

**An introductory course  
for policymakers and practitioners  
of education programmes**

**Quality Education in Conflict-  
Affected Countries**

**Translating the vision of quality education into the practical work  
of reconstruction**

**Facilitator's Manual**

**"The foundation of every state is the education of its youth."  
Diogenes Laertius**

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## Table of Contents

NOTES FOR FACILITATORS .....	5
Basic Training Tips .....	8
<b>Module 1 - Introduction.....</b>	<b>15</b>
Activity 1-1: Participant and Facilitator introductions .....	16
Activity 1-2: Objectives .....	17
Activity 1.3: Presentation of the course agenda and methodology .....	19
Handout 1.3.1 Sample Course timetable .....	20
Activity 1-4: Group's ground rules .....	22
<b>Module 2: Quality Education: Concepts and Definitions .....</b>	<b>23</b>
Activity 2.1: What is effective learning?.....	24
Handout 2.1.1 .....	25
Activity 2.2: Providing a conceptual framework to analyse the levels of learning in the Cognitive Domain based on Bloom's Taxonomy .....	26
Handout 2.2.1 .....	28
Handout 2.2.2: Bloom's Taxonomy: Cognitive and Affective Domain .....	29
Activity 2.3: What is effective teaching? .....	30
Handout 2.3.1: The 10 Dimensions of Quality Education .....	32
Activity 2.4: The System of Learning .....	33
Diagram 2.4.1 The System of Learning .....	35
Activity 2.5: Values in Quality Education .....	36
Activity 2.6: Quality education: a Rights-Based Approach.....	38
Handout 2.6.1: What is Quality Education? .....	40
Activity 2.7: How does the definition of Quality Education fit in our country? .....	41
<b>Module 3: Pedagogical Methods and Techniques in Quality Education.....</b>	<b>43</b>
Activity 3.1: Introduction to basic methods and techniques in quality education.....	44
Handout 3.1.1 Observation Sheet for Role plays .....	48
Activity 3.2: Basic methods and techniques in quality education: questioning skills.....	50
Activity 3.3: Basic methods and techniques in quality education: active listening skills ....	53
Sample story.....	54
Handout 3.3.1 .....	55
Activity 3.4: Basic methods and techniques in quality education: group work .....	56
Activity 3.5: Benefits and constraints of using a diversity of methods and techniques. ....	57
<b>Module 4: Case Study; Peace and Human Rights Education .....</b>	<b>59</b>
Activity 4.1: A rights-based approach in peace education.....	60
Handout 4.2.1 Evaluation of materials form .....	62
Activity 4.2: An analysis of the Interagency Peace Education Programme .....	63
Activity 4.3: Peace Education as a response to conflict affected countries. ....	64
Handout 4.3.1 Excerpt from the Facilitator's Manual for Community Workshops.....	65
Handout 4.3.2 Excerpt from the Facilitator's Manual for Community Workshops.....	67
Activity 4.4: Peace Education as an illustration of a quality approach.....	70
<b>Module 5: Case Study – HIV/AIDS Education .....</b>	<b>71</b>
Activity 5.1: Impact of HIV and AIDS on the System of Learning and of HIV and AIDS Education on the Epidemic.....	72
Handout 5.1.1: How HIV and AIDS manifest in relation to quality education at the level of the learner.....	75
Handout 5.1.2 Program responses to the manifestations of HIV and AIDS at the level of the learner .....	77
Handout 5.1.3 Program responses to the manifestations of HIV and AIDS at the level of the learning system.....	79

Activity 5.2: How to use quality education to respond to HIV-related stigma and discrimination.....	80
<b>Module 6: Concrete applications of quality education.....</b>	<b>82</b>
Activity 6.1: Application of the principles of quality education.....	83
Activity 6.2: Building a network.....	84
<b>Evaluation and Conclusion.....</b>	<b>85</b>
Evaluation Form.....	87
<b>Annexes.....</b>	<b>90</b>
Annex 1: Summary explanation of Bloom’s Taxonomy of Cognitive Development.....	90
Annex 2: Summary explanation of Bloom’s Taxonomy of Affective Development.....	91
Annex 3: Pedagogical methods in quality education.....	92
Annex 4: Energisers and ice-breakers.....	93

## **Acronyms and Definitions**

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>CRC</b>	Convention of the Rights of the Child
<b>EFA</b>	Education for All
<b>HIV</b>	Human Immunodeficiency Virus
<b>IDP</b>	Internally Displaced Persons
<b>INEE</b>	Inter-Agency Network for Education in Emergencies
<b>NGO</b>	Non Governmental Organisation
<b>PEP</b>	Peace Education Programme
<b>PHR</b>	Peace and Human Rights
<b>PLHA</b>	People or Person Living with HIV or AIDS
<b>RBA</b>	Rights based approach

## Notes for facilitators

### 1. Why was this course developed?

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is the UN agency with a special mandate in education and the global coordinator of Education for All (EFA). The six goals of Education for All, which were adopted at the World Education Forum in Dakar in April 2000, comprise the framework of UNESCO's work in education and are considered a prerequisite for ensuring that all people have equal access to their fundamental right to education.

The Division for the Promotion of Quality Education (PEQ), was established within the Education Sector to respond specifically to goal six of EFA ('Improving all aspects of the *quality of education* and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.')

Although the importance of education of a quality standard is widely recognized, there are multiple definitions and interpretations of what this means in practical terms. Until recently, few quantitative or qualitative measuring tools have existed that could be used to assess progress towards achieving goal six of EFA in a consistent and reliable way. In response, the Division for the Promotion of Quality Education has played an active role in defining a common vision of quality education by organizing and participating in a variety of high-level meetings and reports, including a Ministerial Roundtable on Quality Education (UNESCO Headquarters, Paris, 2003) and participation in the preparation of the 2005 Global Monitoring Report on EFA, entitled *The Quality Imperative*. The motivation for developing this Foundation Course was to help ensure that the fundamental principles underlying this common vision of quality are integrated into all aspects of education with a specific focus on post-conflict/post-emergency environments.

This course is designed to contribute toward the reconstruction of education systems through the promotion and establishment of safe, secure and supportive learning environments where quality education is widely accessible to all learners including the broader community. Ultimately, the hope is that all countries, not just those in a post-conflict state, will take the opportunity to initiate dialogue on quality education and explore creative means for ensuring that all educational opportunities, both formal and non-formal, are opportunities that turn the vision of quality education into reality.

### 2. Who is this course for?

The course is addressed primarily to policy makers and practitioners in both formal and non-formal education.

