Inter-Agency
Peace
Education
Programme

Skills for Constructive Living

UNHCR

UNESCO

INEE

Inter-Agency

Peace Education Programme

Skills for Constructive Living

Manual for Training of Facilitators

(Community Component)

Level 1

The ideas and opinions expressed in this work are those of the author and do not necessarily reflect UNESCO's point of view.

Foreword

In recent years there have been numerous conflicts across the globe, which have led to suffering and displacement of millions of children and young people, often under horrific circumstances. The world's poorest countries are most frequently those torn apart by internal conflict. Many countries face desperate poverty that aggravates internal division with the possible consequence of violence. Other desperately poor countries suffer the destabilizing effect of conflict in neighbouring states.

The programme that has been developed in these materials provides the life skills related to peace education and conflict minimisation and prevention to reach refugee and returnee children, youth and the wider community. These life skills will enable the participants to deal with related problems, including the social fragmentation problems of sexual harassment and exploitation, access to education (especially for girls), community caring as well as skills for constructive and non-violent living.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has collaborated with the United Nations High Commissioner for Refugees (UNHCR) to strengthen these constructive skills for living through the present "Inter-Agency Peace Education Technical Support Programme". This initiative has been made possible through the generous support of the Ministry of Foreign Affairs of Norway, Section for Humanitarian Affairs, Global Affairs Department, through the Funds in Trust programme of UNESCO which partly financed it from January 2004 to June 2005. UNHCR, in particular, has initiated and supported this programme from its inception in 1997 and has generously contributed financially and to its implementation in the field, in partnership with UNOPS.

In its mandate, UNESCO is committed to education for peace, human rights and dialogue between different cultures and civilizations. The Dakar "Education For All" (EFA) Plan of Action includes these principles and emphasizes the need to improve all aspects of quality education. In this framework, UNESCO has been concentrating special efforts in the crucial area of teacher training, with particular emphasis in African countries: this is also in accordance with the Norwegian strategy in multi-lateral and bi-lateral cooperation of making effective use of the funds to maximize concrete changes in developing countries.

The programme has been built on the solid foundation of the earlier Peace Education Programme developed by UNHCR since 1997, and later on adopted by the Inter-Agency Network for Education in Emergencies (INEE). It was upgraded with the input of both refugees and the host community. It also incorporates lessons learned from the external evaluation undertaken of the UNHCR programme in 2002 and has further responded to stated needs of people in both emergency and development situations. Education planners, teachers, refugee and returnee communities, staff of the UN partners as well as government authorities will find these materials useful for their peace-building efforts, especially if they have been trained on how to use them.

The work has benefited from the contributions of many students, community members, teachers and facilitators as well as UN and NGO personnel, too numerous to mention individually. However, special appreciation should be expressed to colleagues in UNESCO, especially the Division for the Promotion of Quality Education, in UNHCR, the Division of Operational Support and in UNOPS, the United Nations Office for Project Services in Geneva. A special acknowledgement should be given to the Senior Technical Adviser, Pamela Baxter, for the work and energy devoted to the project. The support of Margaret Sinclair, who was the originator of this programme, Anna Obura, whose evaluation provided both evidence of positive impact and valuable lessons learned and Jessica Walker-Kelleher, Jean Anderson and Karen Ross, who took on the task of upgrading the primary section of the formal education component, are likewise acknowledged.

The value of these endeavours and contributions will be multiplied, to the extent that the skills for peace-building, incorporated in these materials, become a standard component in situations of emergency and crisis, and for conflict prevention and reconstruction.

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Introduction

This manual is one of the components of the "Inter-Agency Peace Education Programme". The programme is designed for education managers of ministries dealing with both formal and non-formal education and for agencies which implement education activities on behalf of the government.

The implementation structure is based on the experience acquired over the eight years the programme has been in use, from 1998 to 2005. The programme has been evaluated by external experts and the new revised materials (2005) incorporate both the suggestions made in the evaluation and the feedback from the specialists who implemented it in the field.

Historically this programme has been restricted to refugee communities. However, it has expanded and moved into both refugee and returnee situations. With the partnership between UNESCO and UNHCR, in the framework of the Funds-in –Trust "Inter-Agency Peace Education Technical Support Programme" financed by the Ministry of Foreign Affairs of Norway in 2004 -2005, the project has been further developed to respond to the needs in situations of emergency and reconstruction and also into development situations as well. The programme is currently being implemented in eleven countries in Africa[1] and has been integrated into complementary initiatives in Sri Lanka, Kosovo, and Pakistan.

The following is the table shows the list of materials and their uses which are the components of the Peace Education Programme. For a more complete presentation, see the booklet "Overview of the Programme".

The Materials[2]

Overview of the programme	A description of the components of the Peace Education Programme and the implementation structure of the programme
Teacher Activity Kit Teacher Activity Book (TAB)	The teacher's main resource. It has a lesson-by-lesson curriculum for formal schooling, structured according to the children's cognitive and emotional development. Each teacher working in the programme needs his or her own copy of the kit.
Charts	Teaching resources (not teaching aids).
Story Book	More than thirty stories and songs which are referred to in the TAB. Each story reflects a particular aspect of Peace Education or responds to particular needs in the community (for example: HIV/AIDS, gender equality, girls' access to school.
Proverb Cards	Local proverbs for use especially in the 'analysis' lessons in the middle primary.
Community (Adult) Programme Facilitator's Manual for Community Workshops	A guide for facilitators conducting the Community Programme. Each facilitator should have a copy of this book.
Community Course Booklet	A handout booklet, which outlines the major concept areas covered in the community course.
Training Manuals Teacher Training Manual Level 1, Level 2 and Level 3	These manuals introduce teachers to the psychology of the course, curriculum theory, the rights-based approach and specifics of teaching the Peace Education Programme.
Facilitators Training Manual Level 1, Level 2, Level 3	In three parts, introducing the facilitators to the principles of adult learning, a rights-based approach and the psychology of learning as well as the specifics of the course.
Background Notes for both Teachers and Facilitators	A summary of the major points covered in the training sessions to be used as a reference.
Facilitators and Trainers Training Guide	A small booklet of training hints to ensure that the trainers have the basic skills and use interactive methodology.

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1. In order of implementation: Kenya (1998), Uganda (1999), Liberia (1999), Guinea (2000), Sierra Leone (2000), Democratic Republic of Congo (2000), Ethiopia (2000), Eritrea (2001), Cote d'Ivoire (2001) – but currently not operating, Somalia (2004), South Sudan (2004), Ghana (2004).
2. The titles in bold and underlined are separate sections of the programme. Titles in bold are separate books.

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Preliminary Note

This manual has been written for you as a trainer of facilitators. It is vital that your trainees first participate in a *Community Workshop for Peace Education.* This will give them the opportunity to explore the skills, values, attitudes and behaviours necessary for peaceful constructive living for themselves, *before* attempting to work with others.

The manual looks at the skills required to develop "effective facilitation of adult learners". These skills are useful not just for a Peace Education programme but also for all aspects of the professional life of the people with whom you are working.

While the programme is not really prescriptive, it has been through thorough trials. The order of the sessions has been developed so that there is a balance.

It should be noted that the experience of all the training undertaken in the programme over seven years has demonstrated that training needs to be sustained. This training is undertaken at three levels to help with sustained learning. With new or under-trained personnel this proved to be very necessary as it is difficult to absorb so much new information. Some elements of revision have been built into the second and third levels. The daily revisions in this course are for this level of training only.

The philosophy of Peace Education asks for those involved in the programme to be good role models for the programme: this also applies to the trainers! It is expected that you will have internalized and actively demonstrate all the elements that are discussed in the programme.

> The sessions for this manual have been designed so that key points for you are boxed. The work in ordinary text is what you share with the participants.

Use the discussion points raised by the participants as examples and to reinforce points made. (If the participants have 'psychological ownership' of the programme, they will internalize much more of the content and the philosophy.)

The appendices of this Training Manual include games and activities for icebreakers and revision. There are also revision questions based on the timetable, divided into the topics covered on the work of the day before. At the end of this training programme certificates of participation should be awarded to teachers who have completed the course.

