

Manual for Training of Trainers

Dialogue Facilitation



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Preface

Ethiopia is struggling to steer out of persistent conflict and maintain the course of peace and harmony. This effort will be complemented and consolidated by genuine efforts to redress old and recent root causes of conflict via dialogue between conflict parties at local, regional, or national levels. This document aims to aid such initiatives by contributing to building the skill base of future dialogue facilitators; while the will of the parties is necessary, one cannot reduce the importance of the skills of the facilitator in the effective undertaking of dialogue processes.

Therefore, it is a great pleasure for the Institute for Peace and Security Studies (IPSS) of Addis Ababa University to collaborate with the United States Institute of Peace (USIP) and Inclusive Peace in the preparation of this training manual. I would like to take this opportunity to thank all experts involved in the collective thinking and design of the whole document, drafting, and commenting on the different chapters and revisions during/after the pilot ToT sessions. Furthermore, USAID's/ Dexis' financial support enabled the running of the project, for which I am very thankful.

We expect that readers will find this manual resourceful and contextually relevant to the facilitation skills and knowledge they need. Moreover, the trainers trained by using this manual will be situated to further reach and train others who will be contributing to dialogue processes at different levels.

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Introduction

Multiple approaches can be used to resolve or transform conflicts, whether it is violent or non-violent. Among them are dialogue, negotiation, mediation, reconciliation, arbitration, and adjudication. These approaches should not be seen as mutually exclusive and unrelated but as the best possible alternatives in a ‘conflict-handling spectrum’ with comparative strengths and limitations (Hizkias, 2009). The focus of this training on the trainer’s manual is on one of them, dialogue facilitation, as one of the best approaches to resolving conflicts. Regardless of whether it takes place at international, national, or local levels, dialogue helps conflict parties engage in a deep and rather profound interaction that would ideally result in parties changing their views and agreeing to settle their conflict collaboratively.

As such, dialogue is “...a process of genuine interaction through which human beings listen to each other deeply enough to be changed by what they learn” (Sauders, 2009. p.82). At the heart of dialogue is, therefore, active listening and empathy.

In a dialogue process:

- *Each party makes a serious effort to take others’ concerns into her/his picture even when disagreement persists,*
- *No participant gives up her/his identity, and*
- *Parties recognize the other’s valid human claims that he/she will act differently toward the other.*

Considering the above, thus, dialogue is “...a distinctive way of communication” in which parties focus on collaborative problem solving than combative verbal and non-verbal engagement. It can also be “a systematic instrument” of transforming relationships, which may be dysfunctional or troubled by conflicts. The role of dialogue is to help parties to resolve their differences through a persistent, carefully designed, rigorously practiced, and context-specific process (Ibid). Its outcome is expected to be win-win and sustainable. It is with this expectation and hopes that this training manual is prepared.

Objectives

The overall objective of this manual is to equip potential facilitators and trainers in Ethiopia with the requisite knowledge and skills of dialogue facilitation. Doing so aims to achieve the specific objectives listed below:

No.	Major Themes	Knowledge	Skills	Attitudes
1	Conflict/ Conflict resolution	Explain the fundamental concepts viz. peace, conflict and violence, and the nature, characteristics, and levels of conflict.	Conduct conflict analysis to accurately outline the level and nature of conflict and possible intervention tools.	Appreciate complexities in a conflict to avoid simplistic assumptions.
		Understand conflict resolution approaches like negotiation, mediation, non-violence action.	Apply relevant approaches to resolve conflicts.	Be open to a critical assessment of one's preferred approach to conflict resolution.
2	Dialogue Facilitation	Explain why dialogue is one of the best approaches to resolving conflicts	Design a dialogue process that is realistic and context-specific.	Recognize dialogue as one of the best approaches to resolving conflicts.
		Comprehend the stages, principles, and dynamics of dialogue facilitation	Facilitate a dialogue guided by its fundamental principles and effectively handle emerging dynamics at different stages and steps.	Acknowledge the complexity and dynamics of a dialogue process.
3	The Facilitator as an 'actor'	Describe the role of facilitators in a dialogue process	Execute one's role as a facilitator in each dialogue process	Be open-minded, flexible, and multi-partial to help parties resolve their conflict amicably,
		Internalize the principles guiding the facilitator's role as an 'actor.'	Demonstrate ability to deal with emerging and recurring issues with an unwavering commitment to principles of dialogue	Embrace the principles of guiding dialogue facilitation.
		Understand one's own views and interests vis-à-vis the issues and parties	Overcome one's own biases, prejudices and subjectivities while serving as a facilitator.	Challenge one's own biases, prejudices, and subjectivities to ensure fairness and inclusivity
4	Training knowledgeable, skilled, and dedicated facilitators	Internalize the fundamentals of adult education (andragogy)	Deliver training on dialogue facilitation to adult trainees.	Recognize that adults tend to learn from reflective and experiential engagements than long uninterrupted lectures
		Explain the multiple methods of delivering/facilitating pieces of training	Apply the various methods of delivering/facilitating pieces of training	Be open-minded and flexible about the methods of delivery,
		Identify the knowledge, skills, and attitude that potential dialogue facilitators should have	Coach trainees to become abled dialogue facilitators.	Trust the potential of trainees to become successful facilitators.

Methodology

This manual is designed based on the theories and principles of adult learning; Taking the basic assumptions of andragogy— “the art and science of teaching adults” (Loeng, 2018)—into account, it employs multiple and carefully selected methods of delivery and in-session assessment procedures. As such, the proceeding chapters and sections of this manual are guided by the basic principles of adult learning. Therefore, embedded in this manual are principles that view adult learning as self-directed, experiential, collaborative, transformative, problem-centered, and ready to learn.

Organization

The manual is organized into two parts and four chapters; The first part has three chapters of which chapter one refreshes trainees’ understanding of the basics of peace, conflict, and conflict resolution. The second chapter focuses on dialogue facilitation with a particular emphasis on the concept of dialogue, the fundamental principles of dialogue, the three stages and multiple steps in a dialogue process, and the ways to deal with conflict and emotional breakdown during dialogue. Chapter three builds the profile of an ideal dialogue facilitator with the requisite knowledge, skills, and attitudes. The chapter in the second part, chapter four, is dedicated to training methodology for dialogue facilitators and attempts to familiarize participants with the basics of training delivery.

How to use the manual

In both parts, each chapter is divided into two main components—trainer’s notes and corresponding briefing notes for the trainees. While the trainer’s notes provide (procedural) instructions for delivering each session of a chapter, the briefing notes cover the substantive discussions of the sessions. Trainers are, therefore, encouraged to use them with a reasonable degree of flexibility and creativity. Although the manual is designed having four consecutive days in mind, it is ideal if the training is delivered in five days to create room for a well-rehearsed whole-day simulation exercise and reverse role plays on the fourth day.

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Part One:

Dialogue Facilitation Skills

Chapter 1: Peace, Conflict, and Conflict Resolution

I. Introduction

Chapter Overview

This chapter is designed to introduce the basic concepts of peace, conflict, conflict resolution, and the skills needed for conflict analysis, management, and resolution. In doing so, the chapter is structured into five sessions. Session one briefs the definition, types, and levels of conflict and the links between violence and conflict. Session two deals with the meaning, importance, and various tools (or models) of conflict analysis and the impacts of violent conflict. Session three focuses on the self as an actor for peace or conflict in conflict analysis, while session four discusses some conflict intervention strategies and their respective specific approaches. The last session deals with self-reflection issues.

Chapter Objectives

This chapter intends to enhance the knowledge of participants regarding the concept of conflict, conflict analysis, and the tools commonly used to analyze the conflict. It also aims to equip participants with the skills needed for conflict analysis and prevention, management and resolution strategies, and their tools: including early warning and response, negotiation, and mediation. The chapter further intends to help participants reflect on their own biases and subjectivities while providing training or facilitating dialogue.

Learning Objectives

At the end of this chapter, participants will be able to:

- Explain the meaning, types, and levels of conflict,
- Differentiate the links between peace, conflict, and violence,
- Articulate conflict analysis and its importance and analytical elements,
- Describe the various impacts of violent conflicts,
- Analyze a particular conflict using appropriate tools/models,
- Articulate various conflict prevention, management, and resolution strategies.
- Apply different techniques to reduce one's subjectivities/prejudices,
- Internalize the stages and steps of negotiation and mediation.
- Analyze inner and interpersonal conflicts and apply self-care.

II. Sessions at a Glance

Chapter 1: Peace, conflict, and conflict resolution			
<i>Time allotted:</i> 7 hours	<i>Sessions</i>	<i>Method</i>	<i>Resources</i>
60 minutes	1.1. Fundamental nature and levels of conflict		
	<ul style="list-style-type: none"> Defining conflict Characteristics of conflict Levels or Cycle of conflict Peace and violence 	MGL, D, SR	Briefing Note 1.1 (1.1.1, 1.1.2, 1.1.3, 1.1.4)
180 minutes	1.2 Conflict actors and analysis		
	<ul style="list-style-type: none"> What is conflict analysis? Rationales for CA Analytical elements of CA Impacts of violent conflict 	MGL, D, CA, VA	Briefing Note 1.2 (1.2.1, 1.2.2, 1.2.3, 1.2.4)
75 minutes	1.3 Conflict prevention and management strategies (or tools)		
	<ul style="list-style-type: none"> The conflict intervention spectrum – CP, CM and CR Early warning and Response System (EWRSS) Approaches to CM Approaches to CR 	ES/GS, RP, S, VA	Briefing Note 1.3 (1.3.1, 1.3.2, 1.3.3)
60 minutes	1.4 The self as an actor in conflict analysis		
	<ul style="list-style-type: none"> Defining the self as a power relations exercise Self as an agent of peace and conflict (post culturally and multidimensional identity) 	SR, TPS	Briefing Note 1.4 (1.4.1, 1.4.2)
45 minutes	1.5. Self-reflection		
	<ul style="list-style-type: none"> Intra and Interpersonal conflict reflections Self-care 	ES/GS, TPS, EM	Briefing Note 1.5

Method Keys

MGL: Mini or gapped lecture

D: Debates

ST: Storytelling

VA: Visual Aid

CA: Case Analysis

SR: Self-reflection

TPS: Think-pair-share

ES/GS: Experience sharing/Guest speaker

RP: Role play

Seq.: Sequencing

S: Simulation

RR: Reverse Role (Simulation)

Deb.: Debriefing

EM: Evaluation Matrix

Trainer's Note 1

Session 1.1: Fundamental nature and levels of conflict

Purpose:

To help participants to grasp the meaning, types and levels of conflict and the difference between conflict and violence.

Material:

Power Point Projector, Flipchart, Markers, and Briefing Notes 1.1 (1.1.1, 1.1.2, and 1.1.3 and 1.1.4)

Method:

MGL, D, SR

Time:

60 minutes

Procedure:

1. Ask participants to write on the flipchart: their view on the meaning of conflict, its types, levels, and difference with violence. Make sure that participants get equal opportunities to speak.
2. From the participants' written responses, ask them to identify the points of convergence and divergence over the topics.
NOTE: This activity is intended to gauge the participants' level of prior knowledge. There may be variations in the participants' written responses on the topics. Hence, take some time to bring them to the same page. Proceed with the mini (gapped) lecture afterward.
3. Distribute briefing note 1.1 on the nature and levels of conflict and give them enough time to read and reflect.
4. Ask participants to tell you the conflict stories they know about or have personally experienced, along with their nature, types, and stages.
5. Use the participants' stories to try and recap the major lessons of the session.

Session 1.2: Conflict Actors and Analysis

Purpose:

To help participants to develop the skills of analyzing conflicts using appropriate tools or models of conflict analysis.

Material:

Power Point Projector, Flipchart, Markers, and Briefing Notes 1.2 (1.2.1, 1.2.2, 1.2.3, and 1.2.4)

Method:

MGL, D, CA, VA

Time:

180 minutes

Procedure:

1. *Ask participants in a small group to discuss the necessity and tools of conflict analysis,*
2. *Let each group capture their discussions on a flipchart and present it to other groups.*
3. *During the presentation, invite each group member to comment on the other's presentations.*
NOTE: This activity intends to gauge the participants' level of prior knowledge; Like their knowledge of the why and how of conflict analysis may vary due to several reasons. Hence, take some time to create the opportunity to fill in the potential knowledge gaps.
4. *Distribute the briefing note 1.2 and give participants enough time to read, examine and reflect.*
5. *Ask each group to choose one conflict analysis tool/model and one social conflict that every member of the group is familiar with. Ask each group to analyze the conflict using the step-by-step guide provided for the chosen conflict analysis tool.*
6. *Let each group present its case analysis to the plenary; allow participants to comment on each other's analysis.*
7. *Use the case-analysis presentation to elaborate on missing components or highlight well-captured concepts.*

Session 1.3: Conflict prevention and management strategies/tools

Purpose:

To help participants to differentiate the various conflict intervention strategies and their specific approaches.

Material:

Power Point Projector, Flipchart, Markers, and Briefing Notes 1.3 (1.3.1, 1.3.2, and 1.3.3)

Method:

SR, ES/GS, RP, S, VA

Time:

75 minutes

Procedure:

1. Ask participants in small groups to write down on their flipcharts definitions of conflict prevention, conflict management, and conflict resolution and also to outline the specific approaches in each of these conflict intervention strategies,
2. Let each of the groups briefly present their definitions and specific approaches to each of these conflict intervention strategies and comment on each other's presentations.
NOTE: This activity is meant to gauge the participants' level of prior knowledge. Their knowledge on the topic may vary due to various reasons. Hence, take some time to fill in the potential knowledge gaps.
3. Distribute briefing note 1.4 on the conflict intervention strategies and their respective specific approaches and give participants enough time to read, examine and reflect.
4. Ask a group that others' have selected to play a brief mediation role using the case and the step-by-step procedure provided.
5. Ask participants what they think about the role-play exercise.
6. Use the role-play exercise to elaborate on some pertinent issues.

Session 1.4: The self as an actor in conflict analysis

Purpose:

To help participants to understand their roles as actors in either promoting peace or fomenting conflict while analyzing conflict.

Material:

Power Point Projector, Flipchart, Markers, and Briefing Note 1.4 (1.4.1, and 1.4.2)

Method:

SR, TPS

Time:

60 minutes

Procedure:

1. Ask participants to critically think about how a trainer or dialogue facilitator as actors can play constructive or destructive roles in analyzing conflict,
2. Then let them share their thoughts while commenting on each other's thoughts.
NOTE: This activity is meant to check to what extent participants are aware of their roles as promoters or distractors of peace while analyzing conflict.
3. Distribute briefing note 1.3 on self as an actor in conflict analysis. Give them enough time to read, examine, compare, and reflect.
4. Based on their reflections, try to make some concluding remarks.

Session 1.5: Self-Reflection

Purpose:

To help participants be self-aware and reflective of their internal conflicts, interpersonal conflicts, and ways to build internal peace.

Material:

Power Point Projector, Flipchart, Markers, and Briefing Note 1.5.

Method:

ES/GS, TPS, EM

Time:

45 minutes

Procedure:

1. Distribute briefing note 1.5.1 on self-reflection. Give participants enough time to read, examine, compare, and reflect.
2. Ask participants to critically think about their family background and socialization process about conflict and let them respond to the question on 1.5.1.1.
3. Then let them share their thoughts with others and comment on each other's thoughts.
NOTE: This activity checks the extent to which participants are aware of their influences.
4. Then Ask participants to critically think about their inner self and if they face conflict in self-acceptance and let them respond to the question on 1.5.1.2.
5. Let them share their experiences in pairs.
6. Ask participants to critically think about their acting role in conflict analysis and let them respond to the question on 1.5.1.3.
7. Let them share their experiences in pairs.
8. Ask participants to critically think about their conflict prevention, management, resolution, and transformation experiences and let them respond to the question on 1.5.1.4.
9. Let them share their experiences in pairs.
10. Ask participants to think critically about their self-care and let them respond to the question on 1.5.1.5.
11. Let them share their experiences in pairs.
12. Ask them to summarize the sessions of the day and reflect on how/whether the sessions have influenced them in any way.

Briefing Notes 1

Briefing Note 1.1: Fundamental nature and levels of conflict

1.1.1 What is conflict?

Definition:

A conflict is a struggle and a clash of interests, opinions, or even principles. Conflict will always exist in society; the basis of conflict may vary to be personal, racial, class, caste, political and international. Conflict is naturally occurring; When addressed, it can benefit the disputing parties and transform their relationship into a mutually respectful and productive relationship. A conflict that fails to resolve positively may lead to further conflicts. Persistent and systematic conflict is regarded as abuse or violence. Violence can be physical, emotional, psychological, and or economic.

1.1.2 Characteristics of Conflict

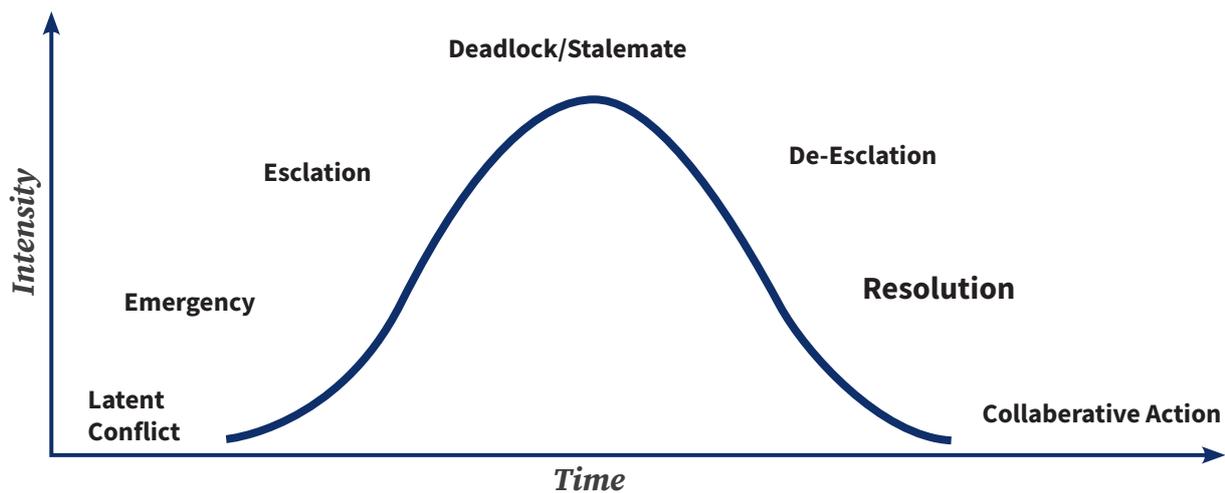
- Conflict is a Process.
- Conflict is Inevitable
- Conflict is a Normal Part of Life.
- Perception.
- Opposition.
- Interdependence and Interaction.
- Everyone is inflicted with Conflict.
- Conflict is not one-dimensional.

1.1.3 Stages (or Cycle) of Conflict

The potential for conflict can occur when people have incompatible goals over an issue, termed the “latent” conflict stage. This stage often requires a triggering event to lead the dormant conflict to its emergence, which could follow by settlement/ resolution or escalation. The escalation stage can become very destructive and cannot continue indefinitely, which may lead to a stalemate – a situation in which neither conflict party can win; This is an ideal situation for negotiation and conflict settlement to take place. Finally, if an agreement is reached, peace-building efforts will work to repair damaged relationships with the long-term goal of reconciling opponents will resume.

The stages of conflict could analogically be seen as fire. The process of lighting a fire is somehow similar to the stages of conflict. It goes through collecting firewood (latent stage), burning (igniting) the wood using a match stick or lighter (conflict emergence), the high intensity of the burning or the bonfire (conflict escalation), the slowdown of burning or the bonfire (conflict de-escalation), and the firing out (degeneration).

CONFLICT STAGES MODEL



¹The analogy is taken from A Caritas Training Manual on Peace building

<https://www.ngoconnect.net/sites/default/files/resources/Peacebuilding%20%20A%20Caritas%20Training%20Manual.pdf>

1.1.4 Peace and Violence²

Peace and violence are interrelated because peace can be regarded as the 'absence of violence'. As another form of conflict, violence, which is always destructive, can take three forms – that are direct/physical violence, structural violence, and cultural violence. Galtung explains these three forms of violence using a triangle.

Direct/Physical Violence:-

refers to the visible and physical harm that takes the form of physical/verbal/psychological attacks, including murder, rape, assault, verbal abuse, intimidation, humiliation, and bullying.

Structural violence:-

represents harms that people may experience due to institutional and structural constraints of political, economic, social, or legal nature, including discrimination, exploitation, and injustice based on identity or class, denial of access to education based on gender that prevents one from realizing the quality of life.

Cultural violence:-

is violence that resulted from societally dominated cultural beliefs and practices that produce direct and structural violence. Some elements of culture justify and legitimize violence against women and children. Some cultures also encourage domestic violence against women, beating children for discipline, and hatred or discrimination of another identity group.

The three forms of violence reinforce each other. For instance, direct violence results from conditions created by cultural and structural violence. Simultaneously, direct violence reinforces cultural and structural violence. Thus, the relationship is cyclical.

Galtung has also introduced two types of peace. These are 'positive peace' and 'negative peace'. 'Positive peace' refers to a situation in which there is not only an absence of violence but also the conditions of justice, fairness, and equity for human development to occur. In contrast, 'negative peace' is concerned with the absence of overt or direct violence but with structural or cultural violence.

