

Manual for Training of Facilitators -3

Inter-Agency *Peace* Education Programme

Skills for Constructive Living



INEE

Inter-Agency Peace Education Programme

Skills for Constructive Living

**Manual for
Training of Facilitators
(Community Component)
Level 3**

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.

Mary Joy Pigozzi
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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 in 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 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.

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Training timetable

Day 1

0900 - 0930	Initial welcome and introduction	6
0930 - 1000	Expectations	7
1000 - 1030	CWM Analysis and Preparation	8
1030 - 1045	Break	
1045 - 1215	Review of a Rights Based Approach	9
1215 - 1300	Review Session	11
1300 - 1400	Lunch Break	
1400 - 1445	Review Session (continued)	11
1445 - 1530	CWM Session Presentation (1)	12
1530 - 1545	Break	
1545 - 1700	Peace Education as Part of Education	13

Day 2

0900 - 0930	Revision of Day 1	15
0930 - 1030	Developmental Psychology - Maslow and Kohlberg	15
1030 - 1045	Break	
1045 - 1300	Developmental Psychology - Maslow and Kohlberg (continued)	15
1300 - 1400	Lunch Break	
1400 - 1445	CWM Session Presentation (2)	19
1445 - 1530	Co-operative Learning	20
1530 - 1545	Break	
1545 - 1630	Characteristics of an Effective Facilitator	22
1630 - 1700	Games from TAB	

Day 3

0900 - 0930	Revision of Day 2	
0930 - 1015	CWM Session Presentation (3)	26
1015 - 1100	Questioning Skills	27
1100 - 1115	Break	
1115 - 1200	CWM Session Presentation (4)	29
1200 - 1300	Critical Analysis	30
1300 - 1400	Lunch break	
1400 - 1500	Different Facilitation Styles	31
1500 - 1515	Break	
1515 - 1600	Evaluation	34
1600 - 1630	Evaluation of course	36
1630 - 1700	Presentation of certificates and conclusion	

Preliminary Note

This manual has been written for you as a trainer of facilitators. The manual looks at the skills required to develop “effective facilitation”. These skills are useful not just for a peace education programme but also for all aspects of the professional life of the people whom you are training.

This is the third level of the facilitator training. With three levels of training, this has meant that revision has been built into the course. This level of training is primarily clarification of and building on previous work. This may require you, as the trainer to use the training manuals from level 1 and 2.

Ensure that the certificates are prepared and signed by the appropriate authorities.

While the programme is not prescriptive, the order of the sessions has been developed so that there is a balance.

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 internalised and actively demonstrate all the elements that are discussed in the CWM.

The sessions for this manual have been designed so that the points for you are boxed. The work in ordinary text is what you share with the participants. Make sure that you read the boxed text and the ordinary text as part of your preparation so that you are aware of how the session should ‘flow’.

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.)

In the appendices of this training manual there are games and activities for ice-breakers and revision. There are also revision questions based on the timetable so that they are divided into the topics covered on the work of the day before.

Initial Welcome and Introduction

Ensure that the participants are welcomed either by a senior official or welcome them yourself.

Make sure that the group actually does know each other from the level 2 training. If necessary use one of the introduction activities from level 1.

Introduction of the Course

Objectives

To enable the group to focus on the content of the course.

To help the facilitators understand that the way that they teach is an illustration of Human Rights.

Brainstorm and discussion

This training course has been designed to refine your skills, understanding of content and methodology in the teaching the Peace Education programme and to help you understand the methods, values and attitudes that are necessary to help create a behavioural and attitudinal change in you and your students. This means that all that you understand by Human Rights should be applied in the classroom. Because PEP is a process programme, how you teach is just as important as what you teach.

Start with a review of levels 1 and 2. Brainstorm in small groups.

Ask participants to list what they have covered and mark with an * those areas where they feel they need more work.

Expectations of the Course.

Objectives

To enable the facilitator to understand and cater to the needs of the group.

To focus the attention of the participants on the objectives of the course (to develop their "mind set").

Small group activity

Put participants into small groups.

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

Give a sheet of flipchart paper to each group and ask them to discuss as a group their expectations and then write them on the sheet. Remind the groups of what they have already noted as their concerns.

Put up all the charts around the room and categorize the points into groups.

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.

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 familiarise 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 Co-operation; Problem Solving; Real Life Problem Solving; Human Rights; Reconciliation.

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.

Review of Rights Based Education

Objectives

To review with the participants the elements of a Rights-Based Approach

To reinforce that RBA is necessary for Peace Education.

Lecture and small group work

Rights-based education embodies the principles of Human Rights (including the Convention on the Rights of the Child) into the planning, curriculum and implementation of an education programme. These are the underlying principles of peace education.

It is not possible to provide a rights-based approach unless the content and the methodology mutually reinforce each other. A rights-based approach focuses on the methodology, the process, as well as on the content.

<p>Put participants into small groups Explain that each group will be reviewing part of the work done in the last training on a rights-based methodology and prepare a presentation of this review for the rest of the participants</p>	<p>Key issues for group 1</p> <ul style="list-style-type: none"> ▶ System level and individual level ▶ Proactive involvement of whole learning community ▶ All members of the community to be treated with dignity and respect
<p>Ask group 1 to review the overview of a rights-based methodology</p>	
<p>Ask group 2 to review how the facilitator can implement a rights-based approach</p>	
<p>Ask group 3 to review the content area of a rights-based approach</p>	
<p>Ask group 4 to complete the chart of good pedagogical approaches that reflect a rights-based approach</p>	<p>Key issues for group 2</p> <ul style="list-style-type: none"> ▶ A range of activities which include individual work, small groups, larger groups, research, role plays, games and activities to demonstrate a teaching point ▶ Inter-active teaching to promote the higher level cognitive and affective skills ▶ Good questioning skills by the facilitator ▶ A sound psychological environment

Key issues for group 3

- ▶ a series of activities that are exploratory learning
- ▶ a structure that helps the learner build concepts
- ▶ a content which builds on activities and discussions
- ▶ Good questioning skills by the facilitator
- ▶ A sound psychological environment

Chart for Group 4

Rights based approach	Good pedagogical practices
Inclusion (non-discrimination based on sex, religion, status, ethnic/tribal group etc).	
Respect	
Learning according to potential	
Protection	
Equal opportunity	
Safety	

Revision Sessions

Objectives

To review previous training with the participants and revise areas that they have not understood.

