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DOMINICAN REPUBLIC

USAID Community Strengthening Program

Report on Conflict Analysis and Management
Training – Dajabon/Ouanaminthe Market

Submitted to USAID/Dominican
Republic

Fixed Amount Agreement/Award No. 72051722FA00001

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The Community Strengthening Program is one of the many assistance activities supported by the United States Government and the American people through the United States Agency for International Development (USAID). This report Analysis and

USAID COMMUNITY STRENGTHENING PROGRAM

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Submitted to USAID/Dominican Republic

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Submitted: 24 October 2022

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ACRONYMS AND ABBREVIATIONS

ADETDA	Agencia de Desarrollo Económico Territorial de Dajabón
ADELNEH	Agence de Développement Economique Local du Nord-est d’Haïti
CAM	Conflict Analysis and Management
CEPA	Centro de Estudios Económicos y Sociales Padre José Luis Alemán
USAID	United States Agency for International Development

INTRODUCTION

The USAID Community Strengthening Program supports people from both sides of the northern Haiti- Dominican Republic border region by helping them to establish well-functioning, inclusive and sustainable methods to understand and mitigate conflicts arising from such sources as local markets, watershed management, and others identified by local households and community members.

The purpose of the Program is to help improve inclusive economic opportunities, and sustainable access to fresh water, with the goal of reducing transborder conflict. Collaboration among people on both sides of the border (men and women, youth and elders, smallholders and microentrepreneurs), will help them to understand and mitigate conflicts, live in peace and achieve growing mutual prosperity.

October 4-6, 2022, a Facilitating Conflict Analysis and Management workshop was carried out with representatives and facilitator candidates from program partner organizations. It was carried out to present, demonstrate and role-play group facilitation processes. This report presents results of the first workshop oriented to training program staff and partners in facilitating conflict management.

1 WORKSHOP PURPOSE

The purpose of the training was to strengthen the partner organizations capacity to facilitate dialogue with the different actors in conflicts related to the Dajabon/Ouanaminthe market, for a transformation of conflicts toward peace. In the workshop, the participants were introduced to and worked with the following themes related to conflict, conflict analysis and management, and the role of the facilitator.

2 WORKSHOP PARTICIPANTS

Eighteen people participated in the workshop. (See Appendix I for participant registry.) Ten were candidates for the positions of program coordinators and promoters, two were leaders of the two partner organizations, ADETDA y ADELNEH, and two representatives from the partner CEPA. Also, 3 members of the Agroforsa team. A facilitator/trainer lead the proceedings, as shown in the following table.

INSTITUTIONS	PARTICIPANTS
• ADETDA	Akeudy Santiago Espinosa
	Desiree Ylcania Carrasco
	Frannery Morel
	Rafael Fernández
	Jose Rafael De Los Santos
	Rubén Dario Villalona
	Luis Alberto Reynoso
• ADELNEH	Annette Saintilbert
	Richemon Etienne
	Myrelle Pierre
	Osse Saint-Juste

INSTITUTIONS	PARTICIPANTS
● CEPA	Mariette Bazile
	Marcos Romero
	Luis Humberto Vargas
● Agroforsa	Carlos A Rivas
	Arelys Rodriguez
	Santos Fco. Ramírez
● Facilitadora	Marsha Kellogg

WORKSHOP IMPLEMENTATION

Over three days, approximately 7.5 hours each day, the participants engaged in conversations, demonstrations and role plays to develop their knowledge and skills in the following topics:

- What is conflict, analysis and transformation of conflict.
- Facilitation: Who is a facilitator? What are their roles and responsibilities?
- Pre-facilitation assessment and preparation.
- Principles and practices of facilitating dialogue: active listening, impartial and productive, inquiry.
- Conflict analysis approaches such as conveners and dividers.
- Methods: Focused conversation, Consensus workshop.
- Practice facilitation of a first dialogue, and a consensus workshop.

On the last day, time was reserved for an Open Space-style of dialogue in which topics of interest to the participants could be conversed. Those topics included:

- What happens when the conflict analysis discovers that there are powerful interests behind the scenes that are taking advantage of and maintaining the groups in conflict.
- How to decide the decision-making alternatives? Examples, democracy (majority rules), but then what happens with the minority? Apply legal norms? Follow technical solutions?
- What methods or techniques can be used to close the gap between the different cultures?
- What happens if the facilitator looks for a dialogue between Haitians and Dominicans but they can't understand each other because of language barriers?

The workshop program and timing were significantly impacted by the needed simultaneously translation between Spanish and Creole which enabled the Haitian participants to participate in the workshop. Originally, it was understood that the Haitian participants would be sufficiently bilingual to be able to participate in the workshop with some translation support. However, only one Haitian participant was able to participate in both Spanish and Creole. She very kindly provided simultaneous translation throughout the whole of the workshop. Another member of the team acted as a scribe of her translations during the workshop to ensure a Creole version of the public notes taken during the workshop.

The final workshop program can be found in Appendix II. The slides used during the workshop can be found in Appendix III.

1 DAY ONE – CONFLICT MANAGEMENT AND FACILITATION

The Workshop started with opening remarks and self-introductions from the participants and their expectations of the Workshop. Together, the participants and the Workshop facilitator established the ground rules of conduct during the Workshop, and discussed the importance of developing the ground rules with the participants when facilitating a group dialogue.

1.1 Conflict, analysis and transformation of conflict.

The workshop followed with an introductory presentation on what conflict is, conflict progress and analysis as adapted from Curle's 1971 conflict progression by John Paul Lederach (1995) and from the perspective of conflict transformation towards peace. Participants contributed synonyms for “conflict” and reviewed some definitions of conflict, such as from dictionaries or experts on the subject. The facilitator presented the concepts of latent conflicts (unstable peace) or when power and knowledge differentials exist but do not disrupt the status quo. Also, participants were introduced to conflict episodes that emerge in discrete times, and the epicenter of conflicts, or the personal, relational, structural and cultural patterns that contribute to conflict and offer opportunities for change. Thus, and according to Lederach (2014), the horizon of conflict transformation is medium to long term. It can respond to the crisis, but it is not driven by the crisis.

Workshop Ground Rules

- Feel comfortable.
- Respect the diversity of opinions.
- Raise your hand to request to speak.
- Argue the idea, not the person.
- Be specific to let the other speak. (Be succinct.)
- Cell phone in vibration.
- Be punctual
- Do not throw garbage on the floor.

The Workshop continued with an introduction to facilitation.

1.2 What is facilitation? Who is a facilitator? What are their roles and responsibilities?

The workshop facilitator carried out a dynamic called “Agreement – Disagreement”. A sentence was read and the participants chose where to stand between, agree or disagree, and then had the opportunity to share their perspectives on the phrase, “The facilitator is the leader of the group” were shared. A little less than half of the participants agreed, sharing their perspective that the facilitator has to lead the process. Others disagreed, sharing their perspective that the facilitator does not decide for the group. And others chose to place themselves between the poles of agreement and disagreement with their perspective that depends on the person's role and their already established position. From the conversation emerged the different understandings and definitions of leadership, and the importance of the facilitator being a trusted person seen by the actors as impartial. [See also Arce Rojas (2012, p. 253); Appendix IV.]

1.3 Pre-facilitation assessment and preparation

The workshop continued with an introduction to the different stages of the facilitators work: evaluation and preparation, initiation, conduction of the facilitated dialogue, and monitoring of agreements. [As described by Arce Rojas (2012, p. 195-196; 190); Appendix IV.] Starting with the evaluation and preparation of the facilitation, the facilitator led the participants to differentiate the rational and experimental objectives of the meeting, and other prior considerations of a facilitated group dialogue, including the identification and preparation of the actors. They reviewed the format of a roadmap and then completed a group exercise and presentation. (Appendix IV.)

All groups chose a hypothetical case of conflict dialogue facilitation and analyzed it based on the questions in the roadmap. Three hypothetical dialogues and road maps resulted: 1) The dialogue with the actors of the cocoa value chain of ADELNEH about the problems, 2) The dialogue with the Haitian and Dominican actors in the production of mangoes and avocado (fruits), and 3) The dialogue with the members of ADETDA and ADELNEH to identify and analyze the priority conflicts in the market.

The groups' roadmaps reflected a deep understanding by the participants of the situations in which they are working; however at the same time a misunderstanding of the objectives of the Program and the importance of solutions generated from the actors, not by the facilitators. For example, one group oriented its responses to production problems in its value chain. Other groups presented their preconceptions of solutions that the actors should take.

They talked about the importance of the facilitator, that she is not coming to the dialogue with solutions, but facilitating the dialogue between the participants to reach an agreement on how they want to proceed.

Practice: Facilitation Roadmap

Title: Diversity of interests among market associations

Rational Objective: Achieve a conflict identification process that concerns the agencies.

Experiential Objective: That the members assume the recommendations and commitments.

What change do you hope to generate in the meeting?

REI: Dialogue and solutions table – hold meetings.

REF – Institutionalize the table and present the demands to the instances.

Products and Deadlines:
Reach a mutual consensus

Minimum conditions to meet.

Factors that favor: Availability of agencies. Information.

Factors that harms: irrationality. Bias.

Who should participate? Members and officers and agencies.

Who sponsors and summons? Agency directive. Call ADETDA, ADELNEH, USAID, AGROFORSA.

1.4 Focused Conversation as a Pause and Reflect method

Day one ended with a demonstration of a facilitation technique called Focused Conversation (also called ORID) as a pause and reflect process with groups. The method applies a series of questions (objective, reflective, interpretive, and decisive—i.e., ORID) to lead a group to

gain insights and learning from the experience. As indicated in the ORID hand-out (Appendix IV) shared with the participants, people frequently jump to conclusions related to an experience, for example, “It was horrible”, “It was terrible”. The ORID method allows people to get to the bottom of the matter instead of jumping to superficial conclusions. The method allows for a detailed reflection and learning.

The ORID for Day 1 was developed by the workshop facilitator to demonstrate its application. The pause and reflects ORIDs on Days 2 and 3 were led by volunteer participants.

