

Facilitators and Trainers Training Guide

Inter-Agency *Peace* Education Programme

Skills for Constructive Living



INEE

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Peace Education Programme**

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Facilitator and Teacher Training Guide

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

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UNESCO, United Nations Educational, Scientific and Cultural Organization (<http://www.unesco.org>).

INEE, the Inter-Agency Network for Education in Emergencies, is an open network of UN agencies, NGOs, donors, practitioners, researchers and individuals from affected populations working together to ensure the right to education in emergencies and post-crisis reconstruction (www.ineesite.org).

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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 Africa¹ 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 Materials²

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.

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.

This training guide in peace education is divided into four areas: content, method, environment (both physical and psychological) and output (or product). Often method and psychological environment are dealt with together, as there is overlap.

Keeping the points covered in this booklet in mind will enable you to be a better trainer. In the Peace Education Programme, the key principle is to help the participants to discover the issues and the appropriate answers themselves. This is necessary in order to bring about a change in behaviour. It requires great skill on the part of the facilitator or trainer to lead the participants so that they cannot come to any other conclusion than the one that you want them to have: positive and constructive skills for living.

The essence of this approach is the use of the 'Socratic method': asking questions of the participants so that they arrive at a particular conclusion. This is how people 'discover' for themselves. Remember: the group always knows the answers, not an individual within the group but the whole group working together. Your job is to help them to work together to discover the skills, values, attitudes and behaviours associated with peaceful living.

Content

- ▶ As you are the facilitator/trainer, you must understand the subject matter very well.
- ▶ You do not have to demonstrate everything you know, but your knowledge should be broad and deep enough to be able to pick out views expressed by the participants and incorporate them into the message you are trying to teach.
- ▶ Focus the attention of the participants by outlining what they will cover in the session or course.
- ▶ Allow for the input of the participants in deciding on the elements of the course.
- ▶ Ensure that the sessions have variety and use a range of methods to maintain the pace of the session or day.
- ▶ Ensure that your session is well planned, but at the same time allow flexibility in responding to the needs of the participants.

Planning

- ▶ Prepare. Know what it is you're going to cover in the session. Ensure that you have all the materials and aids you need for the session.
- ▶ Create a mindset for your participants: tell them what you are going to teach.
- ▶ Introduce the new content: relate it to experiences of the participants or to previous knowledge (link). [*Jerome Bruner*]
- ▶ Apply the new knowledge through discussions, role-plays or group work. If possible, apply the new knowledge to a real situation.
- ▶ Examine the knowledge of the participants. Do not treat revision as a test! Revision comes through repeated application and the resulting discussions. Clarify points that you feel participants have not understood.
- ▶ Conclude each session or day by 'telling' (Remember TTT) what has been taught. Summarizing and clarifying the key points of the sessions help the participants to focus on learning outcomes.
- ▶ Always end on an 'upbeat', a game or some fun activity. Be sure to thank participants for their time and attention.

Method

You are training people who will hold a professional position within the programme. The method must take account of the fact that these are adult learners. Use a variety of methods:

- ▶ lectures (where the whole group needs particular instructions or information),
- ▶ small groups to explore concepts or to gain a particular outcome,
- ▶ games and activities that illustrate a particular behaviour or attitude,
- ▶ role-plays to explore particular emotions or situations.

These should be varied to provide pace to the day and to suit the content and the group with whom you are working.

Group work

Group work can be used for most discussions where you are drawing on the skills of the participants. For brainstorming activities and for the preparation of demonstrations, you need groups composed of participants with different experiences. For summarizing experiences, you need similar professions or backgrounds (e.g. all teachers, all head teachers, all facilitators). Never group according to nationality or ethnic background or gender, except for the purpose of a common language.

Groups can range from pairs to six or eight people.

There are several reasons why group work can be used very effectively.

- ▶ People who may not contribute in a large group may feel more comfortable and therefore ready to contribute in a small group.
- ▶ As a general rule, if you want a variety of ideas, use a larger, randomly chosen group. If consensus within the group is important, use a smaller group of people with the same aims or backgrounds.
- ▶ Conclusions that are made by the groups are owned by the people in the groups. This means that they are more likely to abide by them.
- ▶ Participants in the group start to learn to create their own solutions.

Always give instructions as to what you want the group to do before you form the groups (e.g. what each group has to do, when you will give them their materials [if any], where the groups will be placed in the room and how long they have for their discussion).