To create a 'bridge' between the previous training levels and this one.

Small group activity

Go through the lists of expectations and respond to the components that have appeared in previous training levels in the same order as they appear in the manual.

Do not include the psychology as there are higher levels of psychology included in this level.

Look for higher levels of learning in the areas that you review.

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

Objectives

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

To familiarise the participants with the activities and how they are undertaken.

Small group work

One of the small groups conduct their session. Ensure that the groups understand that the sessions are designed as “what happens if/when ...” and the discussion that this stimulates.

Remind the other participants that they are to respond as if they were the learners.

These are not sessions that demonstrate the correct response; they are activities and games to show what really happens. This is so the learners can see how they respond and how they can do better.

It is important that the learners have psychological ‘ownership’ over the new knowledge and skill so all learners must be involved in the lesson. 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 lesson plan and how well they understand the lesson. Watch also for their basic 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 the things that the facilitators did well as well as where they were not so effective.

Peace education as a part of adult education

Objectives

To enable the participants to see the value of peace education to themselves as facilitators and education personnel.

To help the participants integrate peace education into the ethos of community and adult learning.

Individual and small group activity.

Open discussion

Given all that this facilitator training course has covered, list the elements of peace education training that readily transfer to other community programmes.

Why do you think that these elements are useful?

In Peace Education the content and the methodology are inextricably linked. It is not possible to effectively teach Peace Education without using interactive and participatory approaches. Why?

Is it possible or desirable to teach Peace Education only through the methodology (i.e. without any content area)? If it is possible, what are the responsibilities of the learner?

What are the responsibilities of the facilitator?

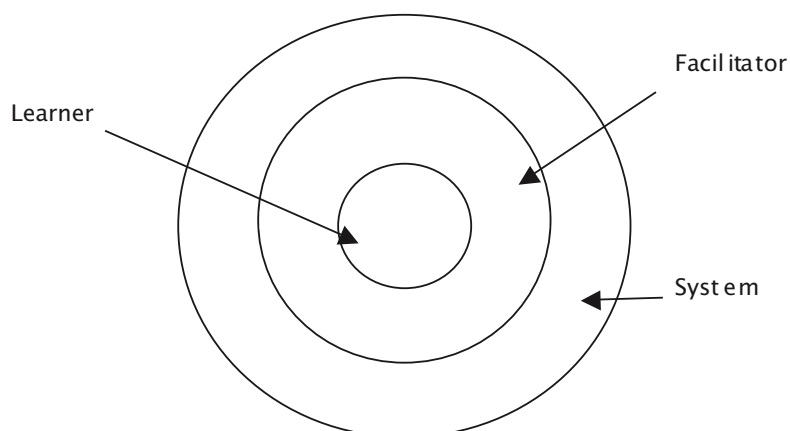
Ask the group these questions to stimulate discussions:

Are components of effective facilitation which results in effective learning.

Adults require relevance, motivation and application as well as respect for their own learning. Inter-active approaches allow them to link to their own experiences and to learn effectively.

It is possible but the impact is much less. The learner and facilitator must be able to make the transfer of skills and attitudes.

How do you know that learning is taking place?



Point out that the learner (in the methodology of Peace Education) is always at the centre of the learning. The facilitator is essential to the process as it is the facilitator that provides part of the learning experience.

What belongs in the outer circle? What do we have to do to provide a supportive environment for the learning of peace education?

Write up the suggestions on the diagram pointing to the outer circle. Allow discussion on how the system can be strengthened to provide a constructive environment for the learning of Peace Education.