Timetable:

Day 1

0900 - 0915	Welcome and Introduction	5
0915 - 0945	Introduction of the course	6
0945 - 1030	Introduction of participants	7
1030 - 1045	Break	
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1115 - 1200	Introduction of the Peace Education Programme	9
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Day 2

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1030 - 1045	Break	
1045 - 1130	Demonstration session	19
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1300 - 1400	Lunch break	
1400 - 1430	Energizer (from TAB)	
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1515 - 1530	Break	
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Day 3

0900 - 0930	Revision of day 2	
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1030 - 1045	Break	
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1300 - 1400	Lunch break	
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1530 - 1545	Break	
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Initial welcome and introduction

> Ensure that the participants are welcomed by a senior official or welcome them yourself.
>
> Make sure that when you are introduced or when you introduce yourself that you let the participants know that this course is devoted to Peace Education; how it can be taught and what skills, knowledge and attitudes are necessary to ensure that this programme is successful.

Introduction of the course

Objectives	Lecture
To enable the group to focus on the content of the course	

This training course has been designed so that you become familiar with the content of the Peace Education Programme and understand the methods, values and attitudes that are necessary to help create a behavioural and attitudinal change in you and the adults with whom you are working. The methodology of this course and the way you are expected to teach the Interagency Peace Education Programme (PEP) is a rights-based approach. This means that everything that you understand about human rights should be applied in all the work that you do. Sometimes this will be very different from the way that you have been previously working. Because this is a process programme how you work is just as important as the information and knowledge you bring to the participants.

There are several things you need to keep in mind about this course.

‣ This course is about attitudinal and behavioural change.

‣ You may be required to conduct this course as a 'stand-alone' course or as part of another programme.

Therefore:

‣ You should not expect changes in attitudes and behaviour to occur quickly, so

‣ You will need to be highly motivated,

‣ You will need to be able to focus and motivate the group,

‣ You need to be a role model of constructive and peaceful behaviour.

Method	Content	Draw two columns on one side of the board.
(how)	(what)	Label one 'Content' and the other 'Method'.
Lecture	Introduction	Under content write 'Introduction'.
		Under method write 'Lecture'

This list will be filled in according to what is taught and how it is taught. The demonstration of method is part of the learning during the course.

‣ **How you teach is just as important as what you teach.**

‣ **Your manner and attitude are as important as any activity you may do.**

In this course we will cover both method and content. Every time we use a new or different method, this method will be explained to you.

Make notes about how this method is used as well as making notes about the content.

Sometimes a new method will be demonstrated by using it, to teach a part of the content. For example, if I want to show you that small groups are an effective way to learn, then you will be asked to work in small groups. Use this course to learn the methods, as these will make your work more effective and more enjoyable.

These methods are the methods you should then transfer to your work as a facilitator. Some of them will not be familiar, and some, you will feel, may make you lose control of the class. We will look at these problems during this course.

In your own notes you need to be aware that there is a duality about *what* and *how* you are learning.

Peace Education is not easy to teach; *as everything we do and say, everything we think and feel must be seen as if through a pair of glasses, glasses that look for peace.*

Introduction of the participants

Objectives

To ensure that the participants know each other

To allow the group dynamics to develop

Large group activity, individual and pairs activity

1. Start with your name and then ask the name of the person to your left. That person then says his/her name and the name of the person next to them and so on around the circle. Each person says their own name and then the name of the person next to them.

There are several ways to introduce the participants to each other. Choose the most suitable for your group.

2. This activity is similar to the first, but asks the participants to think of an adjective that starts with the same letter as their name. They then introduce themselves by their name and their adjective (e.g. Sensible Sarah). Then continue as above.

Be sure that the participants understand 'adjective'. Be sure to demonstrate, not just with your own name but with participants as well.

3. The participants stand in a circle. The first person throws a ball (or other small object) to a person, saying their own name and then giving the name of the person to whom they have thrown the ball. This continues, not around the circle but across the circle in any order. Nobody should be introduced more than once (i.e. they should not have the ball thrown to them more than once). Continue until every person has been introduced.

This works only if the participants know each other slightly, or if some participants know each other. You need to watch carefully to make sure that the ball does not go to the same person more than once and that the ball is not thrown to somebody without a name being called.

4. Give each participant a blank card and say «Write your name, school, and your hobby on the card». Put all the cards in a box and mix them up. Ask the participants to select a card and find that person and introduce themselves and find out more about the person whose card they have. Ask participants to introduce the person whose card they have to the rest of the group

It is important to have enough time as this activity takes longer than the others.

It is excellent if the people have to work closely together later on.

Expectations of the course

Small group work

Ask the participants to discuss what they expect to achieve from this course.

Put participants into small groups.

As this is the first group activity simply count off five (or six) people into groups around the room.

Give a sheet of flipchart paper to each group and ask them to discuss their expectations and then write them on the sheet.

Put up all the charts at the front of the room and categorize the points.

Explain to the participants that in a categorization exercise, the facilitator must develop some initial categories by quickly reading what is on the lists. If there are expectations that are totally outside the course (e.g. how to achieve peace in a particular country, point out that this would take much longer than the length of this course.)

Go through the lists and tell the participants where these expectations come in the course.

If appropriate, discuss the types of expectations that particular groups may have. For example; theory, pedagogy, elements of Peace Education, implementation strategies, practical implementation (timetables etc.), evaluation, outreach, etc.

Introduction of the peace education programme

Objectives

To help the participants understand the background to the Peace Education Programme

To initiate an understanding of Peace Education

Large group/small group activity

(brainstorm)

We are going to look at peace and conflict.

The method that we will be using is 'brainstorming'.

This method has certain rules that the group should follow.

Brainstorm rules

Ideas should be "first thing you think of"[and not analysed]

All ideas are accepted and no criticism allowed (this is to allow for a free flow of ideas and thoughts)

Building on (or expanding on) other ideas is allowed. (This is so each person's ideas become part of the group thinking. It also stops limiting participants to 'one correct response'.)

There is a time limit of fifteen minutes (approximately). (This is to keep the group work moving at a pace so that ideas are generated, but people do not become bored.)

What do you mean by 'peace': (if I say 'peace', what is the first thing you think of?)

What words describe peace? What are the images of peace? Is it long term or short term? Tell me everything about peace you can think of. Just describe it in one word or two.

Group participants according to the colour of their clothes so that you have groups of four or five.

Brainstorms may be done as a large group activity (if you can write quickly on the board or if there is no flip chart paper) or in small groups.

After the initial brainstorm, the group should categorize the lists they have. Similar ideas and concepts should be grouped together to provide a concise summary for presentation.

The papers about peace will describe both passive peace and active peace. The participants will probably not have used those terms. If they have mentioned an absence of war or violence, then that is a passive peace.

If they mention harmony, tolerance, understanding, then they are talking about active peace.

Point out after the presentations that passive peace is very narrow in its perspective. It leaves people powerless because the causes of war and violence have been complicated and ill feeling has escalated because so many wrongs have happened.

Active peace, on the other hand is a set of skills, values and attitudes that, if internalized by people, can lead to the harmony and understanding that we call 'peace'.

Now we are going to do a second brainstorm which is to look at 'conflict', what words come to mind to describe it, what are the causes, are they long term, or short term?

This programme of peace education has been designed to help learners and their facilitators to learn the skills and values of peaceful and constructive behaviour, because peace does not belong only to governments and leaders but to each person.

If we all practise the skills of peace, this will help the country move towards having governments and leaders who also practise these skills.

Look at the papers to see if the groups have explained the idea of open (overt) conflict and hidden (covert) conflict. If they have not, look at the things they have listed.

Poverty, lack of freedom, tribalism, racism and sexism are all forms of covert conflict. They are not directly causes of conflict but they create an opportunity for conflict.

Domestic violence, war and inter-ethnic clashes are all forms of overt conflict. Many groups will also look at the causes of conflict: miscommunication, inability to solve problems, lack of respect, inequalities, etc.