Group your participants according to the outcome you want: random groups for divergent outcomes; like groups when you want convergent outcomes. Group people quickly and get them started on their activity. Remember, putting people into groups is not the activity. There are many ways to form groups.

- ▶ The first group formed in a workshop can be simply counting off five (or according to the size of the group you want) from where people are sitting. Remember, unless you ask people to change their seats (e.g. sit next to somebody who you did not know before this workshop), who you cannot use this method more than once as people will probably sit next to their friends and colleagues, and the outcomes will quickly become stale.
- ▶ Counting around the room will give you a particular number of groups. It will not give you that size of group. E.g. if you count to four then you have four groups; if you have a group of thirty in total, then you will have two groups of seven and two groups of eight.

These are quite large groups, so use this method if you want a brainstorming of ideas or an open discussion.

- ▶ Random groups can also be formed by choosing colours of clothes, types of shoes, people wearing jewelry, etc.
- ▶ Like groups may be chosen on the positions people hold (e.g. head teachers, early childhood teachers, administrators, etc.).

Move around the groups to ensure that they are working according to instructions. Check that nobody is dominating the group discussion and that all are involved. Listen to the discussion and pose questions or offer suggestions if you think the group is going off track. This movement should be continual so that every group is visited at least twice in the time period allowed.

Time allowed for a group activity will vary according to what you want to achieve. Remember that group work takes much longer than lecturing to the large group. The results, however, far outweigh the results of a lecture. The shortest practical time for a group is probably 20 minutes. More than 40 minutes however will probably mean that your groups will move away from the point of the exercise. Moving around the groups helps you to decide if they need a little more time or whether you can bring the groups to plenary (the large group) earlier.

The process of group work is always the most important element. However, the outcome of the group work must be shared with all the participants. These feedback sessions can (and should) be varied. A feedback session which consists of one member of the group reading a flip chart (group after group) can become very boring very quickly. Role-plays or scenarios acted out can be very powerful, as can a 'gallery walk' where each group's conclusions are put up around the walls for everybody to walk to and read.

Whatever methods you choose, make sure that you ask for explanations and clarifications, and have some questions of your own to stimulate discussion from the large group.

Brainstorming

Brainstorming is used when you want a lot of ideas about a topic in a short time or where you are asking for a lot of information.

- ▶ If the group is larger than twenty, divide it into at least two groups for the brainstorming activity.
- ▶ All participants should contribute to the discussion.
- ▶ There should be no judgement of ideas proffered and all ideas are accepted.
- ▶ There should be no discussion of the ideas until the brainstorming is over (approximately 10 minutes).
- ▶ At the end of the ten minutes, the ideas should be categorized into groups according to the discussion proffered by the participants themselves.

Lecture

- ▶ This should be used when you have information to pass on to the whole group.
- ▶ You need to be well prepared and take into account the group with whom you are working. Use their skills and experiences to enhance your lecture.

- ▶ Be enthusiastic about your subject and assume that you really like your participants. *[See the psychological environment.]*

Role-plays

Role-plays are used to illustrate a point or concept you are trying to make.

- ▶ The participants should design their own role-play according to the principles you state.
- ▶ Preparation time for the participants should not be more than 15 to 30 minutes and the role-plays themselves should not be longer than 5 to 10 minutes.
- ▶ Discussion on the role-plays should be restricted to the concept you want to illustrate and not on the quality of the acting.
- ▶ Ensure that the participants are aware that the characters depicted in the role-plays are only characters and that the people acting the parts should not be judged according to the characters they play.
- ▶ Some role-plays require the participants to take on certain characters, which you have prepared. Ensure that the participants really understand exactly what you require from them if you use scripted role-plays. Discuss with each group separately to ensure that the roles are interpreted as you have scripted them.
- ▶ At the conclusion of the role-play, ask the participants to stay in role while the discussion takes place on motives, etc. of the characters.
- ▶ There should always be open discussion about the issues raised in the role-plays. Make sure that you have some questions for each character to stimulate discussion. Reassure participants that people have been 'in role' and that the characteristics that they acted, was just acting out and they should not be judged by the parts they played.