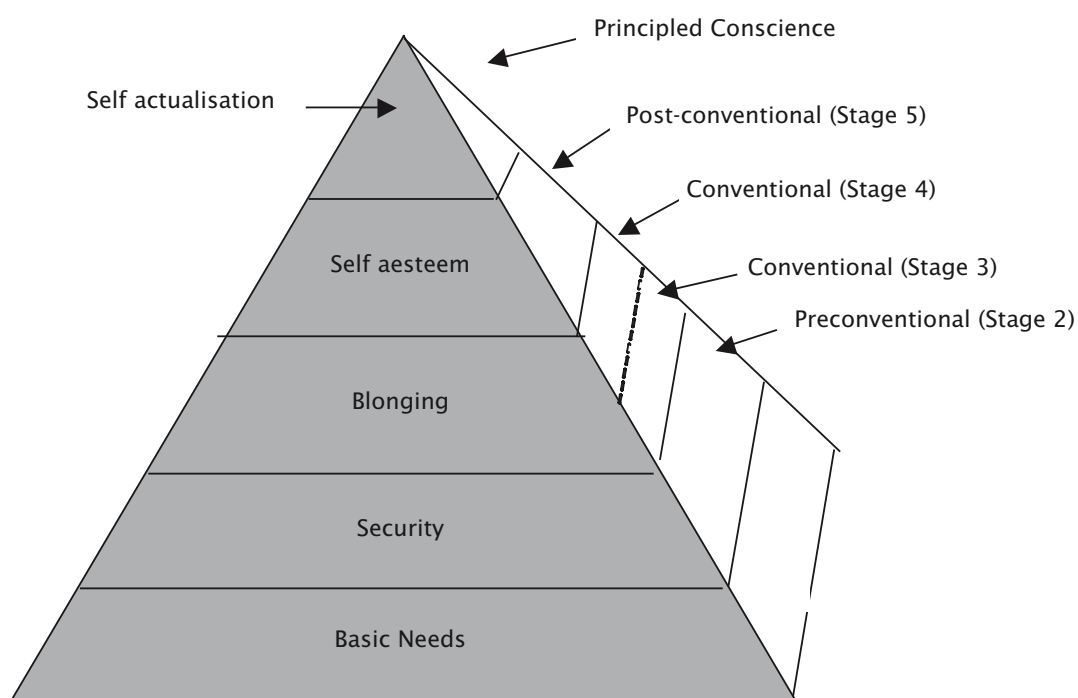
Developmental theory re adult learning

Objective

To help the participants understand the areas of development involved in learning peace education.

Small group activity

Ask the participants which theories are illustrated by the drawing below. In small groups ask the participants to give examples of each of these levels and demonstrate how these levels interact.



[Adapted by Baxter from Maslow and Kohlberg 2004]

Abraham Maslow (Hierarchy of Basic Needs) demonstrates how people develop in terms of the intra- and inter-personal development and what influences or inhibits this development. Lawrence Kohlberg looks at the ethical development. Most of us understand ethical development in the context of our society (i.e. we often don't realise that it is possible to develop ethically outside our culture or religion). To see the connections between these areas of development is however, quite simple. If our basic needs are not fulfilled, Maslow says we cannot move through the hierarchy. The question is – how do we satisfy these needs? Before we start developing an ethical framework we are likely to satisfy the basic needs without concern for anyone else (i.e. without rules). This is what small learners do and what people who are really desperate do (e.g. when you see people fighting for food or

trampling other people to get to safety). This is the first part of the pre-conventional stage. This is the stage where the individual is egocentric and can only view the world from their own perspective. Rules are obeyed because they are backed by punishment and actions are dependent on avoiding the physical consequences.

The second part of the pre-conventional stage matches the security stage of Maslow's Hierarchy. This is because the individual understands that there is action/consequence and that this may work both ways. Here people do the right thing because there is benefit (to themselves) to be gained from it. Things are only right because they suit the individual. Many of society's basic rules respond to this level of ethical development.

Once people want to belong to the group they act in accordance with that group. This is the conventional stage. This is when the individual understands that there are certain rules in their own group or community and that these rules are necessary for the group to function. At this stage individuals self-identify with the rules and so obey them absolutely (because they are part of the group). Thus actions are determined by what the people around them perceive as being 'good'.

Every individual knows that there are rules, and as people develop, they will 'try out' the rules to see if they are consistent. This is a normal part of development.

The second part of the conventional stage still matches the belonging because people start to understand that they belong to a much bigger group than just their own community. This is the level matched in curriculum development of understanding the world around us (in Social Studies or Geography, it is when the curriculum covers other countries and continents). This is the stage at which people are "responsible members of society" and individuals act according to their role in society.

Post-conventional is where individuals act according to the 'principles behind the rules'. This matches self-esteem as the individual understands their own place in society. Now they have enough confidence to understand when 'rules' can be modified according to a particular situation, but the modifications are always made according to the inherent 'fairness' in its broadest sense.

At this stage learners begin to accept responsibility for keeping the rules. They will still appeal to a 'higher authority' when they cannot resolve a conflict but they are able to discuss the rules together. They have developed an understanding of why the rules exist, to make life easier. Because of this, people can understand the principle of the rule and so they know which rules can be modified without infringing on the principle of the rule. This requires a high level of analytical ability and a strong sense of ethics (what is truly fair to all parties).

The level of self-actualisation matches that of true ethics (a 'principled conscience'). At this stage all actions are based on reasoning which is derived from the ethical fairness principles from which moral laws are derived. Remember that The Universal Declaration of Human Rights has its principles based at this level: that some elements of morality are greater than any single society or culture and are common to all human beings. It is at this stage where an individual does right because it is universally right and actions are consistent with this. At this stage individuals have reached a stage of understanding morality and live accordingly, because they have internalised the ethical rules and they understand that this is a 'right' way to live. This is a very high level and is not often reached by many people. Nevertheless it is this stage that we are trying to guide the learners towards, through Peace Education.

Give participants the following sheet as a handout. (Found in appendix 1)
Put participants into small groups (diverse) and ask them to identify the types of behaviours that would result from the interaction of each of these areas.

Examples are given in light print on this chart to help you get started.

Social → Ethical ↓	Basic Needs (food water, shelter)	Physical security	Emotional security (belonging)	Self-esteem	Self Actualisation
Pre-conventional No Rules	Take whatever food is available for self	Protection is used only to protect the individual	Sibling rivalry: when one child wants all the parents' love and attention	People who think they are developing self-esteem but feel good about themselves only because they feel better than others	Not possible
Absolute rules	Wait quietly for food or water because the rules say so	When protection is provided for those who are accepted in a particular society	When people follow the rules regarding the amount or type of love they can give and accept e.g. cultural taboos about who can marry whom	When people start to feel good about themselves when they fit into the society	Not possible
Principles behind the rules	Understand the need for the sharing of resources to cover the basic needs of everybody	When there is an understanding that everyone (even the excluded) has the right to be protected	When there is an understanding that, while an individual belongs to particular groups, all people in all groups have the same rights	When individuals start to understand themselves and to act according to their own value system (developed from the value system of the society)	When people are comfortable with themselves and with who and what they are and understand why social laws exist and so understand which ones can be modified to improve the situation for everybody
Ethics	When an individual ensures that everybody receives their entitled share of the resources	When an individual ensures that everybody is protected	When an individual ensures that all people in all groups are treated equally and with respect	When people feel good about themselves in an open way, understanding their strengths and weaknesses, and accepting others as they are, without measuring one person against another	When a person knows themselves and their place in the world. They behave according to a very high values system that they have developed that truly responds to the needs of the world around them

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

Objectives

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

To familiarise the participants with the activities and how they are undertaken.

