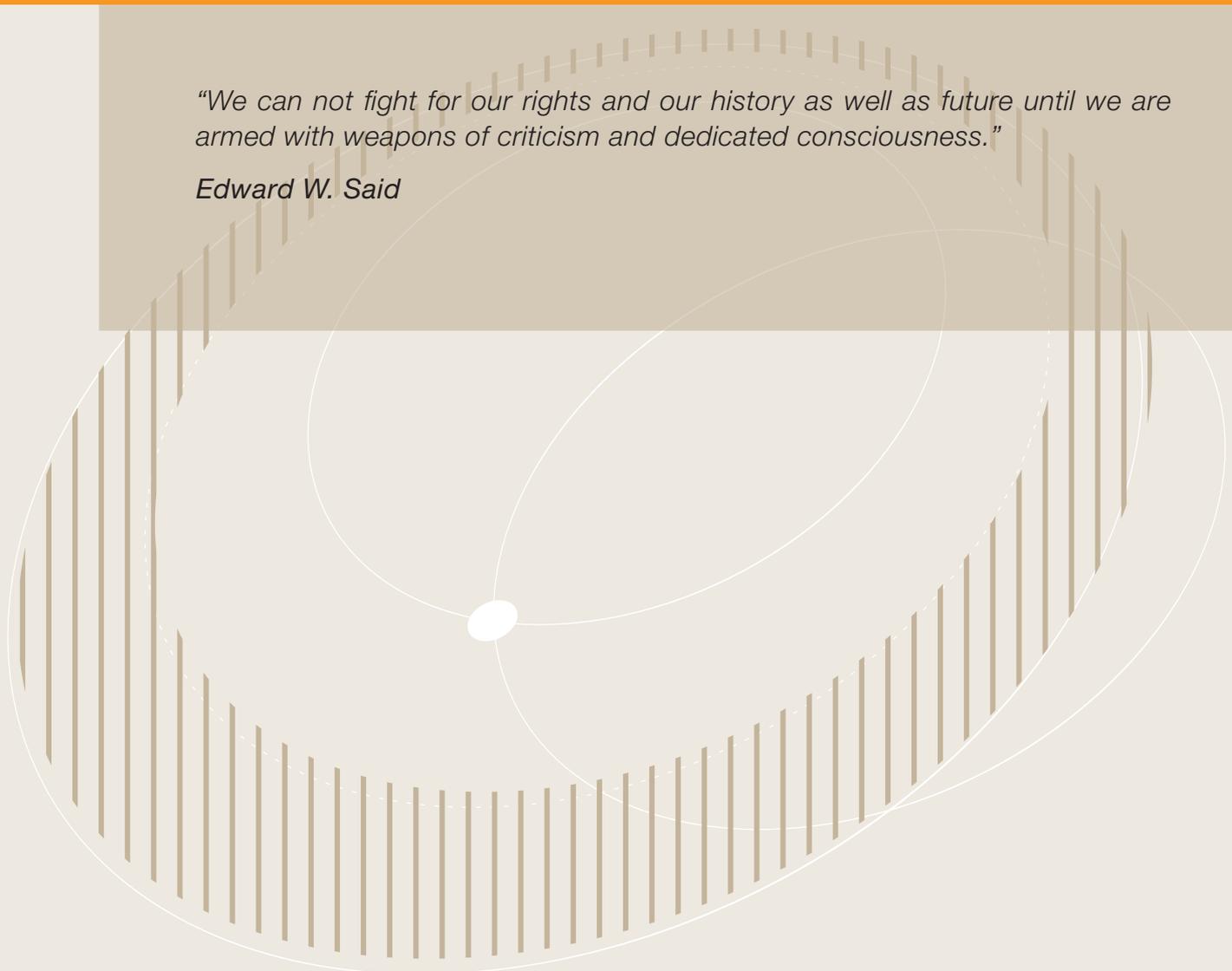Training Guide for Facilitators
Facilitating **Reform**

"We can not fight for our rights and our history as well as future until we are armed with weapons of criticism and dedicated consciousness."
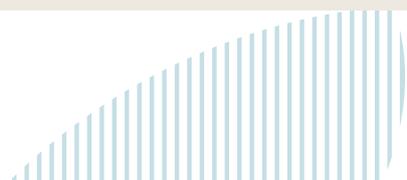
Edward W. Said

Table of Contents

Introduction

The Palestinian Association for Empowerment and Local Development–REFORM, in cooperation with partner organizations and affiliated groups over the past four years has conducted training programs specialized in social transformation aiming at empowering youth and women groups, enhancing powerless groups in regulatory processes, and contributing to strengthening coordination between different social groups to take more active role in public life, in an attempt to contribute to improving social harmony, and bridging the gap between the various community components. These objectives seek to create an integrative climate among Palestinian citizens, enabling them to work together towards developing social systems and structural frameworks that are responsive to their needs, rights, visions and goals.

The significance of this guide is summed in providing a basis for building and developing capacities of organizations, working groups and individuals including their abilities in problem solving, creating social change and contributing to transcending development hindering forces with peaceful means. The specific approach of this guide seeks to transform contradictions into shared resources, through a process of reflecting and reframing the goals of organizations, groups and individuals in a creative way, responding to their specific needs and goals.

REFORM would like to thank the following organizations for their partnership and contribution in formulating this guide, through their provision of training platforms and through the important roles they played in the workshops:

The Palestinian Initiative for the Promotion of Global Dialogue and Democracy- MIFTAH, the Institute for Interactive Conflict Transformation and Peacebuilding (IICP) Vienna and the Institute for Cultural Affairs (ICA) London.

Guide's Goals

This guide aims to organize, control and unify training operations and capacity-building processes among practitioners (trainers, facilitators, co-facilitators, assistant facilitators and documentarians) who work in the field using the same methodology. It also aims to provide training plans according to the target groups, as follows:

1. Unify the conceptual framework among practitioners and set the tone for training interventions.

2. Specify training operations; explain the conceptual framework and the rational and experiential goals for each session, providing different activities appropriate for each training session.

3. Document the practitioners' experiences according to this methodology.

4. Provide an ethical framework guiding the practitioners' work.

5. Provide a critical, analytical framework for behaviors, attitudes and motivations.
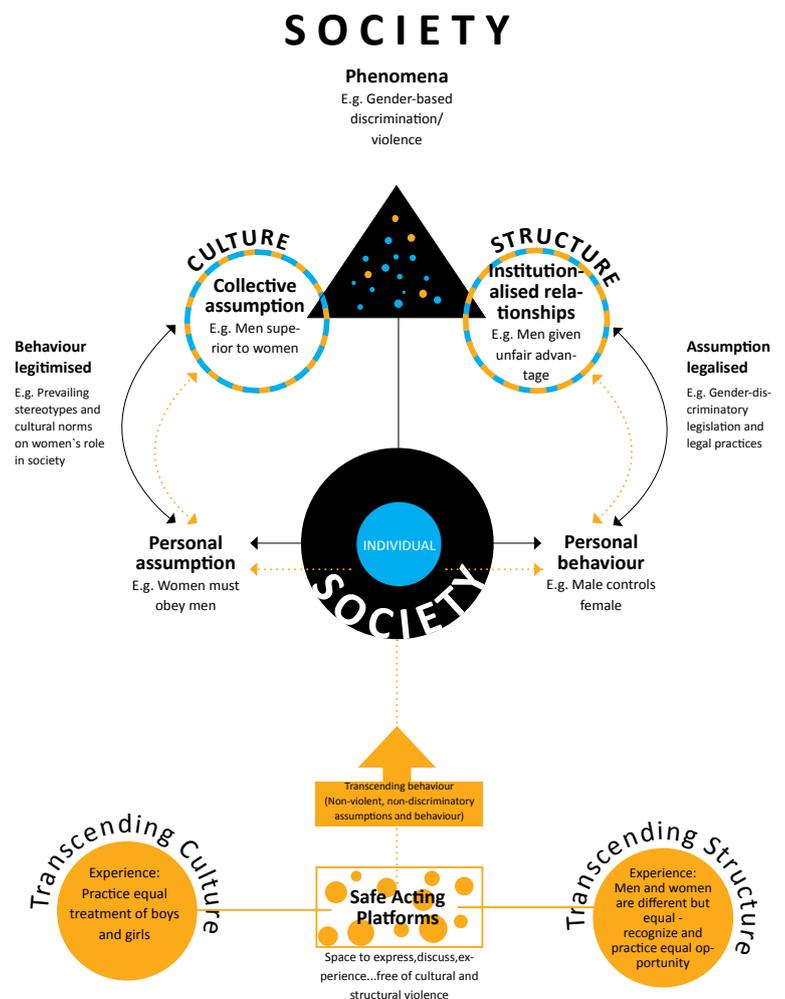
Theory of Change

The ethical framework guiding practitioners using this methodology:

1. Practitioners using this guide shall refrain from overestimating training fees and/or honorariums.

2. Each practitioner using this guide shall allocate part of the training time as contribution to the organization, the group, or the contractual party. Alternatively, the practitioner may allocate a percentage of the training fees or honorarium to an NGO (charitable society).

3. Commit to develop a plan in a participatory way.

4. Develop a training plan based on the actual needs of the target group.

5. Adopt consistency towards all participants and address power relations within the training room.

This training manual regulates the different aspects of facilitation and training, with a specific focus on the training and facilitation team's relationship with the target groups.

