

# The PDA: Workshop Facilitation Guide

## I. About this Booklet

Provincial PDA multi-stakeholder workshops were designed to help to bridge the gap between government and civil society by creating a space where consensus on key directions for development and consolidating peace could be reached. The two overall objectives of the provincial PDA workshops that were undertaken as part of the overall PDA process were:

1. Defining, or helping to define, a preventive development strategy for conflict-affected provinces in Indonesia in the form of a broad strategic framework; and
2. Fostering a degree of ownership and consensus among key provincial stakeholders on such a strategy.

This booklet of the *PDA Resource Pack* is intended primarily for use by persons facilitating PDA workshops. Herein, we provide a three-day workshop facilitation guide and take a closer look at how the PDA workshops were run.

The guide provides a session-by-session overview of the facilitation process, and materials required.

As with Booklet 3 of the *PDA Resource Pack (The Capacity Development and Facilitators Training Guide)*, this booklet also contains a number of lessons that were learned in the process of running the PDA workshops.

### Contents

1. About this Booklet .....	1
2. Overview of the PDA Workshop .....	3
3. Facilitation of the PDA Process and Workshops .....	5
4. Lessons Learned .....	7
5. The Workshop Facilitation Guide .....	8



Mohamad Yusuf. *Freedom in Diversity is the Source of Richness*; hardboard cut, 17.5 x 13 cm, 1993.

## 2. Overview of the PDA Workshop

### 2.1 Introduction

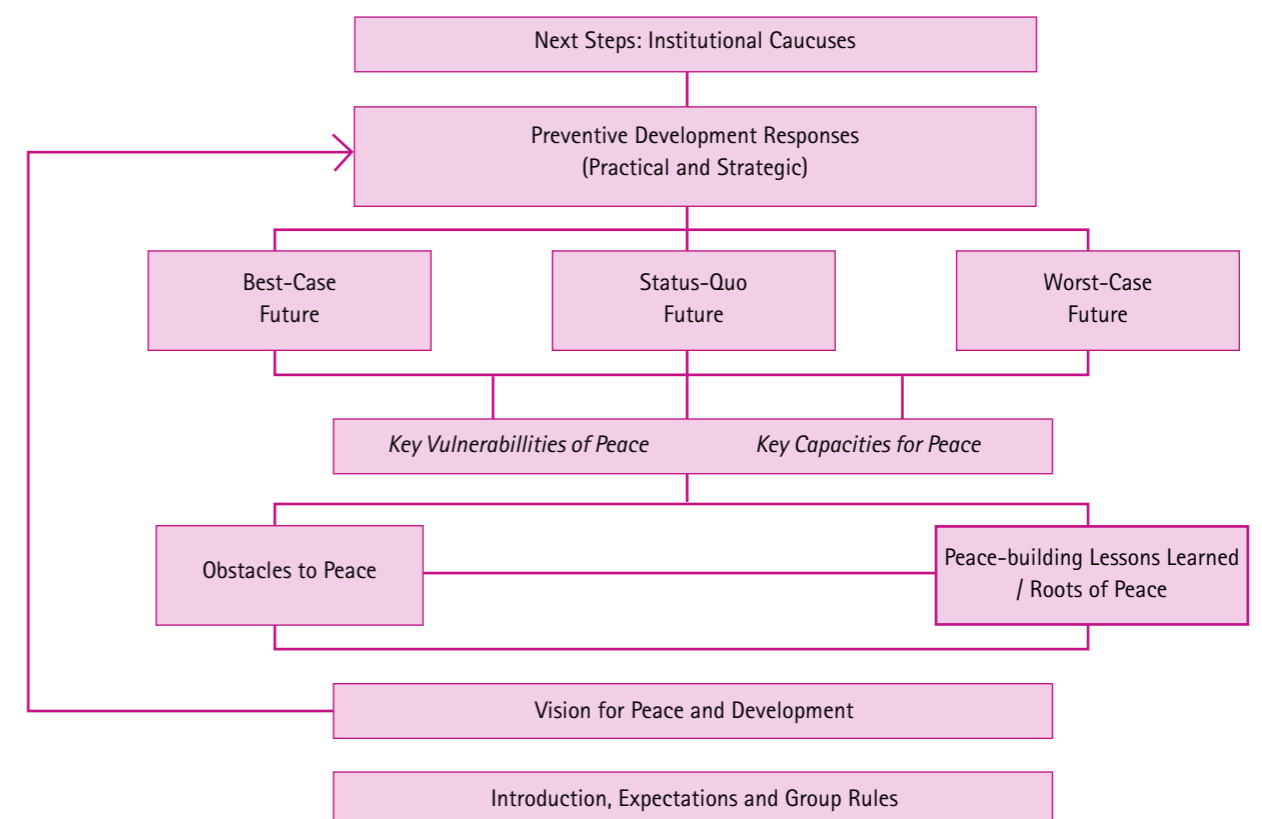
The PDA workshop process is based on the PDA consolidated methodology (described at length in Booklet 3). It contains the same elements as the methodology, with the exception of a session on stakeholder dynamics (which was seen by many local actors as too sensitive to include). In the workshop, an additional session is included at the end to provide participants with more time to develop plans and spaces to negotiate them among themselves. In the PDA, "scenarios" are called "futures" because of the negative connotations that the term has in some parts of Indonesia.