Small group work

These are not sessions that 'tell' people how to respond. They are designed for participants to explore situations and with the addition of new perspectives to develop more constructive ways of handling issues and problems.

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

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 the things that they did well, as well as where they were not so effective.

Co-operative Learning

Objective

To help the participants understand that for a group to work effectively there must be co-operation within the group

Small group activity

Who spoke in the group?

Who explained the problem to the others?

Who did the writing or drawing?

Were people willing to say they did not understand in the small group?

We will try another exercise and this time look closely at your group to see who takes on particular roles within the group and how well the group actively co-operates.

Divide the participants into groups of five or six and give them a problem to solve [such as the wolf, the sheep and the cabbage crossing the river; activity in the Problem solving unit of the Facilitators' Manual for Community Workshops].

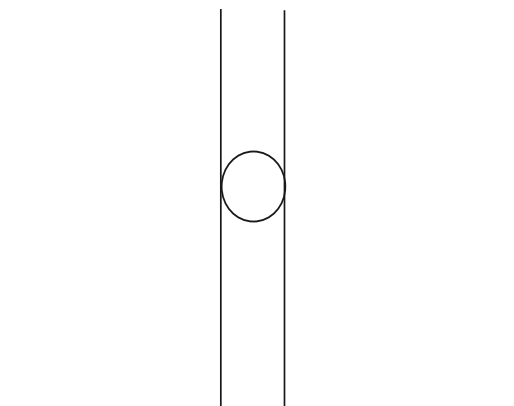
Ask the groups to solve the problem and to look at how they solved the problem.

Each group must imagine that they are in a room with a cement floor where there is a pipe cemented into the floor.

Show the group (or tell them that this is what they have): some honey (or sticky equivalent), some rolled oats or some type of flour, a wire coat hanger and a hammer.

If they ask if they also have the containers that these things come in the answer is yes.

Draw the diagram as shown on the board.



Part way down the pipe is a ping pong ball. The pipe is the same diameter as the ping pong ball (the same width).

Using any or all of the things shown plus the people in the group, you must find ten different ways to get the ball out of the pipe without destroying the ball, the pipe or the floor.

Give the groups thirty minutes to find solutions and then bring them back to a plenary session.

You will notice that many of the solutions found, have similar principles but the details are different. If you had to group the solutions found, what would your groups be called? (Generally 'push' the ball out or 'pull' the ball out).

Co-operative learning allows the group to discover many solutions for a problem. If only one person finds a solution it is not always the best solution.

In addition, for learners, it helps them to accept that other people may think differently and that there is more than one way to solve a particular problem. It is also useful for 'peer' teaching as learners will often learn more easily from each other, when they cannot truly understand what the facilitator is trying to say.

Learners will generally understand the principles but will find their own way of doing things - this is not necessarily wrong - just different.

Unless a solution is absolutely wrong it should not be rejected. With the amount of new information in the world today we need to understand and get used to the idea that many things may be very different but not wrong.

Think back to perceptions.

What does this mean for the way we teach and the way that learners learn?

Allow open discussion

Characteristics of an Effective Facilitator

Objective

To further develop the concept of good teaching.

To help participants understand the psychological environment created by the facilitator.

Lecture and discussion

The qualities of a good facilitator may add up to be a "perfect person". This is not realistic. A good facilitator is one who practices the elements of a human-rights-based approach to teaching. They must respect the learners and themselves and their colleagues in the community.

Essentially what we want from a facilitator is three fold:

- ▶ An awareness and sensitivity to the learners and the needs of the learners.
- ▶ An understanding of the principles of rights-based education and peace education.
- ▶ A strong knowledge and skills base and the appropriate preparation to develop the knowledge and skills as well as behaviours and attitudes in the learners.

If appropriate, ask the participants to list which skills and attitudes can be learned by facilitators and which are inherent talents.

Which qualities can be learned?

How can we learn these qualities?

We can all develop qualities such as integrity, openness, and awareness and reinforce them by training in specific skills such as:

Listening skills

Observation skills

Questioning skills

Empathy (An understanding of other people's points of view).

(These are in addition to the pedagogical skills of teaching).

Listening skills. This includes not just listening to the words of the learner. It also involves listening to what is not said, listening for the motivation and needs (why would they ask this?) of the learner. It involves showing the listener that you are listening (body language - leaning forward, watching the speaker, nodding etc.). It also means that you must truly listen - not in order to respond but in order to assimilate what the speaker is saying.

- **Do not be afraid to be silent while you absorb what the speaker has said.**

This allows you time to really respond to what the speaker is really saying. If you are unsure of what the speaker is asking, rephrase the question and say, "Is this what you are asking?"

Be aware that as a facilitator there may be times when the things that learners say hide what they really mean. The facilitator needs to 'listen' to what is not said or may be only hinted at. While it is important for the facilitator not to make assumptions or 'jump to conclusions', the facilitator needs to be aware and open to what the child may be trying to say.

Remember the learner's level of development, both cognitive and emotional. There will be times when they cannot articulate what they mean and you will need to listen very well and ask questions (without aggression) to understand.

Observation Skills. Be sure to look at all the learners. Most people focus more on one side of the room than the other - left handed people to the left-hand side, right handed people to the right hand side. If you sit in a circle it is easy to miss the learner sitting beside you, or on the same side of the circle as you. Being aware and making a conscious decision to look at those areas, which you would normally ignore, will make the group aware that you are noticing all of the learners. Use your peripheral vision to notice when learners wish to speak and to ask the quiet people to contribute.