2 DAY TWO – PRINCIPLES AND PRACTICES

The workshop opened with a Devotional Reflection on today's Gospel by Mrs. Venecia de Rivas, Santo Ramírez and Arelys Rodríguez. The facilitator reviewed what happened on Day 1, and they all started with a new phrase of Agree – Disagree: “The facilitator is the servant of the group, the administrator of the process.” The vast majority of the participants chose that they agree with the phrase. One disagreed to be antagonistic and motivate a discussion on the subject. Three others stood in the middle and shared their perspectives on their position to not 100% agree or disagree. Just like the day before, the debate was based on the definition of “administrator”; however, everyone agreed that the facilitator is the servant of the group.

In plenary, participants reviewed criteria of a good facilitator and as indicated in the hand-out of page 35 of Arce Rojas (2012). (See Appendix IV.)

- Be prepared. (Such as indicated in the facilitation roadmap.)
- Acknowledge your personal interests and assumptions before and during the facilitation (Such as discussed during the Agreement – Disagreement dynamics, and preconceptions about solutions.)
- Use a variety of techniques, methods, and activities to support everyone to listen and be heard. (Such as Focused Conversation/ORID and the Consensus Workshop.)
- Know how to formulate questions that favor analysis, reflection and the dialogue of ideas. (Such as productive inquiry and Focused Conversation/ORID.)

2.1 Active Listening

In the morning, participants focused on some basic principles and practices of facilitating dialogue: active listening and productive inquiry, as described by Arce Rojas (2012, p. 195; 206-208). (Appendix IV.) They discussed that the role of the facilitator is to help others to be heard, such as by summarize or reflecting what the interlocutor has said. Active listening practices are:

- Verify that one correctly understood the other's perspective.
- Summarize and reflect their ideas and feelings.
 - “I hear you are...(feeling)”...
 - “I understand that...”

- "I see that you think that..."
- Do not interrupt or complete each other's sentences.
- Listen with interest and curiosity, without cutting off the other's speech, or judging it. Pay a lot of attention.
- Maintain eye contact and body position.
- Take public notes

Participants identified other common phrases to actively listen and check for understanding. (According to the participants, these phrases- in Spanish - do not indicate a judgment about what the interlocutor is saying).

- It seems to me that you are feeling/saying/hearing....
- Interesting!
- Don't tell me.
- What do you mean....?
- Hmmm...
- How?
- Good
- Ok
- Could it be...

To practice active listening, they were organized in pairs, and in a time of 5 minutes each they shared a conflict in their life while the other applied active listening skills. They evaluated their experience with a pause and reflection demonstrating the ORID method, on the experience.

2.2 Productive Inquiry

Productive inquiry and active listening principles are key principles and practices of facilitating dialogue. The facilitator must:

- Direct the inquiry towards learning and not towards proving that one is right and the other is wrong.
 - Mostly this is achieved by asking open-ended questions.
- Investigate assumptions and logical inferences, and ask about the observations, experiences, or data behind their opinion.
- Ask for other examples that illustrate the speaker's opinion.

PAUSE AND REFLECT

The practice of active listening

O - What did your partner say to make you feel heard? (Responses not recorded.)

R - How did you feel?

That I understood better. In confidence. Very well. The idea of learning by doing. Satisfied. Confusing until the translator eased the language barriers. (A Haitian and Dominican couple.)

I – What is the importance of this experience? Practice is important. Planning is important. The roadmap of the process. It is a start; doubts answered. The relevance of organization and procedures and standardization is important.

D - What did you learn? The role of the facilitator: don't come up with the solution. Don't be a dictator. Bring order. Facilitate the process. Guide the process. Guide and accompany the process, mediate. The objectives of the first meeting. Planning is culture change.

The participants identified several questions about the market conflict that could be applied to facilitate dialogue.

2.3 Consensus Workshop

After lunch, the facilitator gave a presentation on the different learning styles and how this should be taken into account when designing dialogues with the participants. Not everyone listens, understands or processes information in the same way and for this reason it is important to use techniques that help people of different styles to participate in dialogue and be heard. Some are the techniques used in the methodology of the Consensus Workshop. To practice it, the groups took the following steps to identify the agenda items for the hypothetical dialogues.

1. Identify the guiding question of the consensus workshop: *What needs to be included in the agenda/program of the first meeting?*
2. Individual brainstorming. (5 minutes)
 - a) In your notebook, please write your ideas to the guiding question.
 - b) Put a star next to the three priority ideas for you.
3. In pairs, share your ideas, one by one with your partner. (10 minutes)
 - a) Write your priority ideas on cards (one idea per card; 5-7 words, large letters)
4. In the group, share your priority ideas in a round (one by one) and stick them on the wall. (30 minutes)
 - a) Group the ideas that are similar. (Ask the source of the idea to clarify if the meaning of a card is unclear!)
 - b) Name each group of cards. Give it a title.
 - c) Organize the groups to build your consensus. (In this case, the agenda topics.)

The three groups visited each other's walls where the groups presented their agendas for the first meeting. Together they evaluated the work and clarified their hypothetical programs in preparation for the next day when they will practice facilitating.

Day 2 finished with a pause and reflect practice led by two volunteer participants.

PAUSE AND REFLECT
Evaluation of today's learning

O - *What activity today caught your attention?* The questions you can ask to reach agreement. The practical work of "Agreement" and "Disagreement". The consensus workshop. The paired active listening. The methodology of the facilitator. Active listening. The unity in the group.

R - *Why did it catch your attention?* Because it helps to reach an agreement. It puts into practice what has been learned. Identified what items should be on the agenda? *In one word, how did you feel about the activity?* Impatient. Thematic. Team work. Make the schedule. The dynamic between the couple. Balance.

I - *How can you apply today's methods?* At home. In the market. In the Tiroli market. On the border. In carrying out the activity that they will have in the future.

D - *What did you learn today?* How to organize a meeting. Organize and plan better. Listen more carefully to understand better.

3 DAY THREE – ANALYSIS AND PRACTICE

The Workshop opened with a devotional, given by the participants Annette, Mariette, Richemon, Osse and Myreille from the ADELNEH group. The facilitator summarized the previous two days and the agenda of Day 3.

3.1 Conflict analysis

The facilitator observed that throughout the workshop the participants have all been focused on working on the solution without first understanding the conflict. She said “it is convenient first to understand what is happening and after understanding it, you can work on solutions”. Day 3 started with practices to facilitate analysis of the conflict and possible solutions/interventions. Participants brainstormed open-ended questions they could apply to learn what is happening on a personal level, how the conflict is affecting relationships and patterns of communication with another, and how it affects structure and culture. The two guiding questions were “what changes are occurring as result of the conflict?” and “what changes do the actors want to see?”

Personally

- How has the problem impacted you?
- Have you participated in the conflict? Have you participated in the solution?
- How does it affect you?
- What is important to you?
- What would you personally do?

Relationally

- How is the conflict affecting the group?
- How is the conflict affecting the community?
- How has the conflict been resolved before?
- What strategies could be implemented so that both nationals can coexist in the market?

Structurally:

- What means have been used to deal with the conflict?
- Are there feedback mechanisms?
- How is the organization dealing with conflicts?
- What is working?

Culturally

- What is important to your community?
- What are the cultural elements that contribute to the conflict?
- What cultural practices can contribute to alleviating the conflict?

3.2 Connectors and Dividers

Also, the workshop facilitator introduced the analysis of the connectors and dividers of a conflict, as a technique of *“understanding what connects people despite the conflict, helps organizations to understand how interventions reinforce or undermine the factors that can mitigate the conflict or become into positive forces for the consolidation of peace in society.”* (CDA Collaborative Learning Projects, May 2010.) The goal is to identify ways to increase connectors (what unites us) and ideally decrease or eliminate dividers (what separates or differentiates us) (Arce Rojas, 2012, p. 154.). The facilitator indicated the Connectors and Dividers hand-out in the packet (see Appendix IV) and participants brainstormed how to explore connectors and dividers in a facilitated dialogue.

CONNECTORS AND DIVIDERS

Example Guiding Questions

Connectors

- What do we have in common?
- What binds us?
- What unites us?
- Are there organizations that unite you?
- What interests do you have in common?

Dividers

- What do you think is causing the problem?
- What divides us?
- What are the behaviors that are separating us?

In the last two hours of the morning before lunch, the groups practiced their facilitation of the hypothetical dialogue that has been prepared on Day 1 and Day 2. Participants from the other groups acted as actors in the dialogue. The facilitator and participants gave feedback on each practice. After, two volunteer participants carried out a pause and reflect on the activities of the morning. (See next page.)

After lunch, the facilitator asked the participants what they want to focus on during the last hours of the workshop. Two activities were decided: 1) to carry out another practice of a consensus workshop and 2) the themes of the open space.

3.3 Consensus workshop

The consensus workshop was focused on the question, *what are the main problems of the market?* Four facilitators practiced developing the parts of the consensus workshop, each leading one part: 1) individual brainstorming, 2) paired work and 3) group consensus building. The practice resulted in a preliminary identification of conflicts. There was quite a bit of discussion about the topics, and how to facilitate the conversation. Such as, if an idea is not clear, ask the person who presented it, if an idea does not belong to only one group, it may be applied across many, such as was the case of disrespect which the group decided applied to several topics. Also, the participants discussed the importance of reaching agreement with the participants on the titles of the grouped ideas, to be sure that everyone agrees with the final consensus. That this step requires time.

3.4 Open Space

Four open space topics were identified and discussed by the participants in the last hour of the workshop.

- 1) What happens when the conflict analysis discovers that there are powerful interests behind the scenes that are taking advantage of and maintaining the groups in conflict.
 - a. Among other topics, the importance of the analysis of connectors and dividers emerged from this group.
- 2) How to decide the decision-making alternatives? Examples, democracy (majority rules), but then what happens with the minority? Apply legal norms? Follow technical solutions?
 - a. The topic is quite complex and the program should take more time to train the team on crafting agreements. The group's response reflected that it is the group's decision and is part of the development of an agreement between the actors and the sustainability of an agreement.
- 3) What methods or techniques can be used to close the gap between the different cultures?

PAUSE AND REFLECT

O - *What caught your attention?* Group participation. Brainstorm. Connectors and dividers. Trends to simplify conflict issues. Don't skip steps. Marsha learning the names of each of the participants.

R - *Why did it capture your attention?* Knowing about connectors and dividers helps in facilitating practice. Dynamics in the process. The committed are the producers. The role of the facilitator is not the center, mediator.