Analysis and preparation of sessions from the Facilitators' Manual for Community Workshops

Objectives	
To give the participants a basic understanding of the design of the Facilitators' Manual for Community Workshops To familiarize the participants with the activities and how they are undertaken.	Small group work

Hand out the manuals and allow the participants to go through the materials.

Explain the session layout and the overview of topics and activities.

All the sessions in this programme are activity and discussion based to help the participants derive specific behaviours that explain and clarify the concepts with which they are familiar, but do not necessarily understand

Each session is structured to build on previous sessions and to reinforce the learning. This is why you should not take the sessions out of order because the structure is inbuilt within them.

The charts are not designed as teaching aids (they are not big enough). They are teaching resources. This means that while they cannot be held up for the group to read, they can be fixed on the wall for the learners to read later.

Later in this course you will be asked to prepare and teach a session from this book. The book is now yours; put your name on it and study it carefully. If you read it thoroughly you will find that it has the content, the methodology and the session plans already incorporated as well as the philosophy behind the programme.

Theory: background of peace and conflict

Objective To give the teachers some understanding of the development of conflict and peace, and how to provide activities to enhance peaceful and constructive behaviour	Lecture and group discussion

Look at the categories in the conflict brainstorm. Your categories will probably include

▸ absence of peace

▸ attitudes (interpersonal and group)

▸ results and outcomes (torture, disputes, corruption)

Although life is full of conflict and, without some conflict (at least of ideas), we would not progress or develop new ideas, it is important to remember that here we are discussing violent conflict. Violent conflict is not only war and fighting but also emotional and mental violence.

Choose one of the elements that appear and ask what causes it.

Analyze the 'cause' with the group until you get to a behaviour or attitude.

E.g. corruption. Why are people corrupt? What makes some people corrupt and others' not, despite suffering the same hardships? Participants will usually say that corrupt people are greedy.

Ask the group what we can do to minimize these causes.

Explain to the group that this course is looking at the prevention of conflict as well as at minimizing it when it appears. So we are looking at those skills, values and attitudes that will help provide *constructive alternatives to conflict*.

Draw the following diagram and discuss with the group its meaning.

Conflict Management Continuum
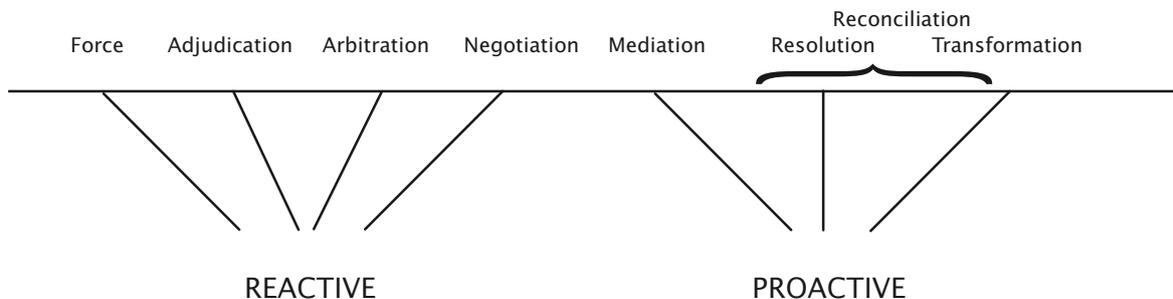
Explain the Conflict Management Continuum.

Force is often violence, but it may also be psychological force or the force of status and authority. It is when one person or party accepts the views of the other person or party, even when these views are damaging or wrong. The 'peace' that is attained is that of resentment and sub-servience. Generally this is not a sustainable peace. It relies on power and if the power is challenged or lost, then there is violence. If peace is defined as mutual par-ticipation, then the use of force is not 'peace' as there is no mutual participation: one party is forcing the other party.

Adjudication is a legal system put into place to judge right and wrong. This system has three components: some type of police/security (who often use force), a judgement sys-tem and a punishment system. In modern law these three are separated, in traditional law they are often combined. Adjudication of a dispute depends on one person (or 'side') being right and the other being wrong (or more right or more wrong). The responsibility for creating a 'peace' is with the authorities not with the individuals. As soon as the authorities take over, there is no responsibility from the individual. Because of this, there is a minimal level of mutual participation.

> The 'Pax Romana' of the Roman Empire in classi-cal times is probably the most famous example of the "force" type of peace. A more recent example is that of the Soviet Union, where disparate groups were held together by the force of communism. When the So-viet Union was dismantled, the 'force' disappeared. There has been a lot of con-flict since, in various coun-tries that were once part of the USSR. There is peace only as long as nobody challenges the people at the top. Dictatorships are often 'peaceful' because of the use of force.

Arbitration is a non-binding system of deciding who is right and who is wrong. It has more mutual participation as the two parties can choose the arbitrator and they choose to abide by the decision reached. This is enforced by societal pressure but it does not usually have any legal backing.

Negotiation occurs when the two parties attempt to work out their differences themselves. If the two parties act fairly and without using power tactics, this can be successful. However, it requires open and honest communication if it is to be successful. It leaves either party able to withdraw from the negotiations.

These conflict-handling approaches are primarily conflict management. They do not at-tempt to resolve the underlying causes of the conflict. As a result these are 'reactive' ap-proaches.

Mediation is facilitated negotiation, with outside, objec-tive help. In mediation the two parties have agreed to the idea of trying to resolve the conflict together rather than just managing it. The mediator does not make the judge-ment; rather, the mediator facilitates the resolution.

> Mediation is used in the 'textbook' sense, not in the way many traditional soci-eties use the term. The tra-ditional way is a combina-tion of counselor, arbitrator and mediator.

Resolution is a mutual attempt to resolve the problem in such a way that relationships are constructively changed through the resolution of the underlying problem. This means that both parties need to use all possible constructive skills and attitudes to effectively create a solution that leaves minimal resentment or feeling of injustice.

Reconciliation is not a conflict management skill by itself. However, if there has been a lot of anger and hurt in the course of the conflict, the two people or parties need to rec-oncile in order to have a better situation in the future. While reconciliation is a process of

its own, one of the keys to reconciliation is forgiveness. Without forgiveness, there is a chance that there will be continued resentment and the potential for conflict.

Transformation is where there is a conscious decision by both parties to build new and better relationships (i.e. it impacts on the affective domain; feelings, as much as on the cognitive domain).

These are techniques for conflict resolution rather than just conflict management. They attempt to solve issues before they become conflicts (or become conflicts again). They are proactive (taking action in advance).

Conflict suppression and conflict management are reactive forms. Generally there is no effort to understand the root causes of conflict. In some cases there is no effort made to even listen to both sides of the story.

Reactive forms of conflict management are limited and the «peace» gained this way is also limited. In this situation we see waves of conflict or conflict cycles that have a strong element of revenge (as a result of being suppressed last time).

Conflict resolution, and conflict prevention and transformation are the most proactive forms of conflict management and the most difficult. They require all the skills and knowledge that are components of the Peace Education course.

As facilitators we should not only discuss proactive forms of managing conflict but also teach in a constructive and proactive manner. The learners should have the role model of constructive problem-solving rather than a role model which relies on power.

This is not to say that there is no need for adjudication, arbitration and negotiation: there will always be the need for these. What it does mean is that there will be less need for these management strategies; and these strategies will be more constructive and durable if the people involved understand the components of peace.

Activity

In your small groups look at the different parts of the Conflict Management Continuum and find examples within your own communities for each of the areas shown in the continuum.

Discuss how effective these management strategies are and suggest more effective ways of managing the conflict.

Group participants according to the type of shoes they are wearing so that you have groups of four or five.

Collect the examples from the small groups.

Discuss the examples and the alternative solutions in the large group.

Analysis and preparation of sessions from the Facilitators' Manual for Community Workshops

Objectives To help the participants understand the activities and the structure behind them. To familiarize the participants with the activities and how they are undertaken.	Small group work

Divide the participants into groups. Each group should have three to five people in it. Give each group one session chosen from Similarities and Differences, Inclusion and Exclusion and Effective listening.