It includes:

1. The Preparatory Phase

2. The Facilitation team relation with the target groups.

3. The training journey.

4. Re-entry, sustained support, monitoring and evaluation.

SOCIETY

Phenomena
E.g. Gender-based discrimination/ violence

CULTURE

Collective assumption
E.g. Men superior to women

STRUCTURE

Institution-alised relationships
E.g. Men given unfair advantage

Behaviour legitimised
E.g. Prevailing stereotypes and cultural norms on women`s role in society

Assumption legalised
E.g. Gender-discriminatory legislation and legal practices

Personal assumption
E.g. Women must obey men

INDIVIDUAL

SOCIETY

Personal behaviour
E.g. Male controls female

Transcending behaviour (Non-violent, non-discriminatory assumptions and behaviour)

Transcending Culture

Experience: Practice equal treatment of boys and girls

Safe Acting Platforms

Space to express, discuss, experience...free of cultural and structural violence

Transcending Structure

Experience: Men and women are different but equal - recognize and practice equal opportunity

I. Preparatory Phase

The preparatory phase is regarded as one of the most important phases of intervention with target groups, through which acquaintance is made with the backgrounds of the workshop participants, their interests, surrounding environment, and their specific modalities of behavioral trends associated with the workshop subject. The preparatory phase is a central phase in terms of establishing a relationship of trust between the facilitation team and the participants – this phase is conducted subsequent to the targeting phase, carried out by the workshop's organizing party, wherein the targeting reasons are clarified and participants are prepared and familiarized with the workshop's subject in general.

The preparatory phase also aims to realize the following goals:

a. Rational Goals

1. Identify the nature of the group, their mindset and their cultural and ideological backgrounds.
2. Understand power relations between group members.
3. Identify the level of gender representation.
4. Develop a clear and specific focus for the workshop.

b. Experiential Goals

1. Form preliminary impressions about the target groups.
2. Encourage participants to actively participate in the workshop.

Preparatory phase execution mechanisms:

The workshop's preparatory phase is executed either through conducting an actual meeting with the participants or through conducting online meeting(s) (via the internet, phone, etc.), as follows:

a. The actual meeting

1. Getting acquainted

First option

The facilitator/trainer asks each participant to take turns introducing him/herself, stating their place of residence, their qualifications, and any other information they wish to share with the members of the group; meanwhile, the facilitator assumes the task of commenting and inquiring about information in which he/she deems essential to the progress of the workshop, particularly information associated with skills that characterize and distinguish each participant.

Suggested questions

What will you add to this workshop?

How will you be of value to this workshop?

What distinguishes you from the other participants?

Execution period

The execution period depends on the number of the group members and the general framework; whereas each member of the group is given three – four minutes.

Second option

Making introductions in groups of two; the facilitator divides the groups into small groups of two, wherein each person is asked to introduce him/herself to his/her partner in that group. Then, each participant is requested to assume his/her partner's persona and introduce it to the entire group. In this exercise it is preferable to choose partners from both sexes.

Execution period

Each two participants are given (8) minutes to get acquainted and make introductions.

(Other suggested exercises in the exercises' list)

2. The workshop's journey

The facilitator uses a diagram presenting therein the main stations of the workshop and explaining the intellectual and emotional process of the participants during each stage of the workshop.

Execution period

The presentation of the workshop journey and the supporting explanations shall not exceed (20) minutes.

3. Developing the focus

The facilitator shall present a specific focus of the workshop, and work to obtain the consensus of the group members thereof, in an attempt to ensure that the groups are being transparently targeted within a clear subject. However, if some or all of the participants reject the focus, the facilitator shall try to reach an agreement with the participants on another focus that stems from their needs, or provide them with all the clarifications needed with respect to the focus.

Execution period

The establishment of the focus and reaching a consensus thereof shall not exceed (60) minutes unless the participants shall oppose the focus.

4. Observing the group's trends towards the focus

The facilitator seeks through this session to assess the group's trends towards issues which affect the workshop's focus in different aspects; S/he works to become better acquainted with the group's knowledge, analytical abilities, and the power relation between the group members, in addition to the behaviors resulting from the diversity of its members.

Suggested exercises:

The Wave Exercise

This exercise is regarded as a participatory (interactive) exercise which uses the metaphor of wave formation so as to analyze the four aspects of a specific issue within the workshop's focus. The facilitator shall commence the exercise by asking the participants to respond to the 'exercise question' – what are the trends (variables persons, ideas, countries, ideological orientations…etc.) that affect the workshop's focus in the following aspects:

1. On the Horizon- What are the potential trends (variables) that might affect the workshop's focus?

2. Emerging- What are the trends (variables) that slowly started to have an effect on the workshop's focus?

3. Established- What are the trends (variables) that have already affected the workshop focus?

4. Dying- What were the trends (variables) that affected the workshop's focus and slowly caused it to lose its effect?

All trends might have negative and/or positive effects according to each of the group member's point of view.

- In the meantime, the facilitator (team) shall be preparing a wave diagram and four papers with the notions (On the Horizon, Emerging, Established, Dying) written on them, later displaying them to the participants on the sticky wall.

- The facilitator then goes on to explain the exercise and gives examples for clarification, as well as prepares the participants to analyze the case from the four different aspects.

- The facilitator asks the participants to individually write down the trends in which they deem appropriate.

- The facilitator divides the participants into small groups so that they can exchange ideas, think collectively and agree (to the extent possible) on eight trends and then write them down on a pieces of A5 papers. The facilitator then divides the trends on the board and

Exercise execution period (timeframe)

- Presenting and explaining the exercise: 15 minutes.
- Individual thinking: 5 minutes.
- Collective thinking (in groups): 3045- minutes.
- Presenting outputs on the sticky-board: 30 minutes.
- Discussing the results (wave): 30 minutes.
- Indicating the most and least important variables: 10 minutes.
- Indicating the variables that need to be supported and the variables that need to combated.

Required material

- Sticky wall
- Flipchart
- A5 colored paper
- A4 colored paper
- Note papers
- Felt-tip pens
- A4 notebooks

presents them to the rest of the groups.

- The facilitator explains that in case participants do not agree on the classification of one of the trends within a specific aspect, and an argument erupts regarding its classification, the variable can be repeated and classified within more than one of the four aspects.

- Within the presentation and classification phase conducted on the sticky wall, the facilitator notes that discussing the point of view of any of the groups with regard to the classification of their trends shall not be permitted. However, the facilitator may request an explanation in case language is not clear.

- The facilitator assumes the task of classifying the trends according to the group's instructions.

- The facilitator shall ask all the groups about the most and least important trends on the sticky wall. These trends shall then be specifically indicated (marked) with different colors.

- The facilitator then asks a question regarding the nature of the most important trends that need to be supported and the trends that need to be combated. These trends shall then be specifically indicated (marked) with different colors.

Note:

- *The facilitators shall not have high expectations regarding the participants' comprehension of the exercise from the first time. The facilitators shall supervise and assist in the process of individual thinking and collective thinking (in groups) extensively.*

- *The outputs of this exercise shall be used as inputs in subsequent sessions, in a manner which directly serves the exercise in identifying the knowledge and capacities and differences existing among the groups' members.*

- *The facilitator forms an impression through learning the participant's name and basic information about him/her, such as different values, different cultures … etc.*

- *As a result of this exercise, participants will form a wider image/collage of views regarding the workshop's focus.*

b. Remote preparation (online, phone)

- An accurate questionnaire is designed consistent with each group so as to help the facilitator observe group members' trends and to identify their knowledge and capacities, thereby helping them to design the workshop's journey.

- Present the workshop's journey to the participants via email or social media tools.

- Present the workshop's focus formula and obtain the participant's approval thereof.

II. The Analysis and Transformation Phase

II.1. First Day/Station:
Goals' Setting

Workshop rules

The facilitator shall establish ground rules with the assistance of the group members in the plenary and document it on the flipchart. Then the facilitator shall place the flipchart paper on one of the workshop's hall walls to serve as a reference of the relationship between the participants on one hand, and between the participants and the facilitator(s) on the other hand.

<u>Execution period</u>
Collection of the participants' rules should not exceed (20) minutes.

Participants' concerns

The facilitator shall work with the participants in the plenary in view of identifying their concerns during the training journey, and then write them down on the flipchart and place them on one of the hall's walls so as to attempt to review them constantly.

<u>Execution period</u>
Work on the participants' concerns should not exceed 20 minutes.

<u>Needed materials</u>
flipchart, markers.

a. Rational Goal	b. Experiential Goal
deepening participants' understanding of the nature of the relations between contradicting goals.	Participants feel curious and comfortable with the discussion (in regard to the workshop and/or workshop focus).

During this session, the facilitator conducts a dialogue with the members of the group regarding their motivations for participating in the workshop and their experiences in regard to the agreed focus. Then the facilitator presents the participants with a written formula which includes the following questions: What motivated you to participate in this workshop? Why are you currently present amongst us? What is your motive for participating What are your experiences in regard to our topic (issue, problem)? Etc. The facilitator then asks the participants to think about these questions.

- The session is regarded as an introductory one for analyzing the existing goals and contradictions between the participants in regards to the focus (for a period of at least 5 minutes) and then they write them down in their notebooks.

- The group should later be divided into small working groups – provided that the members of each group do not exceed 5 members – and are asked to share their goals and motivations, justifying their participation in the workshop in an attempt to agree on a maximum of (8) common goals, and then write them down on colored (A5) paper (Cards). The facilitator should note that in case participants are unable to agree on specific goals and one

or more goal remains unshared (not agreed upon the group members), then this/these goal(s) shall be written and indicated as unshared goal(s).

