



**PARTICIPATION OF SOCIAL ACTORS IN THE ACTIVITIES
OF THE SUMMITS OF THE AMERICAS PROCESS**

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FINAL REPORT

**Summit Lab: Conflict Resolution and Consensus Building for Government, Civil Society
Organizations and Social Actors of the Americas – Phase III**

October 2024

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FINAL REPORT

Summit Lab: Conflict Resolution and Consensus Building for Government, Civil Society Organizations and Social Actors of the Americas – Phase III

1. Introduction

This report provides a summary of the outcomes of Phase III of a Capacity Building Workshop series entitled "*Conflict Resolution and Consensus Building*". This is part of a three capacity building workshops series aimed at civil society and social actors as well as government officials of the Dominican Republic who are interested in the Summit of the Americas Process. The Summit of the Americas Secretariat (SAS) of the Organization of American States (OAS), coordinated this workshop, which took place between September 16 through October 1, 2024.

This effort is part of an initiative that the Summits of the Americas Secretariat undertook in partnership with the IX Summit Chair, the government of the United States and now continues with the current Chair of the X Summit, the government of the Dominican Republic. The effort aims to enhance the participation of civil society organizations and social actors in the Summit of the Americas Process. Furthermore, Phase III follows from two highly successful Phase I and II on the thematic of "Consensus Building and Conflict Resolution" trainings that were held from September 18 to 26, 2023 and February 20 – 24, 2024, respectively; while Phase I was organized by SAS in collaboration with the International Republican Institute (IRI), the Phase II and III were organized by SAS with the support of Independent Consultant, Janet L. Murdock.

The Phase III workshop series was crafted in direct response to the numerous requests from the participants in Phase II who requested more engagement with government representatives and more hands-on exploration of conflict resolution and consensus building. Participation was limited to participants who took part in the second workshop in February 2024. Two workshop sessions were conducted for civil society and social actors, one in English and one in Spanish. Two workshop sessions were also provided to representatives of the government of the Dominican Republic in Spanish. A joint didactic dialogue session followed the training components. All sessions were conducted via Zoom with bidirectional interpretation in English and Spanish.

The main objective of Phase III workshops was to continue to contribute to building the capacity of civil society organizations and social actors in the Americas to design and facilitate dialogue and or other consensus-building processes, communicate effectively, listen actively and integrate conflict resolution strategies. However, Phase III also broadened the scope to beneficiaries to include government representatives from the Dominican Republic. The session for government representatives focused on delivering the same skills and knowledge that civil society and social actors acquired through the Phase I and Phase II workshops.

The overarching aim of all three phases of this endeavor has been to bolster the capacity of civil society to engage meaningfully in the Summits Process and to ensure the incorporation of a wide range of diverse voices and perspectives in formal deliberations. Phase III helped broaden the awareness of the Chair of the X Summit of the Americas of the benefits to be derived from enabling the inclusion of a broader range of voices and perspectives.

For government representatives the workshop sessions took place on September 16, 2024, and included a presentation on key concepts; incorporating the five-finger consensus-building model - and an introduction to key terminology, like the difference between positions and interests and the differences and similarities between dialogue and negotiation. Approximately 30 minutes was also spent covering key messages of Collaborative Advocacy and Principles of Collaborative

Processes. Both elements were designed to help enable more effective relationships between governments and civil society.

Using a role-play methodology, government participants were able to engage in a “practice dialogue” that was aimed at mirroring the didactic dialogue planned for the 1st of October. However, due to the lack of preparation of the participants the simulation was not conducted in the afternoon session for government representatives. Instead, more time was spent on key skill building exercises such as distinguishing the difference between positions and interests.

The session for civil society and social actors took place on September 19, 2024, and consisted of a 30-minute review of essential terminology and skill sets covered in the Phase I and II workshops. This was followed by a 30-minute presentation of new information on Collaborative Advocacy and Principles of Collaborative processes. Then, participants were given time in a “practice session” that gave them more hands-on experience reaching consensus around a “statement” to be presented to government at the final dialogue session on October 1st, 2024. Participants met outside the workshop time to finalize their joint statement that they elaborated through consensus-focused dialogue.

The final session of Phase III took place on October 1, 2024. This didactic dialogue session had the goal to enable effective engagement between government and civil society organizations and social actors and a productive dialogue experience within the confines of a safe simulated environment. The aim of this component of the training session was to enable better and more inclusive national implementation planning processes of the Summit of the Americas outcomes. Such capacity-building endeavors also help strengthen democratic engagement within the Americas.

The didactic dialogue topic was provided by the government of the Dominican Republic centered on addressing climate change and the transition to a more sustainable development model under the theme “Partnerships for a Sustainable Future: Addressing the Triple Planetary Crisis,” focusing on environmental issues, climate change, and plastics in the oceans. To enable better preparation of this session, all participants were provided the outcome statements from the IX Summit related to a Green Future and Clean Energy and the targets that were used in the Phase II training to help develop their joint statements.

The agenda for the didactic dialogue followed the OAS Summit’s dialogue model which consists of each side presenting an opening statement, a government representative is afforded and opportunity to reply to civil society and social actors’ inputs. This reply is followed by an open discussion between all participants. The exercise helped prepare civil society and social actors and government for future dialogue processes using this model where it is expected that government actors will take the inputs from similar discussions to help prepare the government’s inputs to the summits process. Because with was a “practice session” within the confines of a skills building workshop, no such commitment was expected. Nevertheless, participants were confronted with the “real” challenges of forging consensus among actors with very divergent interests and positions.

Lastly, civil society and social actors were invited to participate in a final session following the practice dialogue where they were able to discuss the dialogue experience, evaluate the Phase III program, identify lessons learned and propose suggestions to improve civil society’s participation in the Summits Process. The enable continuity of learning from Phase I and II, the instructor for this workshop was Ms. Janet Murdock, the former UN Peace and Development Advisor to Guyana and Suriname and an accomplished conflict resolution practitioner with broad government and international experience.

2. Summary of the theoretical session and methodology of the roleplay sessions

The focus this time was on reviewing key concepts and preparing civil society, social actors and government representatives for a “near real” dialogue experience and afford participants adequate space for evaluating that experience to improve future engagement opportunities. A short amount of time was devoted to reviewing key vocabulary and skills introduced back in September 2023 and in February 2024. A roleplay was developed for governmental participants to better prepare them for the “near real” experience scheduled for October 1, 2024. Greater attention was devoted this time to expanding on the various spheres of interaction between government and civil society commonly observed in Latin America and how both sides can best make those spaces productive.

a. Theoretical session

Following the introductions of the facilitator and key staff, presentations aimed at reviewing of the training objectives and the agenda, a 30-minutes review of key theories session started. This session focused on key terms and skills introduced in September 2023 and February 2024. Particular focus on enhancing the understanding of terms such as negotiation, dialogue, consultation, and other processes of government-civil society engagement prevalent in the Americas. The interactive session encompassed a review of the following:

- The definitions of dialogue, negotiation, consultation, and consensus
- Spectrum of Government – Civil Society engagement processes
- Interest-based negotiation and the difference between positions and interests
- Quaker Five-Finger Method of Consensus

b. Practical session

For the practice session, the civil society and social actors group engaged in 30–40 minutes sessions conducted in both English and Spanish, during which participants were tasked with applying conflict resolution and consensus-building skills to jointly develop a “Statement” that would be presented at the didactic dialogue on October 1st. To complete the tasks, the groups met outside the training space to discuss and complete their statements. Two statements from civil society and social actors were presented at the didactic dialogue session. One of the Statements was presented by a English-speaking Caribbean representative. The second was presented in by a Spanish speaking representative of the Mesoamerican and Southern American civil society organizations and social actors. These participants utilized the skills and tools acquired in Phase I and II to develop a very realistic consensus statement. To develop these statements participants used the action plans from the IX Summit of the Americas regarding Sustainable Development and Clean Energy and a list of targets derived from these documents.

For the session with government representatives, a roleplay was developed to enable participants to engage in a simulated dialogue. Each participant was asked to play one of five separate roles, including a government representative, three civil society members and one or more observers. Each role came to the table with different priorities and opinions on the thematic issue of the dialogue which focused on climate change, environmental preservation and sustainable development. The main task of the role-play exercises was to enable interaction between government and civil society and social actors as planned for October 1st. This afforded the group a very realistic practice session in advance of the joint government-civil society session.