The groups have forty-five minutes to read through the session and prepare it as a demonstration. This is preparation time.

Each group will be required to demonstrate their session. (Time has been allowed for this during the course.)

The rest of the participants then offer constructive analysis on how the activity could be improved by using the analysis sheets in Appendix 1

Allow for free discussion on any difficulties the participants feel they may have on implementing these activities.

End Day 1

Principles of adult learning

Objectives

To give the participants a basic understanding of the principles of adult learning that have been used in developing the programme.

To help the participants understand these principles in order to apply them in facilitating the programme.

Small group activity and discussion

In the left hand column list the qualities of adults in terms of learning.

In the right hand column list the characteristics of adults and adolescents in terms of learning.

What are the similarities and differences between the two lists?

Everybody here is an adult learner. What do you require to learn effectively?

Divide the participants into small groups of four or five.

Give each group a flip chart sheet and ask them to divide it into two columns.

Look at the differences that people have noted and consolidate them into a single list on the board. These should cover aspects of experience, autonomy (independent thinking) and being practical.

Ask what else they require as learners themselves (to be treated with respect; for the learning to be practical and relevant and for it to be focused.

Activity 1
How Do You Learn?

WHAT did I learn?	
HOW did I learn?	
WHO taught me?	
Where did I learn?	
Why did I learn?	

Draw the diagram on the board or give it as a handout. (Appendix 2)

Ask participants to think of a single thing that they learned (not a subject or a course) and then fill in the chart.

In your small groups choose one learning experience that is typical of the group's experiences.

Look especially at the sections "how did I learn?", "who taught me?" and "why did I learn?"

Move around the room ensuring that people have chosen a single skill that they have learned (fishing, cooking, learning to swim etc.)

When the charts have been completed form small groups of four to five (different from the previous groups) and ask the participants to share their chart and then to choose one for the group to analyse.

In your groups discuss what the principle is for effective learning from each of these categories. Are there other principles that you can think of?

Keep these in mind for the next session.

Groups should be able to identify motivation, respect for the 'teacher' and practice as well as the things that they nominated in the previous discussion.

Session presentation (1) of the Facilitators' Manual for Community Workshops

<u>Objectives</u>

To help the participants understand the activities and the structure behind them

To familiarize the participants with the activities and how they are undertaken

Small group work

Another group will now present their demonstration session.

Remember: these are not sessions that 'tell' people how to respond.

This time is for one of the small groups to conduct their session.

The sessions are designed for participants to explore situations and with the addition of new perspectives to develop more constructive ways of handling issues and problems.

It is important that the learners have psychological 'ownership' over the new knowledge and skill so all learners must be involved. Never choose a small group to demonstrate the game or activity – everybody needs to be involved.

Watch for how well the facilitators have followed the session plan and how well they understand it. Watch also for their basic facilitation skills: blackboard work, observation of the group, whether there is bias in who they ask to respond to the questions, how well they listen, and how clearly they communicate and the level of language they use.

At the end of the session, ask for feedback from the group and then give your own feedback. Remember to comment on what they did well, as well as on where they were less effective.

Play a game from the TAB that illustrates the skills necessary for effective facilitation: listening, empathy trust games.

Principles of adult learning (Part 2)

Think back to the principles you identified previously.

Now look at the handout.

In your small groups, discuss the principle and the behaviours facilitators should show to respond to the specific needs of adult learners. Write these in the right hand column.

Adult learners	Response from Facilitator
Autonomous Adult learners have opinions and information that is valid to the group	Actively involve participants in the learning experiences. Follow the expectations that participants have Allow participants to assume responsibility for presenting Guide participants to their own knowledge, rather than telling them information Show participants how their goals can be reached
Life experiences Adult learners need to be respected for their experience	Link participants' knowledge and experiences to the topic. Relate theories and concepts to the participants and their experiences
Goal –oriented Adults know what they want to learn	Make the objectives of the course clear and help participants to see how elements are inter-related
Relevancy and practical Adult learners need to see why they are learning particular things	Identify objectives and expectations. Relate theories and concepts to familiar life experiences Help participants to see the application of the work they are doing
Respect Adult learners deserve the same respect as all adults and as the facilitator	Attentive listening Real discussion Warm and respectful manner

In addition to ensuring that the specific needs of adult learners are taken into account by facilitators, there are several other elements that are necessary to ensure that the learning for adults is effective:

Motivation	The willingness to learn. Engendered by respect for the learner and the learners' experiences
Reinforcement	Where people are told honestly when they are correct or have valid points and also when they exhibit behaviour that does not correspond with what they say
Retention	The ability to remember and internalize new information and skills so that it can be applied.
Transference	The ability to apply new knowledge, skills and behaviours to situations outside the learning environment.

Ask the participants to explain each of these and write a summary of the discussion next to the word ion the board.

Form small groups (different to the previous groups) and ask the groups to discuss and then summarize how the facilitators can ensure that these critical elements are met (through their actions) and what methodologies they should use.

Ask the groups to present their summaries to the whole group.

Create a final list from these feedback sessions. Keep this for the level II training.

The text in grey is only for you. A full size version of this sheet is found in Appendix 4

Handout: Facilitators' methodologies

Critical Element	Facilitators' Actions	Effective Methodologies
Motivation	Specific and constructive feedback Genuine interest in what participants have to say Create an understanding of how the new knowledge and skills will benefit the learner	Games Open discussion Activities to demonstrate benefits
Reinforcement	Positive interest and 'rewards' for participation and knowledge gained. Rewards should never be patronizing but real interaction with participants as equals, respect for learners and their inputs and smiles and eye contact.	Games Group work with feedback presentations

Retention	Create links between what participants already know and the new information.	Role Plays
		Open discussions
	Ensure that the meaning is clear to participants.	Activities, including demonstration sessions
	Ensure that participants have an opportunity to practice	
Transference	Follow up of participants in real life	Role Plays
		Planning sessions
	Ensure that there are constructive links between the new materials and real life	Discussions (small groups and open discussion)
	Ensure that there are links between previous knowledge and new knowledge	

Look critically at the Facilitators' Manual for Community Workshops. Does it utilize the methodologies that have been discussed?

Remember that in your demonstration sessions (which are a form of transference) you should try to incorporate the actions that you have listed.

Session presentation (2) of the Facilitators' Manual for Community Workshops

Objectives	
To help the participants understand the activities and the structure behind them To familiarize the participants with the activities and how they are undertaken	Small group work

> This time is for one of the small groups to conduct their session.

Another group will now present their demonstration session.

> Watch for how well the facilitators have followed the session plan and how well they understand it. Watch also for their basic facilitation skills: blackboard work, observation of the group, whether there is bias in who they ask to respond to the questions, how well they listen, and how clearly they communicate and the level of language they use.
>
> At the end of the session, ask for feedback from the group and then give your own feedback. Remember to comment on what they did well, as well as on where they were less effective.

> Play a game from the TAB that illustrates the skills necessary for effective facilitation: listening, empathy trust games.

Characteristics of an effective facilitator

Objectives

To help the participants understand philosophy of a rights-based approach

To familiarize the participants with the activities and how they are undertaken

Lecture and discussion

Ask the participants how they work with groups.

Allow the discussion from this question. Many participants will claim that the groups they work with do not have the knowledge and that their job is to 'teach'. Ask if this is really so.

Draw these pictures on the board. Ask the participants which facilitator they are.

Do you assume that the learner knows nothing or do they build on what the learner already has?
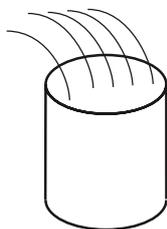
Do you fill the empty water pot?
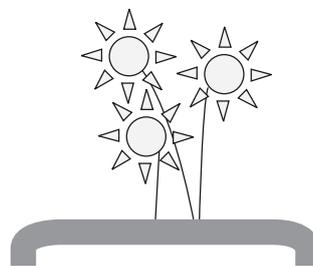
Do you help the flowers to grow?