Exercise:-

- Share examples of conflict in Ethiopia.
- Classify the conflict based on characteristics and stage
- Reflect on how peace and violence are related to each other

²The discussion is based on Galtung, J. (1969). 'Violence, Peace, and Peace Research', *Journal of Peace Research*, vol. 6 (3) pp. 167-191.

Briefing Note 1.2: Conflict actors and analysis

1.2.1 Conflict Analysis and Its Rationales

Conflict analysis is a structured process that helps to understand the various aspects of a particular conflict at national, regional, and local levels. This includes the causes, actors, profile (or context), and dynamics of the conflict. Conflict analysis is about deeply understanding the issue within conflict. It is a strategy to critically examine a conflict issue in each situation to understand its root causes, connections, and consequences.

A successful conflict intervention strategy depends on an accurate analysis of conflict and its context. The better the analysis, the more likely it is to uncover effective strategies for dealing with the conflict and devise a long-term peace-building plan. Conflict analysis is therefore crucial for the following purposes:

- To gain a better understanding of the conflict.
- To determine causal factors.
- To establish an effective conflict intervention strategy.
- To determine who is involved in the conflict.
- To apply the right technique or method for resolving conflict.
- To identify the conflict “fault lines” (the issues in the conflict); and
- To determine how the conflict is unfolding.

1.2.2 Analytical elements of conflict analysis

In analyzing a particular conflict, it is crucial to consider its main elements. These elements are the profile, causes, actors, and dynamics of the conflict. It is also crucial to consider what these elements are; The suggested guiding questions to pose in analyzing each of them is stated in the box below.

Profile:

A conflict profile provides a brief characterization of the context of the conflict. The following are some of the guiding questions for context analysis:

- *What is the political, economic, and socio-cultural context?*
- *What are emergent political, economic, ecological, and social issues?*
- *What specific conflict prone/affected areas can be situated within this context?*
- *Is there a history of conflict?*

Causes:

These include structural and immediate causes plus triggering events. The following are some of the guiding questions for conflict causes analysis:

- *What are the structural causes of conflict?*
- *What issues can be considered proximate causes of the conflict?*
- *What triggers can contribute to the outbreak/further escalation of conflict?*
- *What new factors contribute to prolonging conflict dynamics?*
- *What factors can contribute to peace?*

Actors:

All those engaged in and affected by the conflict (groups, institutions, individuals) including their interests, goals, capacities, and relationships. The following are some of the guiding questions for actor analysis:

- *Who are the main actors?*
- *What are their main interests, positions, capacities, and relationships?*

Dynamics:

The resulting interactions between the profile, causes and actors of the conflict, including projected future scenarios. The following are some of the guiding questions for conflict dynamics analysis:

- *What are current conflict trends?*
- *What are windows of opportunity for peace?*
- *What scenarios: best, middle, or worst-case scenarios, can be developed from the analysis of the conflict profile, causes and actors?*

Source: Africa Peace Forum et al., (2004)

1.2.3 Key tools/models for conflict analysis

Trainees will be provided with a step-by-step procedure for their case analysis;

There are different tools used to analyze conflict situations. Some of the commonly used tools for analyzing the conflict are presented below:

1.2.3.1 Conflict Tree (Issue Analysis)

A conflict tree is a graphic method that is used to sort out key conflict issues. It visualizes the core problem of the conflict (trunk), its underlying causes (roots), and effects (branches). This tool helps to:

- *Identify the major problem of the conflict,*
- *Distinguish the interrelated root causes and effects of a conflict rather than its symptoms.*
- *Visualize the cause-effect relationship of conflicts in the form of a tree with roots, stems, and fruits.*
- *Analyze the situation surrounding a given conflict condition and determine the possible solutions or strategies for a conflict.*

1.2.3.2 ABC Triangle or Triadic model

ABC Triangle is a conflict analysis tool developed by Johan Galtung. Galtung's premise is that conflicts have three major components, namely Attitude (A), Behavior (B), and Context (C). Attitude refers to the psychological state of stakeholders, their emotions, and feelings; While behavior involves actions undertaken, either positively or negatively. Context considers the overall situation, notably in political, economic, and social terms. These components are graphically represented as the corners of a triangle, symbolizing the conflict as a whole. Conflicts can be initiated, exacerbated, or mitigated by focusing on each of the three angles. The three parts (i.e., attitude, behavior, and context) mutually reinforce one another. This analogy can serve to analyze factors related to attitude, behavior, and context from the viewpoint of each of the major parties to the conflict. The triadic model is suitable for understanding and comparing the different perspectives of stakeholders concerning the conflict, due to their diverse experiences and concerns.

1.2.3.3 The Onion Model (Actor-Oriented Analysis)

Any political settlement that tends to deal with disagreements about interests, ideas and the distribution and use of power needs to be inclusive of the elites that have the authority to disrupt peace and the wider societal groups that are currently marginalized from power (e.g., indigenous people, women). The question of whom to include and how depends on how the actors interact. Conflict parties tend to hide their basic needs, thus altering perceptions and the attitudes that drive their relations. The Onion tool uses a visual analogy to detect the positions, interests, and needs that influence the behavior of the conflict parties. It consists of concentric circles showing from the outside to the inside: the positions, interests, and needs, of each stakeholder.

The point of this model is to graphically demonstrate how in a conflict, there are many dynamics and layers to consider; Regardless, only those on the surface are visible at first. It is necessary to “peel away” as many layers as possible to reach the underlying needs that drive people’s actions. The idea is to carry out the Onion analysis for each party involved. Using this tool can also bring new insights into protracted and intractable conflicts, which often involve hidden, distorted, or changing needs.

1.2.3.4 Conflict Mapping

Conflict mapping is a method used to visually depict a conflict by showing the parties involved and their positions on the problem and each other. It simplifies the conflict and helps to identify key actors, their level of influence, and the issues at play. Conflict mapping is a snapshot of a specific conflict situation, reflecting the perspective of the person or group creating the map, at a specific point in time. The process includes assessing stakeholders, mapping the location of the conflict, and understanding the physical, social and psychological factors involved in the conflict.

1.2.3.5 Power analysis

Power analysis is a tool that helps to deepen the contextual understanding of conflict at various levels. It considers the political, social, and economic dimensions of power and how they interact. Power analysis is about the assessment of actors, structures, institutions, and norms of both formal and informal nature. The basic elements in power analysis include structures and norms, actors and institutions, and politics and contestation. A brief description of these elements and the key questions for their analysis are stated in the box below.

Structures and norms

These are the underlying structural and normative factors that contribute to the prevailing power asymmetry and inequalities in society. The following are some of the guiding questions for analysis.

- *What are the prevailing historical patterns of social, cultural, economic and political organizations that might contribute to poverty and inequality?*
- *How are assets such as land and natural resources distributed? Who has access to opportunities such as education and employment, and why?*
- *Which identities are prevalent in society? How do these contribute to social hierarchies, poverty, inequality, and violence? How do gender norms reinforce power relations?*
- *How do beliefs, norms and cultural practices legitimize and reinforce material power structures and inequality in society?*
- *How those in power are perceived by other people in society, what are their self-perceptions?*
- *How do different actors perceive how the economy functions, or what causes poverty and wealth?*

Actors and Institutions

These include the multiple actors and their vested interests. The following are some of the guiding questions for analysis.

- *Who are the powerful actors? And What are their economic, social, and political connections and interests?*
- *What are the main resources that sustain prevailing power relationships?*
- *Who are the main political parties? And what are their power bases?*
- *How are elite actors organized, and what are their main networks, alliances, and relationships?*
- *How do transnational and domestic actors influence power dynamics?*

Politics and contestations

This is about the existence of accommodative and responsive democratic formula and governance system. The following are some of the guiding questions for analysis.

- *What is the quality and extent of political representation and democratic governance?*
- *What are the mechanisms for voicing the concerns of the poor and marginalized groups?*
- *What institutional mechanisms exist to respond to the initiatives and demands of people from marginalized or excluded groups?*
- *If there exist institutional mechanisms for holding agents accountable for their decisions?*
- *How is political power distributed spatially and socially? What weaknesses exist in dominant power structures? How is power challenged by those on the receiving end?*
- *How do transnational and domestic actors influence power dynamics?*

Source: Jethro Pettit (2013), Power analysis: A Practice Guide

1.2.4 Impacts of conflict and dynamics

Violent conflicts have not only retarded socioeconomic development but have also traumatized those societies affected by the conflict. Musisi¹ and Kinyanda (2020:3) have classified the traumas Africans have experienced due to the violent conflicts that have been surfacing in the continent for decades as follows:

Physical torture

- Beatings, kicking's, gunshots, bombs, landmines
- Cuttings, tying and blindfolding, child soldiering,
- Disfigurements, burnings, forced labor,
- Sexual abuse (rape, public rape, gang rape, sexual slavery), defilements
- Executions, mass killings, ethnic killings

Psychological torture

- Threats, interrogations, accusations, abductions,
- Mock executions, incommunicado, detentions,
- Humiliations, witnessing, deprivations.

Social torture

- Destruction of property and livestock,
- Fleeing, witnessing, displacements, migrations
- Community and family break-ups.

Ecological torture

- Destruction of infrastructures
- Scorched earth policy,
- Uninhabitable environments landmines, poisoned wells/rivers, etc.

Exercise:-

- Reflect on the meaning as well as the importance of conflict analysis
- Discuss the analytical elements of conflict analysis
- Analyse a conflict you have known using one or a combination of conflict analysis tool(s) or models
- Share the various impacts of violent conflict in Ethiopia

Briefing Note 1.3: Conflict Prevention, Management, and Resolution Strategies (or Tools)

Conflict prevention, conflict management, and conflict resolutions are conflict intervention strategies used at various levels of the conflict stages. Each of these interventions is interrelated because the first set the foundation for the latter and also has several specific approaches for preventing, managing, and resolving conflict. Conflict prevention involves a set of measures and activities designed to prevent an outbreak or reduce the severity of violent conflict by addressing its structural causes. These measures often include mediation, negotiations, preventive diplomacy, and sanctions.

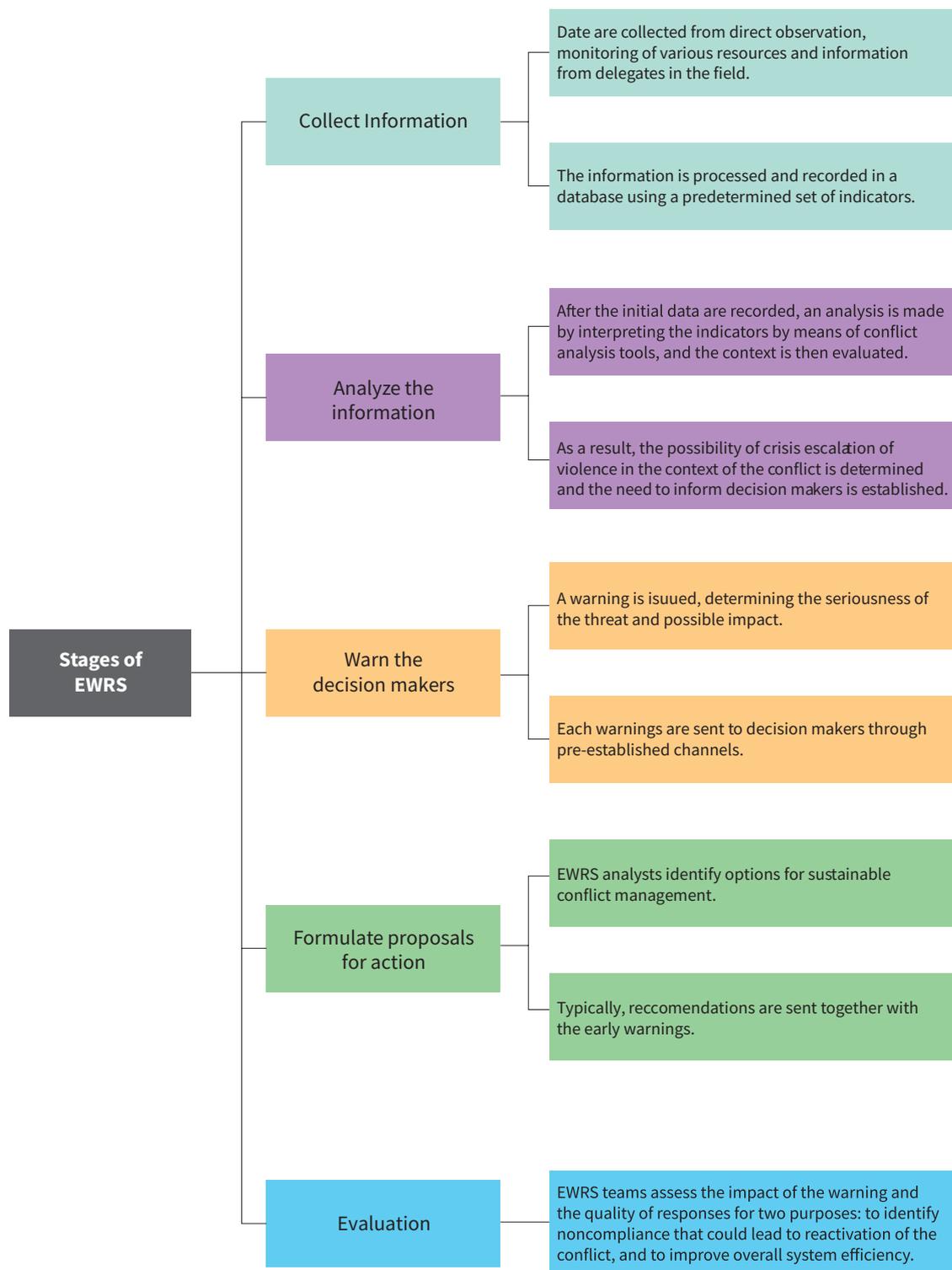
Conflict management intervention, on the other hand, mainly focuses on reducing the escalation and the destructive effects of ongoing violent conflicts. Common to managing conflicts include the use of force, deployment of peacekeeping or enforcement forces, sanctions, negotiation, and mediation.

Conflict resolution, meanwhile, aims to address the underlying causes of conflicts through problem-solving techniques. Each of these interventions is interconnected and forms a spectrum of conflict intervention.

1.3.1. Early Warning and Response Systems (EWRs)

Conflict prevention anticipates timely monitoring of indicators of rising tensions and taking appropriate measures in dealing with such tensions. Most of the violence at a local level can be prevented if the right information is collected, analyzed, and communicated to decision-makers at the right time. Early warning is a process intended to (a) 'alert decision makers to the potential outbreak, escalation, and resurgence of violent conflict, and (b) promote an understanding among decision-makers of the nature and impacts of violent conflict'. It is about systematically and regularly collecting and analyzing data on indicators of potential violent conflicts, formulating scenarios and response options, and communicating them to decision-makers timely.

Early response systems are proactive strategies and measures designed to deal with conflicts usually during their dormant stages. These preventive responses include fact-finding, mediation, peace-making dialogue, negotiations, preventive diplomacy, or sanctions. The stages and key elements of EWRs are presented below.



Key elements of EWRS

- 1. Establish field networks:*** A robust early warning system is situated close to, or within, the conflict area and has strong field networks of monitors that utilize multiple sources of open-source information.
- 2. Utilize open-source information:*** Using open sources promotes collaborative and integrated responses to conflicts.
- 3. Apply a mix of methods:*** A robust early warning system employs a combination of qualitative and quantitative analytical methods.

4. *Embrace technology:* Technology, particularly the use of mobile phones, enables rapid information collection and sharing of information and alerts.
5. *Regularly report findings:* A robust early warning system regularly monitors and reports to its client base, providing a variety of reports and briefings.
6. *Foster a two-way connection between warning and response:* The most effective approach to linking warning and response is by involving early warning analysts in briefing response planners to address conflicts.

Source: *Safer world (2015)*

1.3.2 Approaches to Conflict Management

There are several specific approaches to managing conflict. These include, among others, the five-track approach, the use of force, and sanctions.

The Five-Track Approach

Conflict parties have their own internal or mutual ways of addressing conflict situations before third-party intervention. This concept is known as the five-track approach to managing conflict, as proposed by Kenneth Thomas and Ralph Kilmann.

The five tracks are: **Competing, Accommodating, Avoiding, Compromising, and Collaborating/problem-solving.**

- ***Competing or forcing*** – conflicting parties attempting to achieve their goals at the expense of the other, using whatever means necessary.
- ***Accommodating*** - allowing the other party to satisfy their concerns while neglecting your own.
- ***Avoiding*** - not addressing the conflict and not taking any action to manage it.
- ***Compromising*** - attempting to manage a conflict by identifying a solution that is partially satisfactory to both parties, but completely satisfactory to neither.
- ***Collaborating*** - cooperating with the other party to understand their concerns and expressing one's concerns to find a mutually and completely satisfactory solution (win-win).

Use of Force or Coercion

It is the use of formal (or informal) authority, military power, or others that are often used to managing conflict at various levels. Here, parties in conflict often employ the power at their disposal to satisfy their own needs and interests without considering those of others. Peacekeeping or peace enforcement forces can also be used to contain the size and intensity of the conflict and maintain or enforce peace, often with the consent of conflicting parties.

Sanctions

Sanctions are coercive measures (or penalties) used by the state, institutions, or group to dictate the behavior of a targeted party for actual or anticipated failure in certain acceptable ways. They can take various forms including:

- Economic sanctions include embargoes and the prohibition of foreign aid.
- Political sanctions may target diplomatic links or international organizational participation.
- Cultural sanctions may limit educational exchanges and involvement in sporting events.
- Moral sanctions are used by states to solicit public sympathy thereby putting pressure on governments or authorities of offending states to ‘repent of their sins,

1.3.3 Approaches to Conflict Resolution

Negotiation

Negotiation, mediation, and arbitration are some of the specific approaches for resolving conflict. Negotiation is a process where the conflicting parties meet to reach a mutually acceptable solution. It takes place without the involvement of a third party; each party represents its interest. In such a context, negotiation is referred to as a structured process of dialogue between conflicting parties on a contested issue. Principally, negotiation takes place between conflict parties either at the early stages of the conflict, when lines of communication have not yet become broken or at the later stages, when parties are attempting to reach an agreement. In situations where parties to the conflict find it difficult to engage in direct negotiation, a third party may intervene to act as a facilitator in assisting indirect communication, which can prepare the ground for later direct negotiations.

In negotiation, conflict parties may choose either positional or principled (or interest) based negotiation. In the former case, conflict parties lock themselves in positions, which they then have to defend and argue about. Such type of negotiation makes a conflict party prisoner of his or her position, less sensitive to others, a satisfactory deal less likely, a relationship more strained, and time-consuming. Principled negotiation is an all-purpose strategy that could be fairly judged by three criteria: it should produce a wise agreement (if an agreement is possible); should be efficient; and should improve or at least not damage the relationship between the parties. A wise agreement meets the legitimate interests of each side to the extent possible, resolves conflicting interests fairly, is durable, and takes parties’ interests into account.

Phases of Negotiation

As a process, negotiation takes place in phases. The three phases of the negotiation and the corresponding activities in each of the phases are stated in the box below.

Phase 1: Preparation

Analyze the conflict situation by mapping it and identifying the needs and interests of each conflicting party involved. Consider your preferred outcome options and the best option for a negotiated agreement; Make contact with the other side(s) and agree on a venue and process for the negotiations, including ground rules, issues to be discussed, and the number of people who can attend or speak for each side.

Phase 2: Interaction

Upon arrival at the venue, greet each other appropriately and share your different perspectives on the situation. Agree on a definition of the problem or issue(s) involved; generate options for addressing the problem; evaluate and prioritize these options according to the needs and interests of all sides. Select and possibly combine the best options for meeting the needs and interests of all parties involved.

Phase 3: Close

Agree on the best options; develop an action plan for each party; set a time frame and deadlines for actions, and plan for a review of the agreement.

Guidelines for Effective Negotiation

Some general guidelines can render a particular negotiation effective. The box below outlines a general guideline for effective negotiation.

- ***Consider the other party's situation:*** acquire as much information as possible about their interests, goals, and the distinction between their real needs and wants.
- ***Develop a concrete strategy:*** anticipate how the other party will respond; assessing the strength of your position, and the situation; how important is the issue; how important will it be to stick to a hardened position
- ***Begin negotiations with a positive approach:*** attempt to establish rapport and mutual trust before delving into the topic of discussion.

- *Address problems, not personalities:* avoid the tendency to attack your opponent personally
- *Maintain a rational, goal-oriented frame of mind:* avoiding emotional reactions and understanding the problem behind any aggression displayed by the other party.
- *Pay little attention to initial offers:* these are points of departure; they tend to be extreme and idealistic; instead focus on the other person's interests and your own goals and principles, while generating alternate possibilities.
- *Emphasize win-win solutions:* look for an integrative solution and creating additional alternatives such as low-cost concessions that may hold high value to the other party.
- *Insist on using objective criteria:* make your negotiated decision based on principles and results, rather than emotions or pressure. seek to find objective criteria that both parties can use to evaluate alternatives

Source: **Wertheim (ND), *Negotiations and Resolving Conflicts: An Overview***

Mediation

Similar to negotiation, mediation is a skill that can be learned through both real-life experiences and formal training. Mediation is a process of resolving conflicts by utilizing a neutral third party who facilitates communication between conflicting parties. The parties select an acceptable mediator to guide them in designing a process and reaching mutually acceptable solutions.