I - *Impediments in activities?* The time: ideas could not be fully expressed. *In one word, how do you describe the activities?* Dynamic, learning, good.

D - *How will you use the methodology?* As a guide. Like tools. Daily life. It is knowledge management. To the conflicts in society we will apply them. *What did we learn?* We cannot improvise when meeting. We have to practice first. Achieve that they are not antagonistic groups. Create a peaceful environment. The methodology which the facilitator taught.

- a. A very rich conversation, participants talk about how to strengthen cultural competence between groups, and the activities (connectors) that are already underway in the region such as cultural exchanges, festivals and Creole classes.
- 4) What happens if the facilitator looks for a dialogue between Haitians and Dominicans but they can't understand each other because of language barriers?
- a. The main ideas were to use facilitators from both languages and cultures and to translate documents together.

WORKSHOP EVALUATION

To receive an evaluation of the workshop from the participants, their opinions on the positives and negatives of the workshop were requested in writing and anonymously.

Positives:

- The pedagogy; good explanation of topics; good management and mastery of the subject; the facilitator's presentation.
- Practices and the practical aspects of the training.
- Patience with the language barrier.
- Management and control of the group.
- Excellent teaching materials. (In Spanish.)
- The excellent food.

Negatives:

- The language barrier; materials only in Spanish.
- Time management
- There were not enough audiovisuals.

RECOMMENDATIONS

We've had many workshops that talk about conflict management theoretically, this is the first where we've learned how to practice it.

Planning is a change in culture.

We cannot improvise.

We must practice beforehand.

The above are all observations made by workshop participants during pause and reflect sessions. They underscore the following recommendations of the facilitator of this workshop.

The workshop evaluation and open space topics of Day 3 reflect excellent examples of continued training needs. First, the facilitator recommends that the program carry out a

conflict management training needs assessment as part of the organizational capacity building plan. Then, develop a program training plan for program staff and partners. Approximately half of the team will need more basic group facilitation training and practice. The Haitian team, who demonstrated greater facilitation skills and agility, might be able to lead this. This can then be followed by advanced facilitation training to get all team members to a place where they feel confident facilitating conflict in group settings. The partners will need to learn how to structure, implement and monitor agreements; those topics were not addressed in this workshop. Also, the training program needs to include inclusion & diversity training, especially to talk about unconscious bias and cultural competency and cross-cultural communication topics. Some instances may also require training in restorative justice practices.

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Appendix I: Attendance Lists

PROGRAMA DE LA USAID PARA EL FORTALECIMIENTO COMUNITARIO

Actividad: TALLER FACILITACIÓN DE ANÁLISIS Y MANEJO DE CONFLICTOS

No	NOMBRE	INSTITUCIÓN	DIA 4/10/2022	DIA 5/10/2022	DIA 6/10/2022
1.	ANNETTE SAINTILBERT	ADELNE	Saintilbert	Saintilbert	Saintilbert
2.	MARIETTE BAZILE	ADELNEH	M.B.	M.B.	M.B.
3.	RICHEMON ETIENNE	ADELNEH	Etienne Riche	Etienne Riche	Etienne Riche
4.	OSSE SAINT-JUSTE	ADELNEH	Saint-Juste	Saint-Juste	Saint-Juste
5.	MYRELLE PIERRE	ADELNEH	Pierre	Pierre	Pierre
6.	AKEUDY SANTIAGO ESPINOSA	Akeudy Espinosa Adet da	Akeudy Espinosa	Akeudy Espinosa	Akeudy Espinosa

7.	DESIREE YLCANIA CARRASCO	ADela	franklin	4 oct 22	5 oct 22	6 oct 22
8.	FRANNERY M. MOREL	Adela	franklin	4 oct 22	5 oct 22	6 oct 22
9.	RAFAEL FERNANDEZ	ADelta	franklin	4 oct 22	5 oct 22	6 oct 22
10.	JOSE RAFAEL DE LOS SANTOS	ADelta	franklin	4 oct 22	5 oct 22	6 oct 22
11	RUBEN DARIO VILLALONA	ADelta	franklin	4 oct 22	5 oct 22	6 oct 22
12	LUIS ALBERTO REYNOSO	ADelta	franklin	4 oct 22	5 oct 22	6 oct 22
13	MARCOS ROMERO	CAPA - ACMA	franklin	4 oct 22	5 oct 22	6 oct 22

Insuficiente

4 octubre 2022

5 octubre 22

6 octubre 22

14	LUIS HUMBERTO VARGAS	CEPA	Luis Humberto Vargas	Luis Humberto Vargas	Luis Humberto Vargas
15	CARLOS A RIVAS	Agroforssa	[Signature]	[Signature]	[Signature]
16	SANTOS FCO. RAMIREZ	AGroForssa	Santos F. Ramirez 073-0017860-0	Santos F. Ramirez 073-0017860-0	Santos F. Ramirez 073-0017860-0
17	ARELYS RODRIGUEZ	AGROFORSA	[Signature]	[Signature]	[Signature]
18	MARSHA KELLOGG	Consultera	Marsha Kellogg	Marsha Kellogg	

Appendix II: Workshop Program (Translated from Spanish)

USAID COMMUNITY STRENGTHENING PROGRAM

FIRST CONFLICT MANAGEMENT AND ANALYSIS FACILITATION WORKSHOP (AMC)

ACTIVITY PROGRAM OCTOBER 4 TO 6, 2022 DAJABON, DOMINICAN REPUBLIC

BACKGROUND

USAID's Community Strengthening Program supports people on both sides of the northern border region of Haiti and the Dominican Republic, helping them establish well-functioning, inclusive, and sustainable methods for understanding and mitigating conflicts arising from sources such as local markets, watershed management and others identified by households and communities.

PROGRAM PURPOSE:

Strengthen the capacity of the partners, ADETDA and ADELNET in facilitating dialogues between the different actors for the transformation of conflicts towards peace. The purpose of the Program is to help improve inclusive economic opportunities and sustainable access to freshwater, with the goal of reducing transboundary conflicts. Collaboration between people on both sides of the border - men and women, young and old, small producers and micro-entrepreneurs - will help them understand and mitigate conflicts, live in peace and achieve increased mutual prosperity.

WORKSHOP METHODOLOGY: Design and practice methods of dialogue facilitation and conflict analysis and management through the lens of conflict transformation.

EXPECTED RESULT: The design and practice of the first meeting by the facilitators and partner organizations of the project.

GUESTS:

ADETDA involved 4 promoter candidates and 2 facilitator candidates. Likewise, 4 candidates for promoters and 2 candidates for ADELNEH facilitators will participate. Some leaders will also participate from both organizations. From Agrofora 3 people will participate.

Note: There are activities identified in the program that require a facilitation assistant to take public notes, develop a dynamic or lead a pause and reflection session. Participants facilitators and promoters of the workshop are requested to register to act as Assistant Facilitator during the workshop. Also, meet with facilitator Marsha at the end of days 1 and 2 to coordinate.

DAY 1 – THE PREPARATION

TOPICS:

- What is conflict, analysis and transformation of conflict.
- Facilitation: Who is a facilitator? What are their roles and responsibilities?
- Pre-facilitation assessment and preparation.

TIME	ACTIVITY	RESPONSIBLE
9:00 AM	<i>Registration of the Participants</i> <i>Registry of assistant facilitators</i>	<i>Arelys Rodríguez</i>
10:15	Workshop Opening <ul style="list-style-type: none"> • Devotional Reflection • Welcome and Introductory Words • Program Review: Facilitation Workshop on Conflict Analysis and Management <ul style="list-style-type: none"> • Agenda of the day and ground rules 	ADETDA Carlos Rivas, Program Leader Marsha Kellogg
10:30	Participant Self-Introductions	
11:00	Presentation: Conflicts and Changes, Conflict Transformation and Transformative Facilitation. Questions	Marsha Kellogg Assistant facilitator: Akeudy Santiago Espinosa
11:15	<i>break/snack</i>	
11:30	Presentation: Principles and practices of facilitation: the stages of facilitation.	Marsha Kellogg
11:45	Dynamics: Who is a facilitator? <ul style="list-style-type: none"> • Roles and responsibilities of a facilitator. 	Marsha Kellogg
12:15	Plenary: Preparation of the facilitation. <ul style="list-style-type: none"> • Review of the facilitation roadmap format. • The first facilitated meeting: the consultation with the members of the partner organizations, ADETDA and ADELNEH. <ul style="list-style-type: none"> • The objectives and the area of the conflict – case of the D/O market. 	Marsha Kellogg Santo Ramírez y Arelys Rodríguez
12:30	Group work: preparation for facilitation.	

1:00	Lunch	
2:00	Group work continued: preparation for facilitation.	
3:00	Plenary: presentations of the roadmaps of the plan of the first facilitated dialogue	
4:00	Pause and Reflect: Evaluation of Day 1 of Workshop	Marsha Facilitador/a asistente: Rafael Fernandez
4:45	End of day announcements Homework: read the packet, finish preparing the facilitation.	Marsha S. Ramírez y A. Rodríguez
5:00	Closure of Day 1 of the Workshop	

DAY 2 – PRINCIPLES AND PRACTICES

TOPICS:

- Dialogue facilitation principles and practices
- The design of the first meeting
- Practices: the focused conversation and the consensus workshop

TIME	ACTIVITY	RESPONSIBLE
8:30 AM	<i>Registration of the Participants</i>	<i>Arelys Rodríguez</i>
9:00	Devotional reflection Opening words of the day's session; announcements. agenda review	Agroforsa Team S. Ramírez y A. Rodríguez Marsha Kellogg
9:30	Agreement – Disagreement: The facilitator is the servant of the group, the administrator of the process.	Marsha Kellogg
10:00	Facilitation principles and practices: Active listening. Summarize, reflect, paraphrase and reformulate and public notes.	Marsha Kellogg
10:30	Practice: Active Listening	
11:15	<i>break/snack</i>	
11:30	Facilitation Principles and Practices: Productive Inquiry	Marsha
11:45	Preparation of guiding questions. practice with partner	
12:00	Practice in pairs	
12:30	Pause and Reflect	
1:00	Lunch	
2:00	Dynamic	Mariette Bazile

