



Middle East
Nonviolence and
Democracy

האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM
الجامعة العبرية في اورشليم القدس

THE HARRY S. TRUMAN RESEARCH INSTITUTE
FOR THE ADVANCEMENT OF PEACE

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מכון למחקר ע"ש הנרי ס. טרומן

מרכז קידום השלום

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CO-FACILITATION FOR ISRAELIS AND PALESTINIANS- TRAINING FOR TRAINERS

Dear friend,

The Harry S. Truman Research Institute for the Advancement of Peace, Middle East Nonviolence and Democracy (MEND) and the University of Pisa, Italy are offering a pioneering training program for co-facilitators. Many Arabic and Jewish groups have been involved in co-facilitating activities and we would like to build on the accumulated experience and systematic training in this field. Although the official diplomacy has its ups and down in the peace process, we are nevertheless determined to continue to reconcile and bring together the two nations and have been successful on various levels of the two societies.

The two organizers have already trained a group of 20 Israeli and Palestinian co-facilitators. Given the success of the training and the possibility of the application of this technique in many other conflict areas, we are now recruiting again suitable Israeli and Palestinian candidates and will appreciate you sharing information with your colleagues and students. The program includes:

- training in co-facilitating track II- citizens' diplomacy and "people to people" meetings between and among Israelis and Palestinians, or other groups divided by a protracted conflict
- basic training in applied techniques of conflict resolution/transformation
- training in facilitation skills
- innovative problem solving workshops
- development of skills in building effective communication and prejudice reduction
- a training manual for future use

Co-facilitation

Multi-track peacebuilding has been one of the most meaningful aspects before and during the Israeli/Palestinian official peace negotiations. At the level of "influentials", civil society organizations, and among grassroots activists, interactions across the divide have endured and even flourished when the political and diplomatic process was floundering. Such exchanges have been conducted in a wide variety of

frameworks, including academic research, training, NGOs, dialogue groups, and professional contacts. The effects of these meetings are difficult to measure quantitatively, but clearly they represent an enormous advance in understanding and cooperative endeavor. Effective communication between Palestinians and Israelis, has often required facilitation by trained experts in order to smooth the path towards fruitful exchange and cooperation.

Traditionally, in people-to-people meetings as well as in high-level diplomacy, foreigners from outside the region have generally facilitated. This is expensive and, at this point, usually unnecessary, given the growing presence of local resource people actually performing or interested in fulfilling such roles. This project will further develop capacity-building and contribute to creating a corps of trained co-facilitators, living in Israel/PNA and/or co-facilitators local to a country with a protracted conflict, who know the local situation and its difficulties, and who can assist members of the two populations in getting to know each other and in working directly, without the need of intermediaries.

A large part of this training will include means of working together and dealing with problems that arise. Those trained in co-facilitation will also be supplied with the additional skills necessary for running 'one-nation' facilitated activities. A certificate will be awarded at the end of the program to indicate the work that the recipient has completed.

The organizers

Middle East Nonviolence and Democracy- MEND was founded in 1998, in order to develop Palestinian resources in the field of conflict resolution. It has worked on a number of projects involving youth and leadership, organizing international summer camps. This is its second project with an Israeli institution, though the project leaders have participated in many such projects over a number of years.

The Harry S. Truman Research Institute for the Advancement of Peace is dedicated to fostering peace and advancing cooperation in the Middle East and among the peoples of the world through research; through the sponsorship of conferences, seminars, and colloquiums; through provision of fellowships for local and visiting scholars whose research is related to the Institute's activities; and through the maintenance of close relations with similar institutes abroad. It has participated in dozens of joint projects with Palestinians and, recently, with Jordanians and Egyptians as well, involving conflict resolution as well as a number of other peace-related fields.

University of Pisa has taken the initiative through its interdepartmental research center "Sciences for Peace" to host the co-facilitation training group and actively contribute to the training program.

Facilitators

The project will be conducted by three experienced facilitators – Noah Salameh (Ph.D. candidate at the Institute for Conflict Analysis and Resolution at George Mason University, Virginia), Dr. Edy Kaufman (senior researcher and Executive Director of the Truman Institute, former Director of the Center for International Development and Conflict Management at University of Maryland, College Park) and Nanni Salio from the "Sciences for Peace" Research Institute at the University of Pisa.

Duration

The training is based on 70 hours of active experiential learning and divided into three parts:

1. A one day uni-national session, early June (the exact date to be determined later)
2. A bi-national workshop 10 days, between August 22nd, 2001 and September 1st 2001 in Pisa, Italy.
3. A bi-national weekend workshop in mid- December (the exact date to be determined later) in Israel/Palestine or a geographically closed fairly neutral location, agreed upon by participants

Certificate

After the successful completion of the course, a certificate will be granted jointly by the two sponsors.