The mediator aims to create a safe environment for the parties to share information, address underlying issues, and express emotions. When direct negotiations have failed and communication lines between the two sides are broken, a third-party mediator can intervene. The third party may be a volunteer, or a person approached by one or both parties to take on the role. The main principle, however, is that the mediator must be recognized and accepted by all parties involved. Third-party mediators play an important role in conflict resolution as they do not pose a threat to the parties, as they have no power to dictate a solution. However, they do bring valuable resources such as ideas, information, and process skills to the table.”

Main Stages in Mediation Process

A mediator must possess the necessary skills to facilitate dialogue, such as setting ground rules, paraphrasing, displaying empathy, and having strategies for managing strong emotions. Additionally, a mediator needs to have the ability to recognize common ground and potential points of agreement and to highlight these as the party's progress through the mediation process. The various possible phases and steps of a mediation process are outlined in the box below.

Phase 1: Preparation and Preliminary Agreements

- Preparation by mediator(s)

Phase 2: Mediation Meetings

- Opening statement by mediator(s)
- Conflicting parties committing themselves to the process:
- Initial uninterrupted statements (stories):
- Identifying the issues and setting the agenda:
- Direct exchange and generating options:
- Building acceptable alternatives:
- Finishing an agreement
- Closing statement by mediator(s)

Phase 3: Implementation

- Decide on the procedures; plan follow up meetings; and monitor and report on the steps.

Source: <https://www.fao.org/3/a0032e/a0032e0a.htm>

Arbitration

Arbitration is frequently utilized as a less formal alternative to litigation. The latter is a more institutionalized form of conflict resolution in which parties seek to resolve their issues through the formal court system. Both arbitration and litigation are employed when parties are unable to resolve their issues through negotiation, mediation, or other means.

Arbitration is a process in which a neutral third party or panel meets with the parties in a dispute, hears presentations from each side, and decides. This decision can be binding or non-binding, depending on the agreements reached between the parties before the formal commencement of hearings. In other words, the outcome will be binding if all parties have previously agreed to be bound by the decision. In such cases, the right to appeal the arbitrator's decision is severely limited. The parties choose the arbitrator through consensus and may establish the rules that govern the process. There can be either one arbitrator or a panel of arbitrators. In some cases, an arbitrator's award can be converted to judgment in a court, making it enforceable. In certain cases, arbitrators fulfill this role under their position of authority in the community. For example, in some cultures, some traditional leaders or elders have the authority to intervene in a conflict, listen to witnesses from both sides, and then decide who is right or wrong and what actions should be taken.

Basic Characteristics of Arbitration

The following are some of the characteristics of arbitration

- Can be used voluntarily,
- Maybe less formal and structured than going to court, depending on applicable arbitration rules.
- Usually quicker and less expensive than going to court, depending on applicable arbitration rules:
- Each party has the opportunity to present evidence and make arguments.
- May have a right to choose an arbitrator with specialized expertise.
- A decision will be made by the arbitrator which may resolve the dispute and be final.
- Arbitrator's award can be enforced in a court; and
- If non-binding, you still have the right to a trial.

Exercise:-

- Discuss the various conflict intervention strategies
- Reflect on the meaning, stages and key elements of early warning and response systems
- Elaborate on the specific approaches of conflict management
- Compare and contrast negotiation, mediation, and arbitration
- Play a mediator role in any given conflict scenario using the steps of mediation.

Briefing Note 1.4: The Self as an Actor in Conflict Analysis

1.4.1 What is Power?

Power is the relationship between people. This brings about the element of comparability and ranking and dictates the type of relationship, attention, and emotions one receives or gives. To truly understand one's self in light of power, we must have a basic understanding of the following three concepts:

- **Self-Image:** What you think others think of you.
- **Self-Value:** What you think you mean to others.
- **Self-Perception:** What you think of yourself.

To fully comprehend one's role as an agent for peace and conflict, it is important to further define the following concepts:

1. **Privilege:** a right or immunity granted as a particular benefit, advantage, or favor, especially one attached specifically to a position or office.
2. **Bias:** a tendency to prefer one person or thing over another, and to favor that person or thing.
3. **Victim:** someone who has suffered as a result of another's actions or beliefs, or as a result of adverse circumstances.
4. **Perpetrator:** someone who has committed a crime or a violent or harmful act.
5. **Discrimination:** the act of making unjust distinctions between people based on the groups, classes, or other categories to which they belong or are perceived to belong. People may be discriminated against based on race, gender, age, religion, disability, or sexual orientation, among other categories.

Each of us has our unique understanding of things and events, shaped by our personal experiences, upbringing, culture, religion, and education. These concepts may sometimes be collectively upheld by the communities we come from or the peer groups we associate with, or they may be individual, depending on the type of information we consume and our state of mind at the time of consumption.

Due to these complexities, our identities are not one-dimensional. One can be a mother, or a daughter, belong to a particular race and religious group, and speak multiple languages. This multidimensionality of our identities not only affects our self-perception but also how others view and react to us. This means that it is highly likely that one can be a victim and also a perpetrator, a peace or conflict agent.

Exercise:-

- Reflect on Self Image, Self-Worth and Self Perception.

Briefing Note 1.5: Self-Reflection

1. Let the facilitator reflect on their family background, and social or cultural norms about conflict by responding to the following questions:

- *Describe the norms and practices of your family of origin in terms of love, emotion, respect, forgiveness, peace, relationships, and conflict.*
- *How was conflict defined and expressed in your family of origin? How does that definition affect you now?*
- *Have you ever experienced violence: physical, emotional, sexual, relational, or mental? If yes, what is its impact on your present life and how are you handling the past?*
- *Have you ever faced problems with your parents, schools, and social environments? If yes, how did you deal with them? What is the present manifestation of past problems?*
- *How did your parents/guardians deal with problems? How did that affect your problem-solving ability?*

2. Let the facilitator reflect on their inner self and if they face conflict in accepting who they are by responding to the following questions:

- *How do you like your physical appearance – self-image?*
- *Describe your mental, relational, emotional, physical, and spiritual capabilities. What do you wish you had that creates dissatisfaction about yourself?*
- *Have you ever experienced conflicts between your different values such as religious commandments and your practices, beliefs, actions, desires, and practices?*
- *What does self-acceptance mean to you? Describe in terms of your family background, physical appearance, emotional being, relationships and their boundaries, mental capacities, past traumas, and present realities.*
- *What do you think was unfair when you grew up? What have been your experiences because of that?*
- *Identify your values, beliefs, attitude, and perceptions clash in your life.*
- *Examine your relationship with yourself, your parents, siblings, and outside family members. What are the areas that you need to make?*

3. Reflect on your role as a facilitator in conflict analysis:

- *What type of inner conflict are you currently experiencing?*
- *Identify the root causes, core problems, and effects of the conflict using a conflict tree.*
- *What is the most important issue to address in this conflict tree?*
- *How does your conflict analysis relate to your role as a facilitator?*
- *Evaluate yourself as an agent of peace and conflict.*

4. Reflect on your strategies for conflict prevention, management, resolution, and transformation:

- *Conflict prevention aims to stop the outbreak of violent conflict. Review your life experience and describe any situations where you used conflict prevention to stop violent conflicts.*
- *Conflict management aims to limit and avoid future violence by promoting positive behavioral changes in the parties involved. Review your life experience and describe how the conflict was managed.*
- *Conflict resolution addresses the causes of conflict and seeks to build new and lasting relationships between hostile groups. Review your life experience and assess how any conflict was resolved.*
- *Conflict transformation addresses the wider social and political sources of a conflict and seeks to transform the negative energy of conflict into positive social and political change. Do you have any conflict transformation life experiences?*

4. Reflect on your self-care strategies:

- *In adverse situations, stress reactions such as feeling troubled or threatened may occur. Everyone reacts differently to stress; some overdo things and others deprive themselves of what they normally do. Examine how you care for your physical body, including eating a balanced diet, physical exercise, and getting adequate rest or sleep in stressful life circumstances where conflict prevails.*
- *In stressful life circumstances, it is easy to develop faulty thinking patterns where one exaggerates, overgeneralizes, or personalizes problems. Examine your mental health care, focusing on your thoughts.*
- *Emotional ups and downs may be normal depending on the situation, however, extreme anger, sadness, fear, loneliness, anxiety, depression, and apathy could be signs of overtaxing oneself. Examine if these symptoms are present in your life.*
- *Relational problems may be projections of one's inner conflict and stress. Examine your relationships with significant people in your life and assess for boundary violations.*
- *Self-care requires taking practical actions to improve health. Review the list provided and apply it to your life.*

Physical	Emotional	Relational	Spiritual	Behavioural	Cognitive
Eating balanced diet	Notice your feelings.	Take some minutes out of your day to talk to a friend, family member or other trusted person about how you are doing.	If you have healthy religious practices of prayer, fasting, ... keep your routines	Establish daily routines and stick to them depending on your schedule.	Feed your mind only with up to date and accurate information that builds your thinking.
Getting enough sleep	Identify the body part of the sensations.	Seek social or mental health support for your emotional wellbeing.	Use mindfulness techniques such as meditation, yoga to calm yourself and stretch.	Minimize or cut down your use of alcohol, drugs, caffeine, or nicotine. These might seem to help in the short term, but they can lead to lower mood, anxiety, difficulty sleeping and even aggression as the effects wear off.	Count your blessings to fill yourself with gratitude.
Daily physical exercise	Understanding why you feel the way you feel	Be available to hang out with your loved ones	Find meaning in your routine life.	Develop healthy habits that support your wellbeing: reading, socializing, resting in the midst of hectic life	Identify your sphere of control and take responsibility only to what you can control or manage.
Keep personal hygiene	Validate yourself when needed	Share your feelings, thoughts, burdens with concerned people in your life	Develop spiritual exercises as one dimension of your life routine.	Notice your stress coping mechanisms to avoid over working, overeating, overthinking, or freezing.	Develop your thinking habits.
Relax	Do relaxation techniques, deep breathing, guided imagery to relax and let go.	Plan and share happy time with others	Engage in altruistic acts to serve humanity.		Avoid distorted thinking: personalization, overgeneralization, selective reasoning,
Do regular medical check-up					

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Chapter 2: Dialogue Facilitation

I. Introduction

Chapter Overview

This chapter is organized into five sections and focuses on the practical aspects and skills of dialogue facilitation. It links practice with concepts and scenarios in a way that allows participants to understand the dynamics and processes of a dialogue. Section one provides an overview of the concepts related to dialogue and dialogue facilitation. Section two introduces participants to the fundamental principles of dialogue and the importance of incorporating them into the dialogue facilitation process. The third section focuses on the necessary skills of dialogue facilitation concerning the stages and steps of dialogue. Section four addresses how to handle conflict and emotional breakdowns during a dialogue process. Finally, section five is dedicated to self-reflection.

Chapter Objectives

The objective of this chapter is to familiarize participants with the concept, principles, stages, and relevant issues of dialogue facilitation. Additionally, it aims to enhance the dialogue facilitation skills of participants through in-class scenario-building and role-playing. It also aims to assist participants in being reflective about their own biases and subjectivities when facilitating a dialogue.

Learning Objectives

At the end of this chapter, participants will be able to:

- Articulate what dialogue is and is not.
- Identify the nine fundamental principles of sustainable dialogue.
- Internalize the three stages of dialogue and the steps under the three stages
- Handle conflict and emotional breakdown during a dialogue session
- Challenge one's subjectivities/prejudices and their potential effect on a dialogue process.
- Apply the principles and facilitation skills in a given dialogue facilitation scenario.

II. Sessions at a Glance

Chapter 2: Dialogue Facilitation Skills			
<i>Time allotted:</i> 6 hours	<i>Sessions</i>	<i>Method</i>	<i>Resources</i>
30 minutes	2.1. Conceptualizing Dialogue		
	<ul style="list-style-type: none"> Unpacking the various definitions of dialogue What it is and what is not, A working definition 	MGL, D, ST, VA	Briefing Note 2.1.1
	Local/Contending Perspectives <ul style="list-style-type: none"> Negotiation, discussion, panel/consultation, training/workshop 	MGL, F, ST, VA	Briefing Note 2.1.2
45 minutes	2.2. Fundamental Principles of Sustainable Dialogue		
	<ul style="list-style-type: none"> Principles of dialogue Why the principles are important How to embed the principles 	ST, MGL	Briefing Note 2.2
180 minutes	2.3. Stages and Steps of Dialogue Facilitation		
	Stage One: The Pre-Dialogue	Seq., ST, S, VA.	Briefing Note 2.3
	Stage Two: The Dialogue Process	Seq., ST, S, VA	
	Stage Three: The Post-Dialogue	Seq., ST, S, VA	
45 minutes	2.4. Dealing with Conflicts and Emotional Breakdown during Dialogue		
	<ul style="list-style-type: none"> Complaint handling mechanisms Cooling off the session Intra-dialogue sessions Counselling Services (e.g., psychological first aid) Bringing in a new facilitator 	S and RR, Deb., EM	Briefing Note 2.4.
60 minutes	2.5. Self-reflection		
	Acknowledge complexity Open mindedness and flexibility Understanding subjectivity and Prejudices Challenging One's own position	S, RR, Deb., EM	Briefing Note 2.5

Method Keys

MGL: Mini or gapped lecture
D: Debates
ST: Storytelling
VA: Visual Aid
ES: Experience sharing

Seq.: Sequencing
S: Simulation
RR: Reverse Role (Simulation)
Deb.: Debriefing
EM: Evaluation Matrix

Trainer's Notes 2

Session 2.1: Conceptualizing Dialogue

Purpose:

To help participants understand dialogue in contradistinction to other related concepts and practices of conflict resolution.

Material:

Power Point Projector, Flipchart, Markers, and Briefing Notes 2.1.1 and 2.1.2.

Method:

MGL, F, ST, VA

Time:

45 minutes

Procedure:

1. *Ask participants to define dialogue. Make sure that participants get equal opportunities to speak.*
2. *From the participants' definitions, identify recurring responses and ask them to refine meanings that are considered best.*
NOTE: *This activity is meant to gauge the participants' level of prior knowledge. Their definition will vary due to several reasons, and some may confuse the term dialogue with other related concepts such as negotiation, mediation, discussion, conference, etc. Hence, take some time to clarify the difference. Proceed with the mini (gapped) lecture afterward.*
3. *Distribute briefing notes 2.1.1 and 2.1.2 on dialogue and give them enough time to read and reflect.*
4. *Ask participants to tell relevant stories of a dialogue process they know well (as a party or facilitator) and build on that story to identify the distinctive features of dialogue.*
5. *Use the story to elaborate the concept further.*

Session 2.2: Fundamental Principles of Dialogue

Purpose:

To help participants understand the fundamental principles of dialogue.

Material:

Power Point Projector, Flipchart, Markers, and Briefing Note 2.2.

Method:

MGL, F, ST, VA

Time:

45 minutes

Procedure:

1. *Ask participants to tell a story of a recent dialogue process they know well.*
2. *Ask participants whether there were implicit or explicit principles guiding the dialogue process they told you. Use the flipchart to list the underlying principles of the process.*
3. *Ask participants to reflect on each principle in a dialogue process.*
4. *Distribute Briefing Note 2.2 and ask them to check/compare the principles. Explain each principle. Provide examples or ask participants to give you examples when necessary.*

NOTE: *Participants must understand each principle. Stress on the need to internalize the principles before embarking on any dialogue facilitation effort.*

Session 2.3: Stages of Dialogue Facilitation

Purpose:

To help participants internalize the stages and steps of dialogue facilitation. Also, to apply the requisite skills and principles in a given scenario of dialogue facilitation.

Material:

Power Point Projector, Flipchart, Markers, and Briefing Notes 2.3.1, 2.3.2, 2.3.3.

Method:

Seq., ST, S, VA

Time:

180 minutes

Procedure:

1. Group participants and ask them to identify and discuss the sequences of a dialogue facilitation process stage by stage and step by step.
2. Using flipcharts, ask them to draw the stages in a visualized form (e.g., a diagram showing the stages and steps)

NOTE: This activity is intended to gauge the participants' level of prior knowledge. The stages and steps they identified may vary due to some reasons. Hence, take some time to create the opportunity to fill in gaps or missing steps, if there are any.

3. Distribute the briefing note 2.3.1, 2.3.2, and 2.3.3 on stages and steps of dialogue and give them enough time to read, examine and reflect.
4. Ask participants to tell relevant stories of a dialogue process that progresses from the pre-dialogue to the post-dialogue stages. Use the story to elaborate on pertinent issues that may arise at each stage and step of the process.
5. Use a simulation exercise that is either co-developed on the spot or the one annexed to this manual (see appendixes three and four) as a practical demonstration of the stages and steps of a dialogue process. Use this exercise at least twice so that the trainees internalize the stages and steps.
6. Ask participants what they think about the simulation exercise.

Session 2.4: Dealing with Conflicts and Emotional Breakdown during Dialogue

Purpose:

To help facilitators handle conflicts and emotional breakdowns during a dialogue process.

Material:

Power Point Projector, Flipchart, Markers, and Briefing Note 2.4.

Method:

S, RR, VA, ST, Deb., EM

Time:

45 minutes

Procedure:

1. Assuming a scenario in which conflict and emotional breakdowns occur while a dialogue process is taking place, ask participants what they would do if they were facilitators.
2. List down their responses in a flipchart.

NOTE: This activity needs to identify and check whether there are helpful and unhelpful remedies that participants are likely to use if they were facilitators.

3. Ask the participants to prepare a set of ground rules that can help guide their dialogue facilitation. Then they can briefly explain how each will make the process better.
4. Storytelling, visuals, and team-building exercises are some things that the facilitator can use to douse tension and conflict. Ask participants to make examples of such stories, visuals, and exercises that they can employ if facilitating, and how much will be effective.
5. Do a briefing on counseling and its importance in a dialogue session. If the facilitator does not know of this, he should look for an expert to be part of the dialogue. Test what the participant knows about counseling and how it can help the dialogue process by dividing them into groups asking them to write on flip chart papers and paste them on the wall.
6. Distribute briefing note 2.4 on handling conflicts and emotional breakdowns during dialogue. Give them enough time to read, examine, compare, and reflect.

Ask participants to provide information on what they learned during the session: was it new to them will they use the knowledge gained in their future dialogues?

Session 2.5: Self-Reflection

Purpose:

To help participants be self-aware and reflective about their own biases, subjectivities, and prejudices when facilitating a dialogue.

Material:

Power Point Projector, Flipchart, Markers, and Briefing Note 2.4.

Method:

S, RR, Deb., EM

Time:

45 minutes

Procedure:

1. Reverse the roles played by the participants in the preceding scenario.
2. Debrief them on each role they played and whether that helps them identify the biases, subjectivities, and prejudices.

NOTE: This activity is intended to check to what extent participants are willing and confident to be critical of their own biases, subjectivities, and biases.

3. Distribute the briefing note 2.3.1, 2.3.2, and 2.3.3 on stages and steps of dialogue and give them enough time to read, examine and reflect.
4. Ask participants to tell relevant stories of a dialogue process that progresses from the pre-dialogue to the post-dialogue stages. Use the story to elaborate on pertinent issues that may arise at each stage and step of the process.
5. Use a simulation exercise that is either co-developed on the spot or the one annexed to this manual (see appendixes three and four) as a practical demonstration of the stages and steps of a dialogue process. Use this exercise at least twice so that the trainees internalize the stages and steps.
6. Ask participants what they think about the simulation exercise.

Distribute briefing note 2.5 on self-reflection. Give them enough time to read, examine, and reflect. Ask for a summary and a reflection on how the sessions have influenced them in any way.

Briefing Notes 2

Briefing Note 2.1: The Concept of Dialogue

1. Hypothetical story:

Read the story and discuss the limitations and the potential of the dialogue session. Do you think the dialogue occurred? If not, what was the problem? Think, pair, and share your thoughts. In a specific post-conflict social context, the youth organized a community dialogue through their peace club. The club invited representatives from each section of the community as conflicting parties. All the invited participants were so angry and came into the dialogue to express their victimhood and injustice, leveling allegations towards the other groups present in the room. All recalled the violent experience because of the action and inaction of the other group. None of them were ready to listen to the experience of their counterpart. Participants talked without the intention of listening to each other the whole day. The session agitated participants because of other participants and verbal and non-verbal communication. The first day of the dialogue session ended with this.

2. Dialogue as noun and verb: which one makes more sense?

Dialogue as a noun means a conversation between two or more people as a feature of a book, play, or film'. Dialogue as a verb: to 'take part in a conversation or discussion to resolve a problem'. Which one is more use full in post-conflict dialogue and dialogue facilitation?

3. Selected definitions: more sense?

1. "Dialogue is a discipline of collective thinking and inquiry, a process for transforming the quality of conversation, and in particular, the thinking that lies beneath it" (Isaacs, 2000)
2. Dialogue means having a new understanding and a basis from which to think and act. Instead of an agreement, we try to create a context from which much new might come. (Isaacs,1999)
3. Dialogue differs from other forms of discourse whose intent is persuasion, in that there is an intention of establishing a mutual relationship between participants (Buber, 1947)
4. Dialogue is, in fact, a dialectical interaction. Thus, parties need to act upon a specific context to reflect critically on reality, transform it or create it and hope, love, humility, and critical thinking are crucial (Freire 2005)

3. Selected definitions: more sense?

5. Dialogue is a way of knowing and should never be viewed as a mere tactic. I engage in dialogue because I recognize the social and not merely the individualistic character of the process of knowing. In this sense, dialogue presents itself as an indispensable component of the process of both learning and knowing. (Freire 2005, 17)
6. Dialogue can happen at multiple levels. It can happen between two people, a household, or a community. The word “dialogue” is also often associated with formal political and/or peace processes, including in the context of a “National Dialogue”. In many respects, a National Dialogue seeks to build on a “culture of dialogue” which is close to the definitions and examples included in this section. However, while both use the word “Dialogue,” they are significantly different propositions in terms of scale, objectives, and possible outcomes. The text box in this section provides a more detailed definition of National Dialogues and some of their key features.