Demonstrate what this means to the participants, both the observation of the two thirds of the room (and how to look at the hidden one-third) from whichever side of the board the facilitator stands and the idea of peripheral vision. Ask participants to practice viewing 'from the corner of your eye'.

Observation is an important part of communication. When interacting with a group your observation skills should help you to recognise:

- ▶ when the speaker is uncomfortable
- ▶ to understand what is not being said as well as what is being said
- ▶ help to create an awareness will help develop empathy

Communication. Communication needs to be clear and to the point.

Speak clearly, so that each person can hear you. This does not mean shouting but speaking (articulating) clearly and loudly enough so that you can be heard at the back of the room.

Be aware that real communication is what you say. What is the main point of what is being said? The main point needs to be 'signposted' explicitly to the learners, they need to know that this is the main point. To surround the main point with lots of insignificant talk without 'signposting' simply means that the learner will have stopped listening before the real point is made - or worse will see the insignificant and the important as all the same.

Structure the communication so that the important points in what you are saying are recognizable as the main points. Never assume that everything that you say is equally important. It is not.

Allow questions whenever they occur. It is more important to answer the queries of the learners than it is to tell your own story - after all they are the ones to be learning and they will learn more effectively when they are focused - as they will be if they are motivated enough to question or comment.

Questioning skills are so important that we will deal with them as a whole unit later in the course.

Empathy: others' points of view. To establish peace at a very basic level it is necessary to try and develop the learners' ability to see the other person's point of view. This ability is also vital for good facilitators.

There are very few absolute truths in the world. Many 'facts' that we held to be true historically are now seen to be limited by our knowledge at the time.

Often our 'knowledge' of many 'facts' is of limited validity, because we don't try to find out other facts to check the 'truth'. We consider our opinions ("facts" we have learned) are all the facts there are, or even truths.

In the past, various peoples believed they were the only people on earth. In fact, several groups/tribes of people used to call themselves "the people". This was obviously a limited fact or an opinion, as we know there are many millions of people in the world. To achieve empathy it is necessary to try to see the world as others see it: to accept their 'truths' (their opinions). This helps to see their point of view, and to accept that their truths, their points of view, may sometimes be as valid as your own.

As facilitators, we need to see the world (and any given situation) from the child's point of view. This is a form of empathy. It will help you to understand why the child thinks and feels as they do, and then why they act as they do. You are the adult and so you have the responsibility to understand the child; the child is only a child and they cannot have the same responsibility that you do.

If you can see things from the other person's point of view, you can prevent problems. You can ensure that each person is learning by seeing the problems as the others see them.

Understanding the learners will help them develop the self-esteem necessary to move through Maslow's Hierarchy. Remember, that your role as a facilitator is to help every learner to achieve his/her full potential as a well-functioning constructive human being.

Be aware of your own biases and prejudices. This requires you to have emotional honesty as a person and to really think about your own prejudices.

Are you dismissive of some of the learners in your class? Why?

Are they bad learners or do they belong to a group that you don't know or understand very well? Do you really ask women to contribute as much as men?

Biases and prejudices are very difficult for us to see in ourselves, but if you search your heart and are very honest, you will be able to recognise your own prejudices. Recognition is the first step to minimising or eliminating these behaviours.

As facilitators we have a responsibility to be fair and honest in our dealings with the learners. We should not hold prejudices against any of the learners in the group as we are responsible for the welfare and learning of all the learners with whom we work.

There are activities in the CWM to help see the other person's point of view. Another way to become sensitised to other people's points of view is simply to listen to them. Ask questions that show that you are genuinely interested in the response. Your questions should be non-threatening but should try to clarify the belief involved in that person's point of view.

This may be very difficult for some facilitators who have been trained to believe that they have the answers to everything; and that those answers are truths. Indeed they may not realise that sometimes they are opinions. You will need to be very sensitive and open in this session and not threatening to the facilitators' beliefs.

The skills of listening, observation, clear communication, and empathizing or seeing others' viewpoint are not just to help you become a better facilitator. These are skills that are part of being a peacemaker and they are skills that you will be teaching the learners. It is very important then, that you are a good role model for peaceful and constructive behaviour as well as just being a good facilitator.

It is necessary to use all these methods in order to really reinforce the characteristics of a good facilitator. As this section is the basis for work in the course take whatever time is needed to be sure that the facilitators are comfortable with these concepts.

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

These are not sessions that 'tell' people how to respond. They are designed for participants to explore situations and with the addition of new perspectives to develop more constructive ways of handling issues and problems.

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

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 the things that they did well, as well as where they were not so effective.

Questioning Skills

Objective

To help the participants understand high level questioning and its role in exploratory learning.

Large group activity

What do we know already about questioning skills?

For good discovery or exploratory learning it should be possible to get the learner to the point of knowing without telling; only by asking. If you ask open questions, you need to keep the “learner on track”. If you ask closed questions you need to be able to “build” your questions very logically so that the learner is led to the discovery. The ancient Greek philosopher, Socrates, taught his students by only asking questions. He taught philosophy and ethical development by asking his students to defend their argument. By asking a series of questions he taught them what he wanted them to know.

This requires an in-depth knowledge of the subject and a very clear understanding of how to get where you want the students to go. (If you are taking animals to market, you need to know where the market is.) This method of teaching which ensures that the learner ‘psychologically owns’ the knowledge and understanding (because they thought of it themselves) is called the Socratic method. It is this that we use when we use high-level questioning techniques.

Higher-level questions are almost always open questions but it requires skill to build on the questions so that the learner moves towards the desired learning.

Remind participants about the previous work on questioning skills. Move through revision quickly and clearly.

