.</p> <p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries</p>	<p><i>11.3.2 Proportion of cities with a direct participation structure of civil society in urban planning and management that operate regularly and democratically</i></p> <p>Plans in place for collections-based institutions to facilitate the incorporation of communities' views into local planning and town management processes in a regular way.</p> <p>Plans in place for collections-based institutions to facilitate the incorporation of minorities' views into local planning and town management processes in a regular way.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities</p>	<p>Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.</p> <p>Increases in numbers of people accessing collecting institutions from different demographic groups.</p> <p>Measures taken to remove barriers to access green and public spaces.</p>

	Extent of green space provided by collections institutions.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.1 Significantly reduce all forms of violence and related death rates everywhere	<p>Collections development that relates to violent crime, and violence of all kinds, and the relationships between violence and mortality.</p> <p>Number of educational, awareness-raising and partnership programmes drawing on collections that aim to reduce violence and related mortality.</p>
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all	<p>Collections development that relates to the rule of law, equality before the law, and justice for all.</p> <p>Number of activities drawing on collections, for example educational, research and partnership activities, that promote the rule of law at national and international levels, and that promote a culture of lawfulness, and the right of all to justice.</p>
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.6 Develop effective, accountable and transparent institutions at all levels	<p><i>16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services</i> Access to information, and accountability policies and mechanisms, in place.</p> <p>Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place.</p> <p>Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters.</p> <p>Effective arrangements in place to fulfil legal and social obligations and responsibilities.</p> <p>Effective arrangements in place for transparent communication and reporting of institutional performance.</p> <p>Effective arrangements in place for transparent decision-making and accountability.</p>
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective,	<p><i>16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions</i></p>

accountable and inclusive institutions at all levels. 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels		16.7.2 Proportion of population [audience/users/non-users] who believe decision-making is inclusive and responsive, by sex, age, disability and population group Decision-making addresses societal, environmental and economic challenges related to the community, considering short-term and long-term risks and opportunities. Decision-making draws on diverse backgrounds, viewpoints and interests, reflecting a broad base of stakeholders, and working to promote inclusion and provide effective services for all of society.			
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements		Adopt and implement constitutional, statutory and/or policy guarantees for public access to information. Plans in place, and plans implemented to enhance public access to information relating to collections. Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation. Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions. Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	