### 2.2 PDA Workshop Sessions

As is shown in Figure 1, the PDA workshop is divided into nine sessions:

- **Session 1** sets the stage for the workshop with an introduction, an explanation of expectations and the establishment of ground rules. In this session, rules for conduct are set and participants learn the concepts behind PDA as well as explore stakeholder expectations.
- **Session 2** focuses on the vision for peace and development—the overall goal for preventive development responses in the province. The vision as it is defined should reflect the consensus definition as well as the principles and the benchmarks of peace and development.
- **Sessions 3 and 5** concentrate on obstacles to peace and lessons learned from the peace-building process. Participants identify the key vulnerabilities

Figure 1  
Elements of the PDA Workshop Process



and capacities for peace, or the key dynamics of the ongoing situation that need addressing if the defined vision for peace and development is to be realised.

- **Session 6** looks at best-case, status-quo and worst-case futures ("scenarios"). In this session, participants gain an understanding of the possible future operating environment. By looking at three possible futures and identifying factors that may determine change, participants also look at pro-active responses for building peace, at how one might transform the status-quo and at how one might prevent or—at the very least—prepare oneself for a severe deterioration in the situation.
- **Session 8** looks at preventive development responses, both the practical and the strategic efforts that are required to realise the best-case future (peace-building and the realisation of a vision for Peace and Development); to transform the status-quo (conflict management or transformation); and to prepare for the worst-case future (conflict prevention and contingency planning).
- **Session 9**, the final session, looks at the next steps, including the follow-up processes that will be needed to maintain a peace-building momentum. Participants discuss options in various stakeholders' caucuses and decide what actions must be taken immediately following the PDA workshop. They also come to an agreement on roles and responsibilities in taking forward the planning process.
- **Sessions 4 and 7** constitute summation sessions, included at the beginning of Days 2 and 3 to give the workshop greater continuity and the participants a greater sense of progress.

It is important to note that the days have been designed to ensure that the energy among participants remains positive. Because sessions are conceptually sequenced for planning purposes, changes to the agenda should be carefully considered.

## 3.

# Facilitation of the PDA Process and Workshops

## 3.1 The Indonesian Context

The elaboration of a provincial PDA workshop process in Indonesia was preceded by extensive consultations with stakeholders in the conflict-affected provinces of North Maluku, Maluku and Central Sulawesi. From these consultations key pointers for the PDA process were identified. These included:

1. Designing a process useful for both UNDP and participating stakeholders;
2. Investing sufficient time in preparation (engagement with stakeholders, etc.) prior to the workshops;
3. Locating an appropriate process for broad-based consultation and strategic participation;
4. Focusing on peace and the possibility of creating opportunities for finding consensus on priorities and avoiding apportioning blame; and
5. Managing expectations while, at the same time, strengthening the transformative value of the initiative.

The provincial vision for the PDA is a multi-stakeholder process that generates a common vision for peace and development, helps to bridge the gap between government and civil society (as well as supporting development and peace-building), and yields consensus on key directions for consolidating peace.

The overall objectives of the provincial PDA workshops were:

- Defining, or helping to define, a preventive development strategy for conflict-affected provinces in Indonesia in the form of a broad strategic framework; and
- Fostering a degree of ownership and consensus among key provincial stakeholders on such a strategy.

It is important to be aware that multi-stakeholder processes in post-conflict settings pose many opportunities and challenges. On the one hand, while violence fatigue and the desire to see progress and peace provide spaces to think about the future, on the other, the scars and legacy of the conflict make dialogue processes sensitive and difficult, particularly where communities remain divided or in a state of negative peace.

In such a situation, when holding a workshop, emphasis must be placed on ensuring that the workshop has

a harmonious and constructive outcome—and not, for example, serve as a showcase for the rigorous implementation of the PDA methodology itself.

## 3.2 Key Considerations

As was indicated in the previous section, in preparing for PDA workshops it is important to ascertain what issues may cause conflict or tensions among participants and to design strategies for handling them. This means some flexibility regarding the rigour with which the tool is used for strategic planning purposes. (For instance, in Indonesia, no room was given in the PDA workshop to stakeholder assessment.)

There are other considerations to be aware of in the implementation of PDA workshops.

### 1. Hosting Institutions

In the selection of hosting institutions, key considerations include: their neutrality (and the perception on the part of participants of the host as neutral); their access to stakeholders; the breadth of their network of institutional and personal relationships; and their capacity for organising and managing the process (in terms of human resources and administrative competences).

A careful assessment of potential hosting or co-hosting organisations is essential. In the case of the three workshops in Maluku, North Maluku and Central Sulawesi, UNDP worked with provincial government authorities to host the workshops and, through the Peace and Development Facilitating Team (PDAFT), a group of stakeholders in each province selected to provide guidance and advice, to obtain a consensus on the initiative.

In addition, CSPS, as co-ordinator of the workshops, endeavoured to ensure that local civil society organisations were also represented as co-hosts of the workshops. All facilitators were selected from civil society (universities and NGOs). This was intended to bolster trust among civil society groups in the regions and to make sure that workshops were accessible to the many relevant stakeholders.