Explain to the participants that we have ‘a learner’ (you, the facilitator) and we need to move that learner from the point of ‘not knowing’ to the point of ‘knowing and understanding’. The learning outcome for this learner is that “effective peace education teaching requires a rights-based approach in terms of methodology”.

Write the learning outcome onto a flip chart and stick it on the wall.

The ‘learner’ should stand at the opposite wall (or at least a long way from the chart).

Questions should be asked by participants, that will help lead the ‘learner’ to the learning outcome (on the wall). The questions do not need to be answered – but if they were – would they lead you towards the goal? If so, take a step forward. If a question leads you off on a tangent, take a step sideways. If the question has already been asked or if it asks something that you must already know to have answered a previous question – take a step backwards.

Keep this exercise light-hearted and fun for the participants but make sure that they understand the function of asking questions.

Let's try it. Everybody can ask questions to get the 'learner' to the outcome. Nothing can be told, only questions may be asked. Each question should build on the previous questions so that the 'learner' can achieve the desired outcome.

Keep in mind that the questions should build on one another so that I can logically build my knowledge through 'exploring' the information as I develop it. If you ask questions that send me back or to the side then I will be confused and may never reach my learning goal.

What types of questions were asked?

What does this tell you about questioning techniques?"

What are the benefits of only asking questions of the learner – wouldn't it be easier to just tell them what you want them to know?

If there are mostly closed questions (or closed questions pretending to be open) how do you think the learner feels?

Is there a benefit for the learner to be asked open questions? Explain what these may be.

What happens when the question is asked but the answer is not listened to?

How do you think the learner feels when they have reached the outcome for themselves?

How do we as educators help the self-esteem of learners?

So far we focused the analysis on the educators' questioning skills. What about learners' questioning skills?

What happens if learners do not have the opportunity to ask questions?

After completing the exercise, ask: the questions listed. Possible responses are listed below.

Probably a mixture of open and closed questions.

That every question should 'build' towards the single conclusion that you want.

When the learner has 'discovered' the information for themselves, they are more likely to internalise it (really understand and know it).

Frustrated and possibly bored.

The learner needs to feel valued (or that their answers are valued).

Learners will not be able to check whether they have understood properly what the facilitator said.

Satisfied and gaining in confidence.

By helping people to learn for themselves.

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

Objectives

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

To familiarise the participants with the activities and how they are undertaken.

Small group work

These are not sessions that 'tell' people how to respond. They are designed for participants to explore situations and with the addition of new perspectives to develop more constructive ways of handling issues and problems.

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

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 the things that they did well, as well as where they were not so effective.

Critical Analysis

Objective

To help the participants understand the concept of critical analysis.

Lecture and small group work

This is very high-level cognitive development. It is a way of looking at a problem or a situation that takes into account all the elements, and then working out, as objectively as possible, what alternatives there may be. In this sense critical analysis is a form of problem solving.

Part of your professional responsibility as a facilitator is to help learners develop critical analysis skills. But there may be times when you offer a critical analysis either to your fellow facilitators (especially if you are team teaching) or to other people in the community.

Because critical analysis is part of problem solving it needs to take into account all the elements included in problem solving.

- ▶ All the facts. Not just those immediately available but also every fact connected to the situation.
- ▶ Creative alternatives – these alternatives need to be proposed to provide choice for effective solutions.
- ▶ The emotional situation. If there is bias, or defensiveness, then the analysis will not be valid.
- ▶ The analysis should be of the situation, not the people involved.
- ▶ Solutions need to be acceptable to all concerned and the same is true of analysis. All sides need to be listened to, to ensure that the analysis is thorough and valid. This must be done with an open mind.
- ▶ Do not use emotive or value laden language and remember that you are offering an opinion - not an absolute or obvious truth.

Handout a current affairs or newspaper article relevant to the situation of the participants and ask people to read it carefully. They should discuss the article in small groups (with their neighbours) and offer critical analysis. The solutions offered should be realistic and in line with everything they know and understand from the article.

Different Facilitation Styles

Objective

To help the participants understand that different styles should be used for different situations

Large group activity

Draw a line (or put down a line of masking tape) on the floor. Put a card with the words 'Very structured learning' at one end. At the other end put a card saying 'Completely unstructured learning'.

Prepare a series of cards with different facilitation approaches on each one: lecture, drama, role play, video presentation, guided discussion, small group discussion, small group activity, whole class game, small group game, research, paper exercises, revision tests, unstructured discussion, free play.

If the group is not too large make sure there are enough cards for each person even if some cards have the same teaching approach written on

Stand on the line where you feel most comfortable when teaching. Which teaching style is yours?

Some people will not be able to choose a single style and will want to move along the line. Choose this as the teaching point:

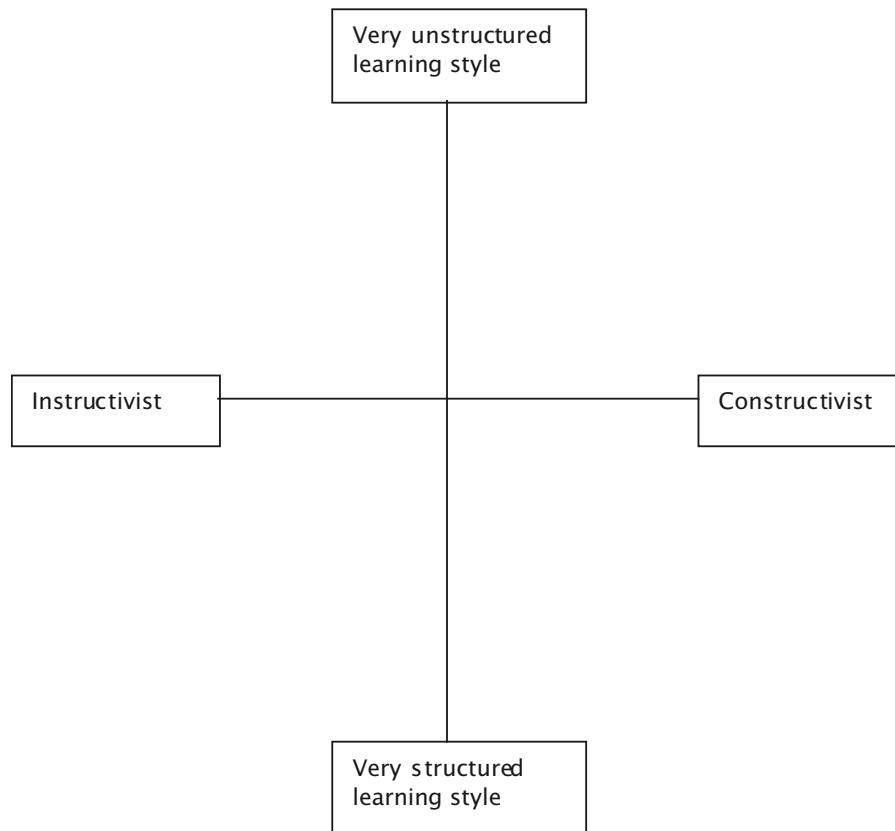
Why should teaching styles vary? [Because learners learn differently, a variety of styles allow each learner to learn in a way most suitable to them; to avoid boredom and create 'pace' in the lesson; because active learning is the only way for people to internalise the learning.]

What do you think these words represent? They are ways of building understanding in learners. What does instructivist mean? [To instruct; to tell]

What does constructivist mean? [To help construct or build the knowledge]

Mark a line at right angles to the first line half way along the first line.

Mark one end of this line 'Instructivist' and the other end 'Constructivist'.



Now we have four quadrants – you can be structured as a facilitator but provide constructivist learning activities and you can be unstructured as a facilitator but provide instructivist learning activities. Unprepared facilitators tend to be unstructured and so rely heavily on instructivist learning techniques as a way of keeping control. All constructivist learning techniques require a great deal of structure from the facilitator.

Which styles do we use in Peace Education? Why?

Look at the teaching activity on your card and think carefully about where it belongs on the quadrants. If you think it is very instructivist but unstructured then it should go into the outer part of the quadrant. If it is instructivist and very structured, where would it go?

Allow open discussion about the vocabulary and the teaching styles that people use. Do not make value judgements about the styles.

Hand out the 'facilitation approaches' cards prepared for this activity to random people around the room.

Look at your cards and decide where they will go but when you put them down be prepared to justify your decision to the rest of the group.

Allow the participants to place their cards and then discuss the placement as a whole group.

Another reason for using a variety of teaching styles, in addition to the reasons which were given earlier, is to match the type of learning you are trying to establish. Some things are simply information and just need to be told to the whole group. This makes it instructivist and structured and that is fine.

But if you want the learners to reach a very high level of internalized learning then it is necessary to use a range of approaches – but not at random – choose the style that best suits the situation. As an example, many people think that drama is very interactive. It is not. It is interactive only for those participating; for those watching it is very often just as instructivist as a lecture but it is more entertaining. In fact, sometimes because of the entertainment value, those watching don't even get as much information as they would from a lecture.

Be aware that some approaches become 'flavour of the month' and are fashionable to use, even if they are not the most appropriate. Think carefully about why you are using a particular method because this influences the way you approach the work and will influence the learning that occurs.

Evaluation

Objective

To demonstrate the stages and importance of evaluation

Lecture and discussion

Often the only evaluation that is consistently applied is examinations. Exams are not evaluation: they are assessment. Very often examinations only assess how much the learners can repeat the things that have been taught. Sometimes it doesn't matter if the learners understand what they are saying or whether they can apply it; it is only important if they can repeat it for the exam paper.

Evaluation is very different. Evaluation is when each factor of the learning experience is taken into account and analysed to build on the strengths and rectify the weaknesses. This should be done consistently and as thoroughly as possible if the subject and the facilitator are to be credible.

Evaluation includes:

- ▶ the content of the subject or programme
- ▶ the methodology used in the programme or class
- ▶ the physical environment (the accommodation, seating, etc.)
- ▶ the psychological environment (the attitude of the facilitator, the time available, the mix of learners)
- ▶ the outcome (or product)

Think about all the parts of this course.

Which of these are reflected in teaching and how would they be evaluated?

Who should undertake the evaluation?

What do you do with the elements of evaluation that you undertake?