[**For a brief discussion on “national dialogue”, please see annex one].

2. Difference between Dialogue and debate: discuss the difference between dialogue and debate

Difference between Dialogue and Debate	
Dialogue is collaborative: two or more sides work together toward common understanding.	Debate is oppositional: two sides oppose each other and attempt to prove each other wrong.
In dialogue, finding a common ground is the goal.	In debate, winning is the goal.
In dialogue, one listens to the other side(s) to understand, find meaning, and find agreement.	In debate, one listens to the other side to find flaws and to counter its arguments.
Dialogue enlarges and possibly changes a participant's point of view.	Debate affirms a participant's point of view.
Dialogue reveals assumptions for re-evaluation.	Debate defends assumptions as truth.
Dialogue causes introspection on one's position.	Debate causes critique of the other position.
Dialogue brings the possibility of reaching a better solution than any other original solutions.	Debate defends one's position as the best solution and excludes other solutions.
Dialogue creates an open-minded attitude: an openness to being wrong and an openness to change.	Debate creates a closed-minded attitude and determination to be correct.
In dialogue, one submits one's best thinking, knowing that other people's reflections will help improve rather than destroy it.	In debate, one submits one's best thinking and defends it against challenges to show it is correct
Dialogue calls for temporarily suspending one's beliefs.	Debate calls for investing wholeheartedly in one's beliefs.
In dialogue, one searches for basic agreements.	In debate, one searches for glaring differences.
In dialogue, one searches for strengths in the other positions.	In debate, one searches for flaws and weaknesses in the other position.
Dialogue involves a real concern for the other person and seeks to not alienate or offend.	Debate involves countering the other position, without focusing on feelings or relationships, and often belittles or deprecates the other side.
Dialogue assumes that many people have pieces of the answer and that together they can put them into a workable solution.	Debate assumes that there is a right answer and that someone has it.
Dialogue remains open-ended.	Debate implies a conclusion.

Briefing Note 2.2. Fundamental Principles of Sustainable Dialogue

- The principles of dialogue are the basic requirements guiding the design and implementation of a dialogue process.
- The principles are important reminders for those who design the process, convene the process, and facilitate the process that dialogue is a systematic and dynamic endeavor, not an arbitrary engagement.
- Principles must be embedded in every stage and step of the process. One way of doing this is to ensure that the design and conduct of the process are guided by the principles from the outset.

	Principle	
1	Consent	<p>Dialogue is a voluntary process. As such, participation in a dialogue process must be based on consent and should not be imposed on them. The effectiveness of the process partly depends on whether the parties agree to it because if they do not consent to the process they will not be committed and sincere/honest.</p> <p>Consent depends on whether the parties believe that conflict can be resolved peacefully and through dialogue. However, it may be difficult to automatically get the consent unless they believe in the integrity of the mediation process.</p>
2	Inclusiveness	<p>Inclusiveness helps parties and facilitator(s) address the causes of conflict and identify remedies and solutions and the interests and needs of the parties. In addition, ensuring inclusiveness of the process ensures the legitimacy of the process and the outcome thereof by reducing the likelihood of excluding pertinent issues and important actors.</p>
3	Impartiality and/or Multi-partiality	<p>Impartiality is essential for a dialogue process to be effective and successful. If the parties involved feel that the process is biased or unfair, it will be difficult to resolve their conflict. Therefore, it is important for the facilitator(s) and the entire design of the process to be impartial. The facilitator(s) should work to dispel any perceptions of bias or prejudice before they escalate. This means that the facilitator(s) should treat all actors, their issues and concerns fairly and without prejudice throughout all stages and aspects of the dialogue process.</p> <p>Impartiality alone is not sufficient in contexts where power is not equally distributed. Therefore, dialogue processes and facilitators must adhere to the principle of multi-partiality. Multi-partiality refers to a practice in dialogue processes that aims to balance social power and counteract dominant societal norms. In this approach, equal participation and equal attention are given to the multiple identities and experiences of all group members, targets, and agents to prevent any group from being exploited for the benefit of another (Zappella, 2007, p.1). Unlike impartiality, which aims to avoid bias, the goal of multi-partiality is to equalize structural and social forms of oppression present in the dialogue process and distribute social power equally among group members to create a new reality.</p> <p>In practice, multi-partiality in a dialogue process entails that the facilitator(s) commit themselves to: (a) <i>affirm contributions from all group members while challenging some contributions more than others depending on how they uphold the dominant norms and narrative in society, and (b) are partial to identities and perspectives not represented among the dialogue participants (Ibid).</i></p>

	Principle	
4	Context-specific	It is important to avoid a one-size-fits-all approach to designing and conducting the dialogue process. Each conflict has its own context and unique features, as well as different causes, parties, and dynamics. Facilitators should thoroughly examine the context before imposing designs and processes that have worked in other situations.
5	Trust	The dialogue process and facilitators must earn the trust and confidence of the conflicting parties. Without trust in the process and facilitators, the parties will have no incentive to participate in the dialogue and commit to the process. Therefore, facilitators must work to build trust by ensuring impartiality, inclusiveness, and a fair process that accommodates the interests and needs of the parties.
6	Transparency	While confidentiality can be beneficial in a dialogue process, transparency is of paramount importance. Parties, stakeholders, and the broader public should be informed and updated about the details of the dialogue process throughout, from pre-dialogue to post-dialogue stages. Transparency dispels fears, concerns, conspiracy theories, and falsehoods.
7	Partnership	Dialogues are multi-party, multi-stakeholder processes in which divergent interests and needs are discussed, scrutinized, refined, and addressed. As such, participation in a dialogue process requires a cooperative rather than competitive spirit and partnership among local, national, regional, and, at times, international actors. Partnership has implications for designing the dialogue process, convening dialogue sessions, building trust and relationships, ensuring agreeable outcomes, and securing necessary resources to hold the dialogue sessions.
8	Follow up	Convening and facilitating dialogue is not enough. There must be a follow-up mechanism embedded in the process to ensure that the outcomes of the dialogue are implemented or realized. Regardless of whether the follow up mechanism is formal or informal, permanent or ad hoc, it is important that there is some sort of commitment to see the success and realization of the dialogue process's outcome.

*(*Based on various sources indicated in the list of references)*

Briefing Note 2.3: Stages and Steps of Dialogue Facilitation

There are generally three broad stages of dialogue: the pre-dialogue or the preparation stage, the dialogue or process stage, and the post-dialogue or implementation stage. Although each stage focuses on specific issues related to the respective stage, they are neither mutually exclusive nor the boundary between them is strictly demarcated. In practice, a typical dialogue process is non-linear, boundaries between the stages are fluid, and the actual process is reiterative and mutually reinforcing across the stages.

2.3.1. Stage One: The Pre-Dialogue Preparation

The pre-dialogue stage is essentially a dialogue about the dialogue process that is concurrently done or followed—depending on the context—by actual exploratory work that informs planning and preparation for action. The main activities in the pre-dialogue stage include conflict analysis, investigative works to establish facts (or fact-finding missions) and building trust to ensure the consent of potential participants and garner their support for the process. It also involves setting up some institutional frameworks and deciding (setting) the agenda through a consultative process. Therefore, at the pre-dialogue stage, some questions have to be addressed including:

- How can we best understand the conflict? [*Conflict Analysis*]
- What do we specifically aim to achieve through the dialogue process? [*Agendas, Objectives*]
- Who should be in the dialogue process? [*Actors/Stakeholders*]
- How can we achieve the aim(s) of the dialogue process? [*Frameworks for institutional and legal/procedural setups*]
- What are the core principles guiding the process? [*Principles*]
- What human and material resources do we need? [*Professional/technical, administrative, and logistical issues.*]
- How should the design (structure) of the entire process - from pre to post dialogue stages - look? [*Designing the process*]
- What are our expectations, opportunities, challenges, and risks? [*Scenario*]

Step one: Conflict Analysis

In step one of stage one, we do a conflict analysis to understand the nature of the conflict. Using one or a combination of the appropriate conflict analysis technique or tools discussed in chapter one, we should be able to determine:

- Sources/causes of the conflict.
- Major parties of the conflict
- Interests and needs of the parties.
- Tactics or methods used by the parties to advance their interests and needs (violence (insurgency, riots, killings, etc.) or non-violent (peaceful demonstration, petition, civil disobedience, etc.)
- The context in which the conflict happens.
- Involvement of parties other than the primary parties/protagonists (enablers, spoilers, etc.)
- Resources all parties have at their disposal (mobilized or accumulated)
- The Outcome of the conflict (stalemate, victory, atrocities, infrastructural damages, etc.)
- Windows of opportunity intervene (i.e., whether the conflict is ripe for resolution ('Ripeness')) including the appropriate method of settlement (dialogue, negotiation, mediation, reconciliation, arbitration, adjudication).

Step Two: Approaching the Parties and Relevant Stakeholders

With a clear understanding of the conflict and possible avenues to resolve it, the next step is approaching the major conflict parties and relevant stakeholders to obtain their consent, have consultative meetings about the planned dialogue process, and build their trust/confidence. This stage involves a series of mini-negotiations or intra-dialogues to decide pertinent issues such as:

- How to set the preliminary agenda,
- Where to convene the dialogue,
- Whom to invite or not invite and based on what criteria,
- What principle to follow, etc.
- What structure, rules (ground rules), and procedures of engagement and decision-making to adopt,
- What kind of support and administrative system, including technical and logistics?

Step Three: Actual Preparation

Once the party's and stakeholder's consent are secured: the preliminary agenda, the venue, the list of participants, the fundamental principles, structures, rules, and procedures of engagement and decision-making are finalized, and support and administrative systems are put into place, actual preparation to convene the dialogue commences. This includes all forms of preparation—procedural and substantive—to launch the process. Such as:

- ***Trust/confidence-building measures:*** it is important to note that the pre-dialogue stage is more of a mutual suspicion or mistrust. Parties are reluctant to trust not just their adversaries but also the feasibility and genuineness of the process to settle their conflict. They may also not trust or have confidence in the facilitator(s) or those organizing it. Therefore, organizers (facilitator(s)) must take trust/confidence-building measures. “A series of actions negotiated, agreed upon, and implemented by the conflict parties to build confidence without focusing on the root causes of the conflict” (Blunck et al, 2017, p. 61).
- ***Confirm the preliminary agenda:*** although agreed upon in the preceding step, everyone must be on the same page.
- ***Deciding the venue:*** although it may sound easy, it could be challenging for many reasons such as safety and security.
- ***Defining the timeline:*** there is no hard and fast rule as far as the timeline of a dialogue process is concerned. However, the process cannot be planned for an indefinite period. Therefore, it is important to have a tentative yet reasonably defined—agreed upon by the parties—timeline.
- ***Logistics, administration, and other support systems:*** logistics can be challenging depending on the size of the participants and the distance they have to travel to the venue.
- Logistical matters need to get settled before the actual dialogue commences. the administrative and support system is set to be proactive in terms of planning and execution. Included in administrative support are:
 - Technical experts in multiple disciplines
 - Counseling services
 - Operational assistants

In all, the actual preparation should focus on proactively addressing relevant procedural and administrative matters. It should also see response mechanisms—including a crisis management team—that quickly respond to unforeseen demands and circumstances (for more on this, see briefing note 2.4). these steps are not linear and one-off activities. They are both non-linear and reiterative. The preparation is something to be careful of as it is as dynamic as the proceeding stage.

2.3.2. Stage Two: The Dialogue or Process

The dialogue commences once there is confidence and consensus among the organizers and participants on the sufficiency of the preparation during the pre-dialogue stage. A poorly planned/prepared dialogue process dampens the motivation and commitment of participants.

Step One: Formal Adoption of Important Procedural Matters

Although they are already done, some activities may recur at the dialogue stage as well. This includes agenda setting, principles governing the process, timeline, structures, rules, and procedures of engagement. Thus, at this stage:

- The structure, rules (ground rules), and procedures of engagement should be refined and adopted.
- The agenda should be refined and adopted,
- The fundamental principles should be refined and adopted.
- The timeline should be discussed and approved

A smooth flow of a dialogue process in part depends on the clarity and consensus on the structure, rules, and procedures of the process. Therefore, it must be clear from the outset:

- Who convenes and chairs the dialogue sessions and who assigns him/her?
- How much time one must speak?
- How are decisions made? Through voting or consensus? If through voting, the simple or qualified majority?

Refining and adopting the agenda in a “transparent and inclusive manner” is important in terms of ensuring clarity and legitimacy of the process’s goals. Therefore, the tentative agenda should be discussed, refined, and approved through voting or consensus depending on the rules and procedures of decision-making. The same process applies to the adoption of the principles and the timeline.

Step Two: Discussion on Substantive Issues

The discussion on substantive issues commences following the formal adoption of procedural issues. This is the stage/step where issues of the conflict and how to settle it are discussed, debated, and perspectives are exchanged. Based on the agenda approved by the plenary of participants and per the rules and procedures of engagement, the discussion should be conducted civilly and democratically. The role of the dialogue facilitator(s) and organizers is key here (for more on the role and skills of the facilitator(s), see chapter three).

- **Sequencing:** Beyond agenda setting, the sequence of discussions on substantive issues is key. The substantive discussions should better proceed from ‘softer’ issues to the ‘complicated’ ones in order to avoid creating a tense environment at the very first meeting. The sequencing of the discussion can mirror the agenda set and/or adopted at the outset as it inevitably reflects the prioritization of the agenda items. The importance of starting from the less controversial and contentious issues cannot be overemphasized as it has a lot to do with ensuring a smooth flow of the process and preventing its collapse from the beginning.

A very important activity in step two is the careful conduct of the actual dialogue process that is guided by the ground rules, the fundamental principles, and the commitment to jointly find an agreeable solution. This can unfold in four broad but interrelated phases of the dialogue sessions (Ropers, 2017, p.15):

Phase	Focus and Major Tasks
Phase I	The first phase of the dialogue sessions involves getting to know one another and elaborating on the issues at hand. During this phase, each party could present their perspective on the conflict. The focus should be on the interests and needs of the parties, rather than their positions.
Phase II	The second phase of the dialogue sessions involves deepening the understanding and sharing of perspectives. This occurs after all parties have presented their case. As the goal is to deepen the understanding of the conflict and share perspectives, this can be the most difficult phase. However, it is also crucial for moving towards a common ground and for triggering compromise. Indicators of progress, such as a readiness for compromise and a softening of stances on certain controversial issues, should be evident during this phase.
Phase III	The third phase of the dialogue sessions, if phases one and two have been successful, involves generating inclusive options. The main focus during this phase is to elicit as many inclusive alternatives as possible. This requires moving a step further from the second phase in terms of accommodating views and interests on controversial issues. Therefore, a broad spectrum of creative alternatives should be encouraged and facilitated during this phase.
Phase IV	Finally, during the fourth phase, the parties should focus on discussing and evaluating options based on criteria that have been agreed upon. The task here is to choose the best possible solution(s).

Source: Based on Norbert Ropers (2017) with a slight modification.

It is important to note that each phase should be followed by debriefing and planning for the next phase. As stated elsewhere, there should not be any room for poor planning and/or preparation.

Step Three: Formulating Solutions and Endorsement

Once the major tasks of step two including the four phases are completed, the parties should be able to formulate agreeable solutions/resolutions based on the discussion and evaluation of the options developed through the four phases of interactive dialogue sessions. In this step, we assume that the parties have already agreed on both procedural and substantive matters. Therefore, the formulation of solutions is mainly an outcome of the overall discussion culminating in voting or consensus—depending on the agreed decision-making procedure—on controversial issues and their possible remedies.

Ideally, decision-making procedures in a dialogue process are expected to be non-adversarial. Building a consensus on issues may require time and energy and the technical assistance of the facilitator(s)' team or it may simply involve a series of mini negotiations between and among the parties. Therefore, final decisions must be neither rushed nor imposed. Adequate time should be allotted for consensus building and codification of the agreement in a mutually agreed document. This applies not only to the substantive aspect of the decision but also to the design of its implementation strategy (strategies).

2.3.3. Stage Three: The Post-dialogue or Implementation Stage

The post-dialogue stage is primarily focused on the implementation of the agreements reached during the preceding process stage. The assumption is that the process stage was completed and that all parties have adopted a blueprint for implementing the agreements. The post-dialogue stage involves monitoring and evaluating the progress of the agreements, as well as ensuring that all parties remain committed to their implementation.

It is important to note that while a good agreement is necessary, it alone is not sufficient for the dialogue process to be considered successful. A well-designed implementation strategy and the commitment of all parties and stakeholders are also crucial. The success of the implementation, whether it be a binding agreement, a declaration, or a short/long-term plan, depends on the strategies and mechanisms put in place. Therefore, the implementation of the outcome of a dialogue process, including national dialogues, require the proper “infrastructure, mechanisms and forums” (Blunck et al, 2017, p.148-54):

****Based on Blunck et al, 2017 and Ropers, 2017.***

In all, it is important to note that the implementation stage, just like the other stages, is very difficult and complex. Hence, the importance of putting implementing mechanisms and follow-up forums cannot be overstated.

Briefing Note 2.4 Dealing with Conflict and Emotional Breakdown during Dialogue

Dialogue sessions can become very emotional, if not handled properly by the facilitator. Conflicts can emerge and lead to a stoppage of the dialogue process or its total collapse. Conflicts are bound to occur during dialogues; the facilitator and co-facilitator must always be prepared for this and take all measures to handle such situations when they emerge. Therefore:

- The facilitator needs to be able to always assess the situation and make the right decisions to keep the dialogue process ongoing.
- When the facilitator assesses the situation and sees the eminent outbreak of conflict, he must decide to either call for a break in the session or call it off completely.
- Tracking is important during dialogues; the facilitator and co-facilitator must be able to track verbal and non-verbal communication among participants. This helps in quickly identifying possible threats to the process.
- Making the right decisions is key for any dialogue process. The facilitator and his co-facilitator must be able to make the right decisions at the right time during the dialogue process.
- Sometimes leaving the dialogue can be a way forward for the dialogue. Whenever such situations emerge, the facilitator must be ready to give up his position for the good of the process.

The following are some of the key strategies to address conflict and emotional breakdown during dialogue:



1. Ground complaint handling mechanisms:

Before embarking on facilitating a dialogue session, the facilitator must establish ground rules. It is often better to make the participants in the dialogue establish the ground rules that will be used throughout the dialogue process. This helps create a sense of ownership of the rules and creates a better situation for them to be respected by the participants.

Some of these rules may include the following:

- Not interrupting anyone speaking
- Respecting the opinion of others
- No use of abusive or foul language during the dialogue sessions
- No name-calling of others by participants
- Giving equal opportunities and same time duration for all speakers etc.

This list is not exhaustive and the facilitator working with his co-facilitator and participants at the dialogue should be able to come up with ground rules that can help the dialogue session proceed without rancor.

When conflicts emerge during the dialogue session, the facilitator and his co-facilitator can refer participants back to the rules they established for themselves before the dialogue started. This can help the participants check in with themselves and whatever situation may have arisen that threatens the continuity of the dialogue. One way of doing this is to make them jointly read all the rules written by themselves. This can help calm everyone down and provide the opportunity for the dialogue to continue.

The Talking Piece Activity:

The Talking Piece activity is an exercise that helps bring control to the dialogue session. The facilitator chooses an object which is used as a tool for speaking. The only person allowed to speak in the room is the one who has the object. With this, the facilitator can determine who can speak and at what time. The exercise is described below:

The Talking Piece Exercise

Goal: To slow conversation down and ensure everyone has a chance to talk, making it meaningful

Time: 15 – 20 minutes

Instruction

1. Have participants sit in a circle. Ask participant to volunteer an object that is meaningful to them – this will be used as the “talking piece” - and ask them to explain why it is significant to start the talking circle.
 - *As a facilitator, you can pick an object yourself and model vulnerability/openness*

2. Ask the group to take turns speaking from the heart when they are holding the “talking piece” and listen from the heart when they are not. Participants do not have to speak.
3. After the first person is finished, he or she will pass the “talking piece” to their left. The second person should respond to the first person before sharing their own experience. This repeats until the “talking piece” has made its way around the circle.

Note: *This is a valuable tool for having difficult conversations because it gives people a chance to speak without interrupted and they will be listened to respectfully.*

*Culled from the **Network of Nigerian Facilitators Handbook***

2. Cooling off the session

In certain situations, the dialogue may become too heated for the participants to continue effectively. Emotions and tempers may flare to the extent that verbal insults among participants or even physical attacks may occur. To avoid this situation, the facilitator should take the following actions:

Taking Breaks/Calling Off:

When conflicts arise, it is advised that the facilitator calls for a break in the dialogue session. The break can create a reset and provide an opportunity for the participants to reflect on the cause of the conflict. During the break, the facilitator and their co-facilitator can privately engage with the disgruntled individuals to understand the contending issues. If taking a break does not address the situation, the facilitator may choose to call off the dialogue for the day or even multiple days depending on the circumstances. This can provide a better opportunity for the facilitator to engage with the different parties and find solutions to the conflicting issues.