The 'water pot' facilitator is one who assumes that they have all the knowledge and they are there to "fill the pot (the learner)". Because most of us are trained to pass on 'content' it very often feels that this is both true and right. However it is not possible to use this method if we are to be true to the principles of adult learning that we discussed in the previous session. If you do use this method you can find it can be very tiring.

As a facilitator you must be very sure that you know everything and never make a mistake. You must be ready with the learning that the learner needs (because you cannot keep pouring water if the pot is full can you?)

This type of facilitator is not suited for working in peace education as this philosophy can lead to arrogance and the abuse of power. This type of working is not actually facilitation at all because it means that the learner will always be reliant on a facilitator to tell them what to think and what to know. Facilitation actually means to make things easier (to make learning easier or more effective. It does not mean to simply tell. To make people dependent on an outside authority does not show respect to the skills and knowledge that

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the learner already has. It also means that they can be very easily manipulated by people in authority. This manipulation of people is how conflicts can turn into war.

The 'helping the flowers' facilitator understands that the learner already has knowledge, skills and values: our job as facilitators is to help add to these and to encourage and support independent learning.

End Day 2

Effective listening

Objectives

To help the participants to understand the skills of effective listening and how necessary it is for the classroom.

Activity
and discussion

How well do you listen to the learners?

How do you know you are listening effectively?

Ask the group to think about the questions listed

Many people assume that the skill of listening should be a skill for the learner, not the facilitator. But if this is true, how does the facilitator know when the learners understand?

If learning is reduced to memorization, then the learner only has to remember, but we all know that the remembering doesn't last.

Hands up the people who recently attended a religious service.

Was there a sermon? What was it about?

Most people, even those who say it was a good sermon, cannot remember it after they leave the place of worship.

Who listened to the news on the radio this morning? What were the top news stories?

Again, people generally cannot remember more than one or two news items. This is because people are listening passively and not effectively. Too often when we are teaching, the learners "listen" the same way.

But listening to the facilitator is only one side; the facilitator must also listen to the learners. By listening to them, the facilitator knows what is understood and what problems the learners are having, and can them help them to learn more effectively.

Failing to listen effectively and with empathy to people on the 'other side' of a conflict often leads to violent conflict, so this skill is needed as a tool of peace.

Activity

The listeners should listen carefully but they cannot ask questions.

The rest of the participants need to listen carefully to the story and see what happens, what detail is lost, what extra things are put into the story and how it changes from person to person.

Were any of the stories accurate?

What changed in the retelling?

Was anything left out in the story?

Was what was left out important to the story?

Was anything added to the story?

Why do you think that this happened?

Did events or characters change in the story?

What does this tell us about the way that we listen?

Is it enough to get 80 percent of the story correct?

Does this lead to misunderstandings and confusion?

Send three people out of the room and then tell the group that you are going to tell a story to the first person who is to listen and then tell it to the second person who will tell it to the third person, who will tell it to you.

The story is in the box below. It is not necessary to tell this exact story but the story should be quite complex with lots of detail.

When the three people have retold the story ask the group what was the difference between the first story and the final story.

Ask the questions to stimulate discussion

As a facilitator you have a general responsibility to help the learners to really learn and understand what you are teaching. As a peace education facilitator you have a further responsibility to demonstrate the skills and values associated with constructive and peaceful living. To listen well is the first skill that you as a facilitator should have, as this is how you come to really understand the learners in your care.

Two women were going to visit relatives in another community to the west of their own village. They both carried food for their relatives and one woman had her baby with her. As they were traveling, they received a message from their own village that the first woman's child was ill and needed to be taken to the hospital. They turned north and stopped in a nearby village where they left the food, and the second woman left her baby with some friends. Then they turned back to their own village. When they arrived, the child had a very high fever so they took her quickly to the hospital. The mother wanted to stay with her child who was being treated, so the second woman went back to the village in the north. On the way she met an old man who was in need of help. She stopped to help him, giving him water and supporting him to the village. When she arrived at the village she found that all the food had been eaten by the villagers there and so she was angry. But her friends had looked after her baby so she was grateful for that. Because as she no longer had any food to take to her relatives, she decided to go home. When she arrived home, her friend and the sick child were home and the child was slowly getting better.

Effective communication

Objectives To help the participants to understand the importance of effective communication. To help the participants to improve their communication skills	Lecture and demonstration

Many of the attributes associated with peace education are elements of communication. Open communication; where people are honest, where they listen and where they try to understand the other person's point of view is one of the cornerstones to peace.

This sort of communication can only happen when both sides involved in communicating are willing to try.

Many conflicts have arisen because of one-way communication. This is unfortunate when we consider that much of the communication in schools is one way, from the facilitator to the student. We need to look at the effectiveness of one-way communication and see if perhaps we can improve the situation.

One-way and two way communication

Objectives To demonstrate the limitations of one-way communication To demonstrate the advantages of two-way communication	Pairs work

This exercise takes some preparation. You will need half as many bags as you have participants and an object for each bag. The object can be anything: a hairbrush, ornaments (these are very good), any small office equipment (stapler, scissors, etc.), perfume bottles, etc. Do not use clothing or books.

Activity 1

Divide the group into pairs.

Give one of each pair a bag with an object inside.

The bag holder is not allowed to look in the bag, but is to put their hand in the bag, feel the object and describe it to their partner.

The partner draws what the bag holder describes.

The partner is not allowed to ask any questions.

Give the pairs five minutes to describe and draw the objects.

After five minutes ask those who were drawing to show their drawings - at the same time let their partners remove the objects from the bag

Activity 2

Ask for four volunteers.

Send two out of the room and show the picture of the geometric shapes (in the Facilitators' Manual for Community Workshops) to the other two. Remind them not to show their picture to anybody. Ask for one of them to wait for the second part of the exercise.

Invite one of the other volunteers back inside. Explain that they are going to draw what the other person tells them. They cannot ask any questions (this is 'one-way communication').

The 'instructor' (the participant with the drawing) stands behind the flipchart (or with his/her back to the board).

The 'instructor' describes the picture to the participant at the flip chart (the 'artist').

The 'artist' draws the picture from the instructions given.

If you are using a flip chart, turn to a new page. If you are using a board, ensure that you can reproduce the drawing and then clean the board.

Ask the second 'instructor' to come forward and bring in the second volunteer from outside. This time the instructor can watch what the artist is doing and make comments on it, and the artist should ask questions (two-way communication).

When the drawing is completed, compare the two drawings (redraw the fist drawing if necessary).

Ask the volunteers how they felt when they were either instructing or drawing.

Show the participants the geometric drawing.

Ask the group which drawing is the most accurate.

Discuss why this is so.

Draw the following chart on the board:

	One-way communication	Two-way communication
Advantages		
Disadvantages		

What are the advantages of one-way communication?

What are the disadvantages?

What are the advantages of two-way communication?

What are the disadvantages?

What responsibilities do we have if we are going to use one-way communication?

Why do we use one-way communication when two-way communications is proven to be more effective?

Remember that asking questions such as "Are we together?" and "Do you understand?" (With the whole group saying 'Yes') is not two-way communication.

With the participants, fill in the chart. It is usual to get diametrically opposed advantages and disadvantages: i.e. the advantages of one-way communication are the disadvantages of two-way communication.

[For example; clear instructions, check for correct 'receiving' of information, make sure that the information is in short simple statements etc.]

The manual is written so that there is (or should be) a lot of two-way communication, not just facilitator and learner but also between and among the learners. This is so that they have psychological ownership of the knowledge and skills, without which they cannot truly understand and internalize them.

Two-way communication is also necessary for peaceful interaction between people. People have a responsibility to listen carefully, to communicate clearly, and to clarify points and summaries information so that the communication is clear and precise.

Session presentation (3) of the Facilitators' Manual for Community Workshops

Objectives

To help the participants understand the activities and the structure behind them

To familiarize the participants with the activities and how they are undertaken

Small group work

This time is for one of the small groups to conduct their session.

Another group will now present their demonstration session.

Watch for how well the facilitators have followed the session plan and how well they understand it. Watch also for their basic facilitation skills: blackboard work, observation of the group, whether there is bias in who they ask to respond to the questions, how well they listen, and how clearly they communicate and the level of language they use.