2:15	Plenary: facilitation principles and practices. Communication and learning styles. Methods of including the whole group in the dialogue.	Marsha Kellogg
2:30	Practice: consensus workshop: what is required to be included in a meeting plan?	
3:30	Group presentations: meeting agendas	
4:15	Pause and reflect: Day 2 of the AMC Facilitation Workshop	Assistant facilitator: Rubén Dario Villalona y Frannery Morel
4:30	Closing of the day	

DAY 3 – ANALYSIS AND PRACTICE

TOPICS:

- Analysis of the epicenter of the conflict, and of the connectors and dividers
- Facilitation practice: dialogue, consensus workshop, focused conversation
- Open space

HORA	ACTIVIDAD	RESPONSABLES
8:30 AM	<i>Registration of the Participants</i>	<i>Arelys Rodríguez</i>
9:00	<ul style="list-style-type: none"> • Devotional Reflection • Opening remarks of the workshop: day 3; advertisements. • Review of the agenda 	Grupo ADELNEH Santo Ramírez Marsha Kellogg
9:30	Presentation: Conflict analysis from the perspective of transformation. Changes caused by the conflict and changes they want to see at personal, relational, structural and cultural levels.	Marsha Kellogg
10:00	Facilitation Principles and Practices: Analyzing Connectors and Dividers.	Marsha Kellogg
10:30	Group work: prepare to facilitate the first dialogue	
11:00	<i>break/snack</i>	
11:15	Practice Group 1: the facilitation of the meeting of agreement.	Annette Saintilbert, Myrelle Pierre
11:45	Practice Group 2: the facilitation of the meeting of agreement.	Desiree Ylcania Carrasco, Akeudy
12:15	Practice Group 3: the facilitation of the meeting of agreement.	Jose Rafael De Los Santos, Frannery Morel

12:45	Pause and reflect on the practices.	Desiree Ylcania Carrasco, Rafael Fernandez
1:00	<i>Lunch</i>	
2:00	Practice: Consensus workshop, what are the main problems of the market?	Rafael Fernandez, Richemon Etienne, Jose Rafael De Los Santos, Frannery Morel
3:30	<i>break/snack</i>	
3:45	Dynamics: "Leave the Circle"	Arelys Rodriguez
4:00	Adapted open space: dialogue on the most important issues for the participants.	
4:45	Open space reports	
5:00	Evaluations and closure of the Workshop	Marsha Kellogg Carlos Rivas

Appendix III: Workshop Slides (Translated from Spanish)

**PROGRAMA DE LA USAID PARA EL
FORTALECIMIENTO DE COMUNIDADES**

**POWGRAM USAID POU
RANFÒSE KOMINOTE**

Taller de Facilitación de Análisis
y Manejo de Conflictos

Atelye Fòmasyon sou Analiz ak
Jesyon Konfli

USAID
Community
Strengthening
Program

CONFLICT
ANALYSIS AND
MANAGEMENT
FACILITATION
WORKSHOP

Objektif Fòmasyon Training Purpose

Ranfòse kapasite patnè Pwogram nan nan fasilite dyalòg ant aktè yo pou transfòmasyon konfli yo nan direksyon pou lapè.

Strengthen the capacity of the Program's partners in facilitating Dialogue between actors for the transformation of conflicts towards peace.

Training Methodology

*Konsepsyon ak pratik metòd fasilitasyon
dyalòg ak analiz ak jesyon konfli atravè yon pèspektiv
transfòmasyon konfli.*

*Design and practice facilitation methods
Dialogue and conflict analysis and management through a
conflict transformation perspective..*

*Konsepsyon premye reyinyon an: dyalòg ak idantifikasyon
konfli opinyon ak manm yo.*

*Design of the first meeting: dialogue and identification of
input conflicts with members.*

Topics	Principles and Practices
Day 1	
What is conflict, analysis and transformation of conflicts.	Latent conflict. Conflict transformation perspective. Conflict episodes and the epicenter.
Facilitation: Who is a facilitator? What are their roles and responsibilities?	What is the leadership role of a facilitator?
Practice: Pre-facilitation assessment and preparation.	Dialogue planning and preparation. Rational and experiential objectives. Consulting and convening of the actors.
Pause and Reflection	ORID-guided group inquiry. The Focused Conversation method.

Open Space Themes

Each table has orange cards where they can write a topic or ask to talk on the last day of the workshop. **Chak tab gen kat zoranj kote yo ka ekri yon sijè oswa yon kesyon pou diskite sou dènye jou atelye a.**

Please write your theme and put it on the wall of the Open Space. During the last day of the workshop program they will be addressed.

Tanpri ekri tèm ou a epi mete l sou miray Espas Ouvè a. Pandan dènye jou a nan pwogram atelye a pral adrese.

Basic rules (generated with the group)

- Feel comfortable.
- Respect diversity of opinion.
- Raise your hand to request intervention.
- Argue the idea, not the person.
- Be specific to let another speak.
- Cell phone in vibration.
- Be punctual.
- Do not throw garbage on the floor.

What is conflict?

What are some synonyms for "conflict"?

Disagreement – Dezakó
differences – Diferans
Lawsuit – Pwosé
Challenge – Defi
Discussion – Diskisyon
Debate – Deba
Battle – Batay
Indifference – Endiferans
Discrepancy – Dezakó
Fear – Pè
Annoyance _ Anmédman

A few definitions

A serious disagreement or discussion; typically a prolonged one. Dictionary.com

Competitive or opposite action of incompatible: antagonistic state or action (such as of divergent ideas, interests, or people) -Merriam Webster

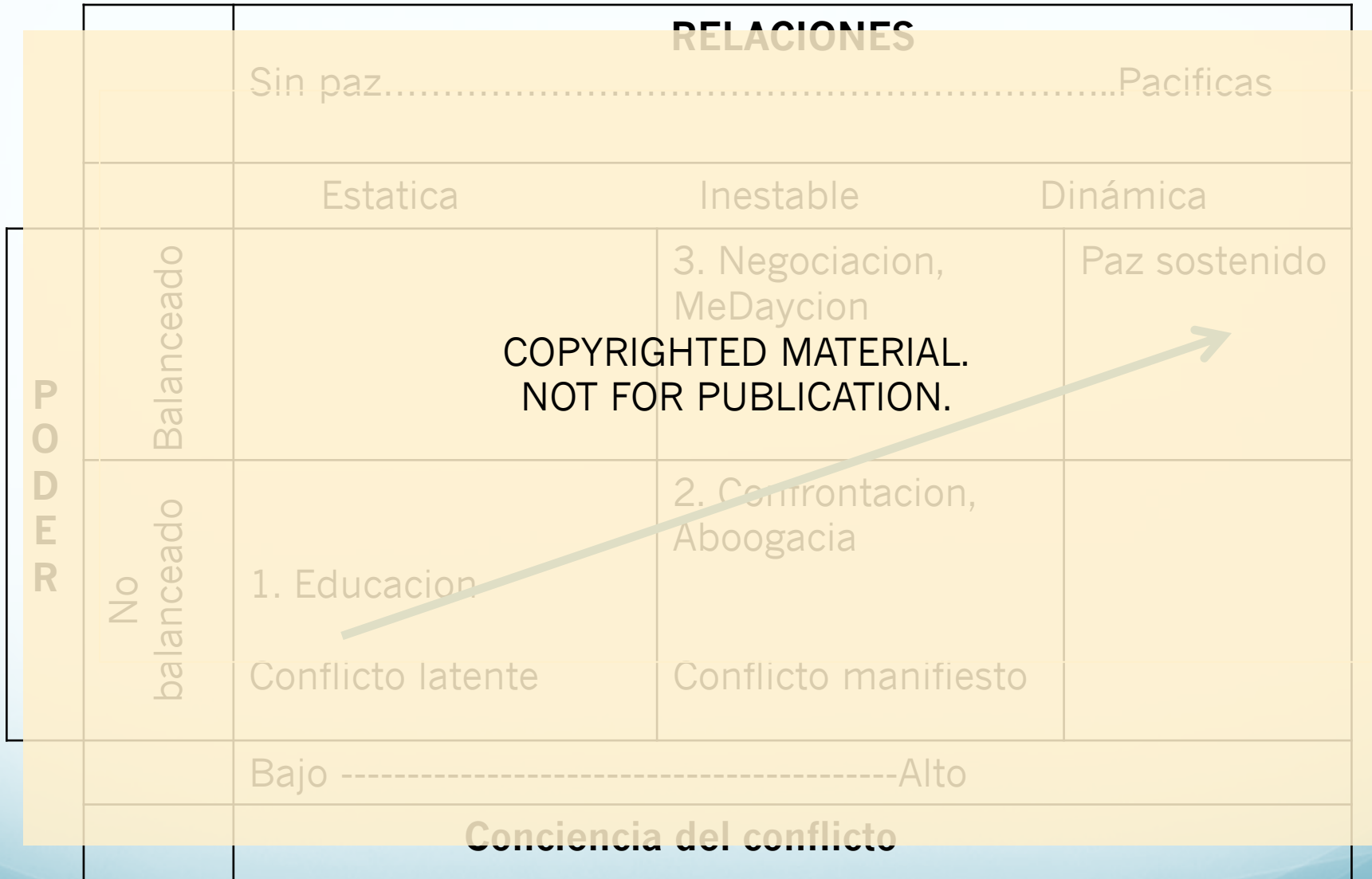
Conflict is an interruption in the natural flow of our relationships.

- John Paul Lederach

Conflict impacts us...

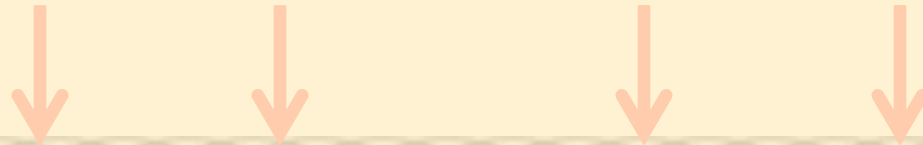
Personally		Las dimensiones cognitiva, emocional, perceptiva y espiritual.
Relations		Cambios en las relaciones cara a cara. Afectividad relacional, poder e interdependencia; expresión, como identidad.
Structurally		Cambios que se provocan en las estructuras sociales, políticas y económicas.
Culturally		Los cambios producidos por el conflicto en los patrones más amplios de la vida grupal, incluida la identidad y las formas en que la cultura afecta los patrones de respuesta y conflicto.