- The facilitator(s) requires that each participant writes not more than (5) words on each card (paper), and that each card does not contain more than one idea; to be written in clear handwriting.

- The facilitator(s) requires the participants to write their goals in the present tense.

- In the meantime, the facilitator(s) assistant or co-facilitator shall be preparing the sticky wall by drawing shapes/pictures (square, triangle, circle, tree … etc.) thereon in a horizontal order, given the reality that these shapes should be meaningless for the workshop focus so as to help facilitators(s) later on to cluster participants goals.

- The facilitator shall work with members of the small groups extensively, and shall not expect the participants to grasp the concept of the exercise immediately.

- The groups are then invited to go back to the plenary so as to share their goals and cluster them into thematic pillars (sets).

- The facilitator shall then ask each group to do as follows: Give me the clearest three cards out of the eight you have. Three cards are then collected from each group.

- The facilitator shall read each card before all the participants, and place them under one of the shapes displayed on the sticky wall.

- After reading the fourth card, participants are invited to think of how the cards are linked to one another thematically, in an attempt to cluster them within goals pillars, and place the similar cards vertically under each other.

- The shapes displayed on the board are used to facilitate the process of placing the cards under each other. During this phase the subjects of the cards shall not be titled but should only be placed under one of the shapes.

- After completing the process of clustering the cards, the facilitator shall ask the groups to submit another four cards different than those submitted during the first phase.

- The facilitator(s) shall then cluster these cards in the same manner.

- Subsequently, the facilitator asks the groups to submit their remaining cards, and goes on to cluster them.

- During this time, the facilitator assistant or the co-facilitator inspects the wall trying to map the contradiction between participants' goals and informs the facilitator(s) thereof, subsequent to this session.

- The facilitator(s) shall replace each shape with a title that represents all the cards placed in that category.

- Then, the facilitator shall review all the columns to make sure that each card reflects the title or part of it thereof.

- The facilitator should also classify unshared cards with the shared ones.

Execution period

- Explaining the exercise: 10 minutes
- Individual thinking: 5 minutes
- Collective thinking (in groups): 40 minutes
- Presentation and classification: 40 minutes
- Re-titling: 30 minutes

Needed materials:

- Flipchart
- Sticky wall
- A5 colored paper
- A4 papers
- Felt-tip pens
- A4 notebooks

II.2. Second Day/Station

Mapping Contradictions

Mapping contradictions in regards to the focus

The facilitator shall classify contradictions in regard to the focus between the goals of the group members, during the break subsequent to the previous exercise. After the break, which shall not exceed 20 minutes, the facilitator invites the participants to join him/her in the hall. S/he then conducts a warm-up exercise for the participants.
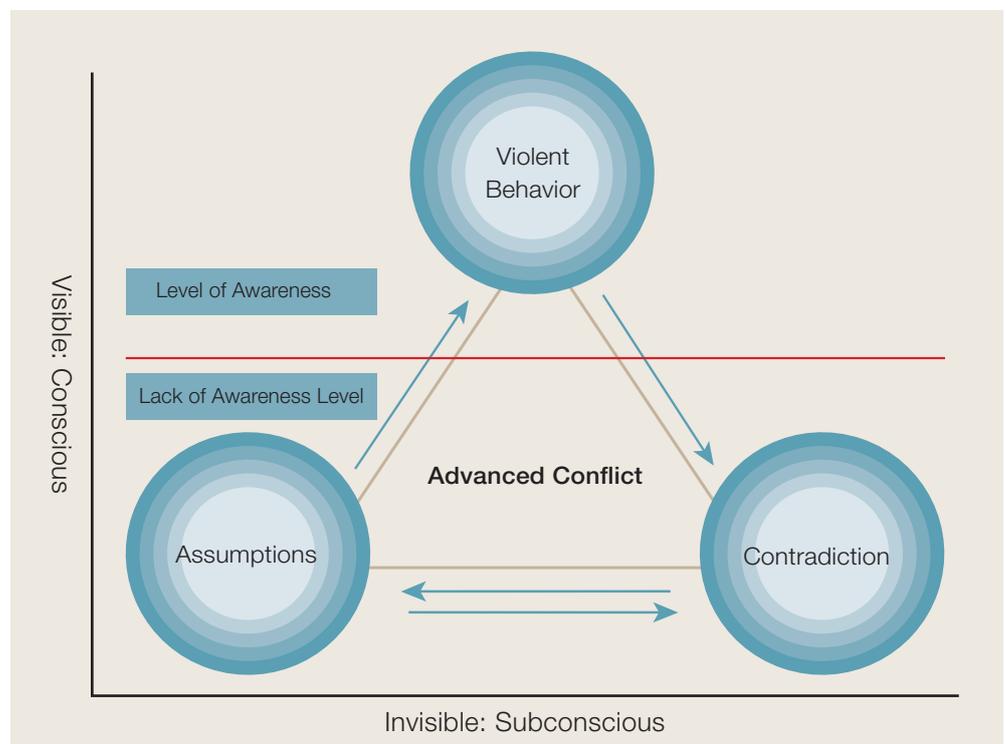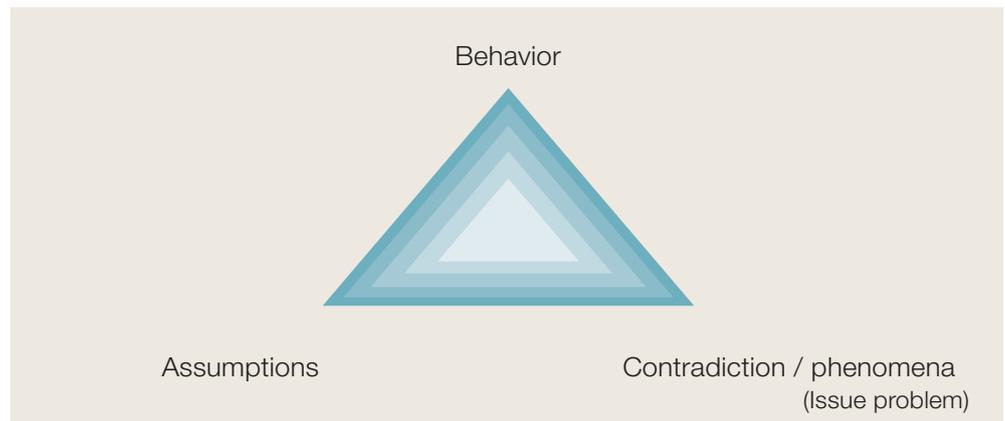
- The facilitator shall facilitate the exploration, and present all the actors /stakeholders and their contradicting goals and insert them in the following contradictory diagram:

Goal A

Goal B

- The facilitator shall explain the meaning of contradiction by asking the participants to think "what is hindering me to achieve my goal(s)?"

  Contradiction according to this methodology is any **incompatibility between goals**; it's a description of what is hindering the realization of a goal in perception or reality.

- According to the conflict theory of this guide, we can find an underlying contradiction behind any contradiction, dispute, competition or difference – an incompatibility of goals.

- This session of the workshop therefore addresses the relationship between the goals of the first session – which goals support each other, which goals are hindering each other's achievements.

- The facilitator shall facilitate a dialogue regarding the proposed goals, and check also the emotional affiliation of the participants to the goals. Sometimes goals may be motivated by emotional factors, which sometimes may pose a major obstacle in discussing or addressing them. Therefore, the facilitator shall realize the volume of these emotions, particularly contradictions associated with identity, e.g. the issues of religion, gender, ethnicity, etc. To focus on these issues, the facilitator shall enter into a process of reflection, differing between the contradiction between goals, the behavior and strategies for achieving the goals, and the assumptions and attitudes legitimizing both goals and behavior.

- Accordingly, the conflict (ABC) triangle shall be displayed so as to clarify origin and dynamics of the contradictions, as follows:

- The facilitator shall explain to the participants that human behavior is basically a reaction towards an issue, a phenomenon (issue problem) or a conflict (e.g. a contradiction of goals). This behavior is motivated by a specific 'vista' (the Italian word for view, sight, perspective), linked with emotions and stereotypes, whereas a specific mental image (vista) appears towards each issue, phenomenon (issue problem), contradiction, word or scene, shaping human behavior towards that certain issue. Usally, these images, views or perspectives, these vistas are highly interacted and linked with culture, with a certain experience or associated with a similar experience. In this context, it is imperative to use different examples and illustrations so as to make the picture as clear as possible for the participants. For example, the facilitator will display a set of pictures containing exotic birds versus a set of animal pictures, inviting the reactions of participants regarding these images. Whether they are pictures of wild
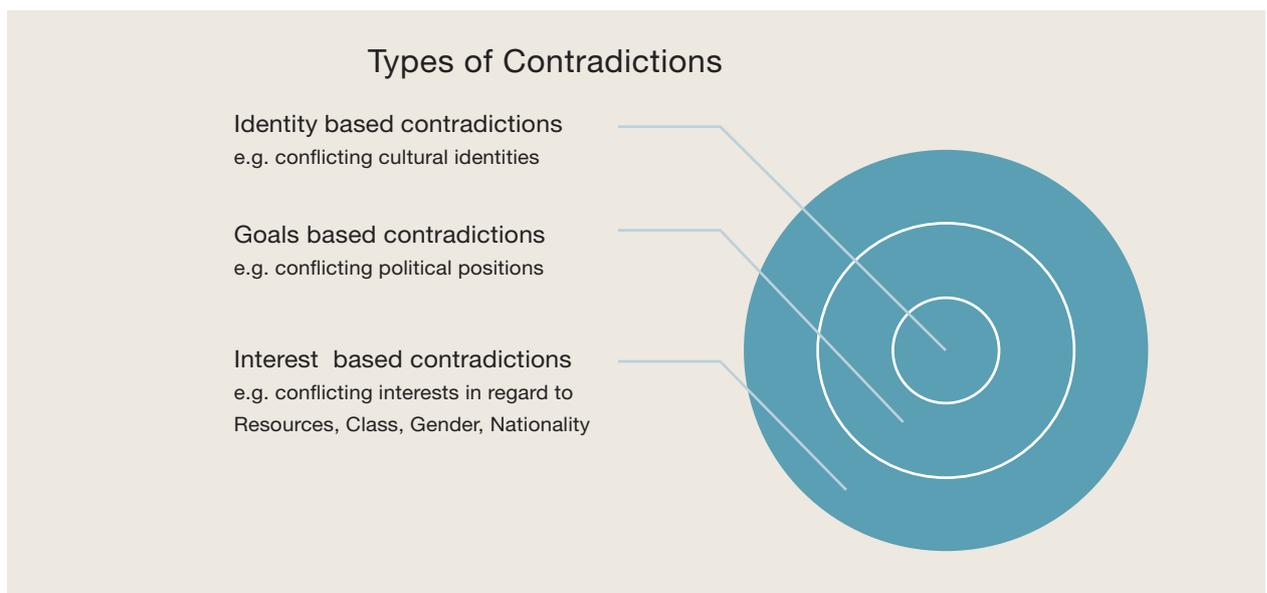
14

Execution period

- Finding contradictions: 15 minutes
- Explain the contradiction concept theoretically: 30 minutes
- Present the contradiction analysis model: 30 minutes
- Work within small working groups: 30 minutes
- Work within the plenary group: 30 minutes
- Commenting and ending the session: 15 minutes

animals or pets, e.g. pictures of a familiar phenomenon (issue problem), the nature of familiarity arising in the minds of the participants regarding these pictures, and the nature of the reaction that should be displayed in the event one of the participants shall come face to face with these images. Another example is domestic contradiction, and the assumptions which arise due to the different goals of spouses, or contradictions between an employee and his/her employer or colleague at work, and the assumptions and behavior that arise from these contradictions.

- The facilitator presents these models and requests that the participants try to analyze the existing goals and contradictions in small working groups. The facilitator shall help the groups in this analysis.

- The facilitator then presents the groups' analyses and asks relevant questions thereof.

- The facilitator aims to alleviate the existing feelings motivating the contradictions so as to address them subsequently.

- *Introduction:*
Types of Contradictions

In this session, the types of contradictions are explained to the participants. Additionally, it is imperative that the facilitator explain to the participants that more than one orientation exists in this area, and that the divisions shall be made according to the category closest to the participants needs in this framework, in view of addressing the contradictions in social transformation. This shall not contradict or deny the validity of other orientations or divisions.

Types of Contradictions

Identity based contradictions
e.g. conflicting cultural identities

Goals based contradictions
e.g. conflicting political positions

Interest based contradictions
e.g. conflicting interests in regard to
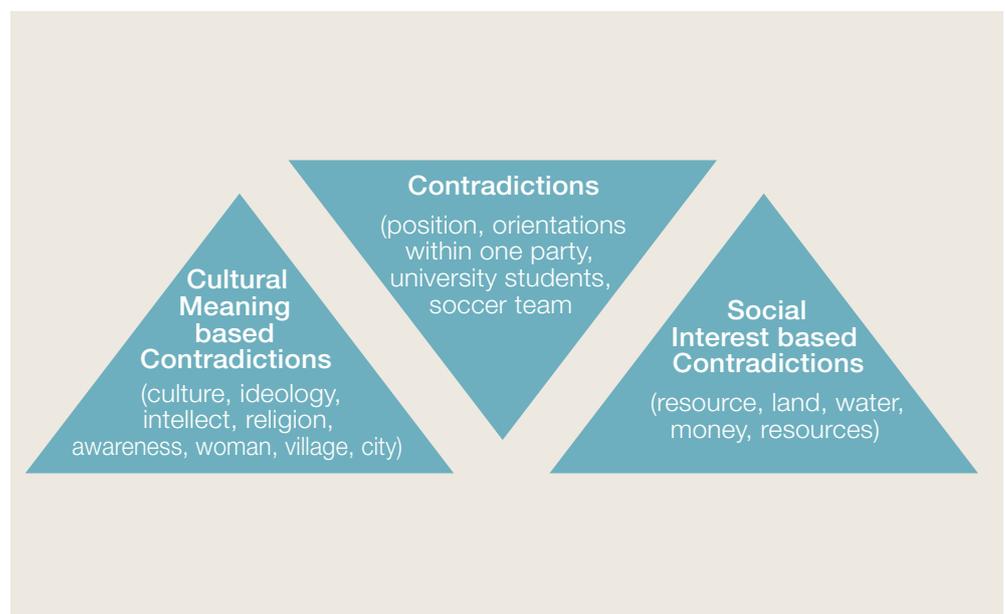Resources, Class, Gender, Nationality

Goals based Contradictions:

- This type of contradiction arises as a result of the existence of contradictory orientations, opinions, points of view… etc., between stakeholders. For example, between colleagues at work, politicians of the same political framework or contradiction between different liberation movements of the same ideological orientations.

- Is the contradiction between political parties considered a contradiction of goals interests or identities?

- Is the contradiction between the different liberation movements considered ideological or goal based? Why?

Interest based Contradictions:

- A state of incompatibility of goals associated with a certain resource, such as competition and disagreement on resources allocation. This contradiction may arise indirectly between the different social components, functional classes…etc.

- Is the contradiction between men and women regarding women's participation in the elections considered goals based, resource based or other?

- Is the contradiction between men and women regarding inheritance considered resource based?

Identity based Contradictions:

- Is the most complex type of contradiction, and it arises as a result of incompatibility in beliefs, ideology, religious and intellectual doctrines, and is related to the history, culture and being of contradictory parties.

- Are the common values of a specific community regarded as one of the identity components? Such as?

Contradictions
(position, orientations within one party, university students, soccer team)

Cultural Meaning based Contradictions
(culture, ideology, intellect, religion, awareness, woman, village, city)

Social Interest based Contradictions
(resource, land, water, money, resources)

II.3. Third Day/Station

Moving from Antagonism to Agonism

In specific cases, the previous session may not enable the participants from ascending to a phase wherein they can address their contradictions; whereas the volume of emotion motivating these contradictions remains very high. Accordingly, analyzing and addressing these contradictions may be very difficult or impossible. Therefore, the facilitator must address these emotions through a process of transformation, from a stage of antagonism to a stage of "agonism"*.

a. Rational goal	b. Emotional status
The participants understand the extent of complexity associated with existing contradiction cases, especially the role of narratives, identities and emotions for escalation and polarization and de/escalation and de/polarisation. beginning to understand the fears and needs of participants and all stakeholders of the contradiction	The participants may feel unsafe and threatened during this session.

Method of execution

- Before starting the process, the facilitator(s) shall explain the importance and complexity of the process and its psychological impact on the participants.

- We begin the process by laying down the contradictions on the hall's floor, and we ask the participants to stand next to the goal which represents them, and those who are neutral to stand on the sidelines.

- We ask the participants to convince other participants to join them – the process shall not take-up more than half an hour. The process is similar to a negotiation process wherein each team tries to convince the members of the other group to join them, until the contradiction is resolved by consensus on a single goal. If the participants are unable to influence each other and attract others to their team, the facilitator shall move on to the confrontation phase between the contradictory parties. However, before moving on to that phase, the facilitator shall ensure that the process is clear and that the participants are capable of getting involved in the confrontation phase. The participants are not permitted to leave the workshop hall under any circumstance before completing the process.

---

* (according to political philosopher Chantal Mouffe, social psychologist Herbert C. Kelman or conflict researcher Jean Paul Lederach).

- The facilitator divides the group into two groups according to the goals.

- The facilitator asks each group to separately hold a meeting for a half hour in order to prepare for their meeting with the other group.

- The facilitator asks the group to prepare a paper flipchart paper directed at the other group, regardless of the difficulty in which these feelings may pose.

- Both groups then return to the hall and the antagonism phase commences. This process is strictly systematic one, and immensely controlled by the facilitators.

- Subsequently, the groups sit facing one another.

- Each group selects a representative who sits facing the representative of the other group, while a seat next each one of them remains empty, allocated for the use of one of the members of the groups if they wish to add anything to the discussion. The Facilitator/s e asks each group to present its papers without any interruptions from the other groups. Each group presents its point of view within a specified timeframe as the facilitators may determine. Exceeding the specified time shall not be permitted under any circumstance, and in the event such a thing may occur, the interrupted groups shall make-up for lost time from the time specified for the other group. After which, we move to the confrontation phase. Each group is given a specific time (5 or 10 minutes) to address the other group and express their opinion regarding the members and orientations of that group. The process is regarded as a controlled simulation of a confrontation process, and is repeated as required. The process shall be extended at the discretion of the facilitator according to the volume of reflection which has taken place.

- The facilitator requests that the groups reconvene individually and think of the nature of feelings arising within them due to the orientations of the other group.