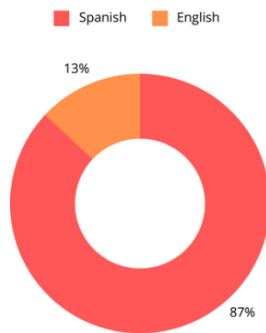
Furthermore, roleplays provide an excellent means of providing participants an opportunity to take on a fictitious role to practice a range of skills such as consensus-building, persuasion, active listening to discern differences between positions and interests, and synthesizing interests. By engaging in a learn-by-doing environment, participants are generally able to reinforce key skill sets through practical application.

3. Outcomes of the Summit Lab

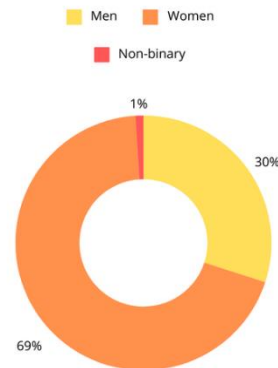
a. Participantion Statistics

The total number of participants in the capacity-building workshop was 79 people. Among them, 87% preferred to communicate in Spanish, while 13% chose English. In terms of gender distribution, women accounted for to 69%, whereas men represented 30% and non-binary 1%.

Graphic 1. Participation per language



Graphic 2. Gender breakdown



b. Promotion

For Phase III of the Conflict Resolution and Consensus Building workshop, there was no social media promotion since the capacity building was targeted exclusively to those participants from Phase I and II. However, an official Summit Secretariat invitation was sent out to all 82 participants of which 79 representatives of civil society and social actors confirmed participation.

c. General observations by participants

The participants were highly engaged and expressed great satisfaction with the Phase III workshop. They appreciated the opportunity to interact closely with government representatives in a setting that felt realistic despite being a simulated exercise. Many participants found the experience relevant not only to the Summits Process but also to their own organizations and personal missions. They shared examples of applying previous workshop lessons within their organizations, which they felt had improved the quality of their engagement efforts. In particular, understanding the distinction between interests and positions was highlighted as especially valuable.

The dynamic learning process and high-quality content enabled participants to build on the theories and skills introduced in Phases I and II of the Conflict Resolution and Consensus Building Workshop. Phase III offered a practical environment for civil society and social actors to refine skills such as active listening, clear idea development, persuasion, creativity, empathy, idea validation, and collaboration within multicultural and diverse groups.

Participants emphasized the relevance of the training on Collaborative Advocacy to their current work. Experienced participants noted a shift in their approach over the years, transitioning from confrontational to collaborative methods, and recognized the added benefits of collaboration. Many also expressed gratitude to the Summit Secretariat for sharing the Principles of Collaborative Processes, which they found instrumental in distinguishing between meaningful and superficial engagement practices.

The workshop also fostered connections among participants, helping them appreciate diverse perspectives and identify shared interests. This ability to find common ground was seen as critical for building consensus and amplifying collective voices in deliberative processes, particularly in the region's diverse context. Participants were eager to share their experiences and insights with peers, enriching the learning environment.

The importance of continued training and dialogue with experts and government representatives was emphasized to deepen learning, exchange knowledge, and develop skills for effective participation in the Summits Process and everyday work. Civil society organizations and social actors encouraged one another to stay active and committed to the learning process, as preparation is key to meaningful engagement in these initiatives.

Participants praised the Summit Secretariat for implementing recommendations from earlier workshops to enable realistic government-civil society interactions tied to the Summits Process. One participant observed a "defensive" reaction from government representatives to civil society statements but noted that such training helps governments reflect on their engagement behaviors. Overall, participants valued the opportunity to share differing perspectives and build a common understanding of critical issues through this hands-on training.

Results of the survey

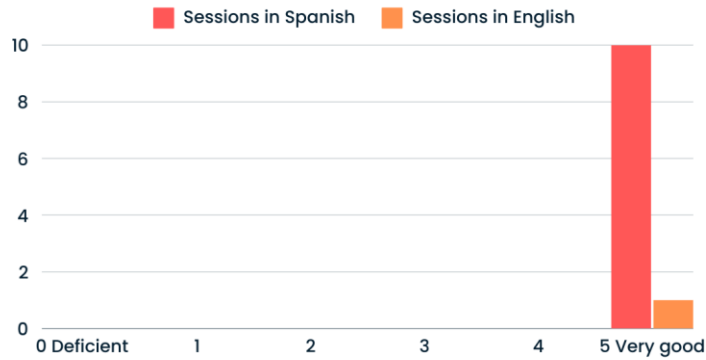
The goal of the survey was to identify the level of satisfaction of participants in relation to various aspects of the workshop, which includes: (a) quality of content and supporting material, (b) workshop format and duration, (c) level of knowledge of participants, (d) teaching methodology by instructors, among others. In addition, participants also had the opportunity to share suggestions for improving future capacity-building workshops and their participation in the Summits Process.

- d. The survey was sent out to a total of 32 participants who attended all 3 sessions of the workshop: theoretical, practical, and closing sessions. Out of the 32 participants, 11 responded to the survey (10 from Spanish-speaking countries and 1 from English-speaking countries), which represents 34%. **Data analysis and interpretation**

Twelve questions were included in the survey: six closed questions and six open questions.

1. On a scale of 0 to 5, rate the quality of the training workshop content (where 0 is deficient, and 5 is very good).

Graphic 1. Quality of the training workshop content

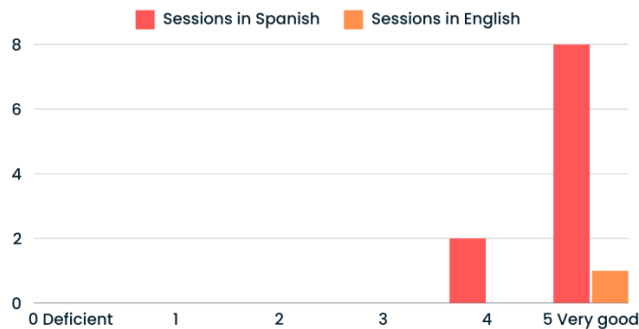


2. On a scale of 0 to 5, rate the format/structure of the workshop (where 0 is deficient, and 5 is very good).

Table 2. Format/structure of the workshop

Variable	Answers to the Spanish sessions (frequency)	Answers to the English sessions (frequency)
1	0	0
2	0	0
3	0	0
4	2	0
5	8	1

Graphic 4. Format /structure of the workshop

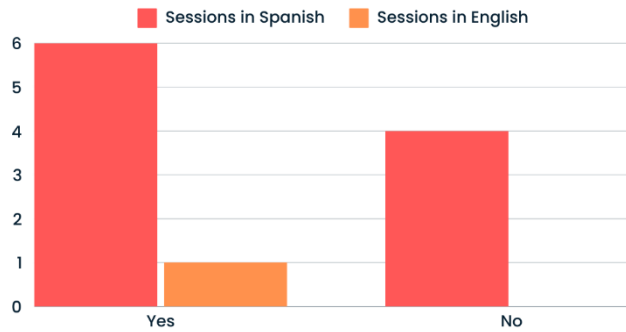


3. Do you think that the duration of the theoretical and the practical sessions (2.5 hours) was sufficient to meet your training expectations?

Table 3. Duration of the theoretical and practical sessions

Variable	Answers to the Spanish sessions (frequency)	Answers to the English sessions (frequency)
Yes	6	1
No	4	0

Graphic 3. Duration of the theoretical and the practical sessions

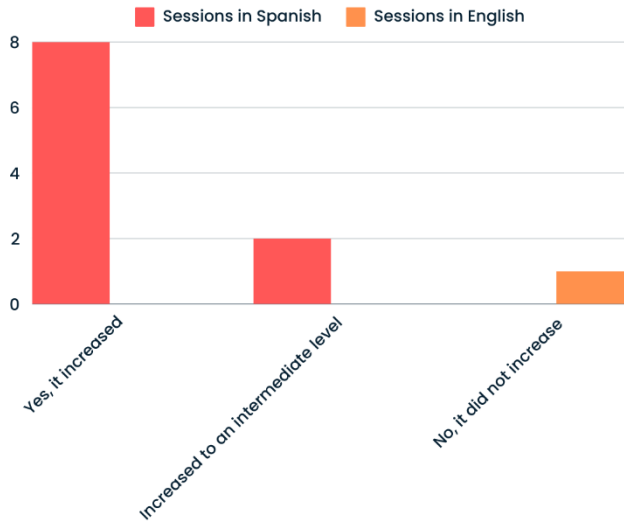


4. At the end of the training, do you consider that your level of knowledge increased on the topic taught?

Table 4 Increase in the level of knowledge

Variable	Answers to the Spanish sessions (frequency)	Answers to the English sessions (frequency)
Yes, it increased	8	0
Increased to an intermediate level	2	0
No, it did not increase	0	1