It is recommended that the group should not have more than thirty participants as the methodology is interactive and participatory. Groups of more than thirty people will make it difficult for both participants and facilitators to interact in a participatory manner and will be a hindrance to meaningful discussions.

### 3. What is the facilitator's manual and how to use it?

The purpose of this manual is to help facilitators engage participants in discussing and exploring the issues related to quality education and to integrate them into their planning processes. A section of 'Basic Training Tips' is included. These should be read prior to beginning the course.

## Description of activities

The description of each activity includes the following elements:

- **Objectives** - this outlines what the participants should be able to do at the end of the activity.
- **Materials needed for the activity** - in general, these are simple resources available locally: flip charts, markers, etc. but in some cases additional preparation is necessary. Preparations that should be done before the day of the activity are noted throughout this manual.
- **Logistics for facilitators** - indicating what materials facilitators should prepare in advance of the day's sessions.
- **Facilitators' notes** - sharing 'useful ideas' about how to successfully guide participants through the activities.
- **Methodology** – this section presents the steps to follow in order to implement each activity.
- **Key messages** – in some activities, key messages have been included to help guide course facilitators to the more important points of the exercise. Key messages are the main points that should be understood and remembered by the participants at the end of an activity.

Handouts are grouped at the end of each module. They are ready to be photocopied so that they can be given to participants directly.

## 4. What is the course structure?

The course is made up of six modules, each of which has a distinct function:

- Module 1 – Introductory session to the course
- Module 2 – Quality education: Concepts and Definitions
- Module 3 – Pedagogical Methods and Techniques in Quality Education
- Module 4 – Case Study: Quality Education in Peace and Human Rights Education
- Module 5 – Case Study: Quality Education in HIV and AIDS Education
- Module 6 – Concrete applications in our work
- Evaluation

Modules are grouped according to content and conceptual development. They are not divided into sessions and vary in length. The agenda/timetable outlines the session times and breaks. At the beginning of each module, there is an estimated time for each activity. For most activities this estimate is based on the initial field-test of the course in Liberia. However, time may depend on the number of participants and level of preparation of facilitators before the activity.

**Module 1** is the introductory session including introduction exercises for participants, objectives and ground rules.

**Module 2** explores the main concepts that comprise quality education, such as “effective learning” and “effective teaching.” Module 2 helps participants identify what values they think should be developed and conveyed through quality education in their country. This module also aims to clarify the link between what is called a “rights-based approach” and quality education.

**Module 3** helps participants identify what pedagogical methods and techniques are most appropriate to ensure effective teaching and learning in order to develop and communicate the values that participants see as being key to the reconstruction of their country's education system. The activities in this module focus on some of the basic principles of

pedagogy that are essential to quality education, such as participatory approaches to learning and the use of a diversity of methods and techniques.

**Modules 4 and 5** are case studies where participants can apply the knowledge they have built with modules 2 and 3. **Module 4** looks at how a rights-based approach concretely translates into practice in Peace and Human Rights Education. **Module 5** explores how quality education can help respond to the HIV and AIDS epidemic.

**Module 6** is an opportunity for participants to reflect on what they learned during the course, how this material applies to their work and what they can concretely do in terms of Quality Education after the course.

The manual includes energisers for after lunch and an evaluation form for the Course. The participants may add to the energisers if they know of others. Please note that some energisers require some equipment (balls, string etc.) and that these need to be prepared beforehand. The evaluation form is to help the facilitator improve the effectiveness of the course and to help UNESCO and others who may be modifying the course.

**Materials needed for the course:**

- Flip-charts
- Markers
- Tape, sticky tape, Blu-Tack or Sticky Stuff
- A4 paper (white)
- A4 paper (different colours)
- Index cards or Post-it notes (different colours if possible)
- Materials depending on the energisers chosen



## Basic Training Tips

These are divided into four areas: Content, Method, Environment and Product/Outcomes) which generally correspond to the way people think of a training workshop.

### Content

#### Preparation

- Prepare. Know what it is you're going to cover in each session.
- Ensure that you have all the materials and have prepared all the aids you need for each session.

#### Implementation

- As you are the facilitator/trainer, you must understand the subject matter very well.
- You do not have to demonstrate everything you know, but you should understand the minimum standards well enough to facilitate discussions and incorporate participant comments into the message you are trying to teach.
- Create a mindset for your participants: explain the learning objectives for each session.
- Allow for the input of the participants 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. The sessions have been designed this way; make sure to conduct all of the session activities.
- Sessions should be well planned, but make sure you are also flexible so that you can respond to the needs of the participants.
- Conclude each session or day by synthesizing what has been covered. Summarizing and clarifying the key points of the sessions help the participants to focus on learning outcomes.
- Be sure to thank participants for their time and attention.

### Method

The methodology of this course is built on principles of adult learning. The course is designed to use a variety of methods:

- **Lectures:** where the whole group needs particular instructions or information
- **Brainstorming:** where lots of ideas are generated to find solutions or develop discussion
- **Case studies:** where real life examples are presented in a brief form for analysis and discussion, generally in small groups.
- **Group work:** to explore concepts or to gain a particular outcome
- **Role-plays:** to explore particular situations
- **Simulations:** where particular roles are scripted within a scenario
- **Debates:** to explore the advantages and disadvantages of various options.

These have been varied to provide pace to the day and to suit the content and the groups with whom you will be working.

#### *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 your participants. [See the psychological environment.]

### *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 brainstorm.
- There should be no judgment of ideas offered - 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 suggestions of the participants.

### *Case studies*

The case studies used in this training course, although fictional, have all been developed from real situations. They provide a situation that can be controlled for analysis and application of the minimum standards and the indicators and the accompanying guidance notes. In this course, case studies are used to demonstrate where and how the minimum standards may be used, no matter what the phase (emergency, chronic crisis or early reconstruction).

This approach allows participants to practice their response and, ideally, they should be able to transfer the lessons to real-life situations.

Make sure that everybody has enough time to read the case study and allow enough time for this, especially for people who may not be reading in their mother tongue. If it is appropriate, read the case study yourself so that people can follow in their workbooks.

### *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 summarising experiences, you need similar professions or backgrounds (e.g. all teachers, all head teachers, all programme managers). *Never* group according to nationality, 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 very effective.

- 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 to create 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 learn to create their own solutions.

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

- Group people quickly and get them started on their activity. Remember, putting people into groups is not the activity.
  - For the first grouping, simply group people who are sitting together in the size of group you want (generally three or four). Only use this method more than once,

if you ask people to sit next to people they don't know at different times in the workshop.