- The facilitator(s) shall work with each group separately so as to transform the accusatory tone of 'you' into 'I' terms into I terms. This is done by asking the groups the following question: To what extent are the members of each group certain that their positions and interpretations are right? the members of the contradictory group have committed what they are being accused of? Or is it just an assumption? For example, in the cases of contradiction regarding the status of women, usually the members of the groups accuse one another of having external agendas, and that their orientations go against religions.

- The facilitation team shall then conduct a survey regarding the certainty of the groups' members' accusations. This may require going into interpretations of religious teachings and citing historic positions, as well as considering the contradictory facts of the other group in order to transform the "you are causing harm and inflicting…" version into "I am concerned that you might cause …".The facilitator(s) shall work with the

groups to reformulate what had seemed to be absolute facts into a new version, provided that such stems from the groups' and members' own convictions.

- The groups shall then return to the hall and assume the confrontation position. The process shall be repeated and completely controlled by the facilitator/s, with strict and clear rules and regulations set in place. Each group shall be given the same amount of time, and shall be requested to face the other groups, expressing their orientations in a new manner. The process continues until the facilitators determine that the groups have reached a state of agonism, which leads to understanding the fears and needs behind the emotional level of the other group without the necessity to agree with that group.

- The facilitation team then moves on to a final stage of narration and storytelling which ensures that the groups have moved on to a state of understanding. The participants are invited to sit in a circle and tell individual stories to the other party, explaining the origin of their positions, goals and concerns. These stories must be personal ones or related to personal experiences.

Note

- *The process from antagonism to agonism should be completed on the same day. If this is not possible, the process should be continued. The participants should reach a stage of understanding (not agreeing) and letting go the antagonism while retaining the contradiction, e.g. the behavior with regard to their own positions and goals.*

II.4. Fourth Day/Station

Understanding Cultural and Structural Dimensions of the Contradiction- What deeply lies behind contradictory goals?

Understanding History: A Timeline Review

a. Rational Goals
To strengthen participants' understanding of the contradiction history; to determine the main stations that fuelled the contradictions and the main stations that demoted the contradictions.

b. Experiential Goals
To enhance participants' level of comfort and safety.

The fourth day starts with a theoretical review of the previous day and refreshing the participants on the PIB triangle, ABC triangle as well as to explain the evolution of the assumption, in which it starts from impression toward objects (including people, phenomenon (issue problem), etc.) and processes into attitudes and finally into preset assumptions, according to this manual. It is also worth mentioning here that assumptions are sometimes inherited through generations without the internal processing; this is the most difficult assumption in which it is totally linked to the culture of the people. (25 Minutes).

Theoretically the facilitation team continues to explain the previous session by introducing the cultural and structural analyses triangle to explain the relation between the current culture, and the current structures in shaping the individual and personal behaviors.

Legalized, legitimized Behavior (LLB)

Existing structure (ES)   Existing culture (EC)
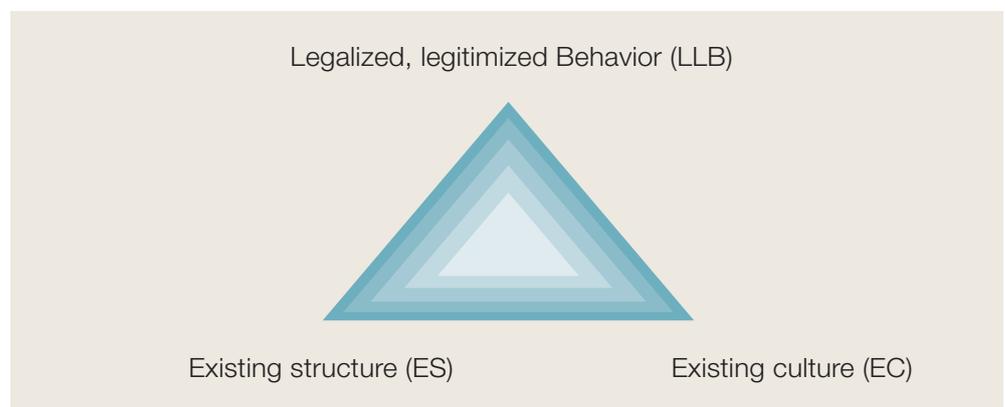
The facilitation team must provide participants with a detailed explanation on how the behaviors being accepted, both culturally and structurally, even if this behavior contradicts with the human nature, its violence and so forth. In addition, the team must also explain the evolution of the

collective assumption and its relationship to the individual assumptions. (45 minutes)

The facilitation team then divides the groups into small working groups and asks them to engage in light research on the current culture and how it frames the individual assumptions. (30 minutes)

- The facilitation team must work closely with the groups and provide them with the needed technical support.

- The facilitation team then facilitates the presentation of the small groups in front of the plenary. (30 minutes)

- The facilitation team must grasp some comments from the presentation and paste it on the triangle so as to concretize the participants understanding.(20 minutes)

- The facilitation team must repeat the previous process on the other side of the triangle (the existing structure). (60 minutes)

- The facilitation team must grasp the major results from the presentation and paste in on the left side of the triangle so as to link the two sides and come up with full picture about the real translation of the existing culture on existing structure and how that shapes the individual behavior through forming the individual assumptions. (30 minutes)

  Needed Material

  copies of public policies, copies of laws, flipchart, note books, projector

  Timeline analysis

  This session aims to understand the history of problems and contradiction(s) and analyze the most important events which contributed in fueling or discouraging the contradiction(s).

Events which contributed in fueling the contradiction

Events which contributed in discouraging the contradiction
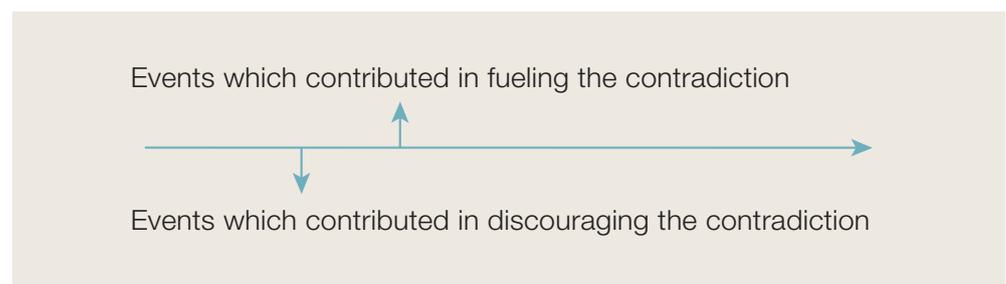
- The facilitator explains the mechanism of tracking the timeline associated with the subject of contradiction, in the plenary group (10 minutes).

- The facilitator divides the groups into small working groups so as to track the relevant historic events (30 minutes), and works with the help of a facilitation team that provides relevant technical support.

- Display the timelines to the other groups (60 minutes).

- Wrap up the exercise (5 minutes).

- **Analyses of deep behavioral, deep structural and deep cultural patterns**

- This session aims to deepen the participants' comprehension regarding subconscious patterns in building and maintaining collective behaviorial, societal and cultural structures, which sometimes goes back to hundreds of years, and the extent to which it is linked to the formulation of individual and collective assumptions; according to Johan Galtung. (30 minutes)

Execution mechanism

- **Present a model of 'Power Distance' and its variations among people thereof**

- In conceptual framing, the facilitator explains the nature of variation between different people, civilizations, authorities and power concentration, and deployment; s/he also explains the relationship of social components among each other and the extent of cultures' beliefs and peoples' view of truth and acceptance of religion according to Geert Hofstede – Power Distance (60 minutes).

- The facilitator shall then present the analytical (triangle) model which emphasizes the relevant power of societal and cultural structures, as follows:

The facilitator presents then same analytical model in regards to violence, e.g. the destructive side of power:

subconscious behavior

cultural or symbolic framework   structural or systemic framework
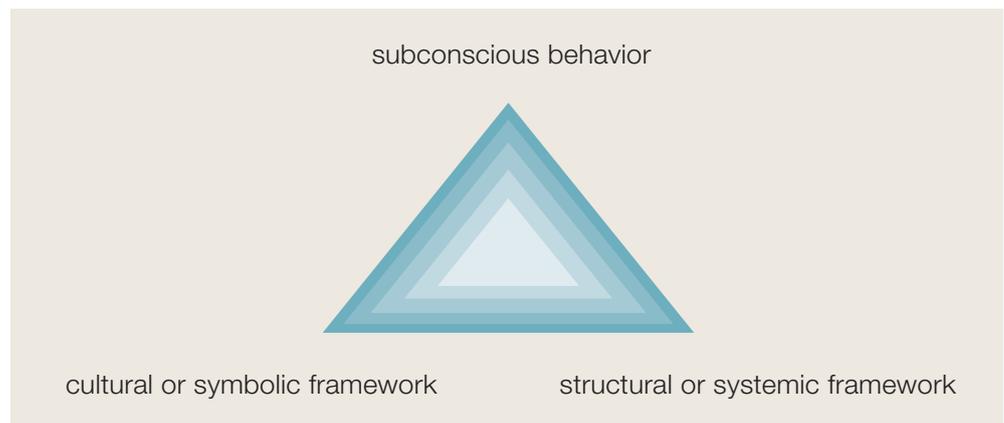
The facilitator explains in detail the relationship between the existing culture and structure and the individual assumption towards the subject of contradiction phenomenon (issue problem). For example, the facilitator explains the nature of how the existing cultural and structural views the status of women and its association with individual assumptions, or the nature of how the existing culture and structure views a certain social class, race or ethnicity, and how it frames the individual assumption; in other words, the collective assumptions or collective attitudes and their relation to individual assumptions and attitudes. (45 minutes)

- The facilitator divides the groups into small working groups so as to look into the existing culture and structure and its relation to framing individual assumptions, and form the behavior resulting from the contradictory parties. (30 minutes)

- The facilitation team assumes the task of assisting the groups in looking into the existing power structures, extensively.