Environment

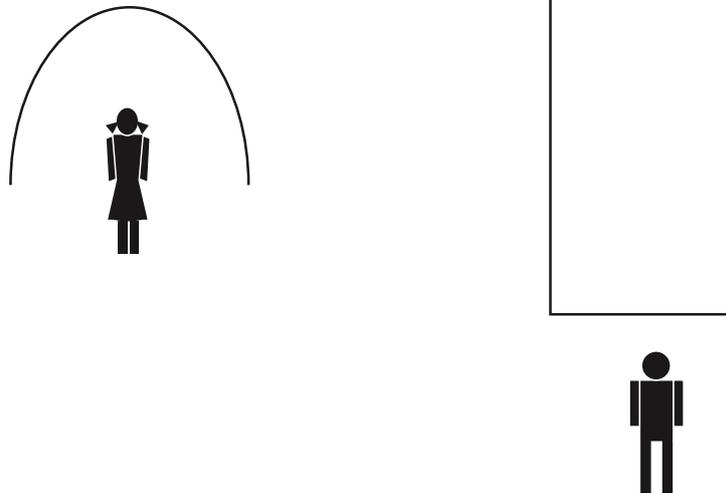
There are two parts to environment. The first is the physical environment and the second is the psychological environment.

The physical environment

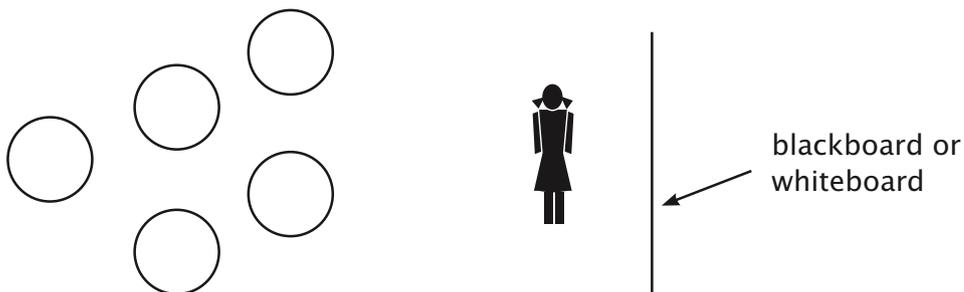
The room

- ▶ Organize the seating so that there is no barrier between you and the participants. Never sit behind a desk.
- ▶ Ensure that, whatever arrangement you choose, you (and the participants) can move freely around the room.
- ▶ Check windows and where the sun comes in. Never stand directly in the path of sunlight or with the sun shining into the eyes of participants (i.e. with your back to the sun). If the participants cannot see you, they will lose interest.
- ▶ If there are desks or tables for the participants, then stand for your training (unless you are having an open discussion). If the participants are seated in a circle or semi-circle then, providing you can see everybody, you can sit (that way you are more part of the group).

- ▶ Classic seating arrangements are the horseshoe or hollow square.



- ▶ There are other arrangements which may be more suitable for your room or the type of training.



- ▶ The small tables mean that generally your groups are already formed (by table) and this may be appropriate for some situations.

Equipment

- ▶ If using a blackboard or whiteboard, make sure that your writing is clear, large enough to be read and straight.
- ▶ Often people think that writing in capital letters is neater than ordinary printing. If you choose to write in capital letters, remember that it takes more time to write anything and brainstorming in particular can become very tedious.
- ▶ If the blackboard is long (horizontally) divide it into sections. Always write from left to right (if the language is from left to right). Know what you are going to write and where you will place it before writing anything.
- ▶ If you are using a whiteboard, remember that it is more slippery than a chalkboard and there is a good chance that your writing will suffer. Practise first (in private).
- ▶ All board work should summarize what you are saying or have said. Drawings and graphic representations can be used to great effect. Keep your drawings simple (e.g. stick figures), and use diagrams that are simple and reinforce the point you are trying to make. Any drawing or diagram should make your point obvious with as few words as possible.

- ▶ Ensure that all participants can see the board or audio-visual aids that you are using.
- ▶ If you are using electrical or electronic equipment, tape down the cords (it is embarrassing to trip over them), ensure that all the equipment works before the session starts and be careful not to stand in front of the projection.
- ▶ If you are using power-point presentations or overhead projections, make sure that there are no more five points on each slide. Never read from the slides – only the key points should appear, your job is then to speak to those points.
- ▶ If you have handouts, distribute them after your presentation (otherwise people will just read and it is difficult to speak to the tops of people’s heads!)