Diversionsary Activities:

The facilitator can also use diversionsary strategies when sessions become heated, and conflicts arise. These can include:

- ***Storytelling:*** The facilitator can initiate storytelling to calm participants down. They should choose stories that the participants can enjoy, and relate to, and provide lessons that can help calm them. The facilitator or other participants can tell the stories. This can help take participants’ minds off the issue causing conflict, calm nerves, and create situations of comfort or laughter that can dissipate the tension in the room.
- ***Visuals:*** The facilitator can also play short videos during the session, such as musicals that participants can relate to or inspirational videos that catch their attention and divert their focus from the ongoing dialogue.

- **Team and Trust Building Exercises:** The facilitator can also conduct team and trust building exercises to promote camaraderie, openness, and a sense of togetherness among the participants in working towards finding solutions to the issues at hand.

For example, the facilitator can do a meditation exercise, this will help take the minds of the participants away from the session, refresh their minds before gently bringing them back to the dialogue session. The facilitator can also introduce exciting games that can bring the parties together through harmonious competition that also enhances togetherness.

3. Intra Dialogues and Individual Engagement:

The facilitator can also hold intra-dialogues between the participating factions.” He can break the general session, take the two parties apart, and engage them in empathetic, constructive, and objective discussions that can bring the hot issues creating the conflict to the floor. The facilitator should take the participating factions apart and engage them. He can engage one group while the co-facilitator also engages the other.

In some instances, it can be just one individual. In that case, the facilitator and his co-facilitator should halt the session, engage the individual empathetically, and keep him away from the rest of the participants. This can help such individuals tell the facilitator what the problem is. If this does not work, the individual can be given a break from the dialogue process or even allowed to withdraw from the process, especially if there is a potential for such an individual to become mentally affected by what is going on.

4. Counseling Services:

Dialogue sessions can become emotionally stressful for individuals. Different individuals have different levels at which they can endure situations. If not managed properly, the tendency for such emotional stress to lead to trauma becomes a reality. The dialogue process can be affected if this happens. Having some level of capacity to be able to deal with such situations can immensely help the facilitator. Depending on the nature of the issue or topic for the dialogue, when the facilitator and his co-facilitator lack this capacity, the facilitator is encouraged to include a counselor who is capable of dealing with such situations.

5. Bringing a new facilitator:

Finding solutions to issues that lead to dialogue must be the primary goal of every good facilitator. The facilitator must accept that, in situations where his withdrawal from “the dialogue” can lead to solutions, he should be ready to give up his role. Circumstances can arise during dialogue where the participants are uncomfortable with the facilitator, no matter how objective he may seem. Participants may not feel comfortable with a facilitator; this can derail the dialogue process or even lead to its breakdown with participants opting out of the process. “The facilitator in such a situation must be able to step down and allow someone else to take over.

Briefing Note 2.5: Self-Reflection

By their very nature, dialogue processes are emotionally and mentally draining due to the sensitive and contentious nature of the issues involved. Both the conflicting parties and the facilitator(s) face serious dilemmas in prioritizing self and shared interests and feelings. If they are committed to resolving their conflict: they will eventually need to make concessions; This requires self-reflection and/or reflexivity before, during, and after the dialogue process. That is, they must examine themselves and acknowledge their positionality in the conflict and power dynamics.

The focus here is on the significance of self-reflection, which is mainly about shifting our attention from the outside to the inside to examine and understand ourselves accurately. Easy as it may sound, self-reflection is an extremely difficult exercise that takes courage and a willingness to be honest about one's prejudices, subjectivities, and biases. In short, self-reflection is a key to self-awareness, which in turn is crucial for conflict resolution and transformation.

“Self-awareness is a crucial piece of conflict management.” In those moments when stakes are high, opinions differ, and emotions are at full play, being aware of and knowing yourself can make the difference between resolution and escalation. “People who are keenly self-aware know how to recognize hot buttons in themselves and others and how to craft their messages in a conflict to find that sweet spot between passive and aggressive and act assertively.”

- Build Trust³

The purpose of self-reflection in the context of a dialogue process is to encourage the parties and facilitator(s) to constantly question their views, assumptions, beliefs, and positions while engaging with their counterparts and other stakeholders. In so doing, they should ask the following questions based on four dimensions of self-reflection and assess themselves:

1. Open-mindedness

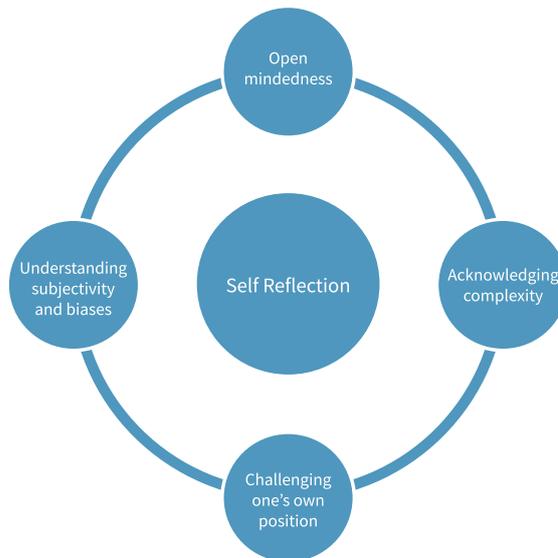
- How willing are you to listen to the views of others?
- While listening to the views of others, are you willing to change your outlook if the views of your counterpart are reasonable?
- To what extent are you open to engaging in a dialogue with those who challenge your assumptions, beliefs, and positions?

³Build Trust, Mastering Conflict through Self-Awareness (accessed on 12 December 2022)

https://training.hr.ufl.edu/resources/LeadershipToolkit/job_aids/Mastering_Conflict_Through_Self_Awareness.pdf

2. Understanding One's Subjectivity and Biases

- What are your subjectivities vis-à-vis issues and parties?
- Are you aware of your biases towards certain parties and issues?
- What are the sources of your subjectivities and biases?
- How are you handling your subjectivities and biases?



3. Challenging one's own position.

- How reasonable are your positions toward issues and parties?
- Are you willing to evaluate the pros and cons of your positions?
- How prepared are you to challenge, revise, and/or change your position?

4. Acknowledging Complexity

- Do you agree that multiple factors and actors exist in a given conflict?
- Are you aware that the multiple factors and actors are not mutually exclusive but rather mutually reinforcing?

Are you willing to acknowledge the need to go beyond simplistic diagnosis and prognosis of competing issues, interests, needs, and possible remedies?

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Chapter 3: The Role of Facilitators in a Dialogue Process

I. Introduction

Chapter Overview

Chapter three is organized into four sessions focusing on the capacity, role, and skills of facilitators. Facilitators are among the key actors in a dialogue process. They are responsible for dealing with the planning, directing discussions, and handling participants so they can express their ideas by building trust, exploring a range of viewpoints and disagreements, finding common ground, and developing action plans to make progress and implement solutions. Session one introduces who can be facilitators; the second session focuses on the role's facilitators play in making a dialogue experience successful, which is followed by the skills required to facilitate a dialogue. The last session deals with the self-reflection of trainees on their roles and skills in a dialogue process.

Objectives of the Chapter

This chapter aims to familiarize participants with facilitators' capacities, roles, and skills and to help them reflect on their thoughts and feelings about their capabilities, critical roles, and skills to facilitate dialogues.

Learning Objectives

At the end of this topic, participants will be able to:

- Determine who can be a facilitator and co-facilitator.
- Differentiate the roles of facilitators and co-facilitators.
- Demonstrate facilitation skills.
- Reflect on their attitudes and abilities as facilitators.

II. Sessions at a Glance

Chapter 3: The Role of Facilitators in a Dialogue Process			
<i>Time allotted:</i> 6 hours	<i>Sessions</i>	<i>Method</i>	<i>Resources</i>
1 hour and 30 min	Who should facilitate?		
	Identify qualities of a dialogue facilitator.	Think, pair	
	Who should facilitate?	MGL	Briefing Notes 3.1.1
	Further reference.	Reading	Briefing Notes 3.1.2
2 hours	The Role of a Facilitator and a Co-Facilitator		
	Differentiate between the role of a facilitator and a co-facilitator.	Role play	Briefing Note 3.2.1
	Identifying the roles of a facilitator.	Brainstorming, experience sharing	Briefing Note 3.2.1
	Identifying the roles of a co-facilitator.	MGL	Briefing Note 3.2.2 and 3.2.3
2 hours	Skills of the Facilitator		
	Identifying dialogue facilitation skills.	Brainstorming	Briefing notes 3.3.1
	Make brief presentation on the skills.	PPT	
	Demonstrate some skills: active listening, asking right questions, paraphrasing, and summarizing.	Role play, simulation, video	
30 minutes	Self-Reflection		
	Helping participants understand their thoughts, feelings, capacities, roles, and facilitations skills	Evaluation matrix Debriefing	Briefing notes 3.3.2

Trainer's Note 3

Session 3.1: Who Should Facilitate?

Objective:

To enable participants to select competent and acceptable dialogue participants who fit the context they are addressing.

Material:

Power Point Projector, PowerPoint based on Briefing Notes 3.5.1.1, Flipchart, Sticky Notes, Markers, and Briefing Notes 3.5.1.2

Method:

Think, Pair, and Share; Short Lecture; Self-Evaluation.

Time:

1 hour and 30 minutes

Procedure:

1. Ask participants to answer a particular dialogue about “who should facilitate?” Ask them to write one adjective describing “the ideal facilitator” on one post-it **NOTE: Then ask participants to share their list with the person sitting next to them. Ask the two to merge duplicates and create a list acceptable to both. Ask participants to present their list by putting it on flip charts.**
2. Distribute the briefing note 3.5.1.1 and deliver a short lecture using a PowerPoint presentation based on the briefing note.
3. Allow participants to ask questions and reflect after the short lecture.
4. The trainer could ask the following questions to initiate discussion after the lecture:
 - What key competencies of dialogue facilitators have you covered in chapters 1 and 2?
 - Can you think of a scenario where the outcome of a dialogue process might affect the facilitator even though the person is not from that community?
 - Is a dialogue facilitation process’s role to challenge discriminatory cultures in target communities? Why?
5. Ask the participants to categorize the post-it notes based on the four categories developed in the briefing note: competence, the right fit, the right values, and acceptable. Inquire whether they need to add a fifth trait to the list or if their list fits within the four. Allow for discussions and debates to be initiated during this exercise.
6. Gather everyone back and open the floor for additional questions and answers.

Session 3.2: The Role of a Facilitator and a Co-Facilitator

Objective:

To help participants understand the role of a facilitator and a co-facilitator.

Material:

PowerPoint projector, flipchart, markers, and briefing notes 3.5.2.1, 3.5.2.2, and 3.5.2.3.

Method:

MGL, role play, brainstorming, experience sharing

Time:

2 hours

Procedure:

1. Ask participants to go through briefing note 5.2.1.
2. Group participants into two to play out the roles of a facilitator and co-facilitator to reflect on how the two facilitators collaborate and complement one another through the process. Briefing Note 5.2.1 Provide participants with a guide on how to role-play (or use Appendix 4).
3. Ask participants to brainstorm on the roles of a facilitator and a co-facilitator based on the role play and their experiences of activities they facilitated or co-facilitated in the past.
 - a. Is this scenario an ideal one? Why?
 - b. What should the facilitator have done differently?
 - c. What should the co-facilitator have done differently?
4. Use the flipchart to list some of the roles mentioned.
5. Ask the groups to present their flipcharts and allow other groups to ask them questions.
6. Distribute the briefing notes (3.5.2.2 and 3.5.2.3) and deliver a short lecture summarizing the role of the facilitator.
7. Hold discussions, questions, and answers based on the short lecture.

Session 3.3: Skills of Facilitators

Objective:

To help participants practice the skills of facilitators.

Material:

Power Point Projector, Flipchart, Markers, and Briefing Note 3.5.3.1

Method:

MGL, role play, brainstorming, and experience sharing.

Time:

2 hours

Procedure:

1. Ask participants to brainstorm dialogue facilitation skills.
2. Distribute the Briefing Notes 3.3.1 to participants.
3. Make a brief PowerPoint presentation on the skills based on 3.3.1.
4. Ask participants to form a triad and demonstrate the following exercise, checking their communication, listening, paraphrasing, and asking skills.
 - The first person will create a scenario and share a personal or fictional story with the other two people in the triad.
 - The second person in the triad will be allowed to ask questions and once satisfied with the response, will paraphrase, and narrate the story in the first person.
 - The third person observes and gives feedback on skills such as active listening, asking the right questions, paraphrasing, and summarizing.
 - The role will rotate among the three people until all three have received feedback.
5. Once the role-play exercise is completed, each group will answer the following questions and report to the plenary.
 - a. Which of the skills did you find most challenging? Why?
 - b. What dialogue barriers could you possibly face because of the lack of these skills?
 - c. How do you propose improving these skills?
6. Allow participants to ask questions about the ML, the exercise, or any concepts discussed.

Session 3.4: Self-Reflections

Objective:

To help participants understand their thoughts and feelings about their capacities, roles, and facilitation skills.

Material:

Pens and writing pads; evaluation matrix

Method:

Taking notes, feedback, and experience sharing

Time:

30 minutes

Procedure:

1. Ask the facilitators to reflect on their fitness, role, and skills as facilitators using Briefing Notes 3.5.1.2.
2. Describe the need for self-reflection as a facilitator.

Briefing Notes 3

Briefing Note 3.1: A note on “who should facilitate?”

A facilitator should be someone who possesses all four of the following qualities:

- The right competencies
- The right values
- The right fit
- Acceptable by both sides

The answer to the question “Who should facilitate dialogue?” could be summed up in the first quality. The first two are qualities the facilitator can acquire through training and experience. On the other hand, the answer to the question “Who should facilitate X dialogue?” (X refers to a particular dialogue process) lies in the third and fourth qualities. While having the first two qualities might contribute to shaping a given dialogue facilitator into someone who gains acceptance and is the right fit, it is not always guaranteed. In some cases, being the right fit and acceptable to both sides might be associated with a person’s intrinsic identity rather than their skill or value level.

1. The Right Competencies

The last two chapters of this curriculum were designed to make each training participant a competent facilitator. The dialogue facilitator should have a comprehensive understanding of conflict, conflict analysis, and intervention tools suitable for various stages of conflict. After determining whether dialogue is the appropriate tool and its timeliness, the facilitator should be knowledgeable enough to lead the dialogue processes. The dialogue facilitator should be able to

- Lead a pre-dialogue stage,
- The dialogue processes,
- Post-dialogue processes, and
- Observe, if invited, the implementation of resolutions

What key competencies of dialogue facilitators have you covered in chapters 1 and 2?

The critical competence here is the ability to lead this process. While the dialogue facilitator should be knowledgeable about the conflict setting and its analysis, it is always important to recognize the limitations of substantive expertise. The dialogue participants are primary actors in the dialogue processes. They know the actors, issues, and context better than anyone who has studied them from the outside (especially if the dialogue facilitator is external to the community engaging in dialogue).

Dialogue facilitation competencies are a result of training, reading, and practice. It is not enough that the dialogue facilitator has textbook knowledge of tools and procedures. The facilitator must have some level of experience and training in facilitation. The best way to gain direct dialogue experience is to assist senior dialogue facilitators and participate in simulation exercises that help build their skills.

2. The right values

The dialogue facilitator should be passionate about having a positive outcome through peaceful means, that is, dialogue. Dialogue facilitators should have the values of peace and be committed to the principles of dialogue facilitation. One essential principle is **multi-partiality**. Sometimes the facilitator might not have a particular interest in the outcome of the dialogue processes, making it easier to stay neutral, impartial, or multi-partial. However, this is not always true.

The dialogue facilitator should be able to challenge one's subjectivities and prejudices, understand their potential impact on dialogue processes, and be able to maneuver around them. Even if the facilitator is not from the community, facilitators are affected by stories of hurt and pain they hear during dialogue processes. They must be compassionate while also being aware of how the stories they may hear may influence them personally and potentially impact the dialogue processes.

Can you think of a scenario where the outcome of a dialogue processes might affect the facilitator even though the person is not from that community?

3. The Right Fit

Sometimes, the person might not be the right fit simply because they are of a specific age, gender, or identity group. For example, women might best facilitate dialogue between women's groups. In some cases, the dialogue facilitator must be a peer to the dialogue participants. For example, young facilitators might be the best fit for youth dialogue processes.

In some communities, youth is considered a transitional state, and older community members might prefer to have a facilitator who has passed a specific culturally appropriate rite of passage. The right fit definition is clear for cultural, social, economic, and even political groups. For example, dialogue between members of two political parties might require a facilitator who is not a member of either party or who is not affiliated with any political group.

Is the role of dialogue facilitation processes to challenge discriminatory cultures in target communities? Why?

4. Acceptable to both sides

All three of the above qualities do not always guarantee both sides' acceptability of the proposed dialogue facilitator. Therefore, trust building needs to be worked on in the pre-dialogue stage. However, if the groups' concerns are persistent, selecting another facilitator might be necessary. The facilitator's role at all stages of the dialogue process is to protect the integrity of the dialogue. The most important thing to remember is that the conflicting parties must stay committed to dialogue as a means to peace.

Briefing Notes 3.2: The Role of Facilitators and Co-Facilitators

Successful dialogue requires the commitment of a facilitation team to manage a high workload and ensure enough legitimacy and capacity. For example, a mid-level or grassroots actor co-facilitator may balance the lack of time, local familiarity, and commitment of a high-ranking facilitator. If many complex issues are at stake, a team can bring in the needed expertise that any single facilitator cannot. When the participants come from different religious, ethnic, gender, class, or political backgrounds, a team can ensure these identities are represented.

3.2.1 Role-Play Guide

Imagine a situation where a facilitator (female) and her co-facilitator (male) are conducting a pre-dialogue discussion with selected dialogue participants. Before beginning the dialogue processes, the two agreed to follow the stages and steps of dialogue facilitation outlined in Chapter 2 of this manual. As agreed, the two followed each step in stage one (pre-dialogue preparation) and are now on stage two.

As the participants in the dialogue process convene in one room, the co-facilitator notices that the facilitator moves on to a substantive discussion without adequately completing the steps in “the formal adoption of important procedures.” The discussion on “formal adoption” was taking place when suddenly, without formally adopting a refined agenda, there was a jump into the substantive discussion, and the facilitator allowed it.

The co-facilitator was annoyed that the facilitator was not following the steps and procedures carefully. He knew that the consensus achieved through substantive discussions could easily be reversed, because of the lack of formal adoption of the agenda and other procedures. The co-facilitator interrupted the discussion and pointed out that the substantive discussion was premature. He said, “I think we should pose here and first adopt the agenda formally. I think one of the groups still objected to agenda items 2 and 3. (He motioned to the facilitator.) Please resolve this before moving on.” Suddenly the room was filled with shock. A group representative with objections to agenda items 2 and 3 said, “I agree. This approach of glossing over important issues is unacceptable.”

Instructions on the role-play

The training facilitator divided the participants into smaller groups of 6 to 8 people. Two people will take turns at a time playing the roles of the facilitator and co-facilitator and discussing the above scenario. The role-play participants should try to simulate the discussion that the facilitator and the co-facilitator could have during the tea break. The discussion should not last for more than 5 minutes. After 5 minutes, two other group members should take over the role-play. Others in the group should quietly listen while the role play takes place until it is their turn to role-playing.

3.2.2 Facilitator

Planning:

After dialogue participants are identified, it is essential to have pre-meeting contact with them to build trust and familiarity with the facilitator and the process and solicit their commitment to participate. The facilitator can initiate contact by phone, mail, or in person.

This requires bringing together people affected by or invested in a particular issue or situation. This is done through a stakeholder analysis to determine key individuals who should participate. Attention should not be given to leaving out specific individuals or representatives of groups, for it may result in missing key leaders, perspectives, interests, and resources needed to have a meaningful conversation.

Preparing the parties:

After dialogue participants are identified, it is essential to have pre-meeting contact with them to build trust and familiarity with the facilitator and the process and solicit their commitment to participate. The facilitator can initiate contact by phone, mail, or in person.

Convening session:

If you have prepared the participants and they are committed to participating in the process, seek to arrange suitable timing and a venue for the sessions. For example, schedule the joint meetings at a time and place that are equally convenient and safe for all the participants. This may not be easy, and a single session may not be enough, so you can alternate times and places for balance.

Guiding through the process:

For a better dialogue, the facilitator needs to engage different learning tools to creatively and meaningfully involve the participants throughout the process. What to plan for each dialogue step will largely depend on the context.

Assessing:

After each dialogue session, the facilitator, along with the co-facilitator, needs to evaluate the process to identify what went well, as well as the gaps and lessons learned, and use that to prepare for the next meeting.

3.2.3 Co-facilitator

The co-facilitator complements the facilitator at every moment of the process. For example, when one facilitator asks or listens to a particular speaker, the other can take notes, scribe on chart paper, or scan other participants' body language. The two need to demonstrate how to work transparently and collaboratively.

Helps during exercises:

For a highly participatory dialogue, the co-facilitator comes in handy during activities. They assist participants by carrying out assigned exercises, whether in groups or individually.

Logistics:

The co-facilitator supports logistics during the pre-dialogue, dialogue, and post-dialogue stages. Logistic matters include venue, meals, religious or other dietary considerations, security, transportation, visas, identity papers, and independent interpreters where applicable.