- Count around the room (1, 2, 3, 4, etc.). Remember this will give you a number of groups not the size of the group. So if you have 25 participants and you want groups of 4 you need to count to 6 (and then one group will have five people). If you use this method more than once either make sure that people have changed seats or start counting from a different place in the room.
  - Sometimes you need groups where people have a common background. These groups need to be nominated and then sub-divided (for example if there are 10 teachers then you may have two groups of teachers).
  - Groups can be formed according to colours, or what people are wearing. Be careful that you do not choose things that are gender specific.
- 
- 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.
  - 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 on the walls for everybody to walk to and read.
  - Whatever methods you choose for a feedback session, make sure that you ask for explanations and clarifications, and have some questions of your own to stimulate discussion from the large group.

### *Role-plays*

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

- 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 during the discussion 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.

### *Simulations*

In this course, simulations are used to allow participants the opportunity to work with a given situation and to formulate responses. They are similar to role plays in that particular people are given roles but the situation is more structured and the processes that are to be undertaken are clearly stated.

## Debate

Debates provide an opportunity for participants to think through arguments to support advocacy. Taking an opposing view encourages understanding of that point of view, which helps people to construct well-developed points to counteract these views.

## Environment

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

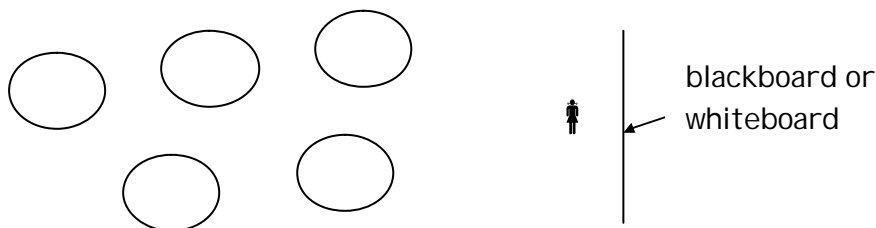
### *The physical environment*

#### The venue

- 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 (that is, 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) which may be appropriate for some situations. If you want to change the groups remember to ask people to move and take all their belongings with them.

#### Training equipment

- Ensure that all participants can see the board or audio-visual aids that you are using.
- If using a blackboard or whiteboard, make sure that your writing is clear, large enough to be read, and straight. 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.

- 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.
- 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.
- 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 (For example: 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.
- If you are using electrical or electronic equipment, tape down the cords, 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, never just read from the slides – only the key points should appear, your job is then to speak to those points.
- If you use the “Gallery Walk” as reporting method, make sure the flip charts are spread around the walls so that people can see them clearly.
- Make sure that you refer the participants to their workbooks for questions, exercises and supplementary notes.
- Make sure that handouts that need to be used during a session are handed out before the activity, but if handouts are a summary, they should be handed out at the end.

### **Breaks**

- 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 to discuss issues that have arisen during the presentations.
- If you can, 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***

The psychological environment depends almost entirely on you, the facilitator/trainer. It is your job to create an atmosphere where people are willing and able to learn. If you are co-facilitating or working in a team of facilitators, remember that your preparation and planning should be done as a team and that your manner towards each other should reflect the same respect and co-operative attitude you would like from the participants. Having a facilitation partner helps sessions to run more smoothly as one person can keep time while the other is conducting the session, and moving around groups is more timely and effective.

### **Manner**

- Be warm, friendly and enthusiastic. If you enjoy yourself in the training, the participants probably will as well.
- Never set yourself up as the master. The participants are adult learners and deserve the respect of their age and experience.
- Learn the names of as many participants as you can (or have name badges). Use individual’s names, not just to ask questions - 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 participants 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 loud enough for all participants to hear and with expression (a monotone will put your participants to sleep).
- Use the level of language your participants need. Simple language does not mean simple concepts.
- If you are working with people whose mother tongue is not the language of instruction, make sure that you use short simple sentences and allow more time for responses. It is not easy to think in another language and people may be translating the information before formulating a response.

### **Posture**

- Stand straight; slumping makes you look tired, as if you would rather not be there.
- It is considered rude in most cultures to point with a finger or stand with your hands on your hips. Often, folding (crossing) your arms is also unacceptable.
- 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.
  - *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. Try to make sure that you can follow up at a later time.
- 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 (that is, do not ask for people's names).

## **Module 1 -Introduction**

The introductory session includes introduction exercises for participants, objectives and ground rules.

<b>Contents:</b>	<b>Time required</b>
Activity 1.1 – Participants and Facilitators' introductions	45 minutes
Activity 1.2 - Presentation of the course's objectives	15 minutes
Activity 1.3 - Presentation of the course agenda and methodology	15 minutes
Activity 1.4 - Group's ground rules	15 minutes
<b>Total time for module 1</b>	<b>90 minutes</b>



## Activity 1-1: Participant and Facilitator introductions

### Objectives

Participants will be able to:

- Introduce their colleague and something that they now know about this person.
- Begin to feel comfortable with the group.

### Materials needed for the activity

- Flip-chart with names of the facilitators
- Flip-chart with instructions for participants' individual introductions

### Logistics for facilitators

- Write flip-charts

### Facilitators' notes:

! Ideally, each participant should only spend one minute introducing their partner. (Remember that this will then take 30 minutes for a group of 30.)

### Methodology

Ask participants to write their names on a slip of paper. Collect all the papers in a box or bag and mix them up.

Move around the room so that each participant takes one slip. Explain to participants to check that they do not have their own name. (If they do they should replace it and take another one).

Tell the participants that they now need to find the person whose paper they have. Remind them that while they are looking for a person, somebody else is looking for them.

Explain to participants that they need to find out from the other person the information listed on the flip chart. Explain that they have 10 minutes for this exercise. Then each participant introduces his/her partner briefly – no more than a minute!

#### Find out

- The name of the organisation or institution your friend comes from
- The role of your friend in the organisation or institution
- The number of years they have been with this organisation or institution
- Something special about themselves (for example; hobbies, vision for the future)

## Activity 1-2: Objectives

### Objectives

Participants will be able to:

- Identify the objectives of the course for themselves, their organisation/institution and for UNESCO

### Materials needed for the activity

Flip-charts:

- Course Title
- Objectives for the participants
- The course is ...
- The course is not ...