## 2. Selecting Participants

Because the conflict in the three regions under study was seen as sectarian-based (Muslim versus Christian), a primary consideration in the selection of participants was to achieve a balance between Muslim and Christian representatives from both government and civil-society institutions. Gender and age were also important considerations, just as was participants' backgrounds in sectoral development activities such as humanitarian assistance, peace building and policy advocacy. In all workshops an effort was made to ensure at least thirty percent participation of women.

Complicating the selection process were the rapidly changing dynamics of a post-conflict society. There were new potential local leaders, new political parties, growth in the number of IDPs and unemployed youth and so on. Issues that emerged in consultations with stakeholders pointed to what strategic key participants should be involved what the balance should be among them.

From an initial list of over 500 potential participants, the number was eventually winnowed down to between seventy-five and one hundred. The result of this process was a body of participants that both reflected the general picture of post-conflict society in the three regions and was representative of the key and strategic multi-stakeholders in the provinces.

## 3. The Role of Inputs

Inputs from workshop participants, gathered during the introductory sessions that were held prior to discussion sessions, proved both helpful and necessary for finalizing the actual content of the group-discussions.

Inputs from participants help to ensure that there is a base-line understanding of what is being done and provide direction for discussions. They also help to stimulate ideas and clarify concepts and issues. At the same time, care must be taken to ensure that inputs on the part of facilitators are minimal. Their role is to help participants share their own perspectives and to formulate their views in a concise and easy-to-understand manner. Inputs that are too long or too abstract end up producing more questions than they answer which, in the end, reduces the amount of time available for discussion.

## 4. Creating Equal Spaces

Gaps or perceived differences among participants create obstacles for the establishment of an open sphere for dialogue and discussion. Gaps can be traced to differences in rank (among government and military officials, for

instance), social status, gender and age. Facilitators need to be aware of these gaps, recognize what impact they can have on group participation and work to ensure they are minimized throughout the workshops. A key role of the facilitators is to create horizontal spaces for discussion.

Finding a balance among participants can be tricky, especially when some of the participants have dominant personalities. Humour helps to break down barriers and role-playing exercises can bolster sympathetic relations among participants and help those less able to speak to get their message across.

# 4. Lessons Learned

## 1. A Flexible and Adaptable Process

Changing provincial post-conflict and stakeholder dynamics was behind recognition by UNDP and CSPP for the need of a flexible and adaptable process. Acceptance of this need proved to be critical for the (relatively) smooth implementation of the workshops, as well as for ensuring relevance of the workshops themselves. Unforeseen incidents, such as a recurrence of violence in Ambon, required changes to workshop content and venue. In that particular instance, the workshop was moved to the capital, Jakarta, and the revised agenda placed greater emphasis on defining approaches to bolster the peace process.

## 2. Profiling

Given the emphasis on local ownership, it was necessary to pay close attention to the profile of both UNDP and CSPP in the process. Much thought went into appropriate co-hosting arrangements—from the selection of venues, to the visibility of institutional names and logos on banners, and even to who gave opening and closing speeches. In addition, the event itself was promoted as a joint planning forum—with UNDP and the government serving the role of convenor. In this respect, the use of local facilitators for the PDA workshops was instrumental in ensuring that participants saw the workshop as their own.

## 3. Managed Dialogue Process

Given the need for a harmonious precedent, the PDA workshops involved a tightly managed dialogue process. Whereas this ensured a constructive tone in the workshops themselves, it also meant that the process became at times too facilitator-centric and that some sensitive issues were not put on the agenda.

## 4. Process Hijacks

It is difficult to anticipate process hijacks, however, their occurrence can be minimized with the implementation of: a.) thorough consultation to ensure that the concerns of key groups are integrated into the process and that people feel 'heard'; b.) an effective and on-going communication strategy that gives the event an appropriate (non-threatening) profile; c.) appropriate co-hosting arrangements that give different groups a stake and ownership of the process; and d.) a process to ensure

political backing from selected power-brokers and ability to draw on that backing when necessary.

In the case of Central Sulawesi, for instance, the workshop was delayed for several days by the provincial authorities as a result of manoeuvres by an interest group opposing opening up the process to a broader constituency. Many discussions were held to reassure all involved of the advantages of multi-stakeholder processes. As a result, the workshop went ahead without incident. However, it had impacted negatively on the follow up process.

## 5. Institutional Planning Cycles

While both the relevance and timing of the PDA were appropriate, links with institutional planning cycles—of the provincial level governments and, also, UNDP CO, —were weaker. The project team had discussed how to ensure that PDA workshop outputs would feed into different planning frameworks but the various different timeframes (with the PDA workshops on one hand, GOI and UNDP planning cycles and the CPRU planning requirements on the other) made this difficult to ensure; there was insufficient time for inputs into all planning cycles.

Therefore, UNDP and CSPP decided to focus the provincial planning on the design of UNDP's new programme and to use the process as a test-case for future local government planning. Thus, the main inputs were provided at a strategic level, fed into the Mid Term National Development Plan in 2005-2009 and to the "100 Days Action Plan" for the new incoming government.