At the end of the session, ask for feedback from the group and then give your own feedback. Remember to comment on what they did well, as well as on where they were less effective.

Play a game from the TAB that illustrates the skills necessary for effective facilitation: listening, empathy trust games.

Review of Day 3
See Appendix 5 and 6

End Day 3

Questioning skills

Objectives

To help participants understand different techniques of questioning and to use these appropriately.

Lecture and small group work

Questioning skills are vital to effective facilitation. You should be able to lead the learner to learn what you want them to learn, by asking the right questions. Essentially there are two types of questions.

Closed questions are those where there is a definite correct answer. If you are reviewing content you can ask closed questions. These questions have one answer which is either right or wrong. (For example: 3 + 2 =?). If the question is "What number combinations equal 5?" what is the answer? The answers then may go to infinity depending on how well the person understands the concept of number. Many facilitators assume that the answer they have in mind is the only correct answer, and often this is not so. There may be many correct answers. This number combination question is an open question because there are many answers each one of which may be correct.

Open questions do not have a single correct answer. They ask the learner to think, to understand, to analyze and synthesize and to evaluate. These are 'higher level cognitive skills' and very important in peace education. Sometimes facilitators ask what sounds like an open question but they treat it as a closed question (i.e. they want the answer that they have in mind). This is called "Guess what the facilitator wants to hear" and it is a very unfair game to play. If you do play this game (whether you know it or not), then sooner or later the learners will not respond to questions at all as they cannot be sure of 'guessing' correctly. For example, a question such as "What do you think would happen if............" is only truly open if the learner is encouraged to say what they think will happen. If the facilitator is sure that only one thing that happens is acceptable and accepts an answer that agrees with his/her own answer, then the question is actually closed and the facilitator is not acting fairly.

‣ Open questions are those that have a variety of answers (not a list of answers).

‣ Open questions are those where we try to find out if the learner understands; if the learner can put together two pieces of information to develop an answer, if it is possible to develop an answer that is not expressly written in the book.

For Peace Education, where we are trying to develop attitudes and values, it is not enough to know that the person can reproduce what has been taught.

If the learner cannot understand, how will they discover that a statement may have bias?

If they cannot understand and put together pieces of information, how will they solve problems, taking into account all the factors?

If they cannot evaluate, how will they be able to judge fairly?

We must help participants through all the levels of learning and thinking. But the higher-level learning skills are especially important for Peace Education.

Discuss the idea that true open questions ask "why?", "What do you think?" "Is there another way?", "what else can you add?"

Never accept just the answer that agrees with your own ideas. Remember, your job is to help the learner to discover, not to prove how clever you are.

In an open discussion (large group), discuss the advantages and disadvantages of open and closed questions. List these on the board.

Discuss why open questions help develop the learner's thinking ability and why this is important in the process of education and Peace Education.

Draw a diagram similar to this on the board.

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┌─────────────────────────────────────┐
│   Knowledge and understanding to be  │
│         gained by the learner        │
└─────────────────────────────────────┘