Location

The workshop will be held in Pisa, Italy. The sessions will be conducted at the University of Pisa.

Lodging.

As it has been a tradition of inter-cultural experiences, participants will be sharing a room (2 participants in a double room)

Candidates

The program is designed for candidates who are:

- Israeli/Palestinian facilitators who have already been working already as a team and would like to further develop their co-facilitation teams and contribute from their personal and institutional experience
 - facilitators who have been working primarily within their own society and would like to acquire skills of co-facilitation with colleagues from other groups
 - partners to a protracted conflict who would like to cooperate across the divide
 - professionals who would like to become familiar with co-facilitation and other innovative and practical skills to be used in diverse types of activities
- * the group of Israeli and Palestinian participants will be joined by a group of 10 Italian colleagues for the training week in Pisa.

Admission

Expected enrollment –30 Participants (10 Israelis, 10 Palestinians, 10 Italians)

Candidates must:

- have a B.A. (or an equivalent); exceptional cases will be approved by the board of the program
- priority will be given to candidates working in the field of facilitation/conflict resolution who want to upgrade their skills and use them in future work
- A long-term commitment is expected- only participants who will demonstrate such an interest will be selected

- A good knowledge of English is required.

Tuition, Fees and Expenses

The costs of the training program for each participant are USD 2.000, however due to subsidies from the US Institute of Peace and the University of Pisa, only a reduced course fee is required – USD 400. A limited number of scholarships will be available on the base of need only.

Application

Please fill out the enclosed application form and send it to both following addresses by fax or e-mail only:

Lucy Nusseibeh
MEND
PO Box 66558
East Jerusalem
Tel: 02-6567310
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msek@mscc.huji.ac.il

APPLICATION FORM

(Use an additional sheet if necessary to amplify your answers)

NAME OF THE CANDIDATE:

GENDER:

DATE OF BIRTH:

ADDRESS:

TEL/FAX:

E-MAIL:

NAME AND DESCRIPTION OF YOUR CURRENT ORGANIZATION/
INSTITUTION/ UNIVERSITY:

EDUCATION:

CURRENT EMPLOYMENT/ STUDIES:

PREVIOUS EXPERIENCE IN CONFLICT RESOLUTION/
FACILITATION/ DIALOGUE:

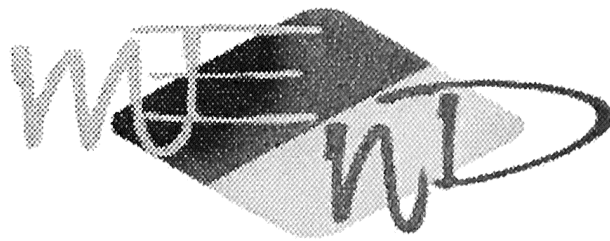
PLANS FOR FUTURE USE OF THE COURSE:

ENGLISH PROFICIENCY:

Please fill the table according to the following: E (excellent), G (good), F (fair), P (poor)

Speaking	Reading	Writing

ANY OTHER IMPORTANT INFORMATION YOU WOULD LIKE US TO
BE AWARE OF:



Middle East Nonviolence and Democracy

Financial Report Coofacilitation Project Funded by the USIP workshop Istanbul (October 2002)

Paid to	For	Total	
Daher travel agency	Tickets,&Accomodation	\$8,960	
Dr. Edy Kaufman	luncheons, taxis	\$425	
Islam Nairoukh	expenses in Jordan	\$250	
Visas		\$96	(450 NIS)
Ticket& accomodation for Noah Salameh		\$703	(3269 NIS)
Total Amount in USD		\$10,434	

Co-facilitation as a method in social work

Co-facilitation has been used as a therapy method in social work and psychology since the 1970s. Its advantages and disadvantages have been studied and some of them may be applicable to the field of conflict resolution/transformation:

Advantages:

1. More possibilities for **modeling**. The presence of more than one facilitator can enrich the group experience. Participants are exposed to different styles of interaction, while being able to observe the two facilitators resolving a conflict in a creative and productive way (Yalom, 1975). Moreover, even if certain members of the group have difficulties bonding with the facilitator, in co-facilitation they always have the possibility of identifying themselves with their more favorite person.

2. **Structural opportunities**: Two facilitators can face the group dynamics better- while one of them can confront the group the other can support it. Another possibility is the concentration of one of the facilitators on the preservation of the group and channeling the group dynamics in a positive way, while the other facilitator concentrates on the various tasks, the group has to fulfill.