A critical lesson is the importance of linking PDA workshops to government planning, UNDP and in-country UN system-wide planning cycles and processes. This is the most effective way to ensure that resulting interventions are mainstreamed. In Indonesia, at the lower government level, this means timing PDAs eight to twelve months prior to the elaboration of the government's development plans, involving key government officials in the process and structuring inputs in line with government requirements.

In relation to UNDP, it is important to ensure the process takes place as part of the broad CO planning exercise. The PDA process fits well in the CCA (especially if there are additional components such as research and sectoral assessments that provide the required base-line data for planning and target setting.

# 5. The Workshop Facilitation Guide

## 5.1 Introduction

The implementation of the PDA workshop process started in North Maluku. After each day of the workshop, facilitators and UNDP would debrief and discuss possible improvements. The North Maluku workshop provided numerous insights into how the methodology and process could be improved. It also led to another revision of the PDA workshop agenda and process.

The Maluku PDA workshop was preceded by an increase in violence in the province. Due to this violence and the need to reconsider whether the timing was right for a PDA workshop, a meeting of the local working group (PDAFT) was convened for guidance. The advice received led to an adaptation of the PDA agenda to tackle key issues of concern for provincial participants.

Following the Maluku and Central Sulawesi PDA workshops, workshop reports were written up using a standard template. A small lessons learned workshop followed, leading to final adjustments to the PDA agenda and process.

## 5.2 Use of the Guide

As is mentioned elsewhere in *The PDA Resource Pack*, this Workshop Facilitation Guide represents the output of a long and complicated process, each step of which was reviewed and discussed long before the first workshop was held. At the workshop itself, each night the main facilitator would lead local facilitators in a discussion about ways to improve this guide. Their inputs proved to be invaluable. That said, this guide must be seen for what it is—a guide. Facilitators must be skilled and sensitive enough to adapt it to fit the local context. Perhaps additional handouts or presentations will be needed. Perhaps the use of metaphors that are more context-specific might be considered.

Readers of the entire *PDA Resource Pack* will note that this three-day workshop guide is, almost a complete, a reduplication of the materials found in the Facilitators' Training Guide (Booklet 3) for Days 2, 3, and 4. This reduplication is intentional. Because each of the booklets in *The Resource Pack* are intended to serve as stand-alone products, it was necessary to repeat the information here to make the Workshop Facilitation Guide easier to use.

As was noted elsewhere, many of the handouts and PowerPoint presentations that were developed during the course of the PDA process and were tested and used during the PDA workshops are to be found in Word document or PDF form in the supplementary PDA CD-ROM.

Permission to duplicate and further disseminate these materials is freely given as long as their source is properly credited and acknowledged.

### Day 1: The PDA Workshop Process: Introduction, Vision and Obstacles to Peace

<p><b>Purpose</b></p> <p>Trainees experience and understand the PDA workshop process from the perspective of participants</p>	
<p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Understanding the concepts of 'visions for peace and development' and 'obstacles to peace'</li> <li>• Experiencing different facilitation techniques for the sessions on visions and obstacles</li> <li>• Reflecting as trainees on the first day of the PDA workshop.</li> </ul>	
<p><b>Key Messages</b></p> <ul style="list-style-type: none"> <li>• Visioning peace and development sets a positive tone for the PDA workshop and helps create common ground among participants.</li> <li>• 'Obstacles to peace' is particularly sensitive as the exercise itself can create conflict among PDA workshop participants.</li> <li>• The wrapping up session is designed to give closure and a sense of progress among PDA workshop participants.</li> </ul>	
<p><b>Time</b></p> <p>08:00-09:30</p>	
<p><b>Section</b></p> <p>Session 1 Introduction Expectations and Ground-rules</p>	
<p><b>Outputs and Outcomes</b></p> <ul style="list-style-type: none"> <li>• Participants understand the purpose of the workshop, its agenda and relevance to their work.</li> <li>• Participants get to know each other.</li> <li>• Expectations are made explicit and clarified.</li> <li>• Participants engage in a social contract to ensure the successful and smooth proceedings of discussions.</li> </ul>	
<p><b>Training Process</b></p> <ol style="list-style-type: none"> <li>1. The facilitator outlines the workshop purpose and agenda. He/she constructs a kind of Workshop Roadmap, describing each step in the process.</li> <li>2. Participants are asked to introduce themselves and to articulate their expectations.</li> <li>3. The facilitator writes down expectations on flip charts and links them to the overall programme.</li> <li>4. The individual participants write down on different coloured paper the ground rules, pointing out for them:             <ul style="list-style-type: none"> <li>• What is acceptable and</li> <li>• What is not acceptable</li> </ul> </li> <li>5. Suggestions are collected and read out. The synthesised ground-rules are then written on a flipchart.</li> </ol>	