### Logistics for facilitators

- Prepare flip-charts

### Methodology

Explain to the participants the focus and objectives of the course:

- The course is a space for practitioners and education specialists to reflect on what quality education means.
- The course will explore the concepts and definitions of quality education using various conceptual frameworks.
- This is not just a theory course. It is about how a quality education approach can be used in the reconstruction of the education system in a country that has been affected by conflict. This means that we will analyse the benefits and the constraints of using a quality education approach in our own situation.
- We want to look at how quality education concretely translates into learning, teaching and other components of the education system. This is why we talk about the “practical work of reconstruction”.
- It is an opportunity to translate the principles of quality education into your own work, advocate for the implementation of quality education in your organisation/institution and the whole education system. We also hope that you will network with other education stakeholders in order to work in a more collaborative and integrated manner.
- It is also a time for planning for the immediate future: what can be done to make the education system more effective and provide quality education?
- For UNESCO the objective is to support and strengthen the reconstruction of a quality education system.

Form participants into small groups and ask them to brainstorm on any further specific objectives that they may have for this time together.

Ask the groups to discuss the objectives and decide (as a group) the top three. Put each group’s flip chart on the wall and consolidate the lists.

Discuss with the whole group whether these objectives can be included in the course. (Look for the similarities with activities already planned, and reallocate time to include the

objectives. If the objectives are outside the theme of this course of quality education explain that these cannot be fulfilled during this time.)

### Flip-charts

<p style="text-align: center;"><b>Course title</b>  <b>Planning for Quality Education</b> in          conflict-affected countries</p> <p style="text-align: center;">Translating the vision of quality          education into the practical work of          reconstruction</p>	<p style="text-align: center;"><b>Objectives</b></p> <p>At the end of the course the participants will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the principles of quality education.</li> <li>▪ Be able to relate how quality education relates to their own work</li> <li>▪ Understand how the principles of quality education can be put into practice and be prepared to try to do this.</li> <li>▪ Understand the benefits and constraints of using a quality education approach in a conflict-affected country</li> <li>▪ Understand participants' objective(s)</li> </ul> <p style="text-align: center;"><b>Objectives for UNESCO</b></p> <ul style="list-style-type: none"> <li>▪ To support and strengthen the reconstruction of the education system</li> <li>▪ To create an opportunity to initiate dialogue on quality education and explore creative means for ensuring that all educational opportunities, both formal and non-formal, are opportunities that turn the vision of quality education into reality</li> </ul>
<p style="text-align: center;"><b>The Course is</b></p> <ul style="list-style-type: none"> <li>▪ <b>A space and a time to reflect</b> on how a quality education approach can be used in the reconstruction of the education system.</li> <li>▪ An <b>orientation course</b> to quality education</li> </ul>	<p style="text-align: center;"><b>The Course is not</b></p> <ul style="list-style-type: none"> <li>▪ A training of teachers or trainers</li> <li>▪ A planning workshop</li> <li>▪ A complete training on all the aspects of quality education</li> </ul>

### **Activity 1.3: Presentation of the course agenda and methodology**

#### **Objectives**

Participants will be able to:

- Identify the links between the modules and the course objectives
- Explain the main principles of the methodology used during the course and the rationale for this methodology

#### **Materials needed for the activity**

Handouts:

- Handout 1.3.1 Course agenda/timetable for participants

#### **Logistics for facilitators**

Make copies of the agenda for all participants.

#### **Facilitators' notes:**

- ! Keep in mind that an inter-active approach requires you to be flexible to respond to the needs of the group.

#### **Methodology**

Explain to the participants that the course is:

- Participatory, because we want to model a rights-based approach and because they are professional educators.
- An opportunity to experience the inter-active methodology and share ideas as professional educators.

Hand out the course agenda and timetable and ask if there are any questions. Remember that this is a suggested timetable – starting and finishing times and breaks may need to be different. Discuss these with the group and adjust the timetable accordingly. Once the group has agreed on the timetable, participants are expected to keep to it.

### Handout 1.3.1 Sample Course timetable

Session times	
<b>Day 1</b>	
0830 – 10.00	<b>Module 1</b> Activities 1 – 4 Introduction of participants and the course
10.00 – 1030	Break
1100 – 11.30	<b>Module 2</b> Activity 2.1 What is effective learning?
1130 – 1150	Activity 2.2 A framework of effective learning
1150 – 1300	Activity 2.3 What is effective teaching?
1300 – 1400	Lunch break
1400 – 1415	Energiser
1415 – 1500	Activity 2.4 The system of learning
1500 – 1545	Activity 2.5 Values in quality education
15.45 – 1600	Break
1600 – 1645	Activity 2.6 Quality education – a rights-based approach
<b>Day 2</b>	
0830 – 0900	Review of day 1
0900 – 1030	<b>Module 2 continued</b> Activity 2.7 How does quality education fit in our country?
1030 – 1100	Break
1100 – 1245	<b>Module 3</b> Activity 3.1 Introduction to basic methods and techniques in quality education (3 steps)
1245 – 1345	Lunch
1345 – 1400	Energiser
1400 – 1500	Activity 3.2 Basic methods and techniques in quality education: questioning skills
1500 – 1545	Activity 3.3 Basic methods and techniques in quality education: active listening skills
1545 – 1600	Break
1600 – 1645	Activity 3.4 Basic methods and techniques in quality education: group work
<b>Day 3</b>	
0830 – 0900	Review of day 2
0900 – 0945	<b>Module 3 continued</b> Activity 3.5 Benefits and constraints of using a diversity of pedagogical methods and techniques.

0945 – 1015	Break
1015 – 1100	<b>Module 4</b> Activity 4.1 A rights based approach in peace education
1100 – 1200	Activity 4.2 An analysis of the Interagency Peace Education Programme
1200 – 1300	Activity 4.3 Peace Education as a response to conflict affected countries (Reading and preparation of activity)
1300 – 1400	Lunch
1400 – 1415	Energiser
1415 – 1500	Activity 4.3 Peace Education as a response to conflict affected countries (Conducting the activities and discussion)
1500 – 1515	Break
1515 – 1630	Activity 4.4 Peace Education as an illustration of a quality approach
<b>Day 4</b>	
0830 – 0900	Review of day 3
0900 – 1030	<b>Module 5</b> Activity 5.1 Impact of HIV/AIDS on the System of Learning and of HIV/AIDS Education on the Epidemic (up to group presentations)
1030 – 1100	Break
1100 – 1145	Activity 5.1 Impact of HIV/AIDS on the System of Learning and of HIV/AIDS Education on the Epidemic (Presentations and discussion)
1145 – 1245	Activity 5.2 How to use quality education to respond to HIV-related stigma and discrimination
1245 – 1300	Energiser (This energiser is to help debrief from the previous activity)
1300 – 1400	Lunch
1400 – 1530	<b>Module 6</b> Activity 6.1 Concrete applications of quality education
1530 – 1545	Break
1545 – 1615	Activity 6.2 Networking
1615 – 1630	Evaluation of course
1630 – 1700	Conclusion, closing ceremony and certificates