Graphic 4: Increase in the level of knowledge

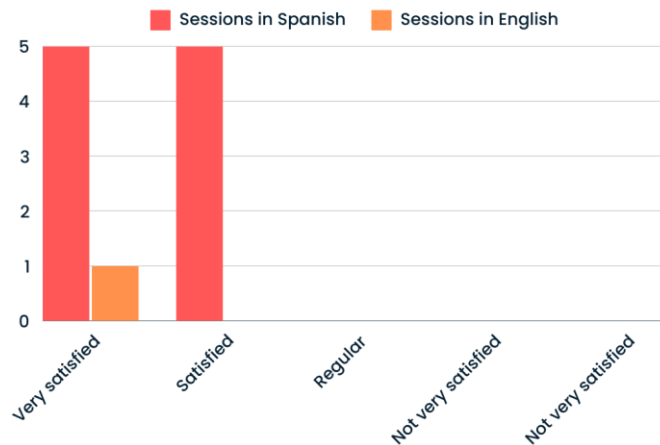


5. How satisfied are you with the supporting materials used during the sessions?

Table 5. Supporting Materials

Variable	Answers to the Spanish sessions (frequency)	Answers to the English sessions (frequency)
Very satisfied	5	1
Satisfied	5	0
Regular	0	0
Not very satisfied	0	0

Graphic 5. Supporting Materials



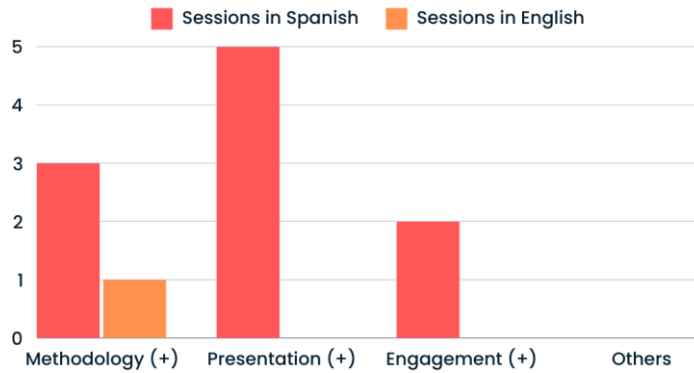
6. On a scale of 0 to 5, rate the instructor's teaching methodology (where 0 is deficient, and 5 is very good).

Table 6. Instructor methodology

Variable	Answers to the Spanish sessions (frequency)	Answers to the English sessions (frequency)
1	0	0
2	0	0
3	0	0
4	2	0
5	8	1

7. Mention the reasons for your answer with respect to the previous question:

Graphic 7. Reasons with respect to the previous question

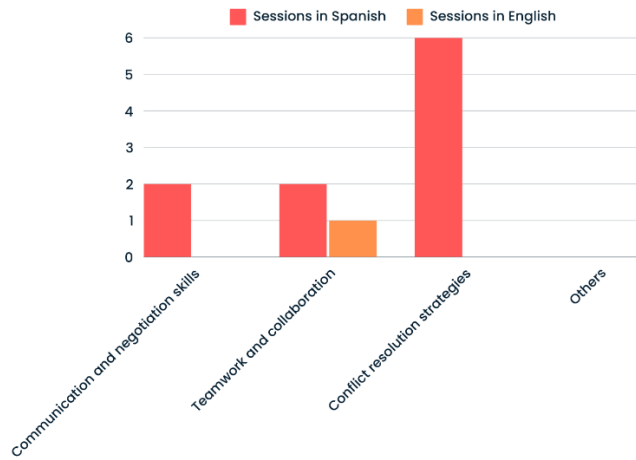


8. What was the key takeaway from this training?

Table 8. Key takeaway from the training

Variable	Answers to the Spanish sessions (frequency)	Answers to the English sessions (frequency)
Communication and negotiation skills	2	0
Teamwork and collaboration	2	1
Conflict resolution strategies	6	0
Others	0	0

Graphic 8. Key takeaway from the training

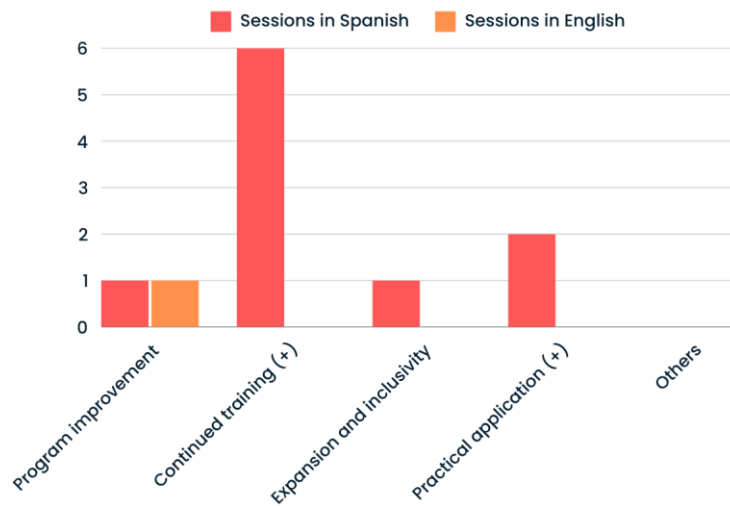


9. Please share your suggestions to improve future capacity building workshops.

Table 9. Suggestions to improve future capacity building workshops.

Variable	Answers to the Spanish sessions (frequency)	Answers to the English sessions (frequency)
Program improvement	1	1
Continued training and development opportunities	6	0
Expansion and inclusivity	1	0
Practical application and case studies	2	0
Others		

Graphic 11. Suggestions to improve future capacity building workshops.



10. Additional comments

Table 10. Additional comments

Variable	Answers to the Spanish sessions (frequency)	Answers to the English sessions (frequency)
Gratitude and appreciation	3	0
Reflections on learning and application	1	0
Requests for further trainings or topics	3	0
Unanswered	3	1

11. What topics would you like to receive training on at the upcoming Summit Labs?

Table 11. Suggested topics for the upcoming Summit Labs

Variable	Answers to the Spanish sessions (frequency)	Answers to the English sessions (frequency)
Gender analysis	2	1
Analytical thinking	1	
SMART methodology	1	
Negotiation between states	1	
Human rights	1	
Digital transformation	1	
Civil incident	1	
ICTs	1	
Unanswered	1	

e. Survey and feedback session analysis

The survey data indicated that participants were generally satisfied with both the content and structure of the capacity building workshops, and they reported an increase in their knowledge of the topics covered. They stated that the materials provided during the training facilitated their learning, helping them acquire new concepts, attitudes, and skills. Additionally, the teaching methods used by the instructor enhanced their understanding of the subjects, developed their emotional intelligence, and sparked greater interest in learning through collaborative approaches.

The feedback also reflected various views on the quality of the session presentation and the effectiveness of the methodology. Participants were pleased with the opportunities for engagement and interaction throughout the workshop, and most feedback was positive, particularly regarding the clarity and effectiveness of the information delivered. However, two participants expressed a desire for more sessions to dive deeper into the topics and to apply the concepts more extensively.

According to the survey responses, the key takeaways from the training centered on three main areas: conflict resolution strategies, communication and negotiation skills, and teamwork and collaboration. Participants emphasized the importance of understanding the parties involved and the specific nature of the conflict. They also noted the value of adapting communication strategies to

address emerging challenges, while recognizing that consensus may not always be achievable, but should still be the goal.

Suggestions for improving the program's structure, content, and format included extending the duration of practice sessions and incorporating additional tools such as the SMART methodology. Feedbacks also highlighted the importance of ongoing training and continuous learning. Some participants recommended broadening the workshop's scope to include wider participation, such as government representatives, or introducing additional topics to maintain inclusivity and relevance. Additionally, some feedback called for exploring the differences between methods like mediation, conciliation, facilitation, and arbitration, along with their practical applications.

Participants widely expressed gratitude for the workshop and appreciated the efforts of the organizing team, recognizing its significant impact and value. There was strong enthusiasm for further training opportunities or new topics, with many respondents eager to continue their learning journey. Some participants shared how they planned to apply the knowledge gained to their professional or personal lives.

The feedback also revealed a range of suggested topics for future Summit Labs, reflecting the diverse interests and priorities of the participants. Topics proposed included gender analysis, analytical thinking, the SMART methodology, and state negotiations. Other suggestions focused on human rights, civil incidents, and information and communication technologies (ICTs).