Time		Section	Outputs and Outcomes	Training Process
09:30-10:00	Session 2a Vision for Peace and Development	<ul style="list-style-type: none"> <li>Participants understand the meaning of peace and development and importance to the region.</li> </ul>	<ol style="list-style-type: none"> <li>After the session has been introduced, the facilitator: <ul style="list-style-type: none"> <li>presents concepts of negative and positive peace, sustainable development, their interrelationship, and how sound development practices may contribute to long-term peace.</li> <li>explains the exercise on developing a vision for peace and development; and</li> <li>clarifies the concept of a vision and the need to consider definitions, principles and benchmarks for that vision.</li> </ul> </li> <li>Participants are divided into groups, the group work exercise is explained, participants are given a handout with instructions. (See Group Work 2B Instructions Handout, file no. TM-HO-03.)</li> </ol>	
10:00-10:30	<i>Coffee break</i>			
10:30-11:30	Session 2b Vision for Peace and Development Group work	<ul style="list-style-type: none"> <li>Participants explore and understand each other's visions for peace and development.</li> </ul>	<ol style="list-style-type: none"> <li>The facilitators join working groups, answer any questions, help move the group through the exercise if needed, and ensure adherence to ground rules.</li> </ol>	
11:30-12:15	Session 2c Vision for Peace and Development <i>Plenary presentation and discussion</i>	<ul style="list-style-type: none"> <li>Participants elaborate and arrive at a basic consensus on the vision for peace and development.</li> </ul>	<ol style="list-style-type: none"> <li>The facilitator asks the rapporteurs to present the visions for peace and development as defined by the working groups.</li> <li>Following their presentation, the he/she then facilitates the plenary discussion, reframing issues, summarising results into a shared vision and formulating it into an acceptable statement. (Use of a flip chart advised.)</li> </ol>	
12:15-13:30	<i>Lunch</i>			
13:30-14:00	Session 3a Obstacles to Peace <i>Introduction</i>	<ul style="list-style-type: none"> <li>Participants understand the concept of obstacles to peace.</li> </ul>	<ol style="list-style-type: none"> <li>The facilitator illustrates the road to peace in a way that rings true with the workshop participants. This might be, as one example, a ship on its way to the "Island of Peace" that must navigate its way through a number of obstacles along its trip. <ul style="list-style-type: none"> <li>He/she explains that obstacles to peace are those factors that prevent the realisation of the vision for peace that was discussed in the previous session or other factors that, if unaddressed, may lead to a resurgence of violence.</li> <li>He/she also explains the difference between practical and strategic obstacles to peace. (Note: If not too sensitive, include in this explanation that obstacles are the structural causes of conflict.)</li> </ul> </li> </ol>	

Time		Section	Outputs and Outcomes	Training Process
14:00-15:00	Session 3b Obstacles to Peace Group work	<ul style="list-style-type: none"> <li>Participants discuss and identify together the obstacles to peace.</li> </ul>	<ol style="list-style-type: none"> <li>The facilitator explains the group work exercise on identifying obstacles to peace. He/she points out the need to distinguish between strategic obstacles (coloured in <b>black marker</b> in group work) and practical obstacles (coloured in <b>red marker</b>).</li> <li>Participants are divided into groups, the group work exercise is explained and a handout with instructions distributed. (See <b>Group Work 3B Instructions Handout, file no. TM-HO-04</b>.)</li> </ol>	
15:00-15:30	<i>Coffee break</i>			
15:30-17:00	Session 3c Obstacles to Peace <i>Plenary presentation and discussion</i>	<ul style="list-style-type: none"> <li>Participants elaborate and arrive at a basic consensus on the key obstacles to peace.</li> <li>Participants devise list of the most serious obstacles to peace (first set of vulnerabilities).</li> </ul>	<ol style="list-style-type: none"> <li>The facilitator asks the rapporteurs to present the obstacles for peace identified by the working groups and then facilitates the plenary discussion. <ul style="list-style-type: none"> <li>He/she reframes the issues and summarises the results into a shared understanding of the practical and strategic obstacles.</li> </ul> </li> <li>Once the obstacles are identified, the facilitator explains the concept of capacities and vulnerabilities for peace. <ul style="list-style-type: none"> <li>The most important (practical and strategic) obstacles will become the first set of vulnerabilities.</li> <li>Further vulnerabilities and capacities will be elaborated in the session on peace-building lessons learned.</li> </ul> </li> </ol>	
17:00-18:00	Wrap-Up	<ul style="list-style-type: none"> <li>Participants see how they have progressed through the Workshop Roadmap</li> <li>The vision for peace and development, as well as obstacles to peace is reviewed.</li> </ul>	<ol style="list-style-type: none"> <li>The facilitator outlines the workshop agenda. He/she puts up the Workshop Roadmap and describes what has been done and what will be done tomorrow.</li> <li>He/she then recaps the key outputs of the day.</li> </ol>	

## Day 2: The PDA Workshop Process: Peace-building Lessons and Scenarios

<b>Purpose</b>	Trainees experience and understand the PDA workshop process from the participants' perspective
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>Understanding the concepts of 'peace-building lessons learned and roots of peace' and 'futures'.</li> <li>Experiencing different facilitation techniques for the sessions on lessons and futures.</li> <li>Reflecting as trainees on the second day of the PDA workshop.</li> </ul>
<b>Key Messages</b>	<ul style="list-style-type: none"> <li>Peace-building lessons learned enables stakeholders to realise that they are working for peace together and that the peace efforts are subject to a range of facilitating or constraining factors, as well as impacted by the roots of peace.</li> <li>The session Foreseen the Future is about drawing scenarios and gives participants common goals (future to realise, future to transform, future to prevent).</li> <li>A wrap up in the session on Foreseen the Future is absent so that participants are left with the futures to consider for the next day.</li> </ul>