Breaks

- ▶ Remember that the average adult attention span is about forty-five minutes. This does not mean that you need a break every forty-five minutes but you do need a change of activity.
- ▶ Breaks should last at least twenty to thirty minutes. Participants need this time to mentally ‘regroup’ and probably to discuss issues that have arisen during the presentations.
- ▶ If it is within your power, ensure that there are a variety of drinks.
- ▶ If you are working in a hot climate, always make sure there is water freely available throughout the session (not just at break times).

The psychological environment depends almost entirely on you, the facilitator/trainer.

Manner

- ▶ Be warm, friendly and enthusiastic. If you enjoy yourself, the participants probably will as well.
- ▶ It is your job to create an atmosphere where people are willing and able to learn. Never set yourself up as the master, you will only tempt participants to catch you out. These are adult learners and deserve the respect of their age and experience.
- ▶ Learn the names of as many participants as you can (or have them make name badges). Use individual’s names, not just to ask questions, but if you refer to a point made by a participant, acknowledge it by naming the person.
- ▶ Be genuinely interested in what your participants have to say; if you need clarification or more explanation ask for it, gently and with a smile. Remember, you are not an examiner.
- ▶ Listen to what participants say, really listen. Don’t stop listening part way through to formulate your response. Nobody minds if you think for a few moments before answering. In fact, it is a compliment to the participant.
- ▶ Listen also when participants talk to each other; many people feel too shy to speak from their heart to a facilitator/trainer, but they will to their colleagues.
- ▶ If you give an example to the group and one person (in your example) has done wrong, take that role yourself. Let the participant be the ‘good guy’.

Eye contact and voice

- ▶ Make frequent eye contact, not staring (which intimidates participants) but look at all the participants.

- ▶ Use your peripheral vision (looking out of the corner of your eye) so you notice the participant to your side, especially if they want to speak.
- ▶ When you move around the room, stand beside people you wish to speak to, not in front of them as this is often seen as very aggressive (especially if you lean over the desk/table).
- ▶ Speak clearly and not too fast, but with expression (a monotone will put your participants to sleep).
- ▶ Use the level of language your participants need. This is not the time to prove how clever you are. Simple language does not mean simple concepts; in fact simple language is more difficult than complicated language.
- ▶ Make sure your voice is loud enough for all participants to hear you. Humility is not judged by a quiet voice.

Posture

- ▶ Stand straight; slumping makes you look tired, as if you would rather not be there.
- ▶ Move for a reason: to make a point, to talk to a particular group, to check if people need your help. There are several types of trainers that you don't want to be like:
 - ▶ *the walker*: this is the one who walks ceaselessly up and down. Participants become mesmerized by the pacing to and fro, and fail to listen to what is being said.
 - ▶ *the swayer*: this is similar, but they move only on the spot, back and forwards or from side to side, like a metronome: tick, tock, tick, tock.
 - ▶ *the wanderer*: this one also walks but all over the room; talking to the backs of people as he/she walks around the room, talking all the time.
 - ▶ *the statue*: this one is perfectly still – no movement at all.
 - ▶ *the waver*: this one waves his/her hands around continually, not to illustrate a point, just waving. This also distracts the participants.

The psychological environment also depends to some extent on the participants. Make sure that they know each other, that they feel psychologically comfortable in each other's company. Many ice-breakers have just this purpose. Never make a fool of a participant. If it should happen unintentionally, apologize. It should not be necessary to formulate rules with adult learners. Make sure you are courteous and your participants will also be courteous.

Training or facilitating should be enjoyable for both you and the participants. It is a learning experience for everybody. Be sure to acknowledge what you learn from the participants.

Product/outcomes

- ▶ The product or outcomes from any training should be tangible. If participants make recommendations or decisions, ensure that these are followed.
- ▶ Outcomes can be difficult to judge during the course.
- ▶ Ask participants to summarize what has been learned during a session or a day.
- ▶ Have revision sessions built into the course. Make this a quiz or some form of game; the participants should be able to discuss and build on each others' responses.
- ▶ If necessary, have follow up sessions so that it is possible to see results of the workshop
- ▶ If you use written evaluation sheets, make sure that you leave enough time for them to be completed or, if it is possible, ask them to complete their evaluation sheets two weeks after the course. This gives a real indication of the value of the course.
- ▶ If you use written evaluation sheets, always make sure that they are anonymous (i.e. do not ask for people's names).