- Subsequently the facilitator displays the results of the small groups before the plenary group (30 minutes).

- The facilitator documents some of the small groups' work points on the (triangle) model, which are then linked to the components of the existing , societal and cultural power and the relevant structural frameworks (rules, administrative directives, plans, policies). For example, the facilitator helps the groups to understand the translation of the existing societal and cultural power structures within the context of regulatory frameworks by indicating the Penal Law, Election Law, development policies towards specific areas, or public policies which regulate the relationship between the members or components of the community amongst each other. (20 minutes).

- The facilitator requests that the groups resume analysis of the political power structures and link it to the existing structural and cultural framework.

- The facilitator then requests that the groups present the results of their work on analyzing the interrelated power structures in the plenary group. After which, the facilitator holds a discussion regarding acceptable and module behavior in the existing culture pursuant to the structural frameworks in order to indicate a specific code of conduct towards a specific issue, and re-form a link between individual and collective assumptions within this framework (30 minutes).

Required materials

- Public policies' documents
- Laws
- Flipchart board
- A4 notebooks
- Projector

II.5. Fifth Day/Station

Understanding Subconscious Patterns in Culture, Social Structure and Collective Behavior

a. Rational goal	b. Experiential goal
deepen the participants' comprehension of the hidden dimensions of behavior, social structure and cultural meaning, by differentiating conscious and subconscious behavior, manifest and latent social structure, explicite and implicite cultural meaning. In peace and conflict researcher Johan Galtungs Terminolgy, subconscious behavior is called "deep behavior", latent social structure is called "deep structure", implicit cultural meaning is called "deep culture"..	Participants become confident of their ability to reflect on the subconscious dimensions for the development of their assumptions and attitudes and feel safer in reframing them.

Execution mechanism

- The facilitator divides the plenary group into small working groups so as to look into the deep cultural frameworks (religion, customs, tradition, myths, and metaphysics) relevant to the subject of contradiction. This research aims to indicate the negative and positive power of these subconscious patterns in the formulation of individual and collective assumptions, as well as explain the role of these patterns for societal and cultural legitimacy (acceptance). For example, gender-based violence and its association with the deep cultural patterns, and the legitimization mechanism of violence and social acceptance thereof. (60 minutes)

- The facilitation team directs the groups, extensively, during the analyses processes.

- The facilitation team provides supporting tools and materials for the groups, so as to facilitate the process.

- The research shall focus on common says, and the relevant historical wisdoms, norms and habits in the culture where the contradiction is existed

- The groups are invited to make their presentation and discuss their outcomes before the plenary group (45 minutes).

- The facilitator then re-seats the small groups to track the translation of the habits, norms and into customs (as one of the legislation resources),

related laws and public policies, and administrative orders and regulatory actions. This is conducted so as to deepen the participants' comprehension with regards to the behavioral patterns of contradictory parties towards each other. For example, monitor the history of extenuating and pressing justifications related to women killings, and the participation of youth and the regulatory legal frameworks and inherent norms thereof. (60 minutes)

- The facilitator invites the groups to make their presentation before the plenary group (45 minutes).

- The facilitator concludes this experiment within a conceptual framework through which s/he shall link the three analytical models (30 minutes).

II.6. Sixth Day/Station

Transforming Assumptions/ Attitudes, Goals and Behavior

a. Rational Goals	b. Experiential goals
Participants continue deepening their understanding of the deep analysis.	Participants feel relaxed and calm.

Execution mechanism

- Review the previous day (15 minutes).

  Conflict handling styles

- Determination of conflicting parties styles of handling conflicts-

  This section is a theoretical tool that might be important in helping the participants to determine the conflict handling styles of the contradictory parties and it is also important to empower social and political experts in order for them to be able to decide on how to intervene in specific conflicts, fields or crisis.

- Integrating conscious and subconscious dimensions (inspired by Johari Window)

- Present the analytical model concerned with the goals and needs, as follows (20 minutes):

What I see: my goal What I feel: my needs	**What you see: your goal** What you feel: your needs
What we both see: our goals (state of contradiction)	**What we do not realize:** our needs

- Divide the plenary group into small groups and analyze their contradictions using the previous model (25 minutes).

- Conduct presentations in the plenary group (25 minutes).

- End the exercise with reference to the analytical framework of motivational or behavioral, societal and cultural dimensions (20 minutes).

Introducing basic human needs

a. Rational Goal
To deepen the participants' comprehension about the origin and purpose of the goal.

b. Experiential goal
Participants feel harmonious and relaxed.

- The facilitator assumes the task of analyzing the contradictory goals through looking into the purposes of the goals and formation mechanism thereof by presenting the concept of Basic Human Needs, as follows:

- The facilitator asks the participants about their needs in the plenary group, challenges its display method by asking the constant question (why?). (10 minutes)

- The facilitator explains different concepts of social interests (groups), cultural values (large groups) and basic human needs (human beings). (10 Minutes)

- Each participant in the plenary group is asked to write down four needs on the cards (15 minutes).

- The facilitation team prepares four main titles in the basic human needs and lays them down on the hall's floor.

- The most general terms would be: physical needs, social needs, cultural needs, psychological needs.

- The facilitator(s) may use specific concepts or lists of needs (e.g. Johan Galtungs specific notions for this 4 categories of needs: survival, wellbeing, identity, freedom); (10) or the concept of (12) needs from Manfred Max-Neef, or many others.

Survival	Freedom
Wellbeing	Identity

Wilfried Graf proposes the following integrative list:

1) Physical Needs:

- survival
- material needs
- security (sense of confidence in self and others, trust)
- sense of order
- avoidance of harm and aggression

2) Psychological Needs:

- **freedom** (having choices, self-determination)
- self control
- agency - sense of power, autonomy)
- recognition, sense of esteem and love
- psychological identity,(sense of meaning and purpose, something to live for)
- self actualization
- sense of a future and hope

3) Social Needs:

- **well-being** (what we need to live from, such as food, clothes, shelter, access to a health system, access to education)
- participation
- development
- sense of learning (understanding, rationality)
- justice (sense of fairness and equality)

4) Cultural Needs:

- **cultural identity** (sense of belonging, affiliation, rootedness, brotherliness)
- space for emotional expression (sense of enjoying, friendliness, play)

Psychological basic needs e.g. Freedom	Physical basic needs e.g. Survival
Social basic needs e.g. Wellbeing	Cultural basic needs e.g. (Cultural) Identity

- The facilitator should use this lists and notions only as examples and let the participants find out themselves.
- The facilitator asks the participants to classify their needs within the four categories displayed on the hall's floor (10 minutes).
- The facilitator asks the participants to conduct an inspection tour of the needs and classification mechanism thereof, without disrupting the classification system, even if they were inconsistent with the classification methodology (15 minutes).
- The facilitator facilitates a dialogue regarding the importance of each category and the importance of each participant's classification methodology, while clarifying that these four classifications are equally important and must be fully realized. (20 minutes)
- The facilitator explains at the end of the exercise the legitimacy of the contradictory goals; whereas the contradictory goals are considered legitimate unless realization of the basic human needs is hindered. Therefore, the goal shall be deemed illegitimate. (20 minutes)

Needs as driving force for Assumptions/ Attitudes, Goals and Behavior

- It is an analytical conceptual framework which is explained to the participants to serve as a means and an additional tool so as to analyze the contradiction, the members thereof and their behaviorism, according to the contradiction pattern. The method of addressing it thereof, is as follows:

- This model helps analyze the goals and behavior of contradictory parties, in addition to possible better goals and better behavior.

- The facilitator divides the plenary group into small working groups so that they can look into the above-mentioned needs framework, and arrange the contradictory parties on the diagram, as well as attempt to analyze their current and possible future behavior according to the basic human needs model. (30 minutes)

- The facilitating team directs the groups and helps them during the analysis process.