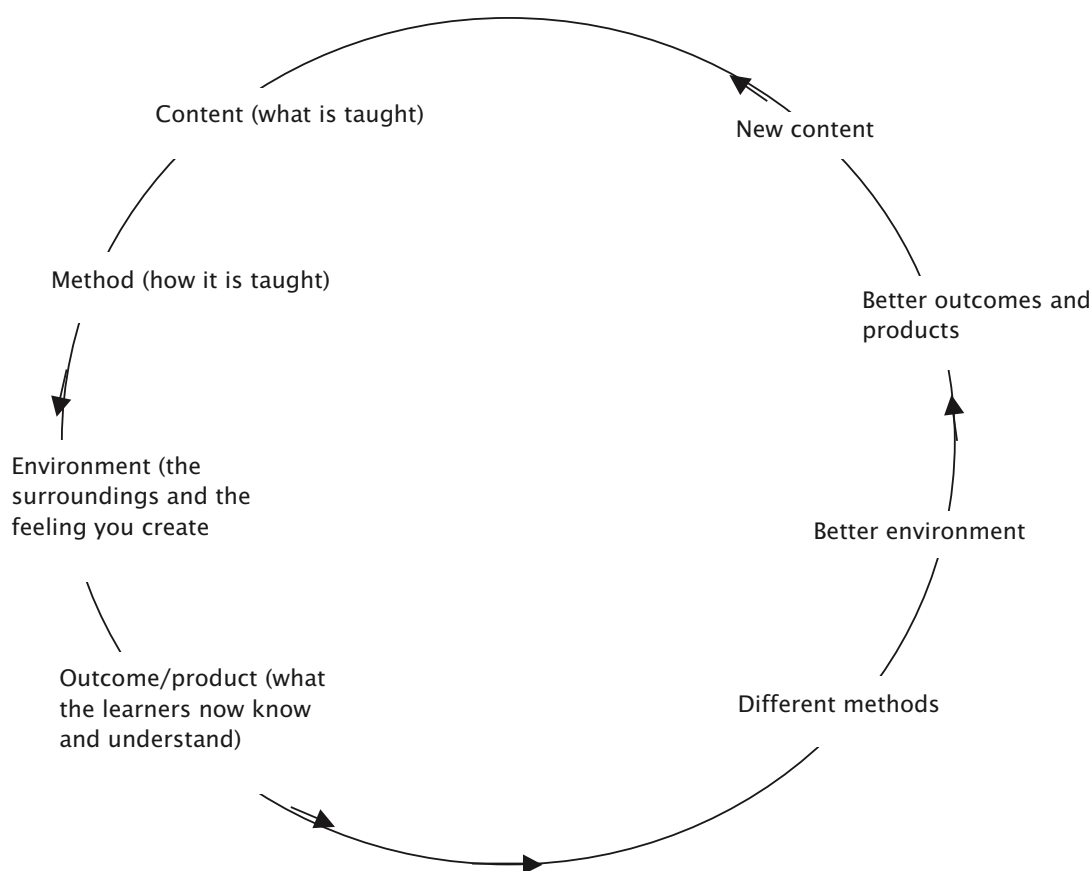
Although learners have a role in evaluation (usually as examinees) so do the facilitators and senior staff of the school. We all have a professional responsibility to learn from each course we undertake to make future courses better.

Divide the participants into groups of four. Ask the groups to look at all the elements which should be included under each of the headings of content, method, environment and output.

List the elements onto flipcharts and allow discussion.

If these things are all important for evaluation remember that most of the evaluation of a lesson, course, your own teaching and the materials you use, will be your responsibility.

Nobody can sit and observe every lesson, but through your honest analysis and evaluation you will know what can be improved. You then have a responsibility to improve: that is the real point of evaluation.



This diagram demonstrates that evaluation should be an upward spiral with the elements getting better after each evaluation. Each of us has a responsibility to become the best professionals that we can, and to teach our learners to be the best possible adults that they can. This is the function of an evaluation component in your teaching.

There is an added element in Peace Education. Because we are trying to change attitudes and behaviour, there are no examinations as examinations cannot test these things.

Rather, you will need to watch for changes in behaviour and reinforce these changes with new content and methods, which demonstrate the values and attitudes necessary for Peace Education. You are evaluating a programme that will add to the child's life skills as they develop into an adult. The programme needs to be evaluated on that basis.

Evaluation of the Course

Objective

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

Individual Work

This is the final level of the facilitator training programme. We hope that you feel confident to teach the Peace Education Programme and other subjects in the most effective ways. If you have absorbed what has been offered during this course and you apply what you have learned you should be a very effective facilitator.

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

Hand out the evaluation sheets and give the participants time to complete them.

Emphasize that they are not expected to sign their names and that you would like them to be as constructive and honest as possible.

Conclusion

This is the end of your training. Thank you for the evaluations and thank you for the input and wisdom that you have brought to the course. If we can teach peace education effectively and help our learners to truly understand what constructive skills, behaviours and attitudes are necessary to be peaceful then we will have an opportunity to build a better world.

Make sure that the certificates are ready and signed. Hand them to each person, offering your congratulations.

Accept the speeches that may be made either as part of a formal closing ceremony or from the participants. Thank all the people involved in the course: cooks (if you have food), the people looking after and cleaning the venue, and any people who worked on administration or preparation for the course.

Appendix I: Matrix of developmental levels

<div>Social → Ethical ↓</div>	Basic Needs (food water, shelter)	Physical security	Emotional security (belonging)	Self esteem	Self Actualization
Pre- conventional No Rules					
Absolute rules					
Principles behind the rules					
Ethics					

Appendix II Analysis sheet for session presentation

Content

Does the lesson reflect the content in the CWM?

Yes
No

Does the session 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 CWM?

Yes
No

If not, what alterations were made and why do you think they were made?

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 participants understood the point of the session? Why or why not?

Appendix III

Quiz questions

Day 2

1. What does a rights-based approach involve?
2. Why is it not possible to separate the methodology and the content in peace education?
3. Why is teaching values important?
4. How do we teach values in peace education?

Day 3

1. Which elements of peace education readily transfer to other teaching?
2. Which parts of Kohlberg's Theory fit together with Maslow's stage of 'belonging'?
3. Describe the behaviour you would expect at the stage of post-conventional?
4. Describe the attitudes and behaviour you would expect from a person who has reached the level of self-actualization/principled conscience?

Day 4

1. What specific skills can be learned to make teaching more effective?
2. If you are right-handed which side of the room do you naturally focus on?
3. What do you do to ensure that you include all learners?
4. Why is empathy particularly important for a facilitator?

Day 5

1. What is the method of only asking questions to help the learner reach the desired learning outcome called?
2. What sort of questions are asked using this method?
3. Name three elements that need to be taken into account when do critical analysis.
4. Name the other three elements.

Appendix IV

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?

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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.

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Environment - Psychological

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

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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 questionnaire evaluation.