4. Conclusion

Recognizing the challenges civil society and social actors face due to imbalanced power dynamics in negotiation and persuasion, this workshop was designed to promote a more equitable negotiating environment within the Summit Process. Its goal was to help civil society organizations and social actors develop the skills needed to strengthen their involvement in the Summits Process, enabling them to use consensus-building techniques to present effective, inclusive, and diverse recommendations. This approach aims to unify civil society's voice, thereby enhancing their influence in decision-making at the local, national, and regional levels.

The workshop framed conflict as an opportunity for positive change by shifting perspectives. Participants learned the importance of adopting a constructive mindset when addressing conflict and discovered that consensus-building can be structured, conciliatory, and respectful of differing viewpoints. They also came to understand the distinction between constructive conflict resolution and coercive methods, stressing the need for lasting solutions to collective challenges.

Through the hands-on learning approach, participants honed vital skills such as analyzing situations from multiple perspectives, identifying shared goals, practicing active listening and empathy, maintaining a collaborative and creative mindset, and managing emotions. Role-playing exercises offered an engaging way to learn, encouraging participants to consider diverse interests and work together to reach consensus for the benefit of the group.

The Summits Secretariat, through this initiative aims to provide civil society and social actors with the knowledge and skills necessary to foster an active, unified society, advance a diverse and inclusive hemispheric agenda, and enhance their participation in the Summits Process and beyond.

5. Annexes

Annex I – Presentation



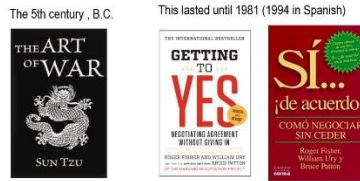
Summit Lab
Conflict Resolution & Consensus-Building
Phase III




19 September 2024
Session II: Workshop for Civil Society Organizations and Social Actors

Consensus-Building requires Influence skills Influence requires effective Negotiation

Traditional theory of Negotiation goes back thousands of years:



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Interests are often found under the surface



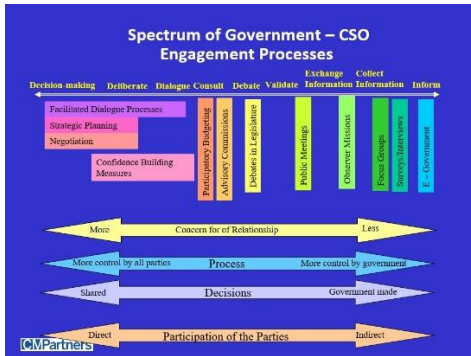
Mini-Scenario #1

Father tells his 18 year old daughter that she is not to go out tonight. Daughter replies that she is going out and nothing he can do will stop her.

What might be some Interests behind the father's position of "You cannot go out tonight?"
(Post Interests in Chat bar)

What might be some Interests behind the daughter's position of "I am going out tonight?"
(Post Interests in Chat bar)

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Differences and Similarities between Dialogue and Negotiation

The Role of Consensus within these processes

Dialogue (I)

A communicative way to resolve and preferably transform complex multiparty social conflicts.

Dialogue processes tend to be tailor-made to fit the purpose for which they are created. No two processes are alike.

The purposes of dialogues are many, for example:

- a) to share information,
- b) establish relationships of respect and trust,
- c) identify and clarify issues and shared values,
- d) share perspectives, histories, beliefs and opinions in a safe and constructive environment,
- e) develop ideas and options,
- f) develop recommendations; and/or
- g) reach agreements by consensus.

Negotiation (I)

Negotiation:

1. A space for various parties to exchange perspectives, ideas, information and options in an effort to find an agreement that satisfies all the parties.
2. An exchange of promises.
3. A process where two or more parties present to one another their demands and wishes, in order to determine what can or cannot be accommodated.

Negotiations generally presuppose compromises, trade-offs cooperation and bargaining as terms are worked out between or among the parties, on issues of common concern.

Negotiation (III)

Negotiation (interest-based):

- a. This problem-solving approach **identifies the interests of parties in dispute** to enable a mutually satisfactory outcome.
- b. Focusing on interests helps parties to **keep from establishing stark or inflexible positions** that can cause disputes to become entrenched and prevents generating options for resolution.
- c. Using interest-based negotiation **develops a productive climate** to generate options leading to the resolution of concerns in a mutually satisfactory manner.

Dialogue (II)

The main objective of dialogue is to strengthen relationships through mutual and deep understanding of motivations, interest and communication patterns of all parties.

Decision-making is a secondary purpose of a dialogue that may come, if and when, the parties reach a point in their relationship that they are willing and able to move forward into a deliberative consensus-making process together.

Negotiation (II)

Negotiation:

4. Negotiations consist of a number of separate and interrelated elements.
 - The first is that it necessarily involves some form of **direct, face-to-face contact** between representatives of two or more parties who meet to exchange offers and counter-offers, both trying to get the best final outcome for their side.
 - Secondly, this process is usually accompanied by **attempts to argue the opposing representative out of any rigid, uncompromising positions on salient issues.**

Consensus defined

- a. Consensus is a **form of agreement** that emphasizes **cooperation** and the search for the **most advantageous solution** possible for all under the prevailing circumstances.
- b. Consensus is not the same as voting (where there are winners and losers).
- c. Consensus is reached through the **exchange of information and perspectives**, group discussion, persuasion, and synthesis of ideas.

"Quakers" five-finger consensus system



- 5 = Five fingers mean you really like the idea and will work to see it implemented
- 4 = Four fingers that you mostly like the idea but cannot help with implementation
- 3 = Three fingers signify that you are ambivalent but will not block implementation
- 2 = You have serious objections and need much more deliberation
- 1 = You oppose the idea and will work actively to block its implementation

Annex II - Agendas of the sessions

SUMMIT LAB: RESOLUCIÓN DE CONFLICTOS Y BÚSQUEDA DE CONSENSOS

(FASE III)

"Alianzas para un futuro sostenible: Enfrentando la triple crisis planetaria"

AGENDA

Sesión para representantes de gobierno lunes, 16 de septiembre de 2024

10:00 AM – 12:30 PM

(español)

10:00 a.m.	Bienvenida y presentaciones
10:10 a.m.	Orientación teórica
10:30 a.m.	Introducción de terminología clave
10:45 a.m.	Incidencia Colaborativa y Principios de Procesos Colaborativos
11:00 a.m.	Espectro de Procesos Colaborativos
11:10 a.m.	Preparación del juego de roles
11:30 a.m.	Juego de roles (Simulación de un diálogo)
12:15 p.m.	Análisis de lecciones aprendidas en plenaria
12:30 p.m.	Clausura y próximos pasos

*Hora de Washington, D.C. (GMT-4).

SUMMIT LAB: RESOLUCIÓN DE CONFLICTOS Y BÚSQUEDA DE CONSENSOS

(FASE III)

"Alianzas para un futuro sostenible: Enfrentando la triple crisis planetaria"

AGENDA

Sesión para representantes de gobierno

Lunes 16 de septiembre de 2024

2:00 PM – 4:30 PM

(español)

2:00 p.m.	Bienvenida y presentaciones.
2:10 p.m.	Orientación teórica
2:30 p.m.	Introducción de terminología clave
2:45 p.m.	Incidencia Colaborativa y Principios de Procesos Colaborativos
3:00 p.m.	Espectro de Procesos Colaborativos
3:10 p.m.	Preparación de juego de roles
3:30 p.m.	Juego de roles (Simulación de un diálogo)
4:15 p.m.	Análisis de lecciones aprendidas en plenaria
4:30 p.m.	Clausura y próximos pasos

*Hora de Washington, D.C. (GMT-4).

SUMMIT LAB: CONFLICT RESOLUTION AND CONSENSUS BUILDING

(FASE III)

"Alliances for a Sustainable Future: Confronting the Triple Planetary Crisis"

AGENDA

Session for civil society organizations and social actors Thursday, 19 September 2024

10:00 AM – 12:00 PM

(English)

10:00 a.m.	Welcome & introductions
10:15 a.m.	Key terminology review
10:30 a.m.	Collaborative Advocacy
10:45 a.m.	Principles of Collaborative Processes
11:00 a.m.	Preparing for dialogue with government
11:50 a.m.	Closing

*Timetable according to Washington, D.C. time. (GMT-4).

SUMMIT LAB: RESOLUCIÓN DE CONFLICTOS Y BÚSQUEDA DE CONSENSOS

(FASE III)

"Alianzas para un futuro sostenible: Enfrentando la triple crisis planetaria"

AGENDA

Sesión para organizaciones de la sociedad civil y actores sociales

Jueves, 19 de septiembre de 2024

4:00PM – 6:00PM

(español)

4:00 p.m.	Bienvenida y presentaciones.
4:15 p.m.	Revisión de terminología clave
4:30 p.m.	Incidencia Colaborativa
4:45 p.m.	Principios de Procesos Colaborativos
5:00 p.m.	Preparación para el diálogo con gobierno.
5:50 p.m.	Clausura

*Hora de Washington, D.C. (GMT-4).