┌─────────────────────────────────────┐
│               Learner                │
└─────────────────────────────────────┘
```
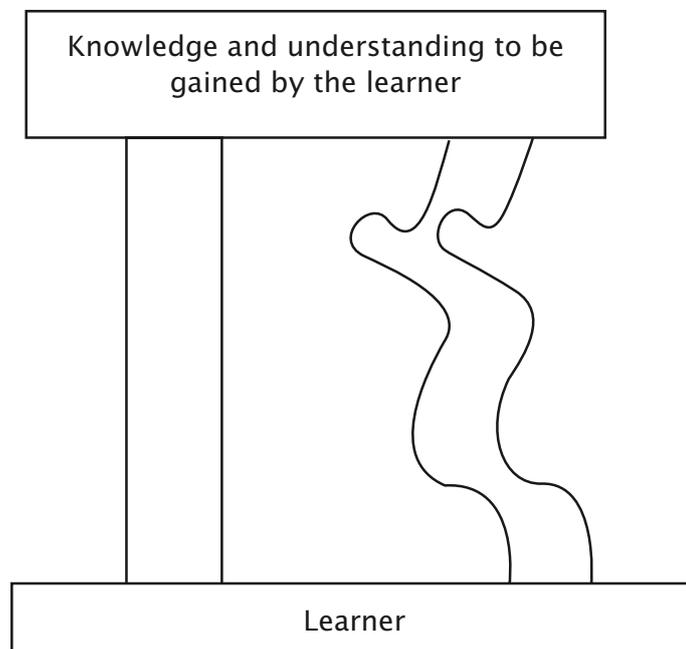
Point out to the participants that all of us as facilitators are trying to get our learners from where they are (in the lower box) to a new level by helping them to learn new knowledge, skills or understandings.

Essentially there are two ways of questioning that help the learners move from one level to the other.

Ask the participants how are the animals taken to market (traditionally) or how ploughing animals are taken to the fields? Generally they are either led with a rope or, if there are a number of them, then the animals start walking and the person taking them simply throws a stone or switches them when they go too far off the track. The person taking them does not lead but follows. Which is most effective? Ultimately, both ways get the animals to the destination.

This is what questioning is like. You can use the 'ladder' approach where each step is a question and the questions are closed questions but structured to build on each other. Or you can use the path approach where you only need to ask an occasional question to keep the learners on track. Both methods will get to the desired learning and both require work from the facilitator. The ladder approach requires thorough planning and very structured

questions so that each one builds on the previous one. The facilitator must listen well to the responses to be sure that this 'building' takes place. And every question needs to be planned and thought through, even though some of them may never be used.

Remember; these questions are not a test – they are to help the learners discover new information.

The open approach requires fewer questions but the facilitator needs to understand exactly what the knowledge or understandings are so that they can ask the correct questions when necessary. This type of questioning allows a greater ownership of the knowledge discovered by the learner, but it requires a lot of skill and practice by the facilitator.

Most of us use a combination of both types of questions, structured closed questions and then open questions.

Session presentation (4) of the Facilitators' Manual for Community Workshops

<u>Objectives</u>

To help the participants understand the activities and the structure behind them

To familiarize the participants with the activities and how they are undertaken

Small group work

This time is for one of the small groups to conduct their session.

Another group will now present their demonstration session.

Watch for how well the facilitators have followed the session plan and how well they understand it. Watch also for their basic facilitation skills: blackboard work, observation of the group, whether there is bias in who they ask to respond to the questions, how well they listen, and how clearly they communicate and the level of language they use.

At the end of the session, ask for feedback from the group and then give your own feedback. Remember to comment on what they did well, as well as on where they were less effective.

Learning styles

Objectives	
To demonstrate the various types of learning and the strengths and weaknesses of these	Individual and small group work

Give each participant a length of cord.

Read out the instructions on «How to Tie a Bowline Knot». [Appendix ?]

As you read, the participants should be attempting to tie the knot.

Check to see how many participants have tied the knot correctly.

You have just had a short lecture on the «Bowline Knot»

How well did you learn from the 'lecture'?

Now give each participant a copy of the instructions on «How to Tie a Bowline Knot».

The participants should try to tie the knot from reading the instructions.

Check to see how many participants have tied the knot correctly.

You have now been involved in participatory learning.

Was this method easier than listening to the 'lecture'?

Take the participants who can tie the knot and match them with those who cannot.

Let them demonstrate how the knot is tied.

All participants should now be able to tie the knot.

Now the group has been involved in exploratory learning.

‣ Which method is better?

‣ Are there particular circumstances where one method is better than another?

‣ When and why?

Session presentation (5) of the Facilitators' Manual for Community Workshops

Objectives	Small group work
To help the participants understand the activities and the structure behind them	
To familiarize the participants with the activities and how they are undertaken	

This time is for one of the small groups to conduct their session.

Another group will now present their demonstration session.

Watch for how well the facilitators have followed the session plan and how well they understand it. Watch also for their basic facilitation skills: blackboard work, observation of the group, whether there is bias in who they ask to respond to the questions, how well they listen, and how clearly they communicate and the level of language they use.

At the end of the session, ask for feedback from the group and then give your own feedback. Remember to comment on what they did well, as well as on where they were less effective.

Group management

Lecture and small group work

Nothing can be taught effectively if the group is not receptive. A good facilitator is aware of the individuals in the group and their needs and abilities.

Because a workshop is not very long, facilitators need to be very aware very quickly of the quiet people, the dominating people, those that take every opportunity to talk, and those that are there only to disagree with the content, etc.

They also have to know how they are to manage these people within the group.

You should look at:

▸ how the room is arranged, (does it reflect a feeling of equality or a feeling of superiority?)

▸ whether tests or questions are used as a tool to demand learning,

▸ if the facilitator stands at the front of the room all the time.

▸ the group should also look at the facilitator's manner with the group: do they show respect to the learner, do they acknowledge and build on the knowledge and strengths of the learner?

You have twenty minutes for this task.

Negative forms of management are where a facilitator ignores particular people (knowingly or unknowingly), when they ignore what a particular person says, and go ahead to 'tell their own story'.

Divide the participants into small groups.

Give each group a sheet of flip chart paper and a marker pen.

Ask them to list all the ways a group is managed.

When the lists are complete, display them and work through the lists with the participants to see if they are primarily negative forms of management or positive forms of management.

Note especially if participants thought about preparation as a management technique

How do you learn best? When you feel good or when you feel bad?

Very little effective learning takes place when people feel negative. They may be able to learn by rote and regurgitate ('spit out') the information but they are unlikely to retain the information and almost certainly will not internalize it. As well it is not possible to learn if the person does not understand.

It is only when information is internalized that behaviour and attitude changes can occur.

Peace Education is not a knowledge-based programme; it is designed specifically to create an attitude and behaviour change. If we think about comprehensive education (which is the system we all have) we can see that it was originally designed to create behavioural changes - otherwise vocational training would be more appropriate. This is also the basis of the differences between schooling and education.

Because Peace Education is about attitude change, the way that it is taught is as important as what is taught. In some instances it is more important that people learn by modeling and the facilitator is a role model.

Given the work already done; what behaviours should facilitators display?

How does this relate to the previous lists on group management?

Group management should include positive reinforcement and peer management. This is where the group decides on the rules, design them themselves and arbitrate when the rules are ignored.

The curriculum is made up of the four components: content, methodology, environment and output/product. Each of these components plays a part in the management of groups in a learning situation.

Put the participants into groups by numbering: all the '1s' to together all the '2s' and so on.

Ask the participants to discuss the difference between schooling and education.

Ask them to look at the good things and bad things of each and where they think Peace Education belongs.

Explain that working with adults means that we need to concentrate on the good things of education: we are not conducting a school for adults.

Content

If facilitators are not comfortable with their own knowledge of the content, then they will "fill in time" (pointless lecturing) rather than proactively facilitating so that their own lack of understanding will not be obvious. Generally, people in this position will not allow any questions and control everything in the group which leads to boredom among the learners.

There is no substitute for thorough preparation. The facilitator needs to know and understand not only the content but also how they are going to move the learners from a state of unknowing to a state of knowing.

This can be done either as a whole group or in small groups depending on the number of participants.

Allow about fifteen minutes for this exercise.

When the group has a list of behaviours, allow free discussion on why the two lists are different

Methodology

Good facilitation is rights-based. This means that all your interactions with the learners should reflect the principles of human rights Generally that simply means that you treat everybody with respect (as you would like to be treated), and that you fulfil your professional responsibilities so as to ensure that the participants learn. The most effective way of doing this and to work in a way that is rights-based is to vary your methodology. Rather than just talking at the group or writing everything on the board, discuss, play games that make the 'teaching point' that you want, encourage group work and working together to help the learners understand about co-operation and help the learners to think effectively and critically.

Environment

The physical environment is the one over which you have least control. Make sure that you can see all the participants and that they can all see each other. If the blackboard is your main teaching aid; be careful where you stand (so that you are not hiding what is written)

and remember that your focus is on one side of the room more than the other, depending on where you stand. Be sure to look at all parts of the room.

The psychological environment is where you have most control. Your manner with the learners will truly demonstrate the rights-based approach. If you act as if you are a dictator then you can expect that the learners will rebel (most people do with a dictator). Either they rebel openly or they become completely passive and refuse to participate. Either one of these will cause you problems.

Outcomes or product is the result of learning. Constructive group management will result in products that are genuine and lasting. This is part of what adult learners require to learn effectively. Everything you do should have a practical application. The result is learners who are happy with what they have accomplished and so they are more likely to learn constructively in the next cycle of learning.

Group management is only putting into practice the characteristics of an effective facilitator.

Extrinsic motivation is anything that is done from outside the participant. This can be a reward, an acknowledgement of work well done. To listen openly and discuss as equals is often the most important extrinsic motivation for adult learners.

When a participant does the work for the joy of learning, when somebody does even boring work because they understand that this is what has to be done and does it for no other reason, this is intrinsic motivation. When a person understands that there is a joy and contentment in doing something well, and does it; then we call the person disciplined. But the discipline comes from within, not from outside or from somebody watching. What happens if there is nobody watching?

Constructive group management:

‣ Don't give a general instruction to be quiet (e.g. "sss", or "quiet everybody".) Each individual can safely assume that you are talking to someone else. Wait for the person who is speaking (but look at them while you do so) and as soon as they are quiet start again.

‣ Listen to the participants, not just for the answer that you want but for all that they have to say. Try to be comfortable about interruptions but don't allow yourself to go off the subject.

‣ Ask if there are questions and then wait. People do not always think quickly and should be allowed time. It is difficult to stay silent for thirty seconds – try it and see!

‣ Preparation is the key to avoiding problems; this will help to "keep them busy". If you are not prepared, don't expect the learners to respond positively.

Planning a peace education community session

Objectives	
To help the group understand the elements of a lesson and how to plan and present it	Lecture and small group work

There are five elements in any session: These are commonly known as **preparation; introduction; new content; revision; conclusion.** As these are the terms used in teaching (children) it may be easier to use new terms to remind ourselves that we are using a rights-based approach and the principles of adult learning.