CONFLICT PROGRESSION



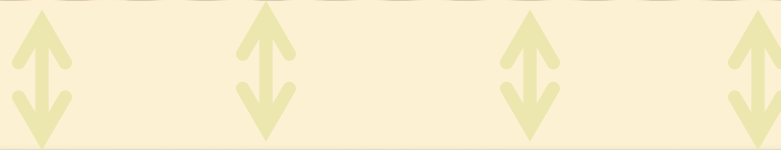
Source: Lederach, John Paul, "Preparing for Peace, Conflict Transformation Across Cultures". 1995. Syracuse University Press

Episodios: Temas, contenido, controversias
expresadas en tiempo discreto (los crisis)



Epicentro:
contexto
relacional y
patrones visibles
a lo largo del
tiempo.

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Plataforma: base para crear
procesos que respondan a
problemas inmediatos y problemas
más profundos

Pasado

Futuro

CONFLICT TRANSFORMATION

La transformación de conflictos es visualizar y
responder

al flujo y reflujo del conflicto social
como oportunidades que dan vida

para crear procesos de cambios constructivos
que reducen la violencia,

aumentan la justicia

en la interacción directa y las estructuras sociales,
y responder a problemas de la vida real
en las relaciones humanas.

- John Paul Lederach

Conflict Transformation Perspective

Pregunta Clave	¿Cómo terminar algo no deseado (destrutivo) y crear algo deseado?	
El Enfoque	Se centra en relaciones	
El Purpose	Promocionar procesos de cambios constructivos inclusivo pero no limitado a soluciones inmediatas.	
El Desarrollo del Proceso	Visualiza el problema presentandose como una oportunidad para responder e involucrar los sistemas en los cuales las relaciones estan incrustadas.	
Tiempo	El horizonte es de medio a largo plazo y respondiendo a la crisis, no conducido por el crisis.	
Vision del conflicto	Es un ambiente de relaciones dinámicas que fluyen y refluyen.	

Conflict transformation analyzes...

- **Personalmente** Cómo nosotros, como individuos, nos vemos afectados por el conflicto de manera negativa y positiva.
- **Relacionalmente** Cómo la estructura de comunicación y la interacción se ven afectados por el conflicto.
- **Estructuralmente** Analizar las condiciones sociales que dan lugar al conflicto y la forma en que el conflicto afecta el cambio en las estructuras sociales existentes y los patrones de toma de decisiones.
- **Culturalmente** Intenta comprender cómo el conflicto afecta y cambia los patrones culturales de un grupo.

Questions

What changes occur as a result of the conflict?

What changes do we want to see?

What is facilitation?

There are several ways to define facilitation....

A classic definition – "the management of processes and functions so that a human group can achieve its objectives in a pleasant and safe environment making good use of resources and time." (Arce Rojas, p.20)

- "...Facilitation allows improving communication between the parties so that everyone has the same opportunity to be heard and to raise their needs, and also so that respect and recognition prevail among all the actors involved, so that they can make informed and equitable decisions and/or agreements." (Arce Rojas, p.22)
- *Facilitators focus on processes so that participants can focus (listen, share) on content.*

RECOMMENDED RESOURCES: Arce Rojas, R. (2012) *Facilitation of Social Processes, Manual to facilitate social agreements in the framework of intercultural democratic governance* **Section 1 The Facilitation Framework. Page 17 - 49**

http://www.servindi.org/pdf/facilitacion_procesos_sociales.pdf,

Why is facilitation important
to conflict management?

Agree.....Disagree

Who is a facilitator?

The facilitator is the leader of the group.

BREAK

The stages of facilitation

- Evaluation and preparation
- Installation and startup
- Conduction of the meeting
- Implementation and monitoring of agreements

Arce Rojas, R. (2012) *Facilitacion de Procesos Sociales, Manual para facilitar acuerdos sociales en el marco de la gobernabilidad democrática intercultural*. **Pages 195 – 196.**

Facilitation roadmap format

- *Format the package.*
- What is a rational objective?
 - *What is expected to be achieved by having implemented the meeting?*
- What is an experimental objective?
 - *What is the emotional state of the participants when the meeting is over?*

*Task: distribute the roadmap in the groups and work together.
Assign: a facilitator, a timekeeper, one who takes public notes,
and the presenter.*

Day 2

Objektif Fòmasyon Training Purpose

Ranfòse kapasite patnè Pwogram nan nan fasilite dyalòg ant aktè yo pou transfòmasyon konfli yo nan direksyon pou lapè.

Strengthen the capacity of Programme partners in facilitating dialogue among actors for the transformation of conflict into peace.

Day 1: Summary

Roadmaps of three Encounters:

1. Dialogue with the actors of the ADELNEH cocoa value chain.
2. The dialogue with the actors in the production of mangoes of ADELNEH and ADETDA.
3. Dialogue with ADETDA and ADELNEH members to identify and analyse priority market conflicts.

TOPIC	Principles and Practices
Day 2	
Facilitation: Who is a facilitator? What are their roles and responsibilities?	The impartial facilitator as process manager. Facilitator do's and don't's.
	Active listening
	Productive inquiry
Facilitation of dialogue and learning styles.	Generation of individual, couple, group ideas. Consensus workshop.
Practice 1	Consensus workshop: the agenda of the first meeting.
Practice 2	Pause and Reflect Day 2: the focused conversation

Open Space Themes

Each table has orange cards where they can write a topic or ask to talk on the last day of the workshop.

Chak tab gen kat zoranj kote yo ka ekri yon sijè oswa yon kesyon pou diskite sou dènye jou atelye a.

Please write your theme and put it on the wall of the Open Space. During the last day of the workshop program they will be addressed.

Tanpri ekri tèm ou a epi mete l sou miray Espas Ouvè a. Pandan dènye jou a nan pwogram atelye a pral adrese.

Agree.....Disagree

- The facilitator is the servant of the group, the administrator of the process.
- Ou se sèvitè gwoup la, administratè pwosesis la.
- The facilitator should express his/her own opinions.
- Animatè a dwe bay opinyon li sou sijè yon reyinyon.

A good facilitator should:

- Be prepared. Pou prepare
 - (Day 1: Facilitation roadmap.)
- Acknowledge your personal interests and assumptions before and during the facilitation - Rekonèt enterè pèsonèl ou ak sipozisyon anvan ak pandan fasilitasyon an
 - (Day 1: Remarks on solutions in roadmaps.)
- Use a variety of techniques, methods, and activities to support everyone in listening and being heard. Sèvi ak yon varyete teknik, metòd ak aktivite pou sipòte tout moun nan tande ak tande
 - (Day 2.)
- Know how to formulate questions that favor analysis, reflection and the dialogue of ideas. Konnen kijan pou formuler kesyon ki favorize analiz, refleksyon ak dyalòg lide
 - (Day 2.)

Active listening

- Pa entèwonp oswa konplete fraz youn lòt.
- Not interrupting or completing each other's sentences.
- Koute ak enterè ak kiryoze, san yo pa koupe diskou lòt la, oswa jije li.
- Listen with interest and curiosity, without cutting off the other's speech, or judging it.
- Kenbe kontak zye ak pozisyon kò a.
- Maintain eye contact and body position.
- Pran nòt piblik
- Take public notes

Active listening

- *Verifye ke youn kòrèkteman konprann pèspektiv lòt la*
- Verify that one correctly understood the other's perspective.
- *Rezime epi reflekte lide ou ak santiman ou:*
- Summarize and reflect your ideas and feelings:
- “I hear you are...(feeling)” / “*Mwen tande ou se... (santi)*”
 - “I understand that ...” “*Mwen konprann sa...*”
 - “I see what you think ...” *Mwen wè ou panse sa...*”
- Other phrases or ways to summarize and reflect the ideas and feelings?

Practice

- Choosing a partner you don't know well. Assume that your partner is one of the members with whom you want to consult before the scheduled meeting.
- In 10 minutes (5 minutes per person)
- Introduce yourself and why you are talking.
- Ask your partner to talk about a conflict that is affecting you.
- Actively listen to what your partner says.
- Switch roles.

Productive inquiry

- Direct the inquiry towards learning and not to prove that one is right and another is wrong.
- Ask open-ended questions.
- Investigate assumptions and logical inferences, and ask for the observations, experiences, or data behind their opinion.
- Ask for other examples that illustrate their opinion.

Arce Rojas, R. (2012) Facilitation of Social Processes, Manual to facilitate social agreements in the framework of intercultural democratic governance. **Page 195.**

What questions can be asked to inquire about the market conflict? And how is the person experiencing it?

BREAK



Practice

A method to achieve the participation of everyone in the group; consensus workshop

1. The guiding question. What is required to be included in the agenda/program of the first meeting?
2. Individual brainstorming. (5 minutes)
 - a) In your notebook, please, your ideas and answers to the question:
 - b) What needs to be included in the agenda/program of the first meeting?
 - c) Put a Star next to the three priority ideas for you

3. With a partner, share your ideas one by one. (10 min)
 - a) Write your priority ideas on cards (one idea per card; 5-7 words, large print) (10 minutes)
 - b) Avèk yon patnè, pataje lide ou youn pa youn. Ekri lide priyorite w yo sou kat (yon lide pou chak kat; 5-7 mo, gwo lèt an lèt detache) (10 minit)
4. In plenary, share your priority ideas in a round (one-one). (30 minutes)
 - a) Group the ideas that are similar.
 - b) Ask to be sure!
 - c) Put the name of the group of cards for each group of cards.
5. Organize them to build your agenda.
6. Job presentation

Day 3

Training Methodology

*Konsepsyon ak pratik metòd fasilitasyon
dyalòg ak analiz ak jesyon konfli atravè yon pèspektiv
transfòmasyon konfli.*

*Design and practice facilitation methods
dialogue and conflict analysis and management through a
conflict transformation perspective.*

*Konsepsyon premye reyinyon an: dyalòg ak idantifikasyon
konfli opinyon ak manm yo.*

*Design of the first meeting: dialogue and identification of
input conflicts with members.*

Topics	Principles and Practices
Día 3	
Facilitation of conflict analysis Fasilite dyalòg ak analiz	Personal, relational, structural and cultural. connectors and splitters
Practice 1	Dialogue Facilitation
Practice 2	Consensus workshop
Open space	(Themes identified by the participants.)