SUMMIT LAB: RESOLUCIÓN DE CONFLICTOS Y BÚSQUEDA DE CONSENSOS

(FASE III)

"Alianzas para un futuro sostenible: Enfrentando la triple crisis planetaria"

AGENDA

**Diálogo y retroalimentación entre la sociedad civil,
actores sociales y el gobierno.**

Martes, 1 de octubre de 2024

10:00 AM – 1:00 PM

(español con interpretación simultánea)

10:00 a.m. - Palabras de apertura a cargo de María Celina Conte, Directora de la Secretaría de Cumbres de las Américas, OEA

10:15 a.m. - Palabras de apertura del representante del gobierno de República Dominicana

10:30 a.m. - Intervención preparada de dos voceros de la sociedad civil y actores sociales

10:45 a.m. - Réplica de representante gubernamental de República Dominicana

11:00 a.m. - Diálogo abierto entre participantes y representante(s) gubernamental(es)

11:30 a.m. - Palabras de cierre, Secretaría de Cumbres de las Américas

Intervalo de 10 minutos antes de comenzar la sesión de retroalimentación de la sociedad civil y actores sociales

11:40 p.m. - Apertura a la sesión de retroalimentación

11:50 p.m. - Observaciones de los participantes de la sociedad civil y actores sociales sobre la capacitación y sobre de Proceso de Cumbres

12:10 p.m. - Discusión orientada a fortalecer la participación de sociedad civil y actores sociales en el Proceso de Cumbres de las Américas rumbo a la X Cumbre en Punta Cana

12:30 p.m. - Palabras de cierre, Secretaría de Cumbres de las Américas

*hora de Washington, D.C. (GMT-4)

Annex III - Materials for participants¹

Summit Lab: Phase III of Capacity Building Workshop on Conflict Resolution and Consensus Building

This capacity building workshop will provide an opportunity for civil society representatives and social actors who actively participated in the Summit Lab on Conflict Resolution and Consensus Building, held in September 2023 (Phase I) and on February 2024 (Phase II), to continue strengthening their skills with a more in-depth and practical training.

Objectives

1. Prepare governmental representatives for a constructive dialogue with representatives of civil society and social actors according to the theoretical models of "Harvard Negotiation - Getting to Yes" and "Five-Finger Consensus."
2. Strengthen the capacities of civil society representatives and social actors to interact with governmental representatives and further refine effective persuasion and consensus-building skills.
3. Organize a dialogue exercise among civil society and social actors and governmental representatives under the theme "*Partnerships for a Sustainable Future: Addressing the Triple Planetary Crisis*," focusing on environmental issues, climate change, and plastics in the oceans.

Training Format

The workshop will include three (3) virtual sessions: one theoretical/practical session for government representatives; another for civil society and social actors, each lasting 2 hours; and one (1) dialogue session of 2 hours with participation from all actors. The sessions will be conducted virtually in Spanish and English via Zoom.

The instructor of the training is Ms. Janet Murdock, former UN Peace and Development Advisor to Guyana and Suriname. Please find below the times and dates for the sessions:

*All participants will participate in the debriefing session.

Practice Sessions for civil society and social actors

- Theoretical/ Practice session (*English*)
Date: Thursday, September 19, 2024
Time: 10:00 a.m. – 12:30 p.m. (*Washington, D.C. time*)
- Theoretical/ Practice session (*Spanish*)
Date: Thursday, September 19, 2024

¹ The participants received various documents, including the mandates of the IX Summit of the Americas (2022), the books "OAS et al (2017). Democratic dialogue - a handbook for practitioners. Available on: https://www.oas.org/es/sap/dsdme/pubs/DIAL_%20DEMO_e.pdf" and "UNDP (2017) The dialogic approach in the treatment of socio-environmental conflict learning from practice. Madrid: AECID, UNDP", among others.

Time: 4:00 p.m. – 6:00 p.m. (*Washington, D.C. time*)

Dialogue session (*interpretation in English/Spanish*)

- Date: Tuesday, October 1, 2024
Time: 10:00 a.m. – 12:00 p.m. (*Washington, D.C. time*)

Methodology

In Phase III, participants will continue using the “Harvard Negotiation Theory Model - Getting to Yes” and the "Five Finger Consensus" to refine their negotiation skills based on interests and create consensus through an interactive and experiential training methodology. This phase will maintain a focus on real-life negotiation dynamics. Participants will reinforce the theoretical concepts learned in Phases I and II and will face critical challenges arising from uncertainty related to resolving differences and preventing escalation of tensions in a simulated and secure environment.

Participation Requirements

- Accept the Terms and Conditions of the Principles for Participation of Civil Society Organizations and Social Actors in the Summit of the Americas Process.
- Commitment to participation in the two (2) sessions (practical and dialogue sessions).
- Only complete applications will be considered.

**SUMMIT LAB:
RESOLUCIÓN DE CONFLICTOS Y BÚSQUEDA DE CONSENSOS (FASE III)
"Alianzas para un futuro sostenible: Enfrentando la triple crisis planetaria"**

**CAPACITACIÓN PARA REPRESENTANTES
DE GOBIERNO DE REPÚBLICA DOMINICANA**

Sesión práctica

Lunes, 16 de septiembre de 2024

10:00 am a 12:30 pm y 2:00 a 4:30 pm.

(español)

I. INFORMACIÓN GENERAL

Este juego de roles es una dramatización previa del diálogo didáctico previsto para el 1 de octubre de 2024.

“Como parte de las actividades de preparación de la próxima Cumbre de las Américas en República Dominicana, la Secretaría de Cumbres de las Américas de la Organización de los Estados Americanos (OEA) y el Gobierno de la República Dominicana, convocan un diálogo con la sociedad civil y actores sociales del hemisferio.

Esta actividad integra los esfuerzos para fortalecer la participación de la sociedad civil y actores sociales en el Proceso de Cumbres y asegurar la presentación de propuestas consensuadas e implementables durante la X Cumbre de las Américas. Con esta finalidad, la Secretaría de Cumbres de las Américas realizó un taller con representantes de sociedad civil y actores sociales que permitió formular recomendaciones consensuadas tomando como referencia los cinco mandatos de la IX Cumbre de las Américas, celebrada en 2022 en Los Ángeles.

La sesión teórica y práctica “Diálogo Hemisférico con la Sociedad Civil y Actores Sociales”, se realizará virtualmente el lunes **16 de septiembre** a través de la plataforma Zoom. El diálogo comenzará a las 11:30am en la sesión matutina y 3:30pm en la sesión vespertina. El formato del diálogo seguirá el modelo que sugiere la Secretaría de Cumbres de las Américas, en esta oportunidad, con el tema **“Alianzas para un futuro sostenible: Enfrentando la triple crisis planetaria”**.

La agenda consiste en las siguientes etapas:

1. Palabras de bienvenida del moderador(a) de la Secretaría de Cumbres de las Américas, Organización de los Estados Americanos (OEA)
2. Palabras de apertura del representante del Gobierno de la República Dominicana
3. Intervención de la vocera seleccionada para representar la sociedad civil y actores sociales, Shance Martínez Reis
4. Respuesta del representante del Gobierno de la República Dominicana
5. Diálogo abierto entre participantes y representante(s) gubernamentales
6. Palabras de cierre a cargo de moderador(a) de la Secretaría de Cumbres de las Américas, OEA

La reunión virtual se iniciará con los siguientes participantes y observadores:

1. Moderador(a), Director(a), Secretaría de Cumbres, Celestino(a) Rodríguez
2. Representante del Gobierno de República Dominicana, Coordinador de la X Cumbre de las Américas del Ministerio de Relaciones Exteriores, Dr. Salinas Maciel
3. Tres representantes de la sociedad civil y actores sociales (un vocero y dos otros representantes)
4. Observador(es)".