To remember the elements within the actual session, think **FLDS.** This is **focus, link, discussion** and **summary**. Preparation, which occurs prior to the actual session, should never be over-looked.

Preparation: You should know the session well enough that you do not need the book. Preparation also includes preparing any materials you may need, having questions ready to stimulate discussion, and being confident and enthusiastic about the session.

Introduction: This is the **F** in **FLDS.** You need to focus the attention of the group on what they are going to learn. Remember to focus their attention, not just on the activity they are going to do but also how that relates to Peace Education.

New Content: This is the activity part of the session or unit. It is the **L** of **FLDS.** Give clear explanations and don't use stock phrases which clutter the explanations. Think about what you are saying. *Link* the information that they are receiving in the new content to some knowledge or understanding that they already have.

Revision: In the Community Workshop Manual this is usually the **D** of **FLDS** – the discussion session. This is to reinforce the development of the concept associated with the activity the group has just completed. *Revision is not a test.* Revision is to see whether people understand and to help them if they do not. It acts as a reinforcement of the activity, the main idea and the concept. It is in this section that you need to be very aware of how the participants are responding so that you will know if they understand. It is at this point that you may need to change the level of language or use more examples or expand on the points you have made. (Refer to the section on group management). There is no point in asking participants if they understand as they will almost always say 'yes' because they may be afraid of looking silly if they do not know. You need good questioning skills to guide the participants towards an understanding of the work they have done.

Conclusion: The conclusion should 'round off' the unit or session. It is a completion part so that the participants are aware that one section links to another. This is the time when you make the connection between the activity and the concept and peace education. This is the **S** of **FLDS** – The summary of the session so that people are aware of what they have learned.

Remember that in your planning and preparation that all the parts of the session need to be covered.

It is not good facilitation to spend twenty minutes introducing a session if the time for the session is only thirty minutes.

It is also negative for the learners (and the programme) if they only do the activity and not the discussion.

This means that they are not learning about Peace Education: they are only playing games. The programme will then lack integrity, as it will not actually be teaching anything.

Divide the group into five small groups and ask each group to look at one of the elements of the «planning of a session».

Let the groups discuss for ten minutes and then bring their points to the plenary group.

Evaluation of the course

Objectives		Individual work
To enable the participants to give their feedback on all elements of the course		

This is the end of level 1 of the facilitator-training programme. We hope that you feel confident to work in the Peace Education Programme.

Now we would like you to complete the evaluation sheet. This will provide feedback both to the course writers and to me as you trainer.

> Hand out the evaluation sheets (Appendix 7) and give the participants time to complete them. Emphasise that they are not expected to sign their names and that you would like them to be as constructive and honest as possible.

Conclusion

Although this is only level 1 of the facilitator training it is important to start teaching the Peace Education Programme. However, it is also important to keep note of those areas that you may have difficulty with: either the content of the lessons or where you do not understand the connection between what you are doing and the concept of peace.

You are expected to be a role model. You must internalize the messages and concepts of peace yourself if you are going to be an effective peace education facilitator. Think about where you can improve and note where you have succeeded.

Thank you and see you all at the level 2 training.

Appendix 1: Analysis sheet for session demonstrations

Content

Does the lesson reflect the content in the Facilitators' Manual for Community Workshops (FMCW)?

Yes
No

Does the lesson give you a clear indication of the connection to peace education?

Yes
No

Please describe:

_____

_____

_____

Methodology

Did everybody in the group teach one component of the session?

Yes
No

Did they use the methodology outlined in the FMCW?

Yes
No

If not what alterations were made and why do you think they were made? Did they improve or detract from the session?

_____

_____

_____

How would you describe the questioning skills of the facilitator?

As if it were a test	
Questions without building on answers	
Structured closed questions	
Structured open questions	
Building on the responses from the students	
A mix of open and closed questions that create a genuine discussion	

How would you describe the manner of the facilitator?

Formal		Friendly	
Uncaring		Articulate	
Bored		Open	
Warm		Careless	
Shy		Impatient	

Do you think that the learners understood the point of the lesson? Why or why not?

_____

_____

_____

_____

Appendix 3: Adult learning

Adult learners	Response from Facilitator
Autonomous Meaning that adult learners have opinions and information that is valid to the group	
Life experiences Meaning that adult learners need to be respected for their experience	
Goal–oriented Adults know what they want to learn	
Relevancy and practical Adult learners need to see why they are learning particular things	
Respect Adult learners deserve the same respect as all adults and as the facilitator	

Appendix 4: Methodology response

Critical Element	Facilitators' Actions	Effective Methodologies
Motivation		
Reinforcement		
Retention		
Transference		

Appendix 5: Revision exercises

1. "Hot Potato". The participants sit in a circle and pass a ball (or similar object) from person to person. The facilitator makes a noise (or plays music). When the noise/music stops the participant holding the object must answer a question. For a list of possible questions for this and other revision games/quizzes see Appendix VIII.

2. «Dog and Bone». The participants form two equal teams. Each member of the first team has a number (e.g. from 1 - 15) and the second team is given the same numbers; so that there are two people in the room with the same number - one from each team. The teams line up opposite each other but as far away from each other as practicable. An object (a blackboard duster will do) is placed in the centre of the floor between the two teams. When the facilitator calls a number the two people with that number race for the object - the person who misses it must then answer a question.

3. «Captain Ball». Create teams of six to eight people (but all teams must have the same number of members). The teams line up and the first person stands about one metre in front of the rest of the team and faces the team. Each leader has a ball (or something to throw to the team members). When the facilitator says «go» the leader throws the ball to the first person who throws it back to the leader and then squats down. The leader throws it to the next team member who throws it back and squats down and so on. The last member of the team catches the ball and runs up to the leader. The team who comes first has to answer a question in order to score points (one for winning and one for answering the question). The whole team can get together to respond to the question. If they cannot answer the question or if they get it wrong the other team can try (and score a point).

4. «Master mind». Divide the participants into groups of four. Ask a question. The first team to respond by banging their hand on the table (or putting up their hand) gets to answer the question. Any member of the team can answer the question or they can get together and answer as a group. If they are wrong they lose the point and the other teams have a chance to answer and so to score points.

Daily revisions

5. Divide the board or flip chart down the centre. On one side write

«The Most Important Thing Learned» on the other side write «The Part I Found Least Useful». Either in small groups or individually ask people to fill in the two columns. If there is a large group there can be several of these sheets and people can just move to them and fill them in. If they are unsure, go out of the room and leave them for ten minutes to complete the exercise.

6. Have sheets with each topic covered written on them e.g. on sheet labeled «Characteristics of a Good Facilitator - Evaluation». Draw a «smiley face» on one side a «straight face» in the middle and a «frowning face» on the other side. Ask people to come and put a dot under the face they feel most closely resembles how they feel about that topic. (Was it worthwhile or awful?).

Appendix 6: Quiz questions

Day 2

1. Name three expectations people have about this course.

2. What sort of methodology is the basis of this Peace Education Programme?

3. What are we trying to develop or change in the learners by teaching Peace Education?

4. What are two elements in teaching that are closely intertwined?

5. Name three people in the course that you did not already know.

6. What is the basis for the way that the sessions are designed in the CWM?

7. Name three things that were listed appeared on the board to describe Peace

8. What are the two types of Conflict?

9. Explain a 'brainstorm' activity.

10. Name three other expectations people have for this course.

Day 3

1. Name three parts of the Conflict Management Continuum.

2. Explain the three sections (of the Conflict Management Continuum) just mentioned

3. Name three other parts of the Conflict Management Continuum.

4. Explain these three sections.

5. Which sections are reactive?

6. Which are proactive?

7. Where does this Peace Education programme fit along the Continuum?

8. What are the four critical elements in adult learning?

9. Explain these four elements.

10. Name four things facilitators should do to ensure that these are met.

Day 4

1. Describe what happens when people hear information.

2. What is the difference between active listening and passive listening?

3. Describe two activities from the CWM which were part of the session demonstrations.

4. Name three advantages of two-way communication.

5. Why is it important for learners to communicate with each other as well as to the facilitator?

6. Why is two-way communication necessary for peaceful interaction?

7. What are the two basic types of questions?

8. Describe these types.

9. What is the "game" 'Guess what the facilitator wants to hear'?

10. How do we create a 'ladder of questions'?

Appendix 7: Peace education facilitator training evaluation sheet

General

Were your expectations of the course fulfilled?

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Please explain which sections were fulfilled and if this was useful, and which sections were not.

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Content

1. The course covered the content of Peace Education, classroom methodology, some developmental psychology and some philosophy of Peace Education.

Do you agree? Please explain

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Please describe which sections of the course were most useful to you. If you feel that the course was not useful, or parts of it were not useful, please describe which parts.

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2. Which sections of the course had information which was new to you?

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3. Which sections of the course were most helpful to you and why?

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4. What additions would you make to the content of the course?

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5. Are there any subjects/topics you would like to see in a follow up course? Please list.

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Method

6. Were there any methods demonstrated in the course that were new to you? Please list them.

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7. Which of these methods would you use?

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Environment - Physical

8. How would you rate the training venue?

excellent   good   fair   poor   very poor

Give reasons for your choice.

....

....

....

....

Environment - Psychological

9. Did you feel comfortable expressing your views during the course?

....

Why or why not?

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....

....

10. Do you feel that a trust has been developed among participants and between participants and the facilitators? Please give reasons for your answer.

....

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....

11. What do you think of the facilitator(s)' understanding of the content of the course?

excellent   good   fair   poor   very poor

Give reasons for your choice.

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....

12. What do you think of the facilitator(s)' attitude and manner during the course?

excellent   good   fair   poor   very poor

Give reasons for your choice.

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Outcome/Product

13. Do you have any suggestions for improving this course? Please list.

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14. Do you have any other comments you wish to make?

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Thank you for completing this evaluation questionnaire.