Support during conflict and emotional breakdown:

Reliving past experiences comes up when trauma is discussed, for some people leading to an emotional breakdown, which does not necessarily warrant a break in the process; the co-facilitator takes the person aside and engages them till they are stable enough to rejoin the meeting.

Technical Advisor:

The co-facilitator also supports the facilitator with expert knowledge and guidance throughout the dialogue process; this could include taking notes and writing reports.

Facilitates upon need and request:

Where there is a need, the co-facilitator takes on the lead facilitator's role and drives the process.

Briefing Note 3.3: Skills

A skilled facilitator demonstrates the following skills

Clear interpersonal communication

- Interpersonal communication is the verbal and nonverbal interaction between two or more people.
- Good dialogue requires face-to-face interaction between dialoguing members with different backgrounds, convictions, and opinions. The facilitator assists the participants in communicating respectfully and is prepared to listen to each other deeply enough to inspire some changes in attitudes or learning, which will contribute to consensus building.
- Facilitators must have good interpersonal communication skills to express their ideas and feelings clearly and understand others when they express their opinions and emotions.
- Using individuals' names, making eye contact, and giving credit for participants' ideas convey respect and set a good tone.
- Recording participant viewpoints on flipchart paper is an excellent way to demonstrate their value and provide a visual for reflection.

Listening Actively

- Facilitators need to be able to listen carefully during all phases of the process.
- Facilitators let speakers know they are listening by facing them, making eye contact as appropriate, and using positive or neutral body language.
- You can let speakers know you heard what they were saying by paraphrasing, commenting on a point they made, and empathizing with their frustrations, fear, or sadness.
- Facilitators must be able to listen carefully during all phases of the process.
- To become a good listener
 - *Resist distractions.*
 - *Refrain from speaking to others.*
 - *Don't be diverted by appearance or delivery.*
 - *Listen for the main points to focus your listening.*
 - *Develop note-taking skills.*
 - *And suspend judgments.*

Paraphrasing

- Listening, reframing, paraphrasing, and summarizing skills are interrelated.
- Paraphrasing is the ability to understand and communicate what others experience with a phrase or statement.
- It is a skill to understand dialogue participants empathetically.
- It encourages participants to share their ideas and experiences.
- When there is a strong emotional reaction in the speaker, facilitators may have to mirror statements that indicate but are articulated only in passing or in more modest words; here, the facilitator may do well to amplify the emotional message.
- To paraphrase what you heard, you may use.
 - *“If I understand you correctly...”*
 - *“So, you’re saying that...”*
 - *“So, you think that...”*
 - *“Sounds like you’re saying that...”*

Summarizing

- Summarizing means stating the main thoughts.
- In a dialogue process, it is essential to summarize lengthy statements.
- Facilitators should periodically restate or invite the participants to summarize the significant dialogue points and have participants reflect on them.
 - *“What are the key points here?”*
 - *“What would someone with a different point of view say?”*
- Use this strategy whenever it appears that the conversation on a question has ended or as a technique to reorient the group when it is off task.
- Ask participants to sum up the most critical points that have come out in the discussion.
- Closing and summarizing questions:
 - *What are the key points of agreement and disagreement in today’s dialogue?*
 - *What have you heard today that has made you think or that has touched you in some way?*

Reflecting and clarifying

Mirroring what transpired and occasionally reframing ideas in an aggressive language that makes it difficult for others to open up to the message is essential to smooth dialogue.

Sometimes participants may make vague or confusing statements or use jargon or technical terms that others do not understand. Again, facilitators can help by asking for more information or encouraging other participants to feel comfortable asking.

- You can ask the person to restate what they said or to clarify an idea or thought. For example, you may say,
 - *“Let me see if I’m hearing you correctly...”*
 - *“What you’re saying is...”*
 - *“I am not sure I understand the point completely, so could you please say a little more about...”*
 - *“Let me ensure I understand your position by restating what I think I heard...”*
- If the clarification involves an emotionally charged statement, it is essential to identify the feeling and ask for confirmation.
 - *“It seems like you have reservations.” “Is that an accurate perception?”*

Non-verbal signals (body language)

- Non-verbal signs, including tone of voice, speak louder than verbal communication. However, it can have different meanings for different people. Therefore, clarifying the non-verbal signals with verbal assertions is essential.
- Silence is one of the non-verbal forms of communication, but it should be used sparingly. For example, you can use silence to allow time and space for reflection by pausing between comments.
- Recognize and understand how people communicate without using words.
 - *“What signals are you sending with my body?”*
 - *“What signals are you reading from others?”*
 - *“How do you signal encouragement?”*
 - *“How do you invite others to participate?”*

Asking questions

- Questions are crucial in leading to interchange and building accurate understanding. Ask open-ended questions to engage participants in making meaning, push people to think about why they believe what they do, and encourage people to look for connections between different ideas.
- Effective dialogue happens when participants open up to each other and move towards a broader and deeper understanding of each other. This requires asking questions that encourage them to share the background and underlying needs, fears, and interests of their statements and proposals.
- Facilitators may deepen the level of sharing with probing questions.
- The following questions are a great resource during any dialogue.

General questions:

- Do you agree with that? Why?
- What do other people think of this idea?
- What would be a strong case against what you just said?
- Have you had any experiences with this that you can share with the group?
- Could you help us understand the reasons behind your opinion?
- What do you think is going on here?
- What made you think that was important?
- How might others see this issue?
- How do you know if others in the group see this the way you do?
- How does this make you feel?

Questions to use when there is a disagreement:

- What do you think they are saying?
- What bothers you most about this?
- What is at the heart of the disagreement?
- How does this make you feel?
- What experiences or beliefs might lead a reasonable person to support that point of view?
- What do you think is essential to people who hold that opinion?
- What are they saying that you agree with?
- What do you find most convincing about that point of view?
- Could you say more about what you think?
- What makes this so hard?
- What have we missed that we need to talk about?

Questions to use when people are feeling hopeless.

- Tell us more about how that makes you feel.
- What do you see that gives you hope?
- Can the problems you are talking about be solved in any way? How?
- If we cannot solve this problem the way you desire, how can we transform it to our mutual benefit?

Process questions to keep participants interested.

- How are we doing?
- Do we need more time to reflect?
- What do others think?
- What experiences do others have?

Keeping time

- Co-facilitators may help in being mindful of the allotted time for the discussion points.
- Time will be effectively used when facilitators keep the dialogue focused and lead the discussions by clarifying, summarizing, and moving on to the next topic within the allotted time.
- Based on agreed-upon dialogue rules, facilitators must be bold in balancing the focus of discussion within the allotted time and gently notify participants.

Establishing a psychologically safe environment for sharing

- Creating a safe space for participants to express their hopes and fears is one of the primary tasks of facilitators. Encourage everyone to bring their concerns to the table.
- Participants may make mistakes during the discussion. Still, facilitators must be able to remain impartial and address issues raised with a positive frame to create a safe space for all participants.
- Facilitators can gently interrupt expressions of prejudice without attacking the person.

Creating focus within the group

- Facilitators are to help keep the group focused on the content of the discussion.
- It is also essential to track how the participants communicate with each other—who has spoken, who has not, and whose point has not yet received a fair hearing.
- Try not to interfere with the discussion unless you have to.
- Do not let the group look to you for answers.
- Resist the urge to speak after each comment or answer every question.
- Allow participants to respond directly to each other.
- Say little but think about how to move the discussion forward.
- Once in a while, ask participants to summarize the most critical points from the discussion.
- Do not be afraid of silence. Participants sometimes need time to think before they respond. If silence feels awkward to you, try counting silently to 10 before you rephrase the question. This will give people time to collect their thoughts.
- Include everyone in the discussions.
- When participants talk about something off-topic, move the discussion back on track. For example, you may respectfully state,
“That is an interesting point that helps us acknowledge the issue’s magnitude.”
“Now, let’s return to the central issue, which is...”

Shifting Focus

- Moving from one speaker or topic to another, you can say:
- “Thank you, XXXX. “Do you have anything to add, YYYY?”
- “We’ve been focusing on views 1 and 2. “Does anyone have strong feelings about the other views?”
- Make yourselves available as facilitators after the sessions. Some participants may wish to have a private conversation. With this in mind, bring sessions to a close slightly earlier than your allotted time slot if possible.

Giving feedback

- Facilitators can use feedback as acknowledgment. Make sure that feedback is stated in concrete terms and presented in the spirit of helpfulness.
 - *“Everyone seems invested in this topic—true?”*
 - *“It’s been a long time since we heard from this group, and I want to make sure we hear from them on this question.”*

Brainstorming

- Facilitators may use brainstorming to encourage participants to feel comfortable sharing divergent approaches. With brainstorming, participants are encouraged to generate solutions without any evaluation or feedback. Once all the answers have been exhausted, the group members will review each one in terms of its pros and cons.

Managing Conflict

- Facilitators need to help individuals disagree appropriately. Disagreement can arise in dialogue, and it is the role of facilitators to ensure that differences are expressed respectfully and correctly. For example, some groups have a ground rule to “agree to examine the common ground underlying disagreements.” As a facilitator,
 - *You may want to ask the group to suggest positive ways to voice disagreements.*
 - *Recognize the person’s right to hold a particular belief and refrain from judging or criticizing a perspective.*
 - *“Let’s refer to our ground rules.”*
 - *“What seems to be at the heart of this issue?”*
 - *“What do others think?”*

Briefing Note 3.4: Self-Reflection

1. Let the facilitator reflect on their fitness as a facilitator by responding to the following questions:

- What is my strength as an “ideal facilitator?”
- How am I doing with having the right competence?
- Do I have values that embody effectiveness?
- Am I the right fit?
- Would different dialogue parties approve of me?
- How do I feel about being a facilitator?

2. Let the facilitator reflect on their role by responding to the following questions:

- Am I capable of planning the dialogue and preparing the participants for dialogue?
- How do I feel about convening dialogue and guiding the process?
- How did I relate to the group members?
- What behaviors did I notice?
- What stood out for me in the group interaction? Why?

3. Let the facilitator reflect on their skills by responding to the following questions:

- What was the most challenging skill for me to keep building on?
- How is the clarity of my communication?
- Do I stay neutral, impartial, or multi-partial concerning the issues?
- What is my bias that may affect the dialogue process?
- Am I capable of keeping the dialogue in focus?
- Am I gently redirecting conversations to be respectful and challenge those who attack others?
- Have I unintentionally made a judgment by dismissing someone’s input, cutting somebody off too abruptly, giving advice where none was requested, talking too much about my views, or favoring a particular group of participants?
- What were the situations that tended to trigger my responses?
- What shall I do to make a conscientious effort to notice and correct myself?

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Everyday Democracy - **A guide for training PUBLIC DIALOGUE facilitators.** *Everyday Democracy – Everyday Democracy is powered by Everyday People.*

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Guide to Facilitating Dialogues – Inclusion, Diversity, & Equity.

(<https://diversity.missouri.edu>)

Part Two:

Training Dialogue Facilitators

Chapter 4: Training Dialogue Facilitation in Ethiopia

I. Introduction

Chapter Overview

Chapter 4, Training dialogue facilitators: contains issues concerning trainers of facilitation and training. It is designed for a one-day training. The contents are divided into six sections. Section one introduces what training is and section two discusses the training and characteristics of a good trainer. Section three covers design training and facilitation. The remaining three sections discuss method, assessment, and follow-ups respectively.

Chapter Objective

This trainers' guide will help train trainers and dialogue facilitators, bringing together the substantive and methodological issues of dialogue training and facilitation as well as the subjective component of the trainer. This specific chapter aims to enhance trainers' knowledge and skills and shape their attitude toward partnering with training facilitators for a dialogue. The guide will equip trainers who facilitate training for dialogue facilitators.

Learning Objectives

After participating in this training, trainers will be able to:

- Explain, discuss and use the guide to train dialogue facilitators
- Define both training and facilitation.
- Identify characteristics of a good trainer
- Design training for dialogue facilitators
- Identify assessment and follow-up methods for dialogue facilitation.

II. Sessions at a Glance

Chapter 4: Trainers' guide for training/facilitation for a dialogue			
<i>Time allotted:</i>	<i>Sessions</i>	<i>Method</i>	<i>Resources</i>
30 minutes	4.1. Conceptualizing training/ facilitation		
	<ul style="list-style-type: none"> • Introductions to training methodology- • Definition of key terms • Andragogy: Adult learning approaches 	Think, pair, and share. And MGL	Briefing Note 4.1.
45 minutes	4.2. Characteristic of a trainer		
	<ul style="list-style-type: none"> • Who is a trainer? • In conflict/post conflict context • What makes a good trainer? Skill, attitude • Principles of training • Theory and concept 	ST, MGL Experiential learning	Briefing Note 4.2
180 minutes	4.3. Designing and planning a training		
	<ul style="list-style-type: none"> • Designing logistics and tools • Venue • Access/Inclusion • Safety • Size 	Seq., ST, S, VA.	Briefing Note 4.3.1
	4.3.2 Designing how to process ground rules.	Experiential learning and Demonstration Simulation	Briefing Note 4. 3.2
	4.3.3 Designing consensus building mechanism and beyond.	Think, pair, and share	Briefing Note. 4..3.3
45 minutes	4.4. Designing Methods of delivery: training, giving feedback		
	<ul style="list-style-type: none"> • Training andragogy • Training conflict analysis • Training dialogue facilitation • Complex situations • Giving feedback • Coaching facilitators on the steps/ stages of dialogue facilitation 	Simulation and Experiential learning	Briefing Note 4.4.
60 minutes	4.5. Evaluation and Assessment		
	<ul style="list-style-type: none"> • Acknowledge complexity. <ul style="list-style-type: none"> - How to administer pre/post chapter assessment - How to do continuous evaluation - Introduction to “Do No Harm” 	RR, DEB,	Briefing Note 4.5

Chapter 4: Trainers' guide for training/facilitation for a dialogue

<i>Time allotted:</i>	<i>Sessions</i>	<i>Method</i>	<i>Resources</i>
40 minutes	4.6 Follow up and follow on		
	Membership of the network is contingent on qualification. <ul style="list-style-type: none"> • List of qualifications • Activities • Next steps • Plans 	ST, Deb	Briefing Note 4.6

Method Keys

MGL: Mini or gapped lecture

D: Debates

ST: Storytelling

VA: Visual Aid

Seq.: Sequencing

S: Simulation

RR: Reverse Role (Simulation)

Deb.: Debriefing

EM: Evaluation Matrix

Trainers' Note 4

Session 4.1: What is training/ facilitation?

Purpose:

To help participants explain training and facilitation as building blocks of this chapter.

Material:

Power Point Projector, flip charts and easels, Markers, nametags, evaluation form, and Briefing Notes '4.1.1 and 4.1.2'.

Method:

MGL, F, ST, VA

Time:

45 minutes

Procedure: As follows

Welcome!

Introductions & Agenda

Welcome everyone and introduce yourself. Invite each participant to self-introduction. Then move on to the agenda of the day.

- What is your name?
- Where are you from?
- Do you have any facilitation experience?
- What brings you to today's event?

Agenda

To introduce this section, you might say:

This training will prepare you to facilitate training for facilitators and trainers. We met today as trainers for dialogue facilitation/ training. You will take part in designing a dialogue training for facilitators, learning how to train dialogue facilitation, developing quality training, planning, implementing, and evaluating skills.

Activity one

Write down your schedule for the day.

1. Ask participants to define training and facilitation dialogue as an individual thinking exercise.
2. Ask participants to pair and share their definitions and come up with better definitions of training and facilitation as a team. Make sure that participants

- get equal opportunities to speak.*
3. *Ask each team to write the respective definition on the flipchart and present it.*
 4. *Identify recurring responses from the participants' definitions and ask them to refine the definition that is considered best.*
 5. *Ask the second question 'what makes training different from traditional teaching?' Follow the "Think, Pair, and Share" method and then experiential storytelling.*
 6. *Bring the concept of andragogy and the different methods to conceptualize adult learning*

NOTE: This activity intends to gauge the participants' level of prior knowledge. Their definition will vary due to several reasons. Hence, take some time to clarify the difference between training and facilitation (you may compare it to traditional teaching). Proceed with the mini (gapped) lecture afterward.

- A. Distribute briefing note 4.1 on training and facilitation and andragogy to give them enough time to read and reflect.
- B. Ask participants to share their experience of training and facilitation and build on that experiential story to identify the distinctive features of training and facilitation.
- C. Use the story to elaborate the concept further.

Activity two

Ask participants to "Think, Pair, and Share" about post-conflict context and what makes it particular, when it starts and ends, what are the basic characteristics of people in this period, etc.

Session 4.2: Characteristics of a trainer

Objective:

To help participants differentiate the fundamental component of good training and the characteristics of a good trainer.

Material:

Power Point Projector, Flipchart, Markers, and Briefing Note 2.2.

Method:

MGL, F, ST, VA, TPS

Time:

45 minutes

Procedure:

1. Ask participants to tell you a story about their best teacher and best training program each remembers most.
2. Ask participants to note what makes training unforgettable and pair and share: they may list characteristics of the trainer/facilitator and principal of interactive training. Use the flipchart to list the underlying principles of the process.
3. Ask participants to critically reflect on each characteristic and principle as identified by TPA
4. Ask participants how post-conflict context necessitates facilitators to be conflict-sensitive during any public action and communication
5. Distribute Briefing Note 4.2 and ask them to check/compare the principles. Explain each principle. Provide examples or ask participants to give you examples when necessary.

NOTE: Participants must identify each principle. Stress the need to internalize the principles, characteristics, and features before embarking on any dialogue facilitation effort.

Session 4.3: Methods of delivery

Purpose:

To help participants identify adult learning approaches and andragogy and apply them in dialogue facilitators' training.

Material:

Power Point Projector, Flipchart, Markers, and Briefing Note 2.4.

Method:

S, RR, Deb., EM

Time:

45 minutes

Procedure:

Ask participants:

- When it comes to learning/instruction, what makes adults different from children?
- What is your best and worst moment of learning or participating in training workshops?
- What makes a learning experience good or bad?
- What can you learn from this experience?

Ask participants:

1. Ask participants to be in pairs and plan training sessions, basing the content of dialogue training they have taken and applying one approach from the list of andragogy methods they have discussed in section 4.1.
2. Assign evaluators and advise each participant to act as an adult trainee, while each team facilitates the simulation training. Each participant will be a training facilitator and trainee in this simulation and role-play sessions.
3. Ask evaluators to come up with constructive comments.
NOTE: This simulation and role-play activity intends to help participants internalize and apply andragogy in facilitating training for a dialogue
4. Distribute briefing note 4.4 on training andragogy, conflict analysis, and coaching facilitators. Give them enough time to read, examine, compare, and reflect.
5. Use the simulation exercise (of the previous session) as an example to identify best practices and common mistakes in facilitating training.
6. Ask participants to reflect on the merits and demerits of andragogy.

Session 4.4: Evaluation and Assessment

Purpose:

To help participants administer pre/post-training assessment

Material:

Power Point Projector, Flipchart, Markers, and Briefing Note 2.4.

Method:

S, RR, Deb., EM TPA

Time:

45 minutes

Procedure:

1. *Ask participants to think, pair, and share what they could have done to conduct assessments of the preceding sessions as training facilitators.*
2. *Participants may speak about what they could have changed if they were the facilitators and in what alternative ways, they could plan the session.*
NOTE: This activity is intended to give a chance to participants, to think about how to evaluate sessions, pre, and post-session as well as continuation and evaluation techniques.
3. *Distribute briefing note 4.5 on evaluation and assessment. Give ample time to read, examine, compare, and reflect.*
4. *Ask participants to fill out the evaluation survey form attached with note 4.5*
5. *Collect the survey, use it to analyze the session, write a report to the stakeholder and improve future training.*
6. *Prepare a takeaway note based on the analysis.*

Session 4.5: Follow-up and follow-on

Purpose:

To help participants administer follow-up and follow-on after a training

Material:

Power Point Projector, Flipchart, Markers, and Briefing Note 2.4.

Method:

TPS, RR, MGL.

Time:

40 minutes

Procedure:

1. *Show participants a YouTube video, Whatsapp group, or Twitter account of a facilitator's network.*
2. *Participants may reflect on the shown visual aid and discuss possible networking strategies to serve them as follow-up and follow-on facilitation after a session.*
NOTE: This activity intends to help participants think of a possible way of networking to keep facilitators in touch, exchange information, and act together for dialogue politics in Ethiopia.
3. *Distribute briefing note 4.6 on follow-up and follow-on. Give ample time to read, examine, compare, and reflect.*

Ask them to summarize the training sessions and reflect on how/whether they have influenced them in any way.

Briefing Notes 4

Briefing Note 4.1: Concepts of facilitation: facilitative trainer?

4.1.1 What is training and facilitative trainer?

During facilitating dialogue or organizing training for dialogue facilitators, all participants should explain the concept of facilitation, despite people using it interchangeably with training and teaching.

- *Facilitation* is helping others to deal with a process or reach an agreement or solution without directly getting involved in the process, discussion, etc.
- *Teaching* is an intensive process of sharing knowledge, aiming to inform and improve the psychological and intellectual growth of individuals.
- *Training* is the action of teaching a person a specific skill or type of behavior.