## Activity 1-4: Group's ground rules

### Objectives

Participants will be able to:

- Identify the ground rules for working as a group during the course (DOs and DON'Ts)

### Materials needed for the activity

- Flip-chart "Ground Rules"

Example

Ground Rules for the Group	
DOs	DON'Ts
<ul style="list-style-type: none"><li>▪ Respect other people's views</li><li>▪ Switch off mobile phones</li><li>▪ Be punctual</li></ul>	<ul style="list-style-type: none"><li>▪ Side talks</li><li>▪ Eat in the room</li></ul>

### Logistics for facilitators

- Write flip chart

### Facilitators' notes:

! Once participants agree on their ground rules, emphasise that these are THEIR rules and they are responsible for respecting and enforcing them.

### Methodology

Ask participants what ground rules they think may be necessary to ensure respect for each other during this course.

Write the suggestions on a flip chart.

Check that everybody agrees with the suggestions. If there is agreement, accept the 'rule'.

If there are concerns about some rules remind participants that as adults, the normal professional courtesies should apply.

If necessary add your own concerns (such as switching off mobile phones and punctuality to the list) explaining that this is a courtesy to both colleagues in the course and the facilitators.

## Module 2: Quality Education: Concepts and Definitions

This module explores the main concepts that comprise quality education, such as “effective learning” and “effective teaching.” Module 2 helps participants identify what values they think should be developed and conveyed through quality education in their country. This module also aims to clarify the link between what is called a “rights-based approach” and quality education.

<b>Contents</b>	<b>Time required</b>
Activity 2.1 What is Effective Learning?	30 minutes
Activity 2.2: Providing a conceptual framework to analyse the levels of learning in the Cognitive Domain based on Bloom’s Taxonomy	20 minutes
Activity 2.3 What is Effective Teaching?	70 minutes
Activity 2.4 The System of Learning	45 minutes
Activity 2.5 Values in Quality Education	45 minutes
Activity 2.6 Quality Education: a Rights-Based Approach	45 minutes
Activity 2.7 How does the definition of Quality Education fit in our country?	90 minutes
<b>Total time for module 2</b>	<b>345 minutes (5 hours and 45 minutes)</b>



## Activity 2.1: What is effective learning?

### Objective

Participants will be able to:

- Identify elements that make learning effective

### Materials needed for the activity

Handouts:

- Handout 2.1.1 - How do I learn?

### Logistics for facilitators

- Make copies of handouts for all participants.

### Facilitators' notes:

- ! Participants should be able to nominate active learning, motivation, respect for the teacher, practice and internalisation (knowing it forever) as components of their learning. They may nominate more components.

### Methodology

Explain to participants that before we look at quality education we need to look at what makes learning effective.

Ask the participants to think about something that they learned as a child; not a course or a process, one single thing that they learned and that can still do now.

Give out the handout 2.1.1 and ask them to complete it. Tell them that they have 10 minutes for this exercise.

Form participants into small groups (these should be different to the groups formed in the first exercise).

Ask the groups to choose one learning experience that is typical of the group. They should also look for the principles behind their experience (for example; practice of the skill, respect for the 'teacher', motivation to learn). They have 20 minutes for this exercise.

Hand out 5 or 6 index cards to each group.

Ask the groups to write one 'principle' on each card and keep this for a later exercise.

## How Do I Learn?

<b>WHAT</b> did I learn?	
<b>HOW</b> did I learn?	
<b>WHO</b> taught me?	
<b>WHERE</b> did I learn?	
<b>WHY</b> did I learn?	
Taken from the Interagency Peace Education Programme used with permission	

## Activity 2.2: Providing a conceptual framework to analyse the levels of learning in the Cognitive Domain based on Bloom's Taxonomy

### Objectives

Participants will be able to:

- Identify the elements of effective learning in relation to learning theory
- To be able to understand what is required to ensure effective learning.

### Materials needed for the activity

Wall charts: (make these beforehand by taping four flip charts together to make a large rectangle). The diagrams should also be drawn beforehand.

- Chart 2.2.1 (Bloom's Taxonomy of Cognitive Development: the triangle part of handout 2.2.1)
- Chart 2.2.2 (Pyramid chart of Cognitive and Affective Domains: the pyramid part of handout 2.2.2)

Handouts:

- Handout 2.2.1 (Bloom's Taxonomy of Cognitive Development with summary))
- Handout 2.2.2 (Pyramid chart of Cognitive and Affective Domains with summary)

### Logistics for facilitators

- Make copies of handouts for all participants.
- Prepare flip charts.

### Facilitators' notes:

- ! Make sure you tell participants that they will receive handouts with all the charts presented as well as summaries with explanations of the content of each chart.
- ! Make sure you ask them to think about what could/should go in the higher levels of the triangle to ensure that effective learning occurs, particularly if there are no cards there

### Main Points / Key Messages

- A quality education focuses on learning (shift of emphasis from 'educating' to 'learning')
- Effective learning is the combination of:
  - Cognitive development
  - Affective/Emotional development
  - Ethical/social development
  - Psycho-motor development

### Methodology

Explain to participants that the previous exercise helped us to see what effective learning is:

- Active learning and mimicry (copying somebody who can do the skill)
- Practice (you cannot learn to swim if you never go in the water).
- Respect/liking for the 'teacher'
- Motivation to learn (to be with friends or to help the family or to be an adult).

By understanding what effective learning is we can create an appropriate learning environment for our learners.

One of the most comprehensive models of learning was developed by Benjamin Bloom. Bloom's Taxonomy is the most widely used and simplest model in use today. Bloom created several taxonomies. This one describes how people learn. The triangle shape is an indication of how much time needs to be spent at each level. For really effective learning to take place, (where the learning is internalised, and so is remembered forever) all the levels must be incorporated.

Distribute the handout 2.2.1 and explain the levels according to Bloom (See annex 3 for an explanation of the levels of Bloom's Taxonomy).

Ask participants to look at their cards from the previous exercise. Ask if any of the cards they have fit this chart.