II. INSTRUCCIONES PARA EL JUEGO DE ROLES

a. Fundamentación

Los juegos de roles son utilizados en las capacitaciones de formación de mediadores debido a que ayudan a internalizar las técnicas y el proceso de formulación de consensos. En este sentido, son instrumentos de aprendizaje diseñados para simular conflictos reales y permiten a los participantes experimentar el rol del mediador/a y/o moderador/a en un conflicto, de la forma más realista posible, dentro de un contexto de aprendizaje. Vivenciar las diferentes perspectivas de un conflicto tiene un valor especial: la oportunidad de ver el impacto del proceso y las habilidades del mediador/a o moderador/a sobre las acciones, percepciones y emociones de las partes.

b. Instrucciones

- Sea fiel al rol tal como se lo ha descrito. Cada papel está escrito de forma muy resumida, lo que le permite improvisar el rol, inclusive inventando hechos congruentes con la información proporcionada.
- Es importante mantenerse en rol durante toda la escenificación del juego de roles. Salirse del papel perjudica el hilo y el ejercicio es menos realista.
- Sea lo más real posible. Cuanto más real, la experiencia de aprendizaje será más enriquecedora.
- No sobreactuar ni realizar trampas. El propósito es permitir que todos aprendan a usar el proceso y practiquen las habilidades y técnicas de formulación de consensos. No obstante, se valorará hacer trabajar a los y las mediadores/as y los otros actores en favor de la cooperación.

c. Procesamiento

Los juegos de roles permiten a las partes y al mediador/a o moderador/a analizar las palabras y comportamientos de todos en el transcurso del ejercicio. El enfoque es la depuración del proceso y la actuación del mediador/a y de las partes en sus esfuerzos por avanzar hacia un consenso. Evite analizar el problema, resolver la cuestión planteada o prolongar la discusión. Piense en el comportamiento de las partes y las palabras que ayudarán en la evolución del proceso.

Responda las siguientes preguntas:

- ✓ ¿Qué dijo el mediador/a/moderador/a o alguno de los otros actores que rindió buenos resultados?
- ✓ ¿Cómo administró el mediador/a/moderador/a el proceso?
- ✓ ¿Qué hubiera hecho diferente si usted ocupara el lugar del mediador/a/moderador/a o de alguno de los otros actores?
- ✓ ¿Qué momento percibió como el más difícil?
- ✓ ¿Qué haría de manera diferente la próxima vez?
- ✓ ¿Cuál fue el aprendizaje más significativo de esta experiencia?

III. JUEGO DE ROLES

Información privada para Parte #2: Representante del Gobierno de República Dominicana, Coordinador de la X Cumbre de las Américas del Ministerio de Relaciones Exteriores, Dr. Salinas Maciel

Como el Coordinador principal de la próxima Cumbre de la Américas usted tiene la responsabilidad de asegurar el éxito de esta reunión y de la Cumbre. Por un lado, tiene que seguir las pautas y la agenda política designada por su presidente. Por otro lado, tiene que seguir las pautas de los órganos gubernamentales vinculados al tema y mantener informados a los líderes parlamentares.

En funciones previas, usted fue activista social. Tiene buenas relaciones con las organizaciones no gubernamentales de su país y desea su mayor participación en políticas públicas, en particular con los temas vinculados al medio ambiente. Por lo tanto, usted está particularmente interesado en los representantes de la sociedad civil y actores sociales que fueron invitados al diálogo.

Usted está comprometido en ver cómo se puede incluir los intereses del sector en las propuestas gubernamentales para la próxima Cumbre. No obstante, usted sabe que no será fácil armonizar los intereses de los diferentes sectores en pro de propuestas viables y duraderas.

Aunque el gobierno está comprometido con reformas proambientales, la dependencia del turismo y las presiones migratorias restringen la acción del gobierno en varias esferas, como es la importación de bebidas extranjeras y la contaminación que los residuos de plástico producen en ríos y mares. Usted también ve las acciones climáticas como una oportunidad para avanzar en la inclusión social y racial, pero reconoce que esto es un tema espinoso en su país.

Para el diálogo usted debe preparar algunas palabras de apertura que explican la posición de gobierno incluyendo los temas donde usted cree que habría oportunidad de consenso y los que serán más difíciles de acordar.

Después de escuchar las palabras del sector social, usted también tendrá que ofrecer una respuesta, con base a lo que fue presentado, teniendo que improvisar con base en su conocimiento del contexto político y social de su país.

Información privada para Parte #3: Presidente de la Asociación Americana de Estudiantes Universitarios y representante de estudiantes jóvenes, afrodescendientes y con discapacidad, Shance Martínez Reis

Usted fue elegida para presentar la posición consensuada de la sociedad civil y actores sociales en el diálogo. Lideró una serie de reuniones con actores claves y redactó una nota que representa este consenso. En su papel de vocera del grupo, los principales puntos que usted es responsable de comunicar son los siguientes:

1. Que las acciones de mitigación del cambio climático deberán ser vistas como una oportunidad

para disminuir las brechas sociales y económicas en pro de la igualdad y los derechos humanos. Se debe proporcionar oportunidades con acciones afirmativas (*affirmative action*) para los sectores sociales históricamente discriminados y grupos vulnerables.

2. De gran preocupación es la relación inamistosa entre los sectores sociales y el gobierno que deben ser subsanadas. Las políticas y acciones en pro de un ambiente sano, limpio y de mitigación del cambio climático son una oportunidad para crear mejor colaboración entre el gobierno, las organizaciones no gubernamentales, grupos sociedad civil e inclusive actores del sector privado. Hay diversas maneras que la sociedad civil puede actuar como aliado en la implementación de políticas públicas y contribuir con la concientización social en favor del medio ambiente. Para sanar las relaciones sociales polarizadas, una gobernabilidad fortalecida y transparente resulta esencial. Para ello, se requiere mayor inclusión social en los procesos de toma de decisión gubernamental.
3. La promoción de prácticas agrícolas y pesqueras sostenibles y limpias deben estar entre las prioridades. El conocimiento de las prácticas agrícolas de los grupos originarios ha sido sustituido por prácticas no sostenibles y dañinas. Se deben revisar estas actividades para viabilizar el acceso a nuevas tecnologías y conocimientos científicos que favorezcan un medio ambiente sano.

Información privada para Parte #4: Jefe a la Coalición de Asociaciones Tribales de las Américas, Toshao Benjamin Apuraqui.

Para usted, las raíces de los problemas climáticos que hoy afectan al planeta son las actitudes de los gobiernos y sociedades occidentalizadas que desvalorizan los conocimientos indígenas sobre prácticas agrícolas y pesqueras sostenibles. Para revertir esta situación, hay que recuperar los conocimientos sobre la naturaleza, en vías de extinción debido a actividades, muchas veces ilícitas, como minería ilegal y la deforestación no planificada.

Usted no es el vocero del grupo; Shance Martínez Reis es la elegida para pronunciar el discurso de apertura del diálogo por parte de las fuerzas sociales. Sin embargo, en el momento del diálogo abierto, usted debe contribuir con estas ideas y otras que sean relacionados al tema del diálogo.

Al mismo tiempo, usted no puede dejar pasar esta oportunidad para llamar la atención de las autoridades dominicanas del genocidio de los pueblos indígenas en el continente americano. Puede que las autoridades consideren que este tema no este ligado al propósito de este diálogo. Su posición es contraria: la continuada y creciente vulnerabilidad de los pueblos indígenas está directamente ligada a un modelo económico no sostenible y los efectos climáticos son hoy más que evidentes.

Información privada para Parte #5: Presidente de la Mesa de Directores de la Comisión Nacional del Sector Privado de Tamaguey, en representación de las asociaciones de empresarios de las Américas, Dr. Roberto Bruno Machell.

Usted representa a muchos empresarios en el sector minero, ganaderos y empresas industriales.

Coincide con Toshao Apuraqui en que el control gubernamental sobre las actividades económicas ilícitas muchas veces favorece acciones de corrupción.

Como representante del sector privado usted tiene interés en una buena y transparente gobernabilidad donde se velen los derechos del trabajador.

Es consciente que un Estado de Derecho débil favorece al crimen y la violencia, las cuales tienen un enorme impacto sobre el turismo y los costos de producción. Los gastos para proteger inmuebles, productos y personas crecen desmesuradamente, limitando al sector privado de recursos que podrían beneficiar la producción de energía limpia, avances en el desarrollo de innovaciones tecnológicas sostenibles y soluciones para la mitigación del cambio climático.

Usted no es el vocero del grupo; Shance Martínez Reis fue la elegida para pronunciar el discurso de apertura del diálogo por parte de las fuerzas sociales. Sin embargo, en el momento del diálogo, usted debe contribuir con estas ideas y otras que relacionadas al diálogo.

Información Privada para Parte #6: Observador.

Use su nombre verdadero. Usted es observador del ejercicio de diálogo. Como tal, no debe participar del diálogo. Durante la etapa de retroalimentación en plenaria, en el momento del análisis de la experiencia, usted debe compartir todas sus observaciones.