- The groups are then invited again to make their presentations and discuss their outcomes before the plenary group. (45 minutes)
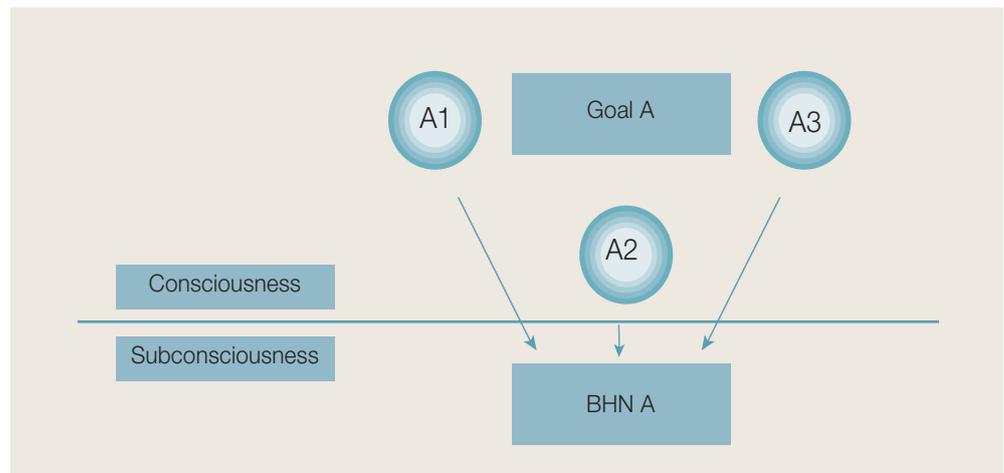
Reformulation of contradictory goals

Reformulation of contradictory goals is a complex process wherein contradictory parties reformulate their goals, taking into consideration their needs and assurance of fulfilling them thereof. At the same time, the parties shall ensure that they are not preventing the other party from fulfilling its needs. The facilitator shall explain this process in detail, given that it is regarded as a pivotal phase in which the participants may not be able to complete easily, causing the participants to feel frustrated. Moreover, the reformulation of contradictory goals is a step towards transforming contradictions into shared resources for the contradictor parties

The reformulated contradictory goals constitute the first step towards a so-called "transcendence of contradiction" (Galtung), e.g. the transformation of illegitimate goals to legitimate goals, of antagonistic behavior to agonistic behavior, of de-humanizing attitudes to re-humanizing attitudes.

The group is then divided into smaller groups according to contradiction, and the facilitator shall then ask each group to reformulate its goal according to the above-mentioned. (3045- minutes)

The facilitating team shall direct the groups and help them during the analysis process, (the facilitator's directives is of great significance during this phase).

• The groups are then invited again to make their presentations and discuss their outcomes before the plenary group (45 minutes). It is imperative that the facilitator ensure that the reformulation results satisfy all contradictory parties (i.e. it realizes my needs as a party therein and does not prevent the realization of the other party's needs, but doesn't necessarily fulfill them either), thereby transforming them from illegitimate contradictory goals to legitimate contradictory goals.

Conflict Handling Styles

This is a conceptual analysis explained to the participants as a means and additional analysis tool to analyze contradictions, and analyze behavior of conflict parties, according to the pattern of contradiction and way of dealing with it, this tool is also useful in the framework of enabling social and political activists as a reference to determine intervention mechanisms in specific cases of contradictions or in cases in certain crises.
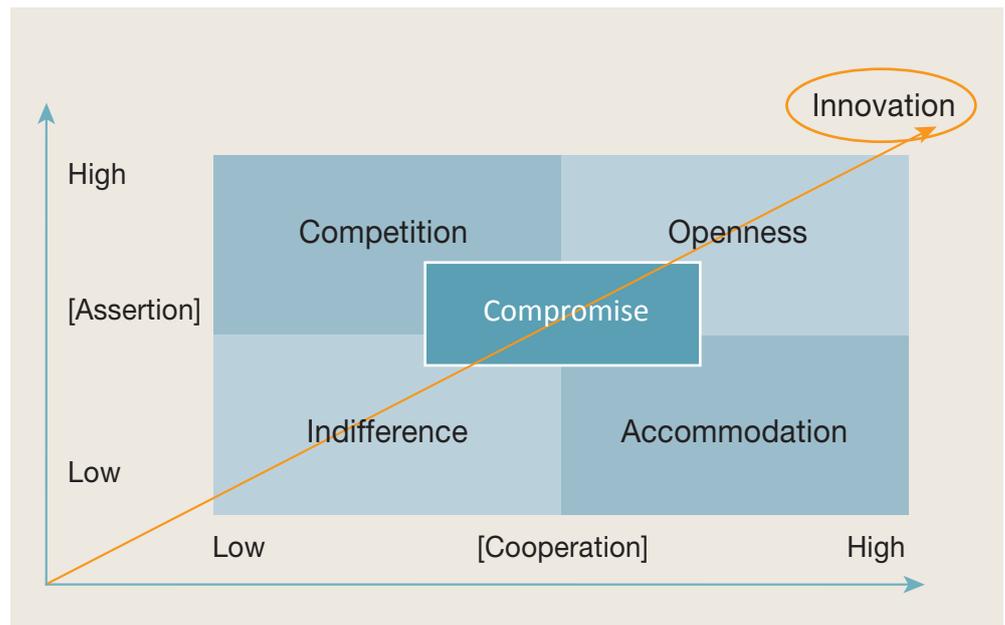
The Concept of Social Transformation and Improvement

The Innovative solution is creating new statues inspired by the contradictory goals. It is worth mentioning that the creative solutions might not be part of the nature of the contradictory goals (out of the contradictory goals context).

After reformulation of goals, the participants shall begin to find a solution for the contradiction between legitimate goals. During the first phase the participants try to find a solution which meets the needs of all parties. The process is of a complex nature. Therefore, the facilitator shall take his/her time in helping participants reach this solution. Then, the second phase begins, which involves connecting the basic human needs with human rights. The concept of rights is a complementary concept to the concept of basic needs, not an alternative concept. Needs refer to psychological and anthropological dimensions, and rights refer to the dimensions of politics and law. Subsequently, participants move on to the next step, wherein participants seek to reach an agreement regarding a solution that not only meets the needs of each contradictory party, but their human rights as well.

Social Transformation in Conflict
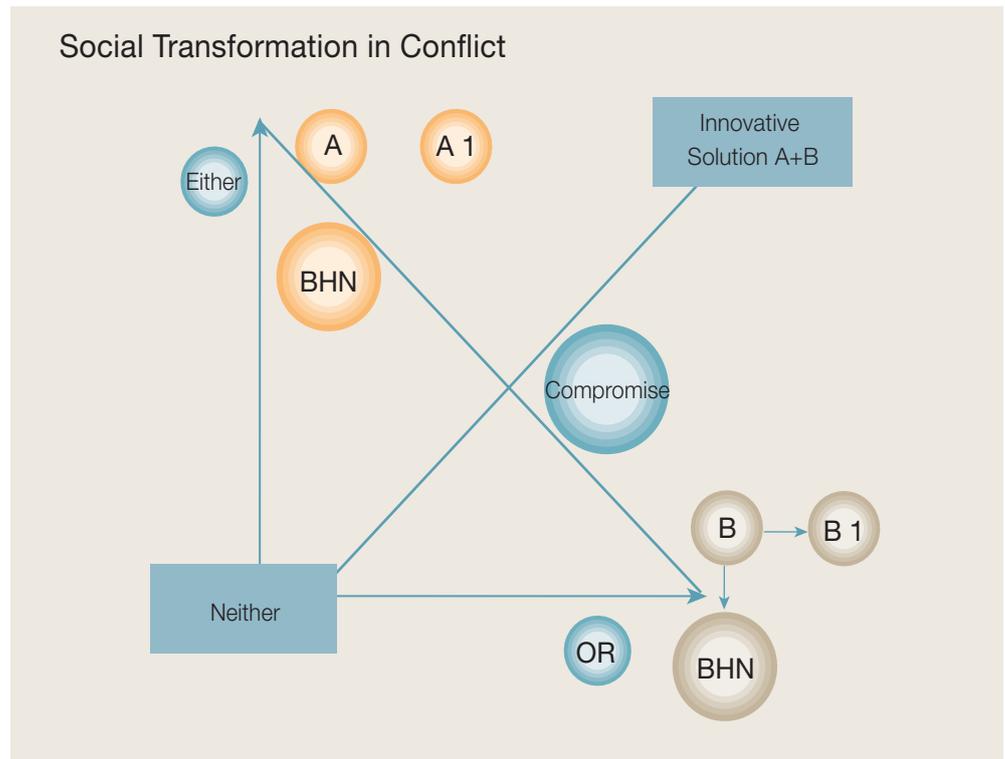
This may be the way towards "Innovative Transformation of the Contradiction": The creation of a new reality between contradictory parties, which fulfills the needs of contradictory parties according to the parties themselves. This may not solve the dispute or contradiction, as disputes and contradictions are necessary for development. But it transforms the "incompatibility" of goals and overcomes the antagonism towards agonistic adversaries.

Adoptive action (incubating innovative solutions)

The Incubation process for change is based on the process of transforming contradictions to resources, which is rooting for creative solutions resulting from the previous process and begins by developing programs and plans able to meet the aspirations of the contradiction parties and their needs through planning future operations, and before engaging in the change process we should clarify the following aspects of the definition of change:

What Do we seek to Achieve (Vision)

Why is this important to us (Mission)

How (Strategic directions and planning)

III. The Strategic Planning Phase

After the phase of transformation with six stations comes the planning phase with another five stations:

III.1. Practical vision

III.2. Obstacles to the vision

III.3. Strategic directions addressing the obstacles

III.4. Annual plan

The phase of transformation can be achieved in a workshop of six days. Or it can be achieved in a longer project with six stations. The planning phase can be part of the first workshop, e.g. with another 5 days (all together 11 days); or the planning phase may possibly be unassociated with the phase of transformation, e.g. with a second workshop, or as a second part of a longer project.

The planning involved in this type of workshop is participatory and is based on the workshop's previous phases. After the participants addressed, analyzed and then transformed the contradictions, they move on to the next more practical phase; i.e. what comes next? What must occur for participants to realize the solutions to the contradictions? The process begins by determining the practical vision, which serves the group from 3 to 5 years. During this period the vision is regarded as an 'applicable vision' and not as a vision representing a dream. The participants shall then look into the obstacles that may prevent them from realizing this vision, then look into strategic directions which represent solutions or ways to address these obstacles, and finally the participants shall set forth an annual plan in view of realizing the vision (or parts thereof), and a detailed 90-day plan.