In a post-conflict context, facilitators do not teach dialogue or communication to a community, but rather help people engage in active dialogue, to transform the political context. A facilitator should be “a neutral mediator” whose job is to provide information and accommodate the exchange of dialogue among participants. The conceptual difference between teaching and facilitation further enriches our understanding of the term Facilitation.

No.		Teaching	Facilitation
1	Who	The teacher is a central figure that shares knowledge with the students.	In facilitation, participants are the key actors that set the concentrated efforts to self-learning.
		Teacher centred	Participants centred
		Participants are learners and students.	Participants are the community of inquiry.
2	Process	Teaching is more like a 'sage on the stage' where the teacher delivers the content to the audience.	Facilitation is more like a 'guide on the side' that moderates the discussions, asks questions, encourages participation, and engages participants in different activities.
3	Expertise	In teaching, a teacher is a subject matter and delivery expert	In facilitation, a facilitator is a learning process expert
4	Focus	It concentrates on individual conduct.	It concentrates on group dynamics.
		Focuses on content	Focuses on process and participants
		Asking questions and students answer the question	Catalyst so that participants ask the right question and explore the answer together
5	Learning style	Teaching mainly focuses on self-learning via self-inspection and a guided set of rules.	Facilitation assists students to learn together in a group or to accomplish to some degree together as a group. They also learn from one another
6	Controller of the process	In teaching, the teacher is the primary controller of the session.	In facilitation, learners and facilitators coordinate the session.

4.1.2 Few more definitions of facilitation

- Facilitation is the act of engaging participants in creating, discovering, and applying learning insights.
- The art of facilitation is essential and progressing, and a vital constituent of every professional's occupational expertise.
- Facilitation skills are vital in the present day for all specialists dealing with any corporate work set containing supervision, boards of directors, top guidance, task forces, agencies, and project groups.

A facilitator or facilitative is an alternative name for dialogue facilitators or trainers of facilitation.

Facilitative trainer in post-conflict

In the previous chapters, we discussed context and conflict analysis as key activities when one thinks of dialogue. During facilitative training, in which potential facilitators come together to share experiences, their dialogue facilitator must encourage participants to conduct post-conflict analysis.

What is the post-conflict context?

Post-conflict context defines the necessary character, mode of communication, and activity of facilitators. Every time facilitators should be conflict-sensitive!

A post-conflict context is a transitional period bounded by past war and future peace. It is a period that introduces several new challenges, which may start with the end of hostility and silencing of war and end when peace begins to consolidate. In a big country, it is worth mentioning that active violence may continue in different geographic areas of the country while the end of hostility is declared in another part.

Briefing Note 4.2: Principles of training

Who is a facilitator /a facilitative trainer (used here interchangeably)

A facilitative trainer would be valued, based on the following principles:

- The facilitative trainer is not there to show their self-exceptional leadership quality. The aim is to increase the facilitative leadership skills of participants. Therefore, connecting the facilitation session with the participants and the context: the social, political, and policy environments matter. The post-conflict context must mainly be underlined in defining our activities.
- Facilitating training for trainers means the facilitative trainer is not there to teach in the traditional sense. The trainer is there to facilitate opportunities for participants.
- It is not the job of the facilitative trainer to be an expert on the topic (this might confuse the neutral role of the facilitator). But facilitators must have a general understanding of the data, context, and the methodological aspect of dialogue to foster a good discussion among participants.
- Facilitative trainers serve the group and help participants do their work. They do not dominate or control the discussion for their purposes.
- Facilitative trainers must maintain a neutral role and focus on the group process. They must not use their position to “teach,” persuade, or promote a particular point of view. This doesn’t mean the facilitator is silent or passive. The idea is to stay in the guiding role while keeping one’s personal opinions out of the conversation.

Briefing Note 4.3: Designing facilitative training

Facilitative training should be a space where participants share their experiences about dialogue facilitation in post-conflict situations. If there is a lack of experience among participants, they should be encouraged to be reflective, and the discussion could be transformational. The andragogy method could help you to design either experiential (learning by doing, thinking about, and discussing the experience), reflective (that allows participants to imagine and guess about realities), or transformative (where participants through the process change their attitude, knowledge, or skill).

Here are some things to keep in mind as you plan:

- Make the training interactive and experiential.
- Model what you are teaching.
- Include elements for many learning styles.
- Get to know your trainees, and make the training fit their needs.
- Emphasize practice and feedback.
- Assess trainees throughout the experience.
- Evaluate the training.

Designing and planning your facilitative plan may include.

- Designing logistics and tools
- Drafting the ground rules and process
- Designing consensus-building mechanisms and beyond
- Designing method of delivery

4.3.1 Designing logistics and tools

Deciding on the training site, time, and participants, because the training space is vital. Here are some things that are a must-have when selecting a site for the training:

- A convenient and safe location
- Good lighting and acoustics
- Comfortable, movable chairs
- Audio/visual equipment and support
- Access to a kitchen or other food service
- Plenty of parking
- Good heat and/or air conditioning
- Inclusive

Deciding on participants

Facilitators must decide on participants based on the overall object of the facilitation. Facilitators are planners and designers of community change, so they should know how to prepare inclusive dialogue sessions. It is good to keep the principle of plurality and inclusivity when you choose participants.

Make sure all necessary tools are ready in advance!

4.3.2 Designing the ground rules and process

Ground rules often guide the behavior of the participants, the role of the facilitator, and the modality of the facilitation. Sometimes they may include substantive aspects such as renouncing violence, which often is a procedural issue. Any successful facilitation begins with setting strong and legitimate ground rules or protocols.

Examples of ground rules in post-conflict facilitation

- Respect each other.
- Renouncing violence
- Empathy
- Recognizing the needs of others
- Listening
- Understanding the survival status

4.3.3 Designing consensus building mechanism and beyond

Dialogue facilitation aims for consensus building at most, or at least imagine agreeing to disagree without resorting to violence. Every dialogue falls between this substantive consensus or methodological consensus to keep trying until a point of consensus: Dialogue as a means to consensus building or as an end of civil politics. Dialogue structure from ground rules to evaluation may spin around consensus building, either in its substantive search for a collaboration or methodological agreement on non-violence means to search for a solution.

Any facilitation process must envision how to build consensus.

Consensus building is a process used mainly to settle complex, multiparty disputes. It is helpful whenever multiple parties are involved in a disagreement or conflict. The process allows various stakeholders to work together and develop a mutually acceptable solution.

4.3.4. Designing Methods of Delivery

Andragogy as a facilitation choice

Facilitation: “The art and science of helping groups accomplish tasks”, and the definition of Andragogy – Adult Learning – “The art and science of helping adults learn” are similar. Both roles help others, and both require an understanding of how people think, learn, and interact with each other. An andragogist is a facilitator of adult learning. S/he is a facilitative trainer.

Designing Andragogy

In designing training programs, Andragogists – Facilitative Trainers – begin by approaching adults as thinkers. They assume that adult learners are self-directed, bring experience related to the training, need the insights to be related to their role and immediately applicable, and are internally motivated.

Facilitative Trainers are aware of the different kinds of intelligence – linguistic, mathematical, spatial, musical, kinesthetic, empathic, and self-awareness – to design effective programs catering to all students. Facilitative Trainers ensure that all three learning styles – visual, auditory, and kinesthetic – are addressed when designing the training delivery. They use slides, flip charts, reading, and demonstrations to include visual learners. They use lectures, group discussions, conversations, and stories to include auditory learners. Finally, they use role-playing, simulations, practice, and writing to include kinesthetic learners.

In addition, Facilitative Trainers create a safe environment because adults learn better when they have permission to make mistakes, followed by positive reinforcement – we learn best by doing.

Adult learning principles:

- Adults are autonomous and self-directed.
- Adults have accumulated life experiences and prior knowledge.
- Adults bring various life experiences and knowledge with them into the learning experience.
- Adults are goal and relevancy oriented. They feel the need to learn to solve real-life tasks or problems.
- Adults are practical. They like to know how things relate to the real world.
- Adults have a sense of personal dignity.
- Adults have observation and reaction power.

Experiential and reflective learning are key methods in Andragogy that facilitative trainers may use. Other techniques such as cooperative learning, and project-based learning, offer venues for adult learners to integrate sessions into real-world settings.

Mini guide on how to make interactive facilitation.

To nurture a safe and inclusive space where participants feel they can speak openly together and ask questions without reservation, facilitators can:

- Invite participants to reflect on their assumptions and recognize how their assumptions shape their thinking and ways of seeing others and the world
- Encourage participants to suspend judgments when engaging in conversation with others.
- Encourage everyone to participate and make sure everyone's voice is heard and respected
- Encourage participants to ask questions and exchange stories, perspectives, and values (this creates a space for openness and wonder). The focus of the dialogue is on questions, not answers
- Pose open questions that encourage deep thinking and are relevant to participants' lives
- Be attentive to questions and allow those to direct the dialogue agenda.
- Note-taking is key in a facilitation process.
- Create ways in which all participants (especially those less likely to contribute verbally) feel safe to take chances, step out of their comfort zone, and contribute their points of view. Reflective learning is important in adult training.
- Model empathy throughout the session: use every moment to reflect on how a character in a story or a picture might be feeling during a certain situation
- Emphasize shared values and common interests while recognizing differences among participants.
- Create opportunities for collaboration through group projects or teams during games to allow students to work together and forge bonds.

	Facilitation strategy	Description, Benefit and Procedure
1	Debates	<p>Debate is a competitive and enjoyable intellectual activity aiming to communicate ideas. Debate is practical communication, where opposing theories or alternative solutions to complex problems, are articulated by the contributing teams. Debates can provide many benefits, such as reduction of bias, enhancement of skills, stimulation of critical and logical thinking, and advancement of public speaking and communication skills. The following are characteristics of good debate:</p> <ul style="list-style-type: none"> • Debaters should have good knowledge of the subject matter • The debate must be planned out in advance • Supported by evidence • Debaters must use clear, effective, and balanced presentations.
2	Mini or gapped lecture	<p>The mini or gapped lecture is where an instructor adds value to the other forms of presentation. A mini lecture should not only be a one-way communication flow from the facilitator to the participants, but it should also integrate with other activities that create accountability for paying attention, enable practice and review, and reinforce the presentation. It provides one or more of the following functions:</p> <ul style="list-style-type: none"> • Provides extra information not covered in readings • Models and demonstrates how an expert does something • Highlights key points and concepts • Develops different delivery techniques to meet different learning styles • Enhances student curiosity and motivation • Repeats and reinforces critical elements <p>Stops after 15 minutes and changes the activity</p>
3	Storytelling	<p>The storytelling technique is known to be one of the most effective facilitation strategies. The main benefits of the storytelling technique are high motivation, /active participation, a boost in creativity, cooperation between participants, a deep understanding of the subject, and improvement in attention span.</p>
4	Visual Aid	<p>For participants who are not auditory learners, most strategic can be made more accessible by using visual aids. These are pictures, maps, diagrams, charts, videos, DVDs, and internet accounts that relate to the information you are giving the students. These should be prepared in advance and put on the wall or board so that all participants can see them. Some can be given before the facilitation session if participants are needed to watch theme.</p>

5	Sequencing	<p>Sequencing is a strategic tool to help participants develop a specific skill. Sequencing is part of every ideal training procedure; and lets participants be more confident. Effective sequencing involves setting up challenging but achievable steps, increasing difficulty in the training task.</p> <p>Facilitation/ Training procedures are designed for the participants to experience each step at an increasingly demanding level and often at a faster pace. Thus, the accomplishment is satisfying and serves as an incentive, pushing the participants to attempt the next level of difficulty. Video games are a familiar example of isolated skill sets being developed through sequencing.</p>
6	Simulation	<p>In this strategy, participants assume the role of a person whose job through which they will learn. Participants are given real-life on-the-job assignments with little prior instruction and learn by doing.</p>
7	Reverse Role (Simulation)	<p>Role play and simulations are forms of experiential learning where learners take on distinct roles, assuming the profile of a character or personality, and interact and participate in diverse and complex learning settings.</p> <ul style="list-style-type: none"> • They increase understanding of real-life human interactions and dynamics. • Participants assume someone else’s role or place themselves in someone else’s situation. • Participants undertake authentic tasks in authentic contexts. • The tasks involve substantial in-role interaction with the alternative roles of participants for collaboration, negotiation, and debate. • Interaction between participants’ roles takes place substantially. • Participants’ outcomes are assessable and generate opportunities for student reflection.
8	Jigsaw	<p>A form of group work that works well when you have several different tasks or topics you want the groups to cover.</p> <p>First, divide the class into groups, for example, A, B, C, D, and E. Each group gets a different task. Then, once that task has been completed (it could be a short activity of 10 minutes or take the whole session if appropriate), you reform groups by splitting up all the participants who previously worked together. The new groups would have one person from group A, one from group B, and so on. If you have a very large class of pupil, you could do the same but have two groups who do task A and two who do task B, and so on. When you split them into new groups, there will still be one A, one B, and so on in each group but you will have more groups.</p> <p>In the new group, each of the group members explains their tasks to the rest of the group. So, person A explains what group A did, person B explains what group B did, and so on.</p> <p>If you monitor the groups during the first stage, you should be able to tell if the groups have achieved the work successfully. Therefore, there is no need to take whole group feedback at the end of the activity.</p>

9	Debriefing	Debriefing is called “the heart and soul of the simulation.” Debriefing is the facilitated or guided reflection in a cycle of experiential learning. Analysis and discussion of scenarios and events after the simulation conclusion allow participants to solidify their knowledge and improve future performance. It is also a good opportunity for facilitators to emphasize key learning points by relating them directly to the participants’ experiences, producing a more memorable and successful session.
10	Think-Pair-Share	<p>Have attendees turn to someone near them to summarize what they learned, answer a question posed during the presentation, or consider how and why, and when they might apply a concept. This works well with pre-planned questions and ideas that emerge during large group discussions. The objectives are to engage attendees with the material, as individuals, in pairs, and finally as a large group. The activity can help to organize prior knowledge; brainstorm questions; or summarize, apply, or integrate latest information.</p> <p>The procedures are as follows: 1) Attendees reflect on (and perhaps jot notes) for one minute in response to a question. 2) They pair up with someone sitting near them and share responses/thoughts verbally for two minutes, or they may choose to work together to create a synthesis of ideas or come to a consensus.3) The presenter asks for volunteers to give thirty-second summaries of ideas.</p>

Briefing Note 4.4: Evaluation and Assessment: how did your dialogue go?

“Evaluation is not an afterthought to training, but rather is meant to be integrated into the entire learning and development process.”

-James D. Kirkpatrick

Evaluation is an essential part of training and supporting facilitators. If done well, evaluation can help you:

Learn what is/isn't working well.

Monitor how the facilitators are doing and respond to their needs.

Come up with new strategies to improve training and support facilitators.

Explore the impact of the dialogue process on the facilitators.

A good evaluation should promote practical learning for all parties involved in the training. The most important step is finding an evaluation strategy that works for your program. Be sure to tell the facilitator trainees if/how they will be evaluated, during the training session. Also, let them know that they will comment on the effectiveness of the training to assess their readiness to facilitate.

Other Useful Strategies to continually evaluate a training.

There are tools that facilitators use to conduct continuing evaluation:

- *Facilitator diaries*: furnish a log of activities and experiences. To provide relevant questions that participants can reflect on after each session.
- *Assign Observers*:
- *Observers* are especially valuable when monitoring the quality of facilitation and offering constructive feedback to new facilitators.
- *One-on-one interviews* allow for in-depth discussions of the questions. These can be time-consuming, but they can also provide rich detail and insight.
- *Evaluating daily sessions* using assigned observer reports helps to

It is important to choose the right evaluation methodology for a training program. Training without evaluation wouldn't be effective, and willingness is the first step to implementing training evaluation in place.

The success of any training remains in the way it is improved or modified from time to time. But how is that done? Where do we begin? These are some of the questions to ask. Training evaluation is a way to collect such raw information, feedback, access to learning, how they progress, where they drop out, and much more valuable information. These help one understand what needs to be replicated, modified, and improved in future training programs.

Why should we organize training for facilitators?; How would the training help?; What further improvements are required?; What needs to be changed?; What participant is gaining?; Have we followed the appropriate method?; Was the concrete relevant?; What about the participants and facilitators?...

Good evaluation gives the answers to all such questions and many more. This data can be used to convince the key stakeholders and negotiate the future training budget. The following survey may help to collect this data from participants.

Training feedback survey

To be administered to participants when the facilitation has ended. Thank you for filling out this form. Please answer the questions on both sides of the page.

Training elements	Satisfaction level			
	Dissatisfied	Somehow satisfied	Satisfied	Highly satisfied
The training objectives were relevant, realistic, and clearly defined.				
The training content was relevant, practical, and useful to my engagement as a facilitator of dialogue.				
The training content was adequate, well organized, and easy to follow.				
The training process and methods helped me better understand the training content.				
The balance between presentations and practical sessions was good.				
The facilitator(s) made us all feel welcome.				
The facilitators provided helpful comments, feedback, and examples.				
The facilitator(s) made sure everyone took part.				
The facilitator(s) made sure everyone took part.				
The participants' contribution to the process was constructive and insightful.				
I can apply the knowledge and skills gained through my participation in dialogue				
Overall Assessment				
Overall, how satisfied are you with the training workshop?				
Any other comments?				

Briefing Note 4.5: Follow up and follow on.

There is a strong consensus that creating, expanding, or utilizing a network may have a significant influence on social change. It is good knowledge that networking may significantly influence efforts to bring about social change. This is true for networks that deal with post-conflict management and conflict resolution.

The majority of dialogue facilitation training led to the development of several networks on a variety of topics. To navigate, seek out the proper question, attempt to address the issue, and transform a specific situation, a group of people must work together as facilitators. Most frequently, a virtual team of facilitators is formed based on a cohort or theme. For instance, the Network of Dialogue Facilitators may be a great vision for Ethiopian facilitators. As a follow-up tool, this can begin simply by creating a What's Up or Telegram group for each cohort later to be a member of the national network. Participants can study various networks to learn from, for

Example:

Network of Nigerian Facilitators at: <https://www.usip.org/programs/network-nigerian-facilitator>, the facilitators' network at <https://thefacilitatorsnetwork.co.nz/> or

Network for Peace through Dialogue at: <http://www.networkforpeace.com/index.html>

Effective networks have members who often interact with both the network's management structure and one another. Additionally, they share a sense of ownership and have a common vision over their network. The most effective facilitator teams have clearly defined roles; represent the relevant identity groups; have a variety of skill sets and in-depth local knowledge; can conduct accurate conflict analysis; are dedicated to working as part of the network for the long term; and are fairly compensated. These facilitator teams are also committed to working as part of the network.

Network of Facilitators: The Nigerian Experience

Network of Nigerian Facilitators is a project of the United States Institute of Peace in Nigeria. It was developed to non-violently prevent and resolve conflict. The project built and enhanced the capacity of individuals conversant with issues at the community level, localized solutions, and instilled a sense of ownership in members of communities affected by conflict.

The participants were trained in Synergizing Non-Violent Action and Peacebuilding (SNAP).

Armed with the requisite knowledge, facilitators were supported with grants to facilitate community dialogues in communities of their choice. Hence, using the conflict analysis tools, communities and the conflict issues were mapped and inter-group dialogues were held in different communities across the country.

One key thing that has stood out for the network is the emphasis on Teamwork and Collaboration. Though working in different communities, facilitators have supported one another as Co-Facilitators, and we network through WhatsApp Groups for each Cohort and a Super Group that brings together the two Cohorts; sharing ideas and guides to handling situations in our communities.

The projects by different facilitators have had a huge impact on over 20 communities; opening up lines of communication, rebuilding trust, and promoting the participation of women in peace processes among others.

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Appendices

Appendix One: National Dialogue: Definitions and Background

National Dialogues have been used as an instrument to resolve political crises and pave the way for political transitions and sustainable peace.

- While most National Dialogues reached an agreement, only half of these agreements were implemented.
- When National Dialogues resulted in sustainable transitions, there was generally a favorable consensus among elites, in addition to international support and public buy-in.
- National Dialogues have often been used by national elites as a tool to gain or reclaim political legitimacy, which has limited their potential for transformative change.
- Procedures for preparing, conducting, and implementing National Dialogues, in the particular selection and decision-making rules, play a decisive role in whether processes are perceived as representative and legitimate.
- In the short term, and most notably in cases of mass protests, National Dialogues have been able to reduce violence by transferring grievances from the streets into formalized processes. In cases with ongoing violence, National Dialogue outcomes were sometimes constrained, but no clear pattern was found in the analysis.

National Dialogues provide an inclusive, broad, and participatory official negotiation framework, which can resolve political crises and lead countries into political transitions. National Dialogue mandates typically include one (or a combination) of the following:

- i. Political reforms,
- ii. Constitution-making,
- iii. and peacebuilding,

National Dialogues are convened to address issues of national concern, typically longstanding causes of conflict that have been brought to the fore by political protest or armed insurrection.

Usually relying on a mix of plenary sessions and working groups, National Dialogues have clear structures as well as defined rules and procedures for dialogue and decision-making. They may last from several days to several years, and their size and composition can vary considerably, from a hundred participants to several thousand. National Dialogues are typically accompanied by broader societal consultations designed to communicate the results of negotiations and channel people's demands into the process. These may take the form of consultations, commissions, high-level problem-solving workshops, and/or referendums. This large-scale inclusion of society within a National Dialogue helps generate ownership of its outcomes and enhance the sustainability of implementation.