3. **Group management**

Presence of two facilitators improves their ability to deal with the group, including setting boundaries and rules and enforcing them (Davis & Lohr, 1971). For example, one of them can focus on members that are disobedient, hostile or are "acting out", while the other one, continues the activity with the rest of the group, this approach can be useful especially with groups of youth or children (Roth, 1977; MacLennan, 1965). Moreover, co-facilitation supports the continuity of group management- in case one of the facilitators has to leave the group (Fleischer & Capellari, 1979; Sharpe, 1977).

4. **Better problem solving**

Co-facilitation offers a wider perspective of "expertise" in solving personal and group problems. Since every professional has his/her strengths and weaknesses, co-facilitators can complete each other and offer a wider range of intervention (Gallogly & Levine, 1979).

5. **Professional development**

Co-facilitation can contribute to the development of skills of the facilitator, especially if one of them is a trainee. The fact that responsibility is shared and divided between two people can help to overcome anxiety and give a chance to learn from an expert in "real time". Even if the two co-facilitators are on the same professional level, they can benefit from a mutual learning experience, especially through feedback and discussions about the group, which, leads to better communication and understanding. Moreover, since conflict transformation in particular is an interdisciplinary field, the two facilitators are engaging in a lateral transfer of knowledge.

Resource E Questions for Cofacilitators

Orientation/Style

1. The major values, beliefs, and principles that guide my facilitation are . . .
2. The major values, beliefs, and principles that other facilitators hold and that I strongly disagree with are . . .
3. When contracting with this type of group, I usually . . .
4. When starting this type of group, I usually . . .
5. At the end of a meeting with this type of group, I usually . . .
6. When someone talks too much, I usually . . .
7. When the group is silent, I usually . . .
8. When an individual is silent for a long time, I usually . . .
9. When someone gets upset, I usually . . .
10. When someone comes late, I usually . . .
11. When someone leaves early, I usually . . .
12. When group members are excessively polite and do not confront each other, I usually . . .
13. When there is conflict in the group, I usually . . .
14. When the group attacks one member, I usually . . .
15. When a group member takes a cheap shot at me or implies I am ineffective, I usually . . .
16. If there is physical violence or threats of violence, I usually . . .
17. When members focus on positions, I usually . . .

Note: Some questions are from Pfeiffer & Jones (1975).

18. When members seem to be off the track, I usually . . .
19. When someone takes a cheap shot, I usually . . .
20. My favorite interventions for this type of group are . . .
21. Interventions that this type of group usually needs but that I often don't make are . . .
22. In working with this type of group, the things I find most satisfying are . . .
23. The things I find most frustrating in working with this type of group are . . .
24. The things that make me most uncomfortable in this type of group are . . .
25. On a continuum ranging from completely supportive to completely confrontational, my intervention style is . . .
26. My typical "intervention rhythm" is [fast/slow] . . .

Experiences and Background

1. Discuss your experiences as a facilitator or cofacilitator. What types of groups have you facilitated? What were the content and process issues in the groups?
2. Discuss your best facilitation and cofacilitation experiences. What was it about the experiences that made them so successful?
3. Discuss your worst facilitation and cofacilitation experiences. What was it about the experiences that made them so unsuccessful?
4. Describe some of your facilitation behaviors that a cofacilitator might consider idiosyncratic.
5. Describe the issues that have arisen between you and other cofacilitators.
6. Describe the areas in which you are trying to improve your facilitation. How would you like the cofacilitator to help you improve?
7. What personal issues do you have that might hinder the ability of you and the other facilitator to work with each other or with the client?
8. Given what you know about the cofacilitator, what concerns do you have about working with that person?

Cofacilitator Coordination

1. Who will sit where in the group meetings?
2. Who will start the session? Who will finish it?
3. Will both of you need to be present at all times? How will breakout sessions be handled?
4. How will you handle the role of flip chart recorder?
5. How will you divide the labor (for example, primary-secondary, task-relationship, intervener-recorder)?
6. What kind of facilitator interventions and behaviors are inside and outside the zone of deference that each of you will grant the other?

7. Where, when, and how will you deal with issues between you?
8. What kinds of disagreements between you are you willing and not willing to show in front of the group?
9. How closely should you expect each other to adhere to the designated roles you have jointly agreed on?
10. What is nonnegotiable for each of you as cofacilitator?