12

Time		Section		Outputs and Outcomes		Training Process	
08:30-09:00	Session 4 Summary of Day 1 and Introduction to Day 2			<ul style="list-style-type: none"> <li>Participants see how they have progressed through the Workshop Roadmap.</li> <li>The vision for peace and development, as well as obstacles to peace is reviewed.</li> <li>Participants understand the agenda for the day.</li> </ul>		<ol style="list-style-type: none"> <li>The facilitator outlines the workshop agenda, then puts up the Workshop Roadmap that he or she drew the previous day.</li> <li>He/she then recaps the key outputs of the previous day and distributes a Daily Summary (which he/she would have prepared the night before, following the close of the first day of the workshop).</li> <li>The facilitator then explains the agenda for the day and goes over each session.</li> </ol>	
09:00-09:30	Session 5a Peace-building Lessons Learned <i>Introduction</i>			<ul style="list-style-type: none"> <li>Participants understand the difference between various responses and what efforts have been done for peace in the region.</li> </ul>		<ol style="list-style-type: none"> <li>The facilitator introduces the session and explains: <ul style="list-style-type: none"> <li>Concepts related to peace-building;</li> <li>The range of factors that contribute to the success or failure of peace building efforts (see <b>Conflict Prevention and Development PowerPoint Presentation, file no. TM-PP-44</b>); and</li> </ul> </li> </ol>	

Time		Section		Outputs and Outcomes		Training Process	
9:30-11:00	Session 5b Peace-building Lessons Learned <i>Group work</i>			<ul style="list-style-type: none"> <li>Participants discuss and formulate together key lessons learned from peace-building efforts.</li> <li>Participants understand the range of factors that contribute to the success or failure of peace-building efforts in the region.</li> </ul>		<ul style="list-style-type: none"> <li>The different types of responses to conflict and how future responses for peace need to be informed by an understanding of: a.) factors that contribute to success or failure of previous efforts; b.) key gaps (i.e., areas or issues not adequately covered) in responses; and c.) what recommendations for future efforts can be drawn from the past.</li> </ul> <ol style="list-style-type: none"> <li>Participants are divided into groups, the group work exercise is explained and the group work instructions handout is distributed. (See <b>Group Work 5B Instructions Handout, file no. TM-HO-05</b>.)</li> </ol>	
11:00-11:30	<i>Coffee break</i>					<ol style="list-style-type: none"> <li>Facilitators help move the group through the exercise by explaining what needs to be done.</li> <li>Participants are invited to spend a couple of minutes each talking about the work they have been part of or know.</li> <li>Facilitators identify peace-building efforts that most participants are familiar with and invite selected participants to share key lessons. During the discussion <b>red markers</b> are used for factors that contributed to failure, <b>blue markers</b> for success, <b>black markers</b> for gaps and <b>green markers</b> for recommendations.</li> <li>Facilitators ask participants to identify the social values and institutional roots of peace. Reinforcing roots and withering roots are also identified and discussed.</li> <li>The facilitator asks the rapporteurs to present the peace-building cases considered, the factors that have contributed to success or failure, gaps in the process and recommendations proposed by the working groups. Note is also made of the reinforcing and withering roots of peace.</li> </ol>	
11:30-12:30	Session 5c Peace-building Lessons Learned <i>Group Work Continued</i> <i>Plenary presentation and discussion</i>			<ul style="list-style-type: none"> <li>Participants formulate list of key factors that contribute to the success (capacities) and failure (vulnerabilities) of peace-building efforts, and recommendations for future peace-building efforts.</li> </ul>		<ol style="list-style-type: none"> <li>The facilitator facilitates the plenary discussion by: <ul style="list-style-type: none"> <li>Following the presentations, then reframing issues, summarising results into a shared understanding of factors contributing to success or failure, gaps in the process and recommendations.</li> <li>Asking participants to refer back to the discussion of capacities and vulnerabilities for peace. He/she then draws out key capacities (success factors and reinforcing roots of peace) and vulnerabilities (failure factors and gaps, as well as withering roots of peace).</li> <li>Explaining that the full list of vulnerabilities and capacities will be used to foresee the future in the next session.</li> </ul> </li> </ol>	