Day 1 & 2: Summary

Roadmaps and agendas/programs of three Meetings:

- The dialogue with the actors of the cocoa value chain of ADELNEH.
- The dialogue with the actors in the production of mangoes by ADELNEH and ADETDA.
- Dialogue with the members of ADETDA and ADELNEH to identify and analyze the priority conflicts in the market.

Open Space Themes

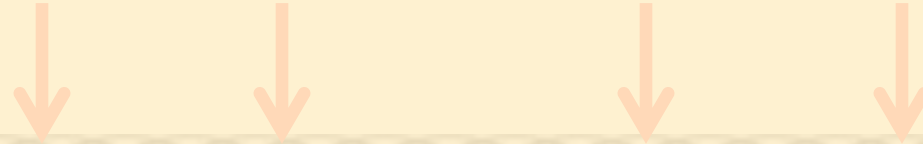
Each table has orange cards where they can write a topic or question to discuss on the last day of the workshop.

Chak tab gen kat zoranj kote yo ka ekri yon sijè oswa yon kesyon pou diskite sou dènye jou atelye a.

Please write your theme and put it on the wall of the Open Space. During the last day of the workshop program will be addressed.

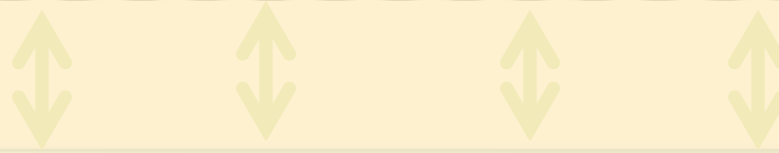
Tanpri ekri tèm ou a epi mete l sou miray Espas Ouvè a. Pandan dènye jou a nan pwogram atelye a pral adrese.

Episodios: Temas, contenido, controversias expresadas en tiempo discreto (los crisis)



Epicentro:
contexto
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patrones visibles
a lo largo del
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Plataforma: base para crear
procesos que respondan a
problemas inmeDaytos y problemas
más profundos

Pasado

Futuro

Central Questions of the Analysis

What changes occur as a result of the conflict?
(Impacts.)

What changes do we want to see?

Analizar los impactos

La transformación de conflicto analiza.....

- **Personalmente** *Cómo nosotros, como individuos, nos vemos afectados por el conflicto de manera negativa y positiva.*
- **Relacionalmente** *Cómo los patrones de comunicación y la interacción se ven afectados por el conflicto.*
- **Estructuralmente** *Analizar las condiciones sociales que dan lugar al conflicto y la forma en que el conflicto afecta el cambio en las estructuras sociales existentes y los patrones de toma de decisiones.*
- **Culturalmente** *Intenta comprender cómo el conflicto afecta y cambia los patrones culturales de un grupo.*

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Conflict Impact Analysis

In the first dialogue, how can the facilitator inquire about the changes that occur as a result of the conflict at levels?

Personal -

Relational -

Structural -

Cultural -

Conflict transformation asks, How do we..

Personalmente ...Minimizar los efectos destructivos del conflicto social y maximizar su potencial de crecimiento en la persona como ser humano individual, a nivel físico, emocional y espiritual?

Relacionalmente ...Minimizan el mal funcionamiento de la comunicación y maximizar el entendimiento mutuo. Esto incluye tratar de revelar explícitamente los miedos, esperanzas y metas relacionales de las personas involucradas.

Estructuralmente ...Intervenir deliberadamente para comprender mejor las causas subyacentes y las condiciones sociales que crear y fomentar expresiones (violentas) de conflicto; tratando de cambiar esas condiciones subyacentes.

Culturalmente ...Buscar ayudar a aquellos en conflicto a entender los patrones culturales que contribuyen al conflicto en su entorno, e identificar, promover y aprovechar los recursos y mecanismos dentro de esa cultura para responder constructivamente y manejar el conflicto.

Identification of the desired future

In the dialogue, how can the facilitator inquire about the changes they want to see at levels...

...Personal?

...Relational?

...Structural?

...Cultural?

Connectors and Dividers

“Understanding what divides people is critical to understanding how interventions can feed or diminish these forces. Understanding what connects people despite conflict helps organizations understand how interventions reinforce or undermine factors that can mitigate conflict or become positive forces for peacebuilding in society.”

“Konprann sa ki divize moun se yon bagay enpòtan pou konprann ki jan entèvansyon yo ka oswalimante epi diminye fòs sa yo. Konprann sa ki konekte moun malgre konfli ede òganizasyon yo konprann ki jan entèvansyon ranfòse oswa mine faktè ki ka bese konfli oswa vin fòs pozitif pou bati lapè nan sosyete a.”

Translation of DNH Guidance Note: Using Dividers and Connectors. CDA Collaborative Learning Projects (May 2010.) The content of this document has been adapted from the DNH Guidance Note: Using Dividers and Connectors. CDA Collaborative Learning Projects.

Analysis of Connectors and Dividers

Goal: increase the connectors (what unites us) and ideally reduce or eliminate the dividers (what separates or differentiates us).

Analysis of Connectors and Dividers

How can you find out about connectors?

How can you find out about the dividers?

(See Package)

Practice

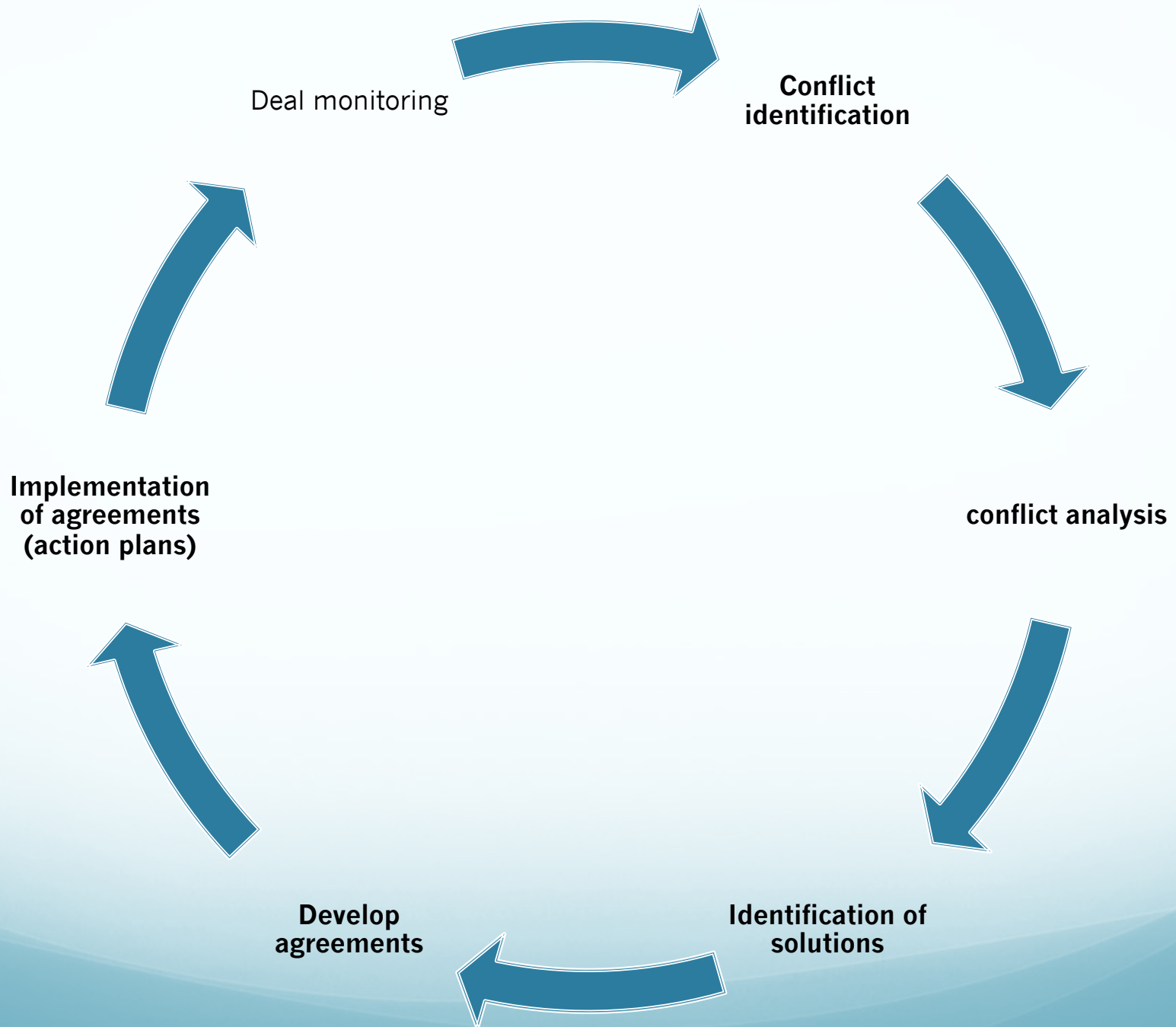
Facilitation of Dialogues :

- The dialogue with the actors of the cocoa value chain of ADELNEH.
- The dialogue with the actors in the production of mangoes by ADELNEH and ADETDA.
- Dialogue with the members of ADETDA and ADELNEH to identify and analyze the priority conflicts in the market.

Practice

- Consensus Workshop.
 1. The guiding question: what are the main problems of the market?
 2. Individual brainstorming. (5 minutes)
 - a) In your notebook, please, write your ideas and answers to the question:
What are the main problems of the market?
 - b) Put a Star next to the three priority ideas for you

3. With a partner, share your ideas one by one. (10 min)
 - a) Write your priority ideas on cards (one idea per card; 5-7 words, large print) (10 minutes)
 - b) Avèk yon patnè, pataje lide ou youn pa youn. Ekri lide priyorite w yo sou kat (yon lide pou chak kat; 5-7 mo, gwo lèt an lèt detache) (10 minit)
4. In plenary, share your priority ideas in a round (one-one). (30 minutes)
 - a) Group the ideas that are similar.
 - b) Ask to be sure!
 - c) Put the name of the group of cards for each group of cards.
5. Organize them to build your agenda.
6. Job presentation



Drafting the consensus

- **Page 242**, Arce Rojas, R. (2012) *Facilitation of Social Processes, Manual to facilitate social agreements in the framework of intercultural democratic governance.*

Open Space Themes

- What happens when the analysis reveals that behind the conflict there is an interest of some power that takes advantage of maintaining the conflicting groups? (Religion, economic, political, military powers are mentioned.)
- How to decide the alternative(s) for the transformation of the conflict? Democracy? So what about the minority? Apply the regulations? A technical answer?
- Ki metod oubyen etkinik on ka itilize pon w trak y ak de feran kilte (What methods or techniques can be used to bridge the gap with two different cultures?)
- What happens if the facilitator seeks a conflict resolution dialogue between Haitian and Dominican and they cannot understand each other because of the language.