**Acuerdo adoptado en el Taller de Derechos Humanos y Resolución de Conflictos
sobre el caso de violencia en la Universidad Central de Venezuela 2007**

Nosotros los participantes del Taller de Derechos Humanos y Resolución de Conflictos reunidos durante el mes de noviembre de 2007, hemos acordado por consenso las siguientes medidas para solucionar el conflicto de violencia en la Universidad Central de Venezuela (UCV):

1. Pactar una declaración de no violencia en el campus de la UCV, de todos los grupos estudiantiles con el fin de conciliar todas las partes.
2. Implementar un sistema de comunicación de emergencia que permita denunciar oportunamente un evento irregular, materializado a través de un 0-800-violencia.
3. Reforzar, ampliar y preservar un sistema de iluminación en todo el recinto universitario como medida para reducir actos delictivos.
4. Exigir a las autoridades competentes que hagan cumplir las sanciones previstas a quienes atenten contra la integridad física de otros y al patrimonio en la UCV.
5. Promover y practicar el desarme en la UCV, Ej.: El intercambio de arma por libros.
6. Reforzar la vigilancia y no permitir el acceso de armas en la UCV, por ejemplo con el uso de detector de metales.
7. Promover el conocimiento del otro integrando grupos mixtos de trabajo comunitario dentro y fuera de la UCV, los cuales serán evaluados periódicamente y premiados según sea el caso.
8. Celebrar actividades de todos los cultos juntos o separadamente, al igual que otras actividades (talleres, juegos, etc.) para acercar a las partes.
9. Promover cursos de autoconocimiento y crecimiento personal dirigidos a reducir y canalizar la exacerbación de conductas violentas. Así mismo entrenarse en materia de luchas no violentas y autocontrol.

Co-facilitation – as a new method in peace praxis
(developed by Edy Kaufman, Diana Klein and Noah Salameh)

Terminology: 'facilitator' is

- a) a practitioner who becomes involved with parties in a conflict, conducts dialogues with all conflicting parties in order to share skills and empowers the parties to transform their conflict
- b) a practitioner who conducts meetings between individuals from conflicting parties whose primary goal is not to resolve/transform their conflict, however they wish to cooperate in their own field of expertise (such as environmentalists, economists, academics, physicians...)

Usually facilitators come from a third outside party for a number of reasons:

- 1) to ensure objectivity and neutrality- a professional engaging in citizens' diplomacy from a third party is not a subject to pressure resulting from the conflict and does not have a "hidden agenda"
- 2) countries with violent conflicts find it difficult to train specialists in conflict resolution/transformation (priorities are still given to military training), thus most of the specialists are trained in Western Europe and North America, where conflict "worker" is an emerging profession

Though most of the facilitators have genuinely helped to resolve conflicts, another method has been developed which has the potential to be more efficient in many ways.

In co-facilitation, trained experts from all participating conflicting parties conduct dialogues and meetings together, while each facilitator belongs to a conflicting party.

Advantages of co-facilitation

1. It allows the team to encourage better cooperation, performance and results than a foreign third party, given the familiarity with the problem, culture and acquaintance with the "Partners" of each side
2. While familiarity could be a minus, the fact that there is also a co-facilitator from the "other" party can generate the required curiosity and expectation for innovation
3. The co-facilitator can provide opportunities for openness in separate uninational discussions with participants of his/her own party as a group or individuals. Such separate meetings can be necessary to allow for frank discussions of problems and shortcomings at different stages
4. Language: while it is often the case that the co-facilitator use in the workshop a third party widely spoken language (English, Russian...), they can also easily translate the communications of those participants when and if they find difficult to express themselves in a foreign language
5. There is a possibility of saving international travel costs
6. If budget allows, there is no reason why not to include an experienced third party foreign facilitator as well as the two co-facilitators from the "Partners in Conflict", becoming a team of three.
7. A facilitator from a foreign third party might try to impose his/her own (usually a "Western") approach of conflict resolution/transformation that is not suitable for the specific conflict area, what might appear condescending in the eyes of the local participants

8. Because of the complexity of most the current identity driven conflicts and the professionalism that lies in conflict resolution/transformation techniques, it is difficult for a facilitator to be an expert in both. Therefore, many times facilitators from a third outside party have to be filled in on the details of specific conflict, risking the danger of protracting the process and being misinformed by one or all sides.
9. Facilitators from an outside party might fear to put pressure on the participants to reach results in order not appear too unrealistic, thus tend to be satisfied with less. Local co-facilitators are subjected to the same conditions as the participants what enables them to know how much to demand and what kinds of results to expect ("hands- on" as opposed to "hands- off")
10. Since local co-facilitators are aware of the sensitivity of certain issues and expressions, they can use real-life examples when necessary (instead of simulations) and avoid certain exercises commonly used in other cultures, but not fitting their own.