Ask people to stick their cards on the chart where they think they belong and be prepared to explain to the group why they have been placed at a particular level.

Explain that not all cards may belong on this chart. .

Explain to the participants that this chart looks only at the cognitive (thinking) aspects of learning. If you have cards remaining, it is probably because they relate to the affective (emotional) areas of learning.

Explain that Bloom has a second taxonomy, which is related to the affective (emotional) domain. [Notes in annex 4]

Show the chart 2.2.2.

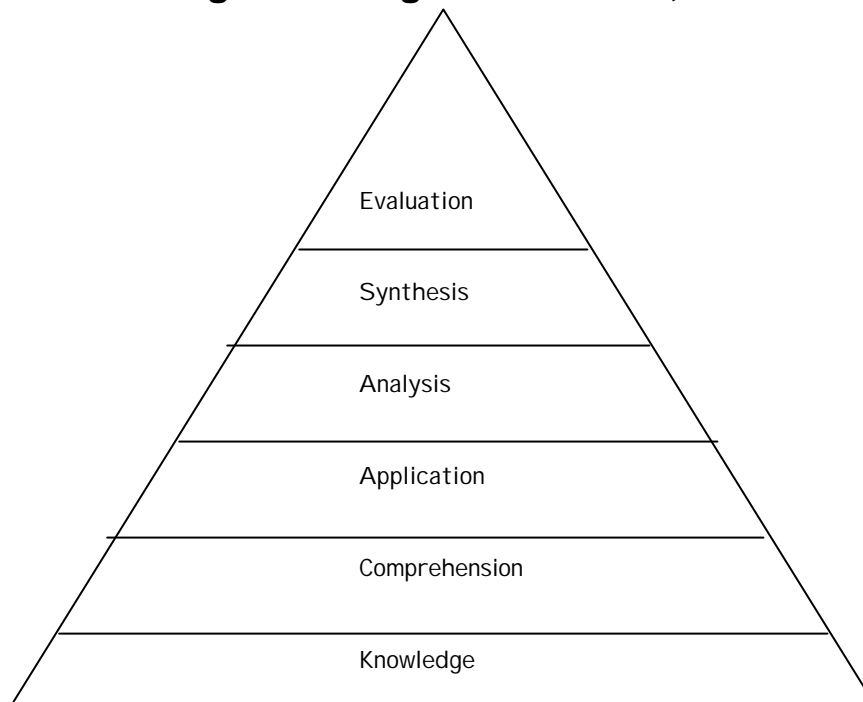
- This is more complex. It is not as easy to see the components developing in a teaching/learning situation but it is when these two come together that genuine learning takes place.

Ask if any cards fit onto this chart. Have people place their cards where they think they belong and explain to the group why they belong there.

Explain that learning is also based on psycho-motor development and social/ethical development.

## Handout 2.2.1

### The levels of learning in the Cognitive Domain; Bloom's Taxonomy<sup>1</sup>

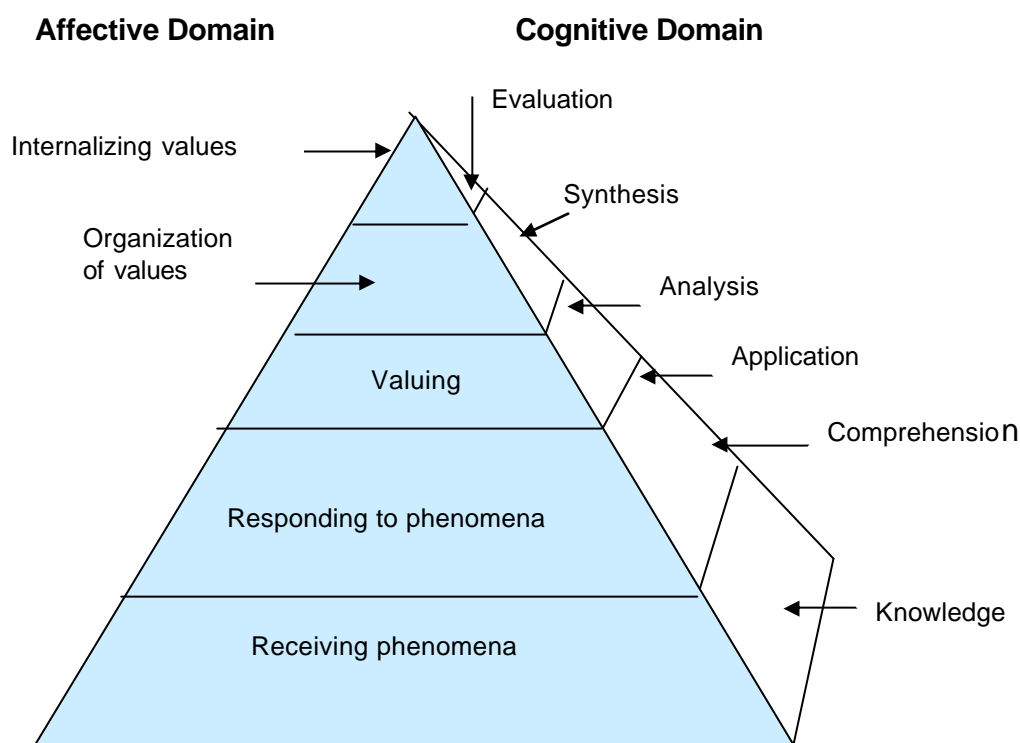


<b>Knowledge:</b>	any question where the answer is a fact from the information given
<b>Comprehension:</b>	where the learner understands the information and can relay it back with meaning (a retelling or internalising of information)
<b>Application :</b>	where the learner can apply the information to a different situation
<b>Analysis:</b>	where the learner can 'take the information apart' and see the principle behind the information
<b>Synthesis:</b>	where the learner can put the information together in a way that a new outcome can be seen
<b>Evaluation:</b>	where the learner makes a judgement about the information or ideas and can then internalise the full knowledge and understanding
	Taken from the Interagency Peace Education Programme used with permission

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<sup>1</sup> B. S. Bloom, (ed.) *Taxonomy of Educational Objectives: The classification of Educational Goals: Handbook 1, Cognitive Domain*. New York/Toronto, Longmans, Green 1956

## Handout 2.2.2: Bloom's Taxonomy: Cognitive and Affective Domain<sup>2</sup>



Adapted by P. Baxter from B. S. Bloom. The Interagency Peace Education Programme. Used with permission