Workshop Evaluation

Positives	Negatives
The pedagogy; good explanation of topics; good management and mastery of the subject; the facilitator's speech.	The language barrier; materials only in Spanish.
Prácticas y aspectos prácticos.	Time management
Patience with the language barrier.	There were not enough audiovisuals.
Management and control of the group.	
Excellent teaching materials. (In Spanish.)	
The food is excellent.	

Appendix IV: Workshop Hand Outs

The following pages of the Arce Rojas (2012) manual were provided as reference material in the workshop packet, along with the link to the full manual.

Arce, Rodrigo. 2012. Facilitación de Procesos Sociales. Manual para facilitar acuerdos sociales en el marco de la gobernabilidad democrática intercultural. CARE Bolivia, CARE Ecuador, CARE Perú. Lima, 275 p.

http://www.servindi.org/pdf/facilitacion_procesos_sociales.pdf

Paginas:

3-4 (son las hojas de título y autores del manual)

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The Facilitated Dialogue Road Map

Title of the meeting:

Members of the design team: *[Name and role]*

Why develop the facilitated meeting?

Background. What is the general context in which the meeting will take place? What other initiatives or processes are related to the proposed meeting?

Purpose. Why is it important to make such a meeting within the specified context? What assumptions do we have?

What do you want to achieve with the meeting?

Rational objective(s):

Experimental objective(s):

What changes do you hope to generate with the meeting?

Immediate expected results:

Expected future results:

Product(s) and deadline:

What are the minimum success conditions of the meeting?

Factors that favor the expected result.

Factors that impeded the expected result

Who should participate?	
Who sponsors and calls the meeting? <i>Convener(s):</i> <i>Sponsor(s):</i>	
Preparation and prior consultation of the actors	<i>What prior information do the actors need?</i> <i>What do you hope to learn from the actors prior to the meeting? Who will you consult?</i>
Logistical preparations	<i>Where to meet? When do they meet? Transportation? Feeding? Lodging?</i>
Tasks and Preparation Activities (Responsible/Deadline) <ul style="list-style-type: none"> • • • • • • • 	
Others	<i>(Questions? Information to prepare.)</i>

FACILITATED MEETING PLAN

[Title]

Location of the Meeting

Date/time:

Invited Participants:

Facilitators:

Ground rules:

Objectives of the meeting:

Program

Time/ Duration	Topic/Activity	Responsible	Methodology <i>How do you facilitate the dialogue for the topic?</i>	Materials

Structure of the room (draw as expected the chairs, tables, orientation of the participants and presentations, etc.)

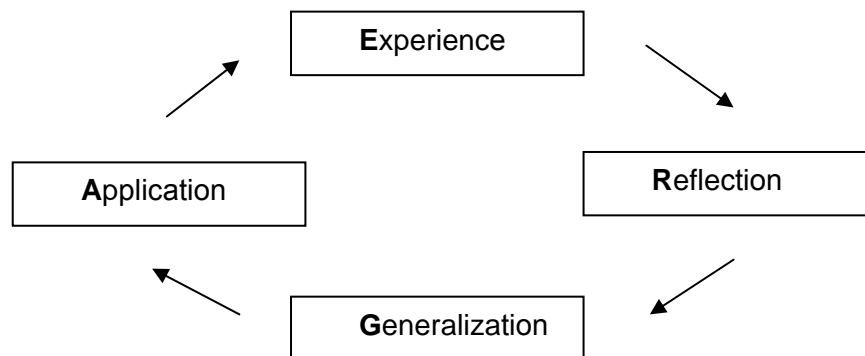
ENGLISH TRANSLATION BY DeepL

"ORID" OR FOCUSED CONVERSATION METHOD

A very useful feedback process for facilitation is the ORID questioning process, which is based on Kolb's experiential learning cycle.

See Figure 1 below:

Figure 1 Experiential learning model (post Kolb, 1984).



This process is simple and can be practiced on a one-to-one basis with family and friends. It is also a simple tool for reaching out to participants, so they learn to work cooperatively and provide feedback to each other, in pairs.

Author/purpose

This process was designed by Laura Spencer of the Institute of Cultural Affairs (USA) to allow people to pose questions to make the most of the wisdom and experience of others (Spencer 1989). It was further developed by Standfield (1997), who called it the "Focused Conversation Method" Also see ICA website: <http://ica-usa.org/mobis/mobis-products.htm> The beauty of this process is that it is basic to all facilitators.

The purpose of the ORID process is to:

- Provides facilitators with a working structure that is based on Kolb's experiential learning model (Kolb 1984).
- It allows participants to reflect on a commonly shared event or experience, e.g., a reading, a quote, an article, a TV program, a meeting, and to interpret the experience and decide what to do accordingly.
- It allows participants to listen to each other's perceptions and emotional response, defer judgment during discussion and as a result gain a broader and deeper understanding of an experience.

Group size

This process can be used in many different formats:

- With a facilitator and the entire group.
- With participants in pairs, interviewing each other - With a mentor to guide.

Materials

Flip chart, paper and pens to record responses.

Meeting point/arrangement Semicircle of chairs, tables.

Stages

A facilitator leads the process through coaching, then poses questions to which group members respond. In introducing the process, the facilitator may want to explain the reason for the process, i.e., to elicit insights and learning from the experience. Some facilitators prefer to explain the four stages to make it easier for participants to stay on task. (It is also helpful for participants to learn processes they can use in the future). If a participant misses a step, the facilitator calmly incorporates it back into the task. Each participant is asked to give only one idea at a time so as many people as possible are encouraged to participate.

Differences in perception and retention are recognized and can be recorded on a flip chart to follow up on ideas. The facilitator may wish to summarize or ask for further explanation.

There are four distinct stages of questioning, the initials of which form the mnemonic word 'ORID'.

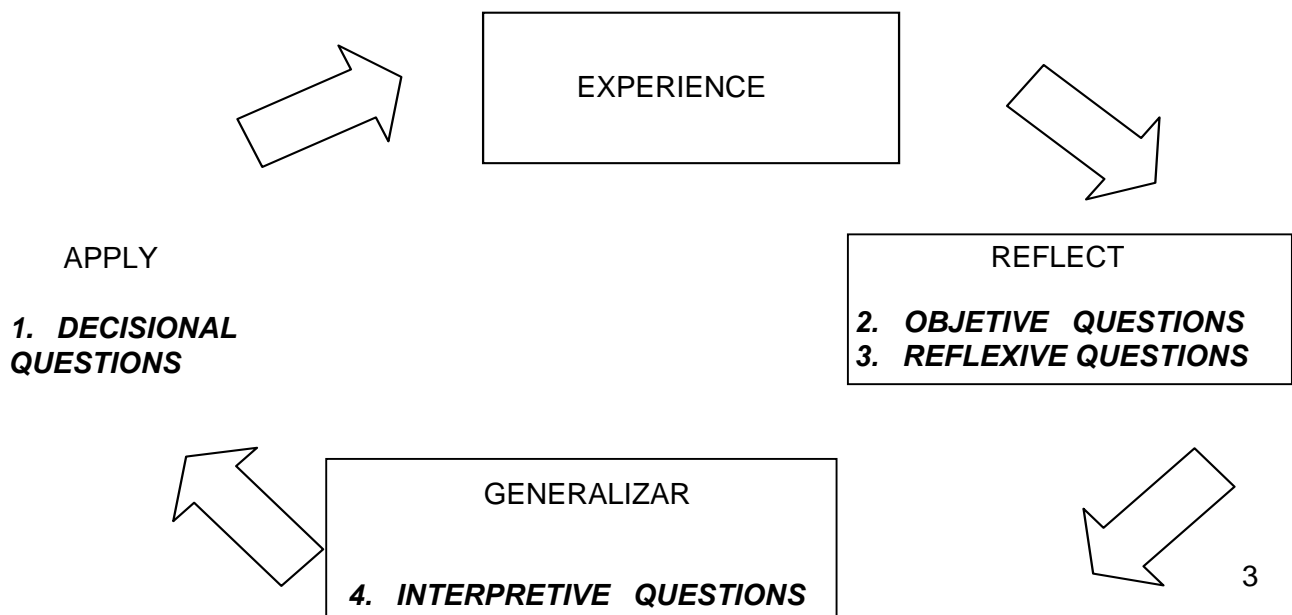
- Objective Questions
- Reflective Questions
- Interpretive Questions
- Decisive Questions.

Questions should be:

- Preferably prepared in advance, appropriately crafted, and related to the experience.
- Open-ended and specific
- Sequenced, i.e., start with easy questions.

If no one responds wait, allow time to think, repeat the question. As a last resort, rephrase or rephrase the question. If an off-topic idea comes up, write it down on a separate sheet of paper 'to be addressed later'. Invite participants to contribute opposing ideas "It looks like we have three perspectives here. are there any others?"

Figure 2 Relationship between the ORID process and the Experiential Learning Model (Kolb).



1. Objective questions: Facts, data, senses

Objective questions are used to extract observable facts and data about an event. Participants learn that there are different perspectives of observable reality. Questions are related to thinking, seeing, hearing, touching, and smelling, for example:

- What images or scenes do you remember?
- What people, comments or words made an impact on you?
- What ideas/people captured your attention, and why?
- What sounds do you remember?
- What tactile sensations do you remember?
- What were the other elements?
- What words jumped out at you?

2. Reflective questions, reactions, heart and feelings

Reflective questions relate to the affective domain of mood of emotional responses and hunches. Examples include:

- How did xxx affect you?
- Were you dismayed at any time?
- Were you surprised at any time?
- Did you worry at any time?
- What was the high point?
- What was the low point?
- Where did you struggle?
- What was the collective mood of the people involved?
- How did the group react?
- Were you surprised/angry/amused/anxious/confused/depressed by anything in the experience?