Use la información publicada en “Instrucciones para el juego de roles” para contribuir constructivamente al aprendizaje colectivo.

COLLABORATIVE ADVOCACY

COLLABORATIVE ADVOCACY IS A TYPE OF ADVOCACY IN WHICH A COALITION OF CIVIL SOCIETY INTEREST GROUPS ENGAGE DECISION-MAKERS IN A COLLABORATIVE, OUTCOME-ORIENTED AND SUSTAINED PROCESS TO ADVANCE A SPECIFIC AGENDA FOR SOCIAL CHANGE.

Advocacy is a planned, intentional, and sustained effort to advance a change agenda. It is typically used to change a national, regional or local policy. **Advocacy campaigns** are strategies aimed at reaching people with decision-making power, like legislators. Such campaigns often develop efforts aimed at educating the general public and/or special interest groups with the power to influence decision-makers.

Collaborative advocacy is a powerful tool that can empower civil society actors to successfully lead social change through collaborative action. The process provides groups with the techniques, skills and methodology needed to build strong coalitions and constructively engage policy makers, business interests and other social sectors whose support is critical. Much effort is focused on building, maintaining and continually expanding alliances with people and groups concerned about the same issue – all be it from different perspectives.

Collaborative advocacy differs significantly from other - more common - approaches to advocacy, which very often use confrontation to achieve advocacy goals. These traditional advocacy approaches identify other stakeholders, such as government or business interests, as adversaries and tend to use confrontational strategies, which often contribute to political polarization, gridlock, and often lead to inferior policy outcomes. **Adversarial or confrontational advocacy** differs from collaborative advocacy regarding the strategies and tactics used. Adversarial advocacy uses the following strategies:

- ✓ Organizing or threatening to strike
- ✓ Holding demonstrations/marches
- ✓ Elaborating petitions
- ✓ Instigating or using violence

Collaborative advocacy sees diversity as strength to build working relationships around shared interests to form a coalition around a common cause. Coalitions then learn to develop strategies to engage with powerful decision-makers using collaboration and dialogue to create sustainable policy solutions, mutually beneficial social change and long-term partnerships across sectors. Collaborative advocacy uses strategies such as:

- ✓ Holding meetings with politicians, community leaders and other influencers.
- ✓ Proposing strategies for change, not just protesting something
- ✓ Undertaking and disseminating independent research
- ✓ Building multi-sector strategic alliances

Collaborative advocacy can be an effective tool even in countries without a strong tradition of cross-sectoral cooperation. The approach can be customized to meet the needs of organizations seeking change in diverse cultural and political environments.

However, the advocacy approach you choose can have lasting consequences: by choosing one approach over the another, you may limit the tools and techniques you can use in the future.

Collaborative advocacy is based on the premise that groups are much more successful working together on complex issues than in opposition. Therefore, groups that have different perspectives can reach more realistic, durable, cost effective and creative outcomes than groups that pursue their goals through adversarial approaches to advocacy. When all the stakeholders have a voice in the policies that affect them and their constituents, policies are not only better, but they are also more likely to be implemented and not held up in litigation and political gridlock. In this respect, Collaborative advocacy can often achieve change faster than adversarial forms of advocacy.

Collaborative advocacy fosters inclusion rather than exclusion. In so doing it builds social capital. It can strengthen the kind of enduring relationships between groups and sectors that extend beyond the advocacy campaign that initially brought groups together. Lasting and effective cross-sectoral relationships can help prevent future social conflict, strengthen governance, enhance human security and promote social and economic development.

With collaborative advocacy groups learn to work together to advance structural change in ways that acknowledge, respect and capitalize on members' different perspectives, action strategies and individual goals. Collaborative Advocacy integrates dispute management, consensus-decision making, coalition-building and strategic planning into an advocacy campaign strategy planning process that allows diverse stakeholders - who are enthusiastic about their positions - to achieve mutually beneficial outcomes. A typical Collaborative Advocacy strategy includes:

- Learning about the comparative advantages that each member of the advocacy coalition brings to the initiative.
- Setting realistic advocacy goals that produce concrete benefits for members' constituencies.
- Developing effective information sharing and conflict management systems that allow members to assert their views and promote their concerns while respecting those of other members.
- Convening issue-oriented meetings to raise awareness, obtain information and promote understanding.
- Designing and facilitating engagement strategies that reach beyond "the converted" to enlist the support of relevant government agencies and officials, corporations or business owners, and other stakeholders less familiar with the cause.
- Defining advocacy messages and tailoring those messages to their respective audiences.

BENEFITS OF COLLABORATIVE ADVOCACY

- ✓ Increases impact by drawing upon the complementary strengths of group members.
- ✓ Encourages creative problem-solving through the inclusion of diverse perspectives.
- ✓ Eliminates wasteful duplication of efforts and overlap of services through better coordination of initiatives.
- ✓ Enhances visibility, creates legitimacy and a wider constituency for change.
- ✓ Promotes inclusion and empowerment of marginalized and minority groups.
- ✓ Enhances capacity to leverage additional support and funding.

BEST PRACTICES IN COLLABORATIVE ADVOCACY

- ✓ Use communication mechanisms that allow ideas, concerns or complaints to be shared openly and transparently. Lively and even emotional discussions help to create commitment.
- ✓ Use inclusive and democratic and consensus decision-making systems in the planning process, which produces better plans.
- ✓ Be realistic in terms of objectives, level of commitment, time needed and human and financial resources required to achieve the desired objectives.
- ✓ Plan an advocacy campaign in the same way that you plan a development project, using tools such as the logical framework.
- ✓ Include evaluation and monitoring mechanisms that make explicit how you intend to measure the impact, achievements and weaknesses of the campaign.
- ✓ Use internal and external evaluation and monitoring mechanisms. Internal evaluations help to maintain the unity of the advocacy group. An external entity will be able to independently and impartially assess the campaign's reach.
- ✓ Be flexible: Circumstances change!

KEY MESSAGES

There are many ways to share key messages, but they must be tailored specifically for each target group. The same message cannot be prepared for a legislator as for the general public. You must think about the interests of each target group. Organizers of advocacy campaigns should also try to make use of all the dissemination mechanisms available in their environment. The scarcity of resources and mechanisms can be overcome with creativity. There are no limits to the human imagination when it comes to finding artistic and innovative formulas to spread messages.



PRINCIPLES OF DIALOGIC AND COLLABORATIVE PROCESSES

According to experts in the field of conflict resolution, conflict transformation and peacebuilding, the most successful collaborative problem-solving or social change processes (such as multi-party dialogue, strategic planning or policy design processes) are most successful when planned and conducted in ways that reflects a set of defined **values or principles**. In other words, “principled

approaches” to dialogue and collective decision-making are less likely to derail than those that are not grounded in values.

When such efforts claim to uphold certain values in rhetoric but do not demonstrate them in practice, they can provoke a “avalanche” of cynicism, distrust and alienation with long-lasting consequences. One negative experience will lead people to decline subsequent invitations and say things like: “I tried dialogue, it doesn’t work.” **Dialogue fatigue** or disillusionment may lead people to opt for more confrontational approaches to pursue their goals. The hardening of positions may contribute to social polarization, stimulate crisis conditions, weaken governance and lead to violence.

However, research shows that most criticisms of dialogue processes do not undermine this mechanism as an effective tool for reaching agreements among diverse stakeholders. Rather, dialogue processes fail for lack of a robust and contextualized design and well-implemented methodologies that crystallize shared principles and values. That said, no process is perfect. Not every process will express every value in the highest grade of purity at every point in time. Nevertheless, process performance is affected by the expression of key principles and high-quality design and facilitation.

KEY VALUES/PRINCIPLES OF HIGH-QUALITY MULTI-PARTY DIALOGUE AND/OR DECISION-MAKING PROCESSES:

Inclusion and participation: Multi-party decision-making process should be a microcosm of the stakeholders affected by the issue to be addressed. Processes that exclude participants are less likely to reach stable, responsive solutions. For optimum performance, participants should have equal participation and real influence on the decisions taken. In this sense, effective processes empower the actors themselves to face the problems that beset them. The process design must be **jointly owned** by all participants who have a similar right to influence decisions. All participants need to be clear about the purpose of the process and agree to the scope of the discussions as well as the steps through which matters will be addressed. Participants need to share responsibility for the management of the process to feel true ownership of it.