National Dialogues typically involve key national elites, including the government and the largest (armed or unarmed) opposition parties, and occasionally the military. Other groups who participate include those representing wider constituencies such as civil society, women, youth, business, and religious or traditional actors. The wider population is often indirectly included through broader consultation processes. National Dialogues are inclusive throughout the entire negotiation process, meaning that participants are involved in discussions in all phases. Usually, it also means that the decision-making procedures give, at least on paper, a voice and a vote to all included actors. Nevertheless, the equal participation of these wider constituencies, particularly women, has almost always been challenged by dominant elites.

National Dialogues are typically convened at times when the fundamental nature or survival of a government is in question. Thus, they are usually intended as a means of redefining the relationship between the state, political actors, and society through the negotiation of a new social contract. In such historical moments, pro-change and anti-change forces emerge.

According to research undertaken by Inclusive Peace, while most of the National Dialogues studied reached agreements, half of the cases failed to implement those agreements or only implemented them to a limited degree. A set of factors related to the political context and the process were found to be particularly important in enabling or constraining the outcomes of National Dialogues. Six political context factors play a decisive role in influencing the outcomes of National Dialogues:

1. National elites' resistance or support.
2. Public support or frustration.
3. Support or resistance of regional and international actors.
4. The existing culture of dialogue.
5. Experience from prior negotiations.
6. Violence.

Parallel to context factors, the design of a National Dialogue shapes the level of representativeness and the distribution of power within the process, suggesting that design or process factors influence the likelihood of reaching sustainable agreements. Six process factors were particularly influential on the outcomes of National Dialogues:

1. Representation, number, and selection of actors. Selection criteria and procedures can support or hinder the broad representation of different social and political groups and therefore, the legitimacy of a negotiation process. In some cases, selection procedures were co-opted by elites, who selected the participants most loyal to them to participate in a National Dialogue. Public support or frustration.
2. Decision-making procedures. Procedures for decision-making determine, at least on paper, which actors have decision-making power in the National Dialogue and how decisions are validated throughout negotiations. These decision-making procedures are crucial to reaching legitimate outcomes. Most often, final decisions are taken by consensus. However, decision-making practices can diverge from formal procedures, most commonly when elites take decisions outside the plenary, excluding other participants as a result. The existing culture of dialogue.
3. Choice of mediators and facilitators. Violence.
4. Duration. The duration of National Dialogues neither enables nor constrains them to reach agreements, but assessments indicate that implementation of an agreement was more likely in cases with shorter National Dialogues (up to 250 days, i.e., less than a year).
5. Support structures for involved actors.
6. Coalition building among included actors.

Appendix Two: Dealing with Emotional Breakdowns

1. Deep Breathing Exercise

In heated arguments, escalated anger, worry, and stress, it is better to back off and isolate oneself to exercise deep breathing for a few minutes.

Instruction

- Sit in a comfortable position with arms unleashed and legs relaxed.
- You can close your eyes or focus on a specific spot on the wall or floor so that you are not distracted by looking at things in the room or the trainer/facilitator and can focus only on breathing.
- Start breathing in slowly and deeply.
- Put your hand on your stomach to see that your stomach rises and falls when breathing.
- First, take slow deep breaths in through your nose. It is helpful if you count 1...2...3...4...5 to slowly inhale.
- When you breathe, allow the air to blow up your stomach, not your shoulders or chest.
- After taking a deep breath, keep the air in the lungs for four seconds before breathing out.
- Then breathe out slowly counting 8...7...6...5...4...3...2...1... through your nostrils; and slowly squeezing your stomach.
- Before you take the next breath, keep the air out for four seconds.
- Repeat the breathing process.
- You may pair the breathing with a saying in your head, like “Relax” or “Calm.”
- Practice it for 5 minutes.

2. Flash Technique

1. Choose a painful feeling you would like to get rid of.
 - Briefly notice the disturbing image that comes up with that feeling.
 - Rate the intensity of the feeling from 0-10, where ten is the most distressing, and zero is no distress.
 - Let go of the image by imagining you are putting it into a box or just letting it float away.
2. Think of a positive memory or image that makes you feel happy, and that can hold your attention not to wander. Examples may be:
 - Positive memory from the past not related to the pain in the box, or
 - Pictures of loved ones, pets, children, or people that can engage your mind, or
 - Beautiful places you have seen or can imagine, or
 - Activities that you enjoy doing or that you enjoyed watching, or
 - Beautiful photos that you have taken, etc.
3. Make sure the image is strong enough to hold your attention and create a warm, positive feeling inside you.
4. Hold the happy image or memory in mind and begin slow, alternating taps on your knees or your shoulders, or use the butterfly hug as you let the sound image or memory get more robust and happier.
5. Continue tapping five times and on the sixth tap, say “flash” or “blink” while quickly blinking your eyes three times.
6. Continue this practice for five rounds, after tapping or butterfly hug taps staying on the good feeling and the happy image the entire time.
7. Now, open your eyes and stop tapping. Take a breath and bring up the disturbing image. See if it looks or feels different in any way. Rate the intensity of your distress from 0-10. If the disturbing intensity lowers but has not reached zero, let the disturbing image go putting it back in the box or letting it go far away.
8. Return to thinking about the happy memory and continue tapping five times and on the sixth tap, say “flash” or “blink.” Then blink three times. Repeat this experience in five rounds.
9. Stop tapping and briefly notice the disturbing image again. How is it different? How upsetting is it, from 0 to 10? Put the image back into the box or let it float away.
10. Repeat step 6 until the intensity of the image is 0 or until it remains at the same intensity, 2 - 3 times in a row. Amazing results will be seen in reducing any disturbing strong feelings such as anger or sadness.

Appendix Three: Case Studies for Simulation Exercises

Republic of Carana

Location: Carana is located on the east coast of the 8th continent between the 8th and 10th latitudes. The total area of Carana is 120 000 sq km with a 300 km coastline.

Topography: Carana is topographically divided into two major areas; the plains in the eastern and central parts of the country and the highlands in the West and Southwest areas. The three main rivers in Carana, the Kalesi, Mogave, and Torongo, flow from the western highlands in an easterly direction and discharge into the ocean. The climate in Carana is hot and humid. Close to the equator, Carana has no distinct winter and summer. Carana was originally completely covered by jungle and dense bushland. Approximately 20 % of the total area is currently in use for growing grain, millet, vegetables, and fruit. The west and south of the country are still covered by jungle and dense bushland. Small areas in the jungle are used for agricultural purposes. Carana is rich in natural resources, which are not equally dispersed throughout the country.

History: The Republic of Carana was founded in 1904 as a French colony. In 1955, the legal status of Carana changed from a French colony to a republic of the French community. In 1962, Carana gained full independence.

Administration: Carana is administratively divided into eight provinces. The Capital is Galasi. The province Capitals are Galasi, Maroni, Sureen, Alur, Faron, Folsa, Amsan, and Corma. Carana is a member of the 8th Continent Regional Coalition (CRC). This coalition, consisting of the 12 countries of the continent, is focused primarily on improving the continent's economic well-being.

Ethnic Distribution: The population of Carana consists of more than 15 ethnic groups. Most of these groups are small in number and socially and politically marginalized. The three major ethnic groups, the Caran, Kori, and Tatsi represent 90 percent of the population. The Kori (32%) lives in the west and are the dominant ethnic group in the provinces of Tereni and Koloni. The Caran (44%) are the largest ethnic group in the country and mainly live in the east and center of Carana. The Tatsi (14%) live in the south and are the majority in Leppko Province.

Religion: According to 2020 World Bank estimates some 65% of the population of Carana are Christian. Islam is practiced by over 30%, mainly in the South. About 30% of the population are Protestant Lutherans and Baptists, while 35% are Roman Catholics. In terms of ethnic distribution, the majority of the Caran is Catholic, while the majority of the Kori are Protestant. The Tatsi people are mainly Sunni Muslims.

Post-Colonial Developments: After independence, Carana went through a period of military coups and countercoups until 1994 and under international pressure, free elections were conducted.

The DPC (Democratic Party of Carana) won the elections and Jackson Ogavo (DPC leader) became the first elected president of Carana. Initially, the government was representative of the ethnic balance of the country, although still dominated by the Caran, and it followed democratic principles that were later enshrined in the 1995 Constitution. However, Ogavo's focus changed and he became preoccupied with suppressing all opposition groups and enhancing his power base. Since 2001 he expanded the influence of the central government on all economic and social activities through laws and administrative rules. The replacement of most key Kori and Tatsi government ministers with members of Ogavo's Caran tribe led to an increasingly repressive approach, administrative and economic inefficiency, and corruption. Since 2006, the previously growing economy has been in decline and regional humanitarian crises have occurred regularly.

Government: Carana is governed under a constitution adopted by a constituent assembly in 1995. It is a presidential republic with a president as head of state, elected for a five-year term. Although the constitution supports a democratic political system, President Ogavo has gradually suppressed any effective opposition, and since 2001 Carana has effectively been a one-party state. Today the only legal political party that controls the parliament is the Caran-dominated DPC. All members of parliament are members of the DPC or have close ties to the DPC.

Nutrition & Health: Although all basic food is available on the market, large numbers of the population cannot afford the necessary food for sufficient nutrition. Almost no medical infrastructure exists in rural areas. One of the main humanitarian concerns in Carana is the acute lack of functioning medical facilities in the rebel-held south and west.

Infrastructure: Carana has an adequate road network with paved routes connecting most parts of the country, and key urban centers. In the west and the north, these roads also link to the networks in neighboring Katasi and Sumora. A few paved roads can withstand the effects of the monsoon season, but the majority require significant maintenance. Carana also has a comprehensive network of secondary (unpaved) roads and tracks, which often become impassable during the rainy season. Bridges along paved roads are normally steel and concrete constructions. Those along the unpaved roads are normally of wooden construction. Two railway lines run between Galasi and Akkabar, and between Maldosa and Mia. Both are partially operational but are in poor condition and dire need of repair. In Carana there are three deep-water harbors and some smaller fishing ports. The smaller harbors cannot support the loading and unloading of ships, but they are suitable for coastal vessels. The international airports in Galasi and Corma are both operational and meet international standards for air traffic. Both airports have runways suitable for heavy transport aircraft.

Electricity & Water: There are three power plants, the Kilu Dam, the Salobo Dam, and a coal power plant in Galasi. In recent years, Carana was a net exporter of electricity during and after the rainy season. During the fighting, most of the power supply equipment around the Salobo Dam was destroyed or damaged. The instability in the Hanno area, caused by the miners' unrest, has led to a shortage of coal, and has limited the production of electricity.

Current Situation: As a result of the economic situation and the discrimination of the Kori and Tatsi by the government, political opposition groups and rebel movements evolved in the mid-2000s. The government suppressed most of these groups, resorting to the military and state police to suppress any attempt to challenge Ogavo's regime. In 2006 some small rebel movements in the Tereni province joined the larger and better-organized rebel groups known as PMC (Patriotic Movement of Carana) and formed a well-structured and efficient military opposition. The PMC achieved some local success in the west over the Caran-dominated Carana Defense Force (CDF), gaining increasing support from the local population in the west of the country; in 2009 this culminated in the CDF losing control of significant parts of the western highlands. Though the PMC's military engagements were well-coordinated and successfully executed, the rebels lacked a coherent political strategy and failed to capitalize on their success; their only stated objectives were to remove Ogavo from power and to secure better representation for non-Caran ethnicities. Low-level but frequent PMC operations in the west increasingly tied down the CDF, leaving it with weak capability in the south of the country in Leppko province, and creating an opportunity for elements of the predominantly Muslim Tatsi minority to attack government institutions. Initially, this amounted to little more than a few localized incidents, but it quickly escalated into more radical activities including particularly brutal reprisals against ethnic Caran civilians. Realizing that the government could do little against them, a number of these small rebel groups united and called themselves Carana Peoples' Salvation Front (CPSF).

Rebel Groups: The PMC is an avowedly secular organization with broad appeal that has a total strength of 10,000 fighters, structured into groups of 700 men, with 10,000 to 20,000 supporters. The level of public support is high in the west and cuts across different religions. As a result of broad public support for the rebels, and the dissatisfaction with the government, the new role of the PMP is well-accepted by the largely Kori population in the west.

CPSF: The CPSF is an unstructured formation of rebels with diverse backgrounds. Some members are Tatsi deserters from the CDF, while others are refugees from the war in Rimosa. The total strength is estimated to be around 3000 fighters. Public support for CPSF is based mainly in the Tatsi-dominated Leppko Province. The discipline and internal cohesion of this rebel group are currently low.

Military Structure of the CDF: The CDF has a total strength of approximately 10,000 troops (9,000 Army, 800 Air Force, 200 Navy). The chiefs of the services report directly to the President. The main service in the CDF is the Army, primarily but not solely recruited from the Caran people. Its senior leadership is almost wholly Caran. Structured in four areas of command, it represents the power of the central government all over the country.

Presidential Guard: The Presidential Guard has a strength equivalent to two infantry battalions (about 1500 personnel) and is not part of the regular defense force. The commanders and most officers are Caran and recruited by President Ogavo. In the recent past, the Presidential Guard was used several times, together with the police units, to fight against the rebel groups, and has a reputation for being particularly brutal.

Police: The Carana law enforcement agencies are divided into the Carana National Police (CNP) and the local police. In recent years, CNP and local police have suffered a critical shortage of qualified personnel, an aging population, low morale because their salaries were not paid, lack of logistical and financial resources, and training. The police presence in Carana is very low. The majority of police are ethnic Carana, including in areas populated mainly by minorities. Crime rates particularly in population centers are high and there are numerous reports of human rights abuses and looting perpetrated by law enforcement agencies.

Regional security: Currently, there is no serious external military threat to Carana, although relations with Carana's southern neighbor Rimoso, and Western neighbor Katasi are strained owing to irredentist movements of the Tatsi and Kori peoples.

Internal Security: Security in the country is volatile. The main internal security problems are around the ongoing conflict between armed groups and the government which is deteriorating and the high level of criminal activity, some of it organized in urban areas, resulting from the poor economic situation. In the North and West there is increasing evidence of criminal usurpation of diamond mining, probably with government connivance and controlled by cartels based in Sumora. An estimated 12,000 people have been killed in the last six months and anything up to 200,000 forced to flee their homes as a result of the fighting between government forces and rebels in the north and the south. Many civilians have been abducted by armed groups, mainly by extremist rebel elements but also by the CDF.

Peaceful Settlement of the Conflicts

Having been through both internal and external pressure, the government has recently decided to resolve the multiple conflicts affecting the country through national dialogues. And, after a consultative process supported by international partners, the Government of the Republic of Carana adopted a proclamation establishing a Dialogue Commission. The Commission has finalized the design and implementation plan of the dialogue process.

Instruction: Simulate a dialogue process based on all the stages of a dialogue discussed in chapter two.

[Source: Adapted with slight modification from IPS for the Dialogue Facilitation ToT].

Appendix Four: Role Play

Facilitating Community Dialogue in the Provinces of the Caran, Kori, and Tatsi

As a sequel to the preceding dialogue process, the Dialogues Commission established by the Government of the Republic of Carana decided to cascade the dialogue processes to the community level. The first dialogue process is initiated in the Kori majority province where the Caran and the Tatsi are minorities, and the Caran, being accused of supporting the government, have been subjected to frequent violent attacks. The dialogue process recently initiated by the commission is, therefore, seen as a good opportunity to settle long-standing animosities.

The commission sent its facilitators to initiate the community dialogue process.

Instruction: Do a role play based on the discussions in chapters two and three.

Appendix Five: Dialogue Facilitation Training (Ideal/ Proposed Timetable)

The sessions are designed for ideal five-day training. It can also be customized for a four-day training by embedding the simulation exercises on days two and three.

Day One: Peace, conflict, and conflict resolution		
	Sessions	Facilitator
8:30-9:30	Registration and Welcoming	
9: 30-10:30	Fundamental nature and levels of conflict	
	<ul style="list-style-type: none"> • Defining conflict • Characteristics of conflict • Levels or Cycle of conflict • Peace and violence 	
10:30-10:50: Health Break		
10:50-12:30	Conflict actors and analysis	
	<ul style="list-style-type: none"> • What is conflict analysis? • Rationales for CA • Analytical elements of CA • Impacts of violent conflict 	
12:30-13:30: Lunch Break		
13:30-15:00	The self as an actor in conflict analysis	
	<ul style="list-style-type: none"> • Defining the self as a power relations exercise • Self as an agent of peace and conflict (post culturally and multidimensional identity) • Self as an agent of peace and conflict 	
15:00-15:20: Health Break		
15:20-16:15	1.4 Conflict prevention and management strategies (or tools)	
	<ul style="list-style-type: none"> • The conflict intervention spectrum – CP, CM and CR • Early warning and Response System (EWRSs) • Approaches to CM • Approaches to CR 	Kiya Gezahegne (PhD)
16:15-17: 00	1.5. Self-reflection	
	<ul style="list-style-type: none"> • Intra and Interpersonal conflict reflections • Self-care 	Seble Hailu

Day Two: Dialogue Facilitation Skills		
	Sessions	Facilitator
8:30-8:45	Recap	
8:45-9:15	Conceptualizing Dialogue	
	<ul style="list-style-type: none"> • Unpacking the various definitions of dialogue • What it is and what is not • A working definition 	
9:15-10:00	Fundamental Principles of Sustainable Dialogue	
	<ul style="list-style-type: none"> • Principles of dialogue • Why the principles are important. • How to embed the principles 	
10:00-10:30	Stages and Steps of Dialogue Facilitation	
10:30-10:50 Health Break		
10:50-12:30	Stages and Steps of Dialogue Facilitation	
	Stage One: The Pre-Dialogue	
	Stage Two: The Dialogue Process	
12:30-13:30: Lunch Break		
13:30-15:00	Stage Two: The Dialogue Process (Cont'd)	Yonas Tariku and Terfa Hemen
	Stage Three: The Post-Dialogue	
15:00-15:20: Health Break		
15:20-16:05	Dealing with Conflicts and Emotional Breakdown during Dialogue	
	<ul style="list-style-type: none"> • Complaint handling mechanisms • Cooling off the session • Intra-dialogue sessions • Counselling Services (e.g., psychological first aid) • Bringing in a new facilitator 	
16:05-11:05	Self-reflection	
	<ul style="list-style-type: none"> • Acknowledge complexity. • Open mindedness and flexibility • Understanding subjectivity and Prejudices • Challenging One's own position 	

Day Three: The Role of Facilitators in a Dialogue Process

	Sessions	Facilitator
8:30-8:45	Recap	
9:30-10:30	Who should facilitate?	
	<ul style="list-style-type: none"> • Identify qualities of a dialogue facilitator 	
10:15-10:35: Health Break		
10:35-12:30	The Role of a Facilitator and a Co-Facilitator	
	Differentiate between the role of a facilitator and a co-facilitator. <ul style="list-style-type: none"> • Identifying the roles of a facilitator. • Identifying the roles of a co-facilitator. 	
12:30-13:30: Lunch Break		
13:30-15:20	Skills of the Facilitator	
	Identifying dialogue facilitation skills.	
	Make brief presentation on the skills.	
	Demonstrate some skills: active listening, asking right questions, paraphrasing, and summarizing.	
15:20-15:40: Health Break		
15:40-16:15	Self-Reflection	
	Helping participants understand their thoughts, feelings, capacities, roles, and facilitations skills.	

Day Four: Simulation and Role Play Exercises

	Sessions	Facilitator
8:30-9:00	Recap	
9:00-9:30	Briefing participants about the simulation exercises, assigning roles, setting ground rules.	
9:30-10:10	Planning, rehearsals, and consultation.	
10:10-10:30 Health Break		
10:30-12:30	Simulation I	
12:30-13:30: Lunch Break		
13:30-14:00	Reverse Role Play: Briefing participants, reverse role play (the same simulation with participants playing a role that is opposite to the one they already did in the morning).	
14:00-14:30	<ul style="list-style-type: none"> • Planning rehearsals, and consultation 	
14:30-15:45	Simulation II	
15:45-16:05: Health Break		
16:05-11:05	Debriefing and Self-reflection	

Day Five: Training Dialogue Facilitators

	Sessions	Facilitator
9:00-9:30	Conceptualizing Training/ Facilitation	
	<ul style="list-style-type: none"> Introductions to training methodology Definition of key terms Andragogy: Adult learning approaches 	
9:30:10:15	Characteristic of a trainer	
	<ul style="list-style-type: none"> Who is a trainer? In conflict/post conflict context What makes a good trainer? Principles of training Theory and concept 	
10:15-10:35: Health Break		
10:35-12:30	Designing and planning a training	
	Designing approach <ul style="list-style-type: none"> Designing the approach Ground rules Training method 	
	Planning logistics and tools <ul style="list-style-type: none"> Venue Access/inclusion Safety Size 	
12:30-13:30: Lunch Break		
13:30-14:30	4.4. Methods of delivery: training, giving feedback	
	<ul style="list-style-type: none"> Training andragogy Training dialogue facilitation Complex situations Giving feedback Couching facilitators on the steps/stages of dialogue facilitation 	
14:30-15:15	Evaluation and Assessment	
	<ul style="list-style-type: none"> Acknowledge complexity. How to administer pre/post and chapter assessment How to do continuous evaluation Introduction to Do No Harm 	
15:15-15:35: Health Break		
15:35-16:15	Follow up and follow on	
16:15-17:00	Networking and Departure	

Manual for Training of Trainers

Dialogue Facilitation