If people have difficulty identifying feelings, some suggestions can be made, e.g., "During the experience were you surprised/angry/intrigued/confused? Often people respond to correct the question related to the intensity of the feelings by answering "No, I was not angry, I was absolutely furious".

3. Interpretive questions, critical thinking: So what?

Participants are invited to consider the value, meaning or importance of the event to them. This allows them to put their thoughts in perspective by listening to other people's views, for example:

- What was their key idea?
- What was the most significant aspect of this activity?
- What can you conclude from this experience?
- What did you learn from this experience?
- How does this relate to any theory, model, or other concept?

4. Decisive questions, what now?

Individuals or the group then have to make decisions about the results and determine future resolutions and actions, e.g., What would you do differently as a result of the experience?

- What would you do differently as a result of the experience?
- Has this experience changed your thinking in any way?
- What would you tell the people who were not there?
- What relevance does this experience have to your study/work/life?
- In the future, in how many different ways can you ... as a result of ... ?
- What would be missing to help you apply what you learned?

Outcomes

The group develops a shared understanding of the event and desired outcomes.

Advantages

This process stops meaningless discussions that lead to nothing. Frequently people jump to conclusions related to an experience, e.g., "It was horrible," "It was terrible." It allows people to get to the heart of the matter rather than jumping to superficial conclusions. The questionnaire uses a structure of questioning work to allow for detailed reflection and learning. Frequently, people evaluate or judge events too quickly, without considering all the elements. Spencer outlines his perception of the process:

It is simple because it follows a natural process: it must not be taught. It is sophisticated because it ensures that each step of the natural process is carried out, thereby reaching a conclusion based on the broadest possible data base. (Spencer 1989:48)

Often, emotional or intuitive responses are not recognized. This process helps participants broaden their perspectives of an event and turns emotions into actions.

Emotions are important data. When taken into consideration when making a decision, they strengthen and support the decision. Ignoring them usually jeopardizes the decision (Spencer 1989:48).

The method provides a structure for the feedback process and stimulates retentiveness. Consequently, a group can formulate a common strategy.

Disadvantages

The disadvantages of the process are that:

- May seem compromising until the technique is assimilated.
- Can be time consuming
- Requires the cooperation of everyone present.

Points of Interest

This process can be used with families and friends with each other or you can use it consciously in your own thinking or in a periodic process to write your own interpretations of events.

Variations

The process can also be adapted by dividing a large group into four subgroups. Each is assigned to a workstation that has a flip chart and each of the key stages and questions. All participants in the group work on adding ideas at the same time on their group's flip chart for five to ten minutes. At the end of that time, the facilitator asks each group to move collectively to the next workstation and add their thoughts to the list and so on until each group has worked at each of the four workstations. The facilitator then brings the entire group back together to summarize the main learning elements.

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Stanfield, R. (ed.) 1997, *The art of focused conversation: 100 ways to access wisdom in the workplace*. The Canadian Institute of Cultural Affairs, Toronto, Canada.

Footer: 1.5_Documents to distribute-Documents to distribute from ORID.doc Adapted from Hogan, C. F. 2003, *Practical facilitation: a toolkit of techniques*, Kogan Page, London, England.

DNH Guidance Note: Using Dividers and Connectors

May 2010

Introduction

Organizing our experience into categories offers the opportunity for greater depth of understanding. The Do No Harm Project has learned that organizing a broad context into as few as two categories makes a significant difference in understanding and insight.

Situations of conflict are characterized by two driving forces (sometimes referred to as “realities”): Dividers and Connectors. There are elements in societies which *divide* people from each other and serve as *sources of tension*. There are also **always** elements which *connect* people and can serve as *local capacities for peace*. Outside interventions will always interact with both Dividers and Connectors. Components of an intervention can have a negative impact, exacerbating and worsening dividers and undermining or delegitimizing connectors. An intervention can likewise have a positive impact, strengthening connectors and serving to lessen dividers.

Understanding what divides people is critical to understanding how interventions can feed into or lessen these forces. Understanding what connects people despite conflict helps organizations understand how interventions reinforce or undermine those factors that can mitigate conflict or become positive forces for peacebuilding in society.

Key Issues in using Dividers and Connectors

1. It is important to be very specific. In the conflict situation, *what are people doing?*

If you think something is a divider, ask: *how* does it divide people? Why is it important? What is it about that factor that divides people? “Religion” is often named as a divider. Yet “religion” itself, while perhaps different for the different groups (e.g. Christians and Muslims), is often not itself the source of tension. How is the issue of religion being used *by people*?

Similarly, connectors and local capacities for peace should not be romanticized or over generalized. “Women” or “women’s groups” are often identified as connectors, as are “economic interests” or “infrastructure”. While in some places women reach across conflict lines, in others women insist on revenge for their loved ones’ suffering. Infrastructure or natural resources (such as a river) may connect people physically, but may be used in ways that create tension.

2. Dividers and Connectors are not people.

People are people. People think stuff, talk about stuff, and do stuff. That stuff people talk about, think about, and, most of all, do are Dividers and Connectors. There are no Dividers or Connectors without people actually doing something.

“But Nelson Mandela is a Connector!”

Nelson Mandela has become a symbol and as a *symbol* he has been used as a Connector to promote peace. Nelson Mandela the person has in fact become quite adept at using his symbolic presence. However, as a *person*, he is not a Connector.

By identifying a person as a Divider or Connector, it becomes difficult to respond to that person's behavior. We know that warriors can become peacemakers, guerillas can become farmers, and politicians can become environmentalists. Peace occurs because people change their behavior. If we label people, we interpret their behavior through that label and we may miss changes that signal opportunity.

" Hamas is both a Divider and a Connector "

No, Hamas does things, some of which are Dividers and some of which are Connectors. Indeed, it is especially difficult working in such a situation where an organization like Hamas creates an agenda which contains both Dividers and Connectors so that by supporting some Connectors, one appears to be supporting the full agenda. The challenge in working in a situation where an organization like Hamas (or the Israeli Defense Forces) is also operating is how to do our work in such a way that, first, we avoid supporting the Dividers and, second, we support Connectors in that environment without also supporting or being seen to support Hamas' agenda. This is not easy.

3. Dividers and Connectors are dynamic.

They change over time, getting better or getting worse. Change over time matters! You must track this! Update your understanding of the context regularly.

4. Teams do analysis work better than individuals.

5. Teams always have differences in opinion.

When the analysis of a context is done, we always find that there are different opinions among a team. While this can lead to conflict in the group, this difference is inevitable. People have been exposed to different pieces of information and at different times. People have different assumptions about the information they have gathered. Often there are pieces of information that are missing. Teams just haven't had the time to collect them!

These different opinions should not be a stumbling block, but rather seen as an opportunity to gather new pieces of information from the other participants. This process should also highlight where there is inadequate information and offer some ideas about what needs to be learned.

6. Dividers and Connectors exist in all contexts, even those that are not explicitly in conflict.

Key Questions

The following questions can be used to unlock dividers and connectors in a variety of ways.

1. What are the dividing factors in this situation? What are the connecting factors?
2. What are the current threats to peace and stability? What are the current supports?
3. What are the most dangerous factors in this situation? How dangerous is this Divider?

4. What can cause tension to rise in this situation?
5. What brings people together in this situation?
6. Where do people meet? What do people do together?
7. How strong is this Connector?
8. Does this Connector have potential?

How to do a Dividers/Connectors Analysis

With a team:

Step I

Brainstorm (using key questions or other appropriate questions)

- Plenary
 - Everybody shares ideas and the ideas are collected on a flip chart
- Buzz Groups
 - In groups of two or three, write down ideas
 - Come together in plenary and capture ideas on flip chart for discussion
- Individual
 - Write down the three (or five) most important Dividers (or Connectors)
 - Create a headline (or title) for each
 - One sentence why it is important
 - An indicator for telling if the Divider (or Connector) is getting Better or Worse

Notes: Use some categories to help the brainstorming process. Ask yourself if you have considered each category and the potential Dividers and Connectors in each of them. Ask the team if there are other categories that should be used to capture experience and jog memories.

<i>One set of Categories is:</i>	<i>Another is:</i>	<i>Another is:</i>
<i>Systems & Institutions</i>	<i>Political</i>	<i>Geography</i>
<i>Attitudes & Actions</i>	<i>Economic</i>	• <i>village</i>
<i>Values & Interests</i>	<i>Social</i>	• <i>district</i>
<i>Experiences</i>	<i>Technological</i>	• <i>province</i>
<i>Symbols & Occasions</i>	<i>Legal</i>	• <i>national</i>
	<i>Environmental</i>	

Step II

Discuss.

Are these the right Dividers (and Connectors)? How do you know these are Dividers? Be specific.

How would you know if these changed? How would you know if they got Better or Worse?

Step III

Prioritize.

Which are the most important or dangerous Dividers? Which are the most important or strongest, or best potential Connectors?

Allow local staff to take the lead here.

Step IV

Options and Opportunities.

How can these Dividers (or Connectors) be affected? What can your team or organization do to have a positive impact?

What are you currently doing that is having a negative impact? Why is that negative impact happening? What can you change to affect the impact?

Can your Options and Opportunities be linked to the indicators you developed in Step II? How will you monitor changes?

If your changes do not have the effect you anticipate, do you have a back-up Option? Do you have a process for learning why a change has not had the impact you expect?

Checklist for Dividers/Connectors Analysis

1. Did you do the analysis with a team?
2. Who are the actors?
3. How likely is open conflict?
4. Did you find a Divider/Connector for each category? Why not?
5. Did you prioritize? Did you allow the local staff to lead this part of the discussion?
6. Did you determine Options for the issues you raised? Why not?

The Do No Harm Guidance Notes have been developed at the urging of colleagues and friends around the world who use Do No Harm. These Notes serve as statements about practice from the experience and deep thought of practitioners in many places and contexts. They are collaborative efforts of many people, with vast experience in the issues detailed in these Notes. These documents, however, are not the last word on these topics. We anticipate and expect that experience will vary across the world. Because of that, these Notes are living documents and will be revised as new information and contributions are incorporated.

Appendix V: Photographs (submitted under separate cover)