13

Time		Section	Outputs and Outcomes	Training Process
12:30–14:00	Lunch			
14:00–15:00	Session 6a Foreseeing the Future Introduction		<ul style="list-style-type: none"> <li>Participants understand the importance of thinking pro-actively about how to build peace – and how to build “futures” (scenarios).</li> </ul>	<ol style="list-style-type: none"> <li>The facilitator explains the importance of pro-active policy-making for peace and how looking into the future can help us do this. <ul style="list-style-type: none"> <li>He/she explains the concepts of trends in vulnerabilities and capacities, triggers, as well as best-case, status-quo and worst case futures.</li> <li>The facilitator then explains the approach that must be taken to tell the story of the best case, status quo and worst case futures, then provides participants with the framework to be used. He/she stresses that in developing futures, it is important to be as specific as possible to ensure that the narratives they prepare are operationally relevant. A fictional example is distributed. (See <b>Futures: Sample Example from South Asia</b>, file no. <b>TM-HO-02</b>.)</li> </ul> </li> <li>Participants are divided into three groups (best-case, status-quo and worst-case), the group work exercise is explained and a handout with instructions is distributed. (See <b>Group Work 6B Instructions Handout</b>, file no. <b>TM-HO-06</b>.)</li> </ol>
15:00–16:30	Session 6b Foreseeing the Future Group work		<ul style="list-style-type: none"> <li>Participants discuss and formulate together the different futures for the region.</li> </ul>	<ol style="list-style-type: none"> <li>The facilitators join working groups, answer any questions, help move the group through the exercise if needed, and ensure adherence to ground rules.</li> </ol>
16:30–17:00	Coffee break			
17:00–18:00	Session 6c Foreseeing the Future Plenary presentation and discussion		<ul style="list-style-type: none"> <li>Participants elaborate and arrive at a basic consensus on the different futures they must contend with.</li> <li>Participants describe of the best-case, status quo, and worst-case futures for the region along with their likelihood and time frames.</li> </ul>	<ol style="list-style-type: none"> <li>The facilitator asks the rapporteurs to report on the futures developed in the working groups. <ul style="list-style-type: none"> <li>Following the presentations, s/he reframes issues, summarises the results into a shared understanding of the best-case, status-quo, and worst-case futures.</li> </ul> </li> <li>Participants are asked to identify the most likely future, after which a quick vote is taken.</li> <li>The facilitator then explains: <ul style="list-style-type: none"> <li>The best-case future gives us direction for the peace to be built; the status-quo future of what we should transform; and the worst-case future of what we should prevent or be prepared for.</li> <li>In the next session, preventive development responses will be identified to do just that—to decide on how to build, to transform and to prevent and prepare.</li> </ul> </li> </ol>

### Day 3: The PDA Workshop Process: Preventive Development Responses and Next Steps

<b>Purpose</b>	Trainees experience and understand the PDA workshop process from the participants' perspective.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>Understanding the concepts of 'preventive development responses' and 'interest group caucuses'</li> <li>Experiencing different facilitation techniques for the sessions on responses and caucuses.</li> <li>Reflecting as trainees on the third day of the PDA workshop.</li> </ul>
<b>Key Messages</b>	<ul style="list-style-type: none"> <li>Preventive development responses move PDA workshop participants from analysis to action on the scenarios they have developed.</li> <li>Interest-group caucuses enable diverse groups to come together for joint planning. They also contribute to co-ordination and foster common ground, as well as conclude the workshop on an action-note.</li> <li>The wrap up and closing session aims to give closure and a sense of accomplishment among PDA workshop participants.</li> </ul>

Time		Section	Outputs and Outcomes	Training Process
08:00–08:30	Session 7 Summary of Day 2 and Introduction to Day 3		<ul style="list-style-type: none"> <li>Participants review the vulnerabilities and capacities for peace, as well as best-case, status-quo, and worst-case futures are reviewed.</li> <li>Participants understand the agenda for the day.</li> </ul>	<ol style="list-style-type: none"> <li>The facilitator outlines the workshop agenda.</li> <li>He/she puts up the Workshop Roadmap and describes what was done in the previous day. <ul style="list-style-type: none"> <li>Key outputs of the previous day are recapped and a Daily Summary is distributed.</li> </ul> </li> <li>The facilitator explains the agenda for the day and goes over each session.</li> </ol>
08:30–09:00	Session 8a Identifying Preventive Development Responses Introduction		<ul style="list-style-type: none"> <li>Participants understand how preventive development responses can help build, transform and prevent different futures.</li> </ul>	<ol style="list-style-type: none"> <li>The facilitator looks at conflict prevention. (See <b>Conflict Prevention and Development PowerPoint Presentation</b>, file no. <b>TM-PP-04</b>.) He or she explains that: <ul style="list-style-type: none"> <li>Scenarios developed the previous day offer important entry points for building peace (best-case), conflict transformation (status-quo), as well as conflict prevention and preparedness (worst-case).</li> </ul> </li> </ol>

Time		Section	Outputs and Outcomes	Training Process
				<ul style="list-style-type: none"> <li>Entry-points for response are the key vulnerabilities, capacities and triggers that were identified in previous sessions.</li> <li>The basic principle is to mitigate vulnerabilities and strengthen capacities through preventive development.</li> <li>The concept of preventive development. He/she reminds participants of the different types of responses discussed in the session on peace-building lessons learned. There are a range of different options available to mitigate vulnerabilities and strengthen capacities.</li> <li>The facilitator explains that when identifying preventive development responses it is important to keep in mind both the vision for peace and development, as well as lessons from responses in the past.</li> </ul> <p>2. Participants are divided into the same scenario groups as previously, the group work exercise is explained and a handout with instructions is distributed. (See <b>Group Work 8-B Instructions Handout, file no. TM-HO-07</b>.) Here, particular attention needs to be given to ensuring that participants understand the difference between practical and strategic responses.</p>
9:00–10:30	<b>Session 8b</b> Identifying Preventive Development Responses <i>Group work</i>	<ul style="list-style-type: none"> <li>Participants discuss and identify together preventive development responses to either build the best-case scenario, transform the status-quo, and prevent/prepare for the worst-case.</li> </ul>	<ol style="list-style-type: none"> <li>The facilitators join working groups, answer any questions, help move the group through the exercise if needed, and ensure adherence to ground rules.</li> <li>Facilitators assist in identifying what constitutes practical and strategic responses.</li> </ol>	
10:30–11:00	<i>Coffee break</i>			
11:00–12:30	Session 8c Identifying Preventive Development Responses <i>Plenary presentation and discussion</i>	<ul style="list-style-type: none"> <li>Participants elaborate and arrive at a basic consensus on key preventive development responses.</li> <li>Participants devise list of critical preventive development responses</li> </ul>	<ol style="list-style-type: none"> <li>The facilitator asks the rapporteurs to report on the preventive development responses identified in the working groups.</li> <li>He/she facilitates the plenary discussion following the presentations, reframing issues, summarising the results into a consolidated (and numbered) list of preventive development responses.</li> <li>The facilitator explains that in the following session, participants will caucus according to interest groups (related to the preventive development responses identified) to plan how they will carry forward work on the priority responses.</li> </ol>	