III.1. Practical Vision

a. Rational goal	b. Experiential goal
To determine the group's practical vision, which shall serve as the basis for work.	To have a feeling of ease and anticipation to work towards realizing the vision.

Execution mechanism

- The facilitator asks the participants the following questions: "What do you wish to realize within 3-5 years from now? What is the dream you wish to realize within 3-5 years from now?" The facilitator then presents a model to the participants in order to help them better understand the process by referring to the following interpretations and explanations: If the assessment is to be conducted after 5 years with a journalist, whose goal is to make a documentary regarding the accomplishments of the group, then what places may you possibly visit with him? What actual accomplishments will you inform him/her about?

- The participants are then divided into small working groups whose members shall not exceed 5 members in each group. The participants are asked to agree on 8-10 cards of achievements.

- The facilitator requests that the number of words on each card (paper) not exceed 5 words or more than one achievement. To be written in clear handwriting.

- In the meantime, the co-facilitator shall be preparing the sticky wall by drawing pictures (square, triangle, circle, tree … etc.) thereon in a horizontal order, so as to facilitate the subsequent process of clustering the achievements.

- The facilitator shall work with members of the small groups extensively, and shall not expect the participants to grasp the concept of the exercise immediately.

- The groups are then invited to return to the plenary so as to share their goals and cluster them into similar groups (sets).

- The facilitator shall then request the following: "Give me three cards out the eight you have." Three cards are then collected from each group.

- The facilitator shall read each card before all the participants, and place under one of the diagrams pictures on the sticky wall.

- After reading the forth card, participants are invited to think of how the cards are linked to one another, in an attempt to classify them within achievements' groups, and place the similar cards vertically under each other.

- The pictures displayed on the board are used to facilitate the process of placing the cards under each other. During this phase the subjects of the cards shall not be titled but should only be placed under one of the pictures.

- After completing the process of classifying the cards, the facilitator shall ask the groups to submit another four cards different than those submitted during the first phase.

- The facilitator shall then cluster these cards in the same manner.

- Subsequently, the facilitator asks the groups to submit their remaining cards, and goes on to cluster them.

- The facilitator shall replace each picture with a title that represents all the cards placed in that category.

- Then, the facilitator shall review all the columns to make sure that each card reflects the title or part of it thereof.

- After which, the practical vision shall be formulated so as to include all titles.

- The facilitator then confirms that all participants agree on the practical vision and that there aren't any objections.

III.2. Obstacles to the Vision

a. Rational goal	b. Experimental goal
To determine the political, societal, cultural and psychological obstacles to the vision and understand the reality that these obstacles may prevent the group from achieving the vision.	To determine awareness and transformation of feelings of unease and frustration, at times, given the great number of obstacles.

Execution mechanism

- The facilitator asks the participants the following questions: "What are the political, societal, cultural and psychological obstacles that may hinder the achievement of the practical vision?" Or, "What are the obstacles that may limit our capacities towards working on the achievement of the practical vision?"

- The participants are then divided into small working groups whose members shall not exceed 5 members in each group. The participants are asked to determine 8-10 obstacles that might prevent them from achieving the vision.

- The facilitator explains that use of the following words shall not be permitted under any circumstance: "absence of", "lack of", "non-availability", and "impossible"; whereas the 'absence of' something is not an obstacle, however its presence is.

- The facilitator requests that the number of words on each card (paper) not exceed 5 words or more than one obstacle. To be written in clear handwriting.

- In the meantime, the co-facilitator shall be preparing the sticky wall by drawing pictures (square, triangle, circle, tree… etc.) thereon in a horizontal order, so as to facilitate the subsequent process of classifying the goals.

- The facilitator shall work with members of the small groups extensively, and shall not expect the participants to grasp the concept of the exercise immediately.

- The groups are then invited to return to the plenary so as to share their goals and cluster them into similar groups (sets).

- The facilitator shall then request the following: "Give me three cards out the eight you have." Three cards are then collected from each group.

- The facilitator shall read each card before all the participants and place

them under one of the diagrams displayed on the sticky board.

- After reading the forth card, participants are invited to think of how the cards are linked to one another, in an attempt to classify them within objective groups, and place the similar cards vertically under each other. Clustering is made in the form of 'walls' to imply 'obstacles' which may prevent us from moving forward. These walls must be destroyed so as to move forward.

- The pictures displayed on the wall are used to facilitate the process of placing the cards under each other. During this phase the subjects of the cards shall not be titled but should only be placed under one of the diagrams.

- After completing the process of clustering the cards, the facilitator shall ask the groups to submit another four cards different than those submitted during the first phase.

- The facilitator shall then cluster these cards in the same manner.

- Subsequently, the facilitator asks the groups to submit their remaining cards, and goes on to classify them.

- The facilitator shall replace each picture with a title that represents all the cards placed in that category.

- Then, the facilitator shall review all the columns to make sure that each card reflects the title or part of it thereof.

III.3. Strategic Directions
Addressing the Obstacles

a. Rational goal	b. Experiential goal
To analyse the obstacles and build the ability to address them.	To achieve a feeling of ease emanating from the groups' ability to address these obstacles.

Execution mechanism

- The facilitator asks the participants the following question: What are the innovative actions that shall challenge the obstacles in view of achieving the practical vision?

- The participants are then divided into small working groups whose members shall not exceed 5 members in each group. The participants are asked to determine 8-10 innovative actions that shall deal with the said obstacles and allow them to achieve their vision.

- The facilitator requests that the number of words on each card (paper) not exceed 5 words or more than one action. To be written in clear handwriting.

- In the meantime, the co-facilitator shall be preparing the sticky wall by providing at least 9 half flipchart papers, so as to facilitate the subsequent process of clustering the innovative actions

- The facilitator shall work with members of the small groups extensively.

- The groups are then invited to return to the plenary so as to share their innovative actions and cluster them into similar groups (sets) on the half flipchart paper.

- The facilitator shall then request the following: Give me three cards out the eight you have. Three cards are then collected from each group.

- The facilitator shall read each card before all the participants, and place them on one of the half flipchart sheets on the sticky wall

- After reading the forth card, participants are invited to think of how the cards are linked to one another, in an attempt to classify them within objective groups.

- During this phase the subjects of the cards shall not be titled but should only be placed on the half flipchart sheets.

- After completing the process of clustering the cards, the facilitator shall ask the groups to submit another four cards different than those

submitted during the first phase.

- The facilitator shall then cluster these cards in the same manner.

- Subsequently, the facilitator asks the groups to submit their remaining cards, and goes on to cluster them.

- The facilitator shall give each half flipchart sheet a name so s/he can easily deal with it.

- Then, the facilitator shall review all the sheets to make sure that each card reflects the title or part of it thereof.

- Meanwhile, the co-facilitator or the facilitator assistant has to prepare number of triangles and put it horizontally on the sticky wall so the facilitator can cluster the flipchart sheets in specific directions e.g. capacity development and awareness raising might go together in one strategic direction and could be named 'empowerment'.

- The best case is having 3-4 strategic directions.

III. 4. Annual Plan

This is an annual plan which includes all the activities intended to be implemented by the group. The plan shall reflect all the strategic directions of the group, and help realize their practical vision (in whole or partially).

Rational goal	Experimental goal
The group is ready to work towards realizing the practical vision.	A sense of optimism and enthusiasm emanating from reaching the annual plan.

Execution mechanism

- The co-facilitator shall prepare the sticky wall by dividing it vertically into 12 months.

- The facilitator shall write on the board the types of activities intended to be carried out, and request that the participants write their names under the activities which they wish to plan.

- The group is then divided into small working groups according to the activities, and the participants are then asked to plan these activities in terms of title, content, invitees, etc. …

- The facilitator shall work with members of the small groups extensively.

- The groups are then invited to return to the plenary so as to share their activities and include them in the annual plan, with the help of the facilitator, so as to complete all the activities.

IV. Re-entry, Sustained Support, Monitoring and Evaluation

After re-entry, the team of trainers and facilitators cares for a sustained support and process(es) of monitoring and evaluation.

References

Inspired by:

Max-Neef, M. (1991): Human Scale Development. The Apex Press: New York.

Hofstede, G. (2011). Dimensionalizing Cultures.

Kelman, Herbert C. (2016): Resolving Deep-rooted Conflicts. Essays on the Theory and Practice of Interactive Problem-Solving. Edited by Werner Wintersteiner, Wilfried Graf. Routledge Studies in Peace and Conflict Resolution.

Mouffe, Chantal (2003): Agonistics. Thinking the world politically. Verso: Lond

Galtung, Johan. Transcend And Transform: An Introduction To Conflict Work. 1st ed. London: Pluto Press, 2004. Print.

Resource

Developed by:

The Palestinian Association for Empowerment and Local Development- REFORM

Development process lead by:
- Oday Abukarsh
- Bisan Abu Ruqti
- Ruham Nimri

And was co-facilitated by:
- Moaamar Kilani
- Rawan Sharqawi
- Shadi Zeidat
- Hassan Mahareeq

Contributors to the development process:
- Nadim Qandil
- Alice Abdo
- Reziq Atawneh
- Shahd Satareia
- Mohammad Abu Srour
- Rusaila Lutfi
- Jehan Badawi
- Basil Jabarin

Coached by:
- Gudrun Kramer
- Wilfried Graff