Disadvantages of co-facilitation

1. Familiarity could be a handicap since there may be some reluctance experimenting with something new when it comes from people of your own land ("There is no prophet in his own land")
2. Personal acquaintance might endanger the credibility of the co-facilitator
3. It is difficult to prove the neutrality of the local co-facilitator
4. While facilitating meetings between parties to a violent conflict, the facilitator has to deal with emotional distress from the side of the participants. However, the facilitator cannot become emotionally involved (merely show empathy). If the facilitator belongs to one of the conflicting parties and he/she was involved in a violent event- emotional involvement is inevitable.

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Advantages:

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2. **Structural opportunities**: Two facilitators can face the group dynamics better- while one of them can confront the group the other can support it. Another possibility is the concentration of one of the facilitators on the preservation of the group and channeling the group dynamics in a positive way, while the other facilitator concentrates on the various tasks, the group has to fulfill.
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Co-facilitation offers a wider perspective of "expertise" in solving personal and group problems. Since every professional has his/her strengths and weaknesses, co-facilitators can complete each other and offer a wider range of intervention (Gallogly & Levine, 1979).
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Co-facilitation can contribute to the development of skills of the facilitator, especially if one of them is a trainee. The fact that responsibility is shared and divided between two people can help to overcome anxiety and give a chance to learn from an expert in "real time". Even if the two co-facilitators are on the same professional level, they can benefit from a mutual learning experience, especially through feedback and discussions about the group, which, leads to better communication and understanding. Moreover, since conflict transformation in particular is an interdisciplinary field, the two facilitators are engaging in a lateral transfer of knowledge.

6. **Support**

Additional support from another facilitator can reduce the pressure each of them is facing while interacting with the group. Presence of another facilitator can help if the group dynamics turns too intensive and destructive (MacLennan, 1965; Wexler & Steele, 1978).

In situations when participants are sharing their personal experience, sometimes facilitators get emotionally involved (especially in subjects as healing and reconciliation). Facilitators can develop a warning system through which they would help each other to remain empathetic, nevertheless keep an emotional distance.

Disadvantages of co-facilitation

1. Conflicts between facilitators

Co-facilitators do not always complete each other. Sometimes, the differences between them might lead to disagreement together with their subsequent engagement in the problem. The situation might interfere with the progress of the group. Conflicts between facilitators can be related to differences in their theoretical backgrounds, facilitation styles (active, passive...), competition or domination of one over another (Davis & Lohr, 1971; Hellwig & Memmott, 1974). Co-facilitators have to be clear about the nature of their interaction, cannot leave any unresolved issues between them and leave all communication channels open. Conflicts between co-facilitators can slow down or even stop any positive development of the group, moreover they might have a protracted negative influence on some individuals within the group.

2. Influence on co-facilitators

Negative interaction leads to negative modeling. Sometimes, a more "senior" (advanced, recognized...) facilitator can deprive the less experienced one from intervening. Even if their professional status is not a potential disturbing factor, one of them might fear to intervene in order not to "take over" or "hurt" the other (Heilfron, 1969). Co-facilitators can try to preserve a good relationship between them to such an extent that they create a "wall" or a "united front" that does not allow the members of the group to criticize them in any way.

Guidelines for a successful relationship between co-facilitators

- 1. Relationship of the two co-facilitators:** The most important qualities are openness, honesty and mutual respect. A good relationship between facilitators does not just happen, they have to want to share their responses, needs, feelings and opinions and they have to be able to receive constructive criticism and different perspectives. Moreover, they have to expose all the factors that might have a negative influence upon their relationship (fac. manual)
- 2. Structure of the roles of co-facilitators:** functions and roles should be defined in advance; while it is advisable to use theoretical material. In certain cases, one of the facilitators can function as a socio-emotional expert, while the other can serve as the "mission" expert. These functions can be defined at the beginning and the facilitators fulfill them through a whole term, or they

can switch functions, or one of them fulfills both and the other one is an observer.

If the two facilitators are from opposite sexes, they have to be aware that they might be potentially identified with a family nucleus. Special attention is required in inter-cultural groups, where patterns of behavior within the family differ from one culture to another. If the female facilitator is more assertive than the male facilitator, in certain cultures it might receive a negative interpretation and result in bad modeling.

Conflict management mechanisms

Sharing internal conflicts between co-facilitators with the group is important to a certain extent. Members of the group are trying to solve their own conflicts, they certainly do not need to be dragged into another, moreover even if the facilitators have decided to share a conflict for the sake of openness and honesty, they cannot expect from the group to solve it. However, facilitators should be able to predict a certain amount of conflicts between them (a natural process in every relationship), thus should be able to transform and channel them in the most positive way.