<b>Receiving Phenomena:</b>	Receives information willingly (wants to learn). The information does not have to be transmitted formally.
<b>Responding to Phenomena:</b>	Interacts with the information through reasoned discussion and questions, to build new information.
<b>Valuing:</b>	Can explain the new information and justify it and associate other related knowledge to make a valid value judgment through sensitive and aware attitudes. Shows an ability to solve inter-personal problems and displays empathy.
<b>Organizing values:</b>	Makes links between different pieces of knowledge and associated values and prioritises the new information together with previous information. Understands that there is a balance between different values. Can solve conflicts.
<b>Internalizing values:</b>	Recognises value-laden information (and manipulation) and applies new value- information into behaviour. Has a value system that controls behaviour and is self-reliant (i.e. does not need external controls).
	Taken from the Interagency Peace Education Programme used with permission

<sup>2</sup> ibid

### Activity 2.3: What is effective teaching?

#### Objectives

Participants will be able to:

- Identify some elements that make teaching effective
- Explain the dimensions of effective teaching identified by UNESCO

#### Materials needed for the activity

Flip charts:

- Basic rules for brainstorming
- Flip chart with components of effective teaching (diagram 2.3.1)
- 5 Flip charts with one dimension of effective teaching on each chart

Handouts

- Handout 2.3.1 Dimensions of quality

#### Logistics for facilitators

- Prepare flip charts.

#### Facilitators' notes:

- ! When participants map the cards with the elements of effective teaching on the charts, make sure you ask them to think about what could/should go in the higher levels of the triangle to ensure that effective teaching occurs, particularly if there are no cards there
- ! If the participants claim that what they said about effective teaching and the five dimensions at the level of the learner are quality education, ask about learning materials. Where do they fit into quality? Ask about the system and the community. The participants should begin to understand that while effective learning and therefore effective teaching is at the heart of quality education, they are not the whole picture.
- ! Always remind ourselves and the participants that we talk about both formal education and non-formal education.

#### Key Messages

- The learning is at the centre of the system and first of all at the centre of the combined process of learning and teaching.
- Effective teaching is a component of quality education. Based on the definition of effective learning, the principles of effective teaching should be the 5 dimensions at the level of the learner - from UNESCO.

#### Methodology

Explain to the participants that having nominated some areas of effective learning we will try to link these to effective teaching. [Remember that teaching means both formal school and non-formal situations.]

Effective learning has a variety of components

- Access to the learning
- Understanding the need to learn
- A teacher who is respected or liked
- Active participation in the learning
- Demonstration
- Motivation from the learner
- Practice

(Participants may identify more components.)

Explain that we will be using a brainstorm approach. Revise the “Rules of Brainstorming” first.

### **Rules for Brainstorming**

Ideas should be the “first thing you think of” (*and not analyzed*)

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

Building on (or expanding on) other ideas is allowed (*this is so each person’s ideas become part of the group thinking, it also stops limiting participants to ‘one correct response’*)

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

Taken from the Interagency Peace Education Programme, used with permission

Brainstorm with the whole group. Ask what the elements are of effective teaching, given what we understand about effective learning.

Once the brainstorm is complete, categorise the responses into common groupings.

Look again at wall chart 2.2.1 (Bloom’s Taxonomy of Cognitive Development)

Ask participants if any of the brainstorm categories fit onto this chart (from a teaching point of view).

Ask if any cards fit into the Affective Domain.

Explain that UNESCO has developed ‘policy’ level dimensions to explain the various components of quality<sup>3</sup>. There are 5 dimensions at the level of effective teaching:

- Proactively seeks out learners
- Acknowledges what the learner brings
- Considers the content of formal and non-formal learning
- Enhances learning processes
- Provides a conducive learning environment

Divide participants into five small groups.

Give each group a flip chart with one dimension written on it. Ask the groups to write an explanation of what this dimension actually means in practice.

They have 30 minutes for this exercise.

Put the charts up around the room and ask the participants to move around the room and look at the explanations. Ask for comment and allow the discussion of each of these areas. You have 15 minutes for this activity.

Ask participants if the work done so far on effective learning and effective teaching constitute quality? If not, what is missing?

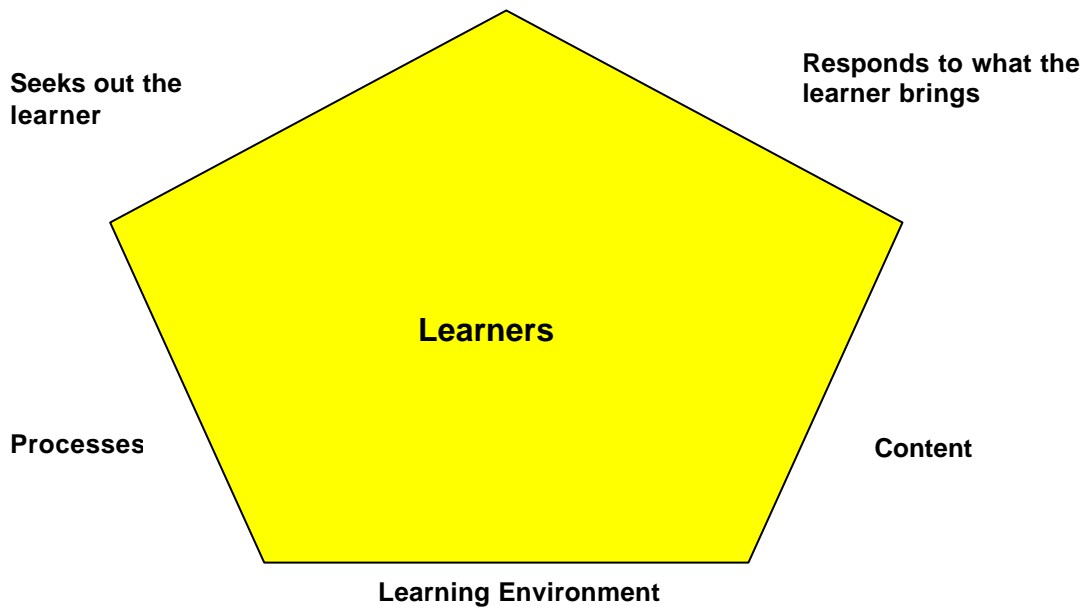
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<sup>3</sup>UNESCO, 2004. EFA Global Monitoring Report 2005: Education for All, The Quality Imperative.