Time		Section	Outputs and Outcomes	Training Process
12:30–13:30	<i>Lunch</i>			
13:30–14:00	<b>Session 9a</b> Next Steps: Interest Group Caucus <i>Introduction</i>	<ul style="list-style-type: none"> <li>Participants understand their individual and collective responsibility in implementing identified (practical and strategic) preventive development responses.</li> </ul>	<ol style="list-style-type: none"> <li>The facilitator restates the purpose of the workshop as a joint planning forum. <ul style="list-style-type: none"> <li>He/she stresses their individual and collective role in acting on the preventive development responses identified.</li> <li>He/she explains that the current session is focused on defining the specific steps (process, purpose, and outcomes) mixed interest groups will take in work on the responses identified.</li> <li>He/she also explains that caucuses serve to establish new partnerships, refine strategic priorities and clarify how participating institutions can carry forward recommendations.</li> </ul> </li> <li>Participants are asked to indicate which preventive development responses they want to caucus on. Interest groups are formed, the group work exercise is explained and distributed. (See <b>Group Work 9-B Instructions Handout, file no. TM-HO-08</b>.)</li> <li>The facilitator stresses that the caucuses are to decide on immediate follow-up steps to the workshop to continue the planning dialogue (also between government and civil society), and the different activities and partners needed for action on identified responses.</li> </ol>	
14:00–14:30	<b>Session 9b</b> Next Steps: Interest Group Caucus <i>Caucus groups</i>	<ul style="list-style-type: none"> <li>Participants discuss and identify in institutional groups how they are to work on the identified preventive development responses.</li> </ul>	<ol style="list-style-type: none"> <li>The facilitators join the caucus groups, answer any questions, help move the group through the exercise if needed, and ensure adherence to ground rules.</li> </ol>	
14:30–15:00	<i>Coffee break</i>			
15:00–16:00	<b>Session 9c</b> Next Steps: Interest Group Caucus <i>Caucus groups continued</i>	<ul style="list-style-type: none"> <li>Participants continue to discuss and identify in institutional groups how they are to work on the identified preventive development responses.</li> </ul>	<ol style="list-style-type: none"> <li>Facilitators remain in the caucus groups, answer any questions, help move the group through the exercise if needed and ensure adherence to ground rules ensuring that the caucus groups come up with immediate follow-up to actions.</li> <li>Participants elaborate and arrive at a basic consensus on immediate follow-up steps and key activities and partners for action on identified preventive development responses</li> </ol>	

Time		Section	Outputs and Outcomes	Training Process
16:00-17:30	<p><b>Session 9d</b>  <b>Next Steps: Interest Group Caucus</b>  <i>Plenary presentation and discussion</i></p>	<ul style="list-style-type: none"> <li>Participants formulate a commitment on immediate follow-up and action on preventive development responses.</li> </ul>	<ol style="list-style-type: none"> <li>The facilitator asks rapporteurs to report on the follow-up steps and activities/partners for the actions identified. He/she facilitates the plenary discussion: <ul style="list-style-type: none"> <li>Following the presentations, the facilitator reframes issues, summarises the results into a consolidated list of follow-up steps and activities/partners for preventive development responses.</li> </ul> </li> <li>The facilitator facilitates discussion on how to move forward jointly on follow-up steps and what commitments the different groups are prepared to make. <ul style="list-style-type: none"> <li>If more time is needed for consultations and discussions, the facilitator points to time slots and spaces in the evening for these to take place.</li> </ul> </li> </ol>	
17:30-18:00	<p><b>Wrap Up, evaluation and close of workshop</b></p>	<ul style="list-style-type: none"> <li>Participants understand the process they have gone through with a review of the Workshop Roadmap.</li> <li>Participants understand vision for peace and development, vulnerabilities/capacities, scenarios, and preventive development responses.</li> <li>Institutional commitments for follow-up and action are reaffirmed.</li> </ul>	<ol style="list-style-type: none"> <li>The facilitator outlines the workshop agenda. He/she puts up the Workshop Roadmap and describes what has been done over the three days.</li> <li>He/she then recaps the key outputs of the three days. The facilitator ask participants to provide feed-back on the process. At the same time, an evaluation form is handed out for completion.</li> <li>The facilitator concludes by highlighting the institutional commitments made-and thanking participants for their contributions.</li> </ol>	