Deliberation: A dialogue or decision-making process should encourage the free sharing of ideas and approaches and provide a safe environment for mutual understanding, the redefinition of the issues and the search for **consensus**. A successful process will forge mutual understanding and the **coordination of meanings**. For this type of deliberation, high quality **information sharing** is essential. Constricted flows of information will create suspicion about what is being hidden. Also, processes will be more successful when participants are able to suspend assumptions and judgments in favor of **learning**. Dialogic processes seek to integrate perspectives and different needs for the common good and not to advance individual interests. In this regard, these types of processes tend to have a longer-term perspective and seek the transformation of the conditions that give rise to conflict as opposed to the redress of immediate problems

Trusting Relationships: The premise of collaborative decision-making processes is that it is not enough to solve problems, we must also help to establish lasting and working relationships. The process should help the actors to recognize the humanity of all. Being genuine and demonstrating empathy, respect, good faith participation, responsibility, solidarity, willingness to work and ability to change one’s minds are elements that help create a healthy environment. These processes must be **confidence**

building. The orientation is always the **future** and toward achieving concrete and practical change that makes a difference in peoples' lives. Through the communication that takes place within the process, the parties reach a mutual understanding of their needs and interests, create bonds of **trust and empathy** that make possible the conclusion of mutually acceptable, rational, feasible, adaptable and sustainable solutions.

Influence: No one is going to commit to process and engage in substantive discussions if there is no real possibility that the outcomes will be implemented. The kinds of decision-making processes we are talking about need to create positive social change. Thus, they should center on issues where the solution is not dictated by law and where there are multiple viable options for the stakeholders to consider. The most successful processes are those that manage to link the authorities responsible for decision-making to the results of the deliberative process. Multi-stakeholder dialogic processes should not seek to replace formal processes but must have a genuine capacity to influence them. It is assumed that once a consensus is reached, people connected to the formal channels can help shepherd the decisions through the formal process quickly, since the decision already has the support of all the key people, who are committed to help guarantee implementation.

Efficiency: Process participants expect the facilitators to provide a fair and effective process of the issues at stake. Meetings must be **well run**. This involves respecting the participants' time. In most cases, stakeholders participate voluntarily and bear the expenses related to their participation. Processes specialists, usually called impartial facilitators, help actors to advance their agenda, ensuring a safe, friendly, efficient and fair space for the deliberation of substantive issues. The **process specialists** should have the ability, knowledge, experience and expertise to help design and facilitate processes that lead to consensus decision-making without getting involved or having a stake in the substantive issues themselves.

Transparency: Transparency is about the **degree of openness** of the process and access to relevant information. Processes that achieve a high degree of transparency tend to be more successful because they allow the creation of trust among participants and improve the quality of the agreements. Transparency is better guaranteed when participants share responsibility for the design and management of the process.

Non-violence and security: Joint decision-making processes offer an alternative to violence. No one participates in a dialogue or negotiation if they can get what they want by any other means. In other words the actors negotiate only when the achievement of their goals carries with it the real possibility that they will suffer consequences that are unacceptable to them. Negotiations work when both sides recognize that the cost of using violence to resolve a situation is unfeasible. Also, people who participate in these processes also have to know that they are **physically and psychologically safe** and won't be punished for speaking truthfully. Please note that some countries in Latin America lack the legal frameworks necessary to guarantee and protect free speech.

These principles are interdependent and interrelated. At any point in the process, these values may be in tension with each other. One example is when the safety value and the value of transparency clash. Transparency means that all sides must disclose all relevant information for making informed decisions. But the disclosure of sensitive information by one side, may leave some stakeholders exposed and unsafe. The tension between two or more values poses - for the facilitator - **an ethical dilemma**. The facilitator will have to use his or her judgement to decide which value to privilege in any given circumstances while ensuring the stakeholders' continued trust in the process.

RED FLAGS

Beware of decision-making processes that pretend but are not truly collaborative. Some “red flags” include:

- * Processes that exclude key constituencies that are affected by the issue and that offer no means of representation.
- * Processes that pack the room with supporters of one side of the issue
- * Processes that limit the distribution of data, background information, and analysis.
- * Processes where stakeholders with common perspectives conspire away from the collective forum to advance a series of unpalatable options to make their preferred option look better.
- * Processes that manipulate time to disrupt efforts to deliberate the issues thoroughly.

Stakeholders have a responsibility to ensure that they engage in *genuine* dialogic processes and not exercises which - most likely – ignore important values.

SUMMIT LAB
PHASE III: CONFLICT RESOLUTION & CONSENSUS BUILDING

GREEN AND CLEAN TARGETS

Short Term

- Evidence-based policies/strategies defined to advance climate-resilient and nature-based development, environment conservation and a just transition to clean power generation (including phasedown of coal-based and fossil fuel power generation) - with the participation of civil society, private sector, local government and communities, indigenous and tribal peoples and other populations in situations of vulnerability.
- National methane-mitigation plan and policies developed.
- National policies/strategies to advance sustainable and responsible mining sector developed.
- National strategies/policies developed to promote carbon capture, abatement, storage, and removal technologies and initiatives (including tree planting).
- National policies enacted to strengthen the adaptation and resilience of the agricultural sector to climate change and enhance food security through sustainable agricultural practices in a socially inclusive manner that is equitable for women and girls and other historically disadvantaged groups and with the input of stakeholders in the agricultural sector.
- Efficient, transparent, exact, coherent, and comparable systems developed for monitoring and evaluating climate change adaptation, energy transition and environmental mitigation actions.
- Significant financial resources from varied sources (public, private and international) identified to incentivize investments into low carbon economic initiatives, energy transition, sustainable forest management and climate-smart agriculture.
- Public sector procurement changed to advance sustainability criteria in the procurement of goods, services, and public works to promote sustainable development, protect the environment and enable a clean energy transition.
- National structures developed to support and promote scientific research and international cooperation into genetic resources and biotechnologies that could enable the deployment of fair and equitable climate resilient sustainable development, ecosystem preservation, carbon capture and innovative renewable energy technologies¹ and best practices.
- Participate in the United Nations and other internationally convened processes to negotiate legally binding instruments to end plastic pollution and rehabilitate marine and coastal environments.
- Protections of human rights defenders strengthened through legislation and law enforcement to reduce threats and incidents of violence against those working on environmental matters and the resources they defend.

Medium Term

- Policies and strategies to enable a just² energy transition (that includes sectoral methane mitigation targets) in place and enforced.
- New public and private infrastructure development plans, including transportation infrastructures, contribute to a reduction of greenhouse gas emissions by 30% by 2030 from 2020 levels.
- National initiatives to protect biodiversity and ecosystems under implementation, leading to a reduction in deforestation by 30% by 2030 from 2020 levels.

- Reform of International Financial Institutions³ to prioritize renewable and just energy transition investments under way. Investment portfolios for all forms of renewable energy and climate resilience increased by 70% over 2020 levels by 2030.
- Dependence on the use of environmentally harmful chemicals reduced by 40% by 2030 over 2020 levels.
- Greenhouse gas emissions from agricultural, mining, and other land-use sectors lowered by 30% by 2030 from 2020 levels.
- Sustainable and responsible mining policies enforced with 80% compliance over 2020 levels.
- Access to water management and sanitation systems improved to reach 50% of the country's population by 2030 from 2020 levels, including a reduction of plastic pollution discharges in waterways and oceans of 40% of 2020 levels.
- Work with the private sector and other stakeholders on policies and strategies has led to a 40% increase over 2020 levels in tangible changes in the manufacturing processes of products with clean energy.
- Investments increased by 50% over 2020 levels by 2030 in the recovery, recycling, and remanufacturing of post-consumer goods using clean energy technologies.
- By 2030, investments scaled up by 50% over 2020 levels to support indigenous peoples, small scale farmers, and people working and living in rural areas to counter the consequences of climate change, reduce greenhouse gas emissions, protect ecosystems, enable carbon neutral energy generation and promote climate smart and sustainable development.
- Research of Indigenous and tribal people's traditional knowledge and best practices relevant to environmental conservation and climate adaptation scaled-up and disseminated.
- Education and training campaigns, information services and programs on environmental preservation, energy conservation, responsible production and consumption patterns and climate change mitigation developed and disseminated in a socially inclusive manner.
- Cross-border projects among countries in the region expanded 40% over 2020 levels by 2030 to build climate resilience, disaster preparedness and early warning systems.

Long Term

- Temperature increases limited to 1.5°C by 2050 above pre-industrial levels by 2050.
- Circular economy and waste management systems institutionalize to enable recycling, upcycling and remanufacturing efforts increased by 90% in 2050 over 2020 levels.
- By 2050, 90% of renewable energy technologies deployed produce zero carbon emissions and effective carbon capture, storage, and removal technologies are deployed
- The Global Methane Pledge realized.

Annex IV - List of participants

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Annex V – Gallery