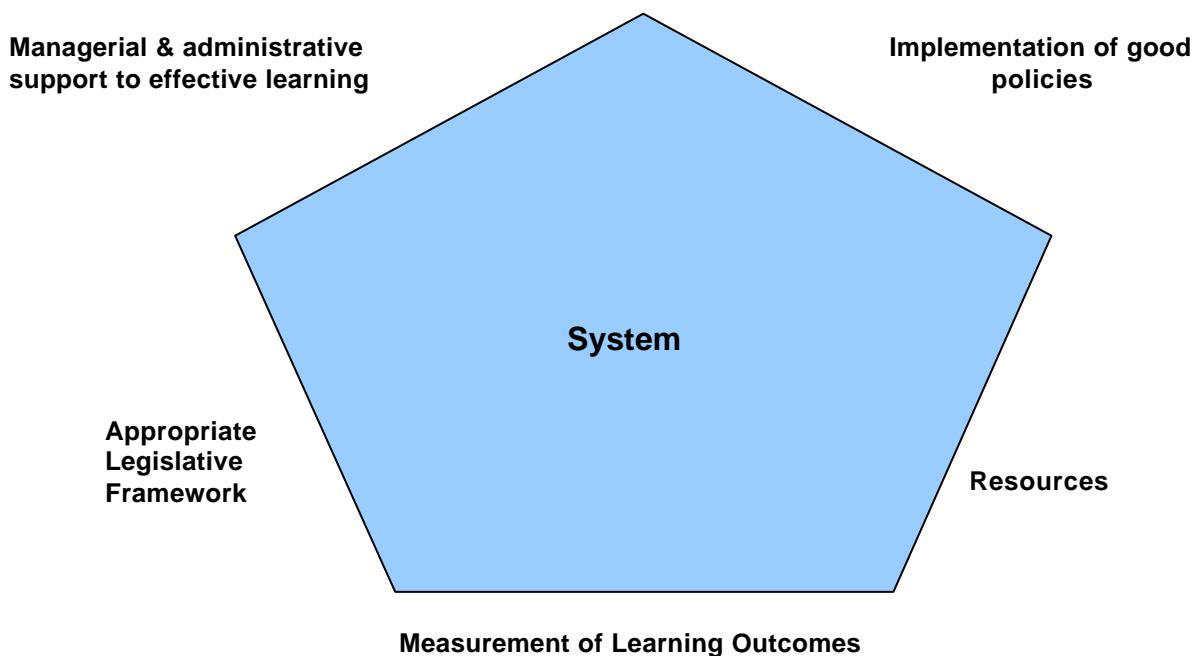


## Handout 2.3.1: The 10 Dimensions of Quality Education

### The 5 Dimensions of Quality Education at the level of the Learner



### The 5 Dimensions of Quality Education at the level of the System



## Activity 2.4: The System of Learning

### Objectives

Participants will be able to:

- Identify the components of the system
- Explain the main characteristics of a “quality education system”:
  - It is learner-centred
  - It does not equal only “effective learning” + “effective teaching”
  - None of the components are missing
  - All the components are interrelated

### Materials needed for the activity

Wall chart: the system of learning. This is made by taping together 4 flip chart sheets as it will be used as a floor chart.

Large cards labelled: ‘The learner’, ‘Learning’, ‘Teaching’, ‘Education Sectors’, ‘Environment’

Additional large post-it notes/cards

Double arrows made of paper or cardboard paper labelled: ‘Knowledge’, ‘Skills’, ‘Values’

Single and double blank arrows made of paper or cardboard

### Logistics for facilitators

- Prepare wall chart 2. 4. 1 ‘The System of Learning’
- Prepare post-it notes or cards ‘The learner’, ‘Learning’, ‘Teaching’, ‘Education Sectors’
- Prepare arrows

### Facilitators’ notes:

- ! Always remind ourselves and the participants that we are talking about both formal and non-formal education.
- ! You should illustrate all your explanations and the explanations given by participants by using the wall-chart and the post-it notes or cards.

### Key Messages

- In a quality education system all components should be interrelated!

### Methodology

Display the wall chart 2. 4. 1 ‘The System of Learning’ without any text cards on it.

Explain that this represents the whole system of learning. It does not represent an education system:

- In quality education the learner is at the centre. This does not just mean that the learner is receiving information; it means that the learner *should be the reason for doing what we do*. (Often the learner does not actually count). [Put the card with ‘The Learner’ at the centre of the circle.]
- There is a shift of emphasis from ‘education’ to ‘learning’ in quality education. This is why we talk about the ‘system of learning’ instead of ‘the education system’.
- It is the combination of effective learning and effective teaching that forms the core of a quality education, but these are not the only elements.

Ask participants what happens if we put ‘the education sector’ in the centre? [Put the ‘Education sector’ card at the centre.] This often happens in education systems.

- Why would we not consider this quality education?
- What did we discuss in the previous activities on “effective learning” and “effective teaching”?
- If the system exists for the education policies then where is the learner?

- Education policies should be developed to make sure that learning is effective - and learning is effective if it is learner-centred.
- In a quality education system, learning and the components of learning should always be at the centre.

Ask participants what else is involved in quality. Explain that the two outer circles are also part of the system of learning. Ask what these two circles may represent. [If they don't offer any ideas ask about the ministries involved in education and about parents and religious institutions; where do they belong?

Label the outermost circle 'Environment' explaining that this represents the community, the culture and religion. Label the remaining circle 'Education Sectors' explaining that this represents all levels of the ministries and those implementing education programmes.

Ask participants what sorts of things belong in each of the circles. Write these on post-it notes or small cards and stick them onto the chart in the appropriate circles. (For example: parents – in the environment circle; textbooks - in the learning/teaching circle; education policies - in the education sectors circle)

Ask what happens if there is no link between 'policies' and 'teacher training' or between 'schools' and 'parents'?

- There is no communication, no collaboration and no coordination.
- In a quality education system, all components should be interrelated.

Explain that in addition to the 5 dimensions that UNESCO has identified at the level of the learner (the level of the learner would be the two inner circles on the diagram that represents the System of Learning). UNESCO has also identified five dimensions at the level of the system:

- Managerial and administrative support to effective learning
- Implementation of good policies
- Appropriate legislative framework
- Resources
- Measurement of learning outcomes

Remind participants of handout 2.3.1 from the previous activity.

Ask what elements should be transferred between the inner circles (Learner; Teaching and Learning; Education sectors) and the environment, in order for the inner circles to impact the environment and for the environment to influence the education sectors and the combined process of effective learning and teaching? Use the arrows to demonstrate the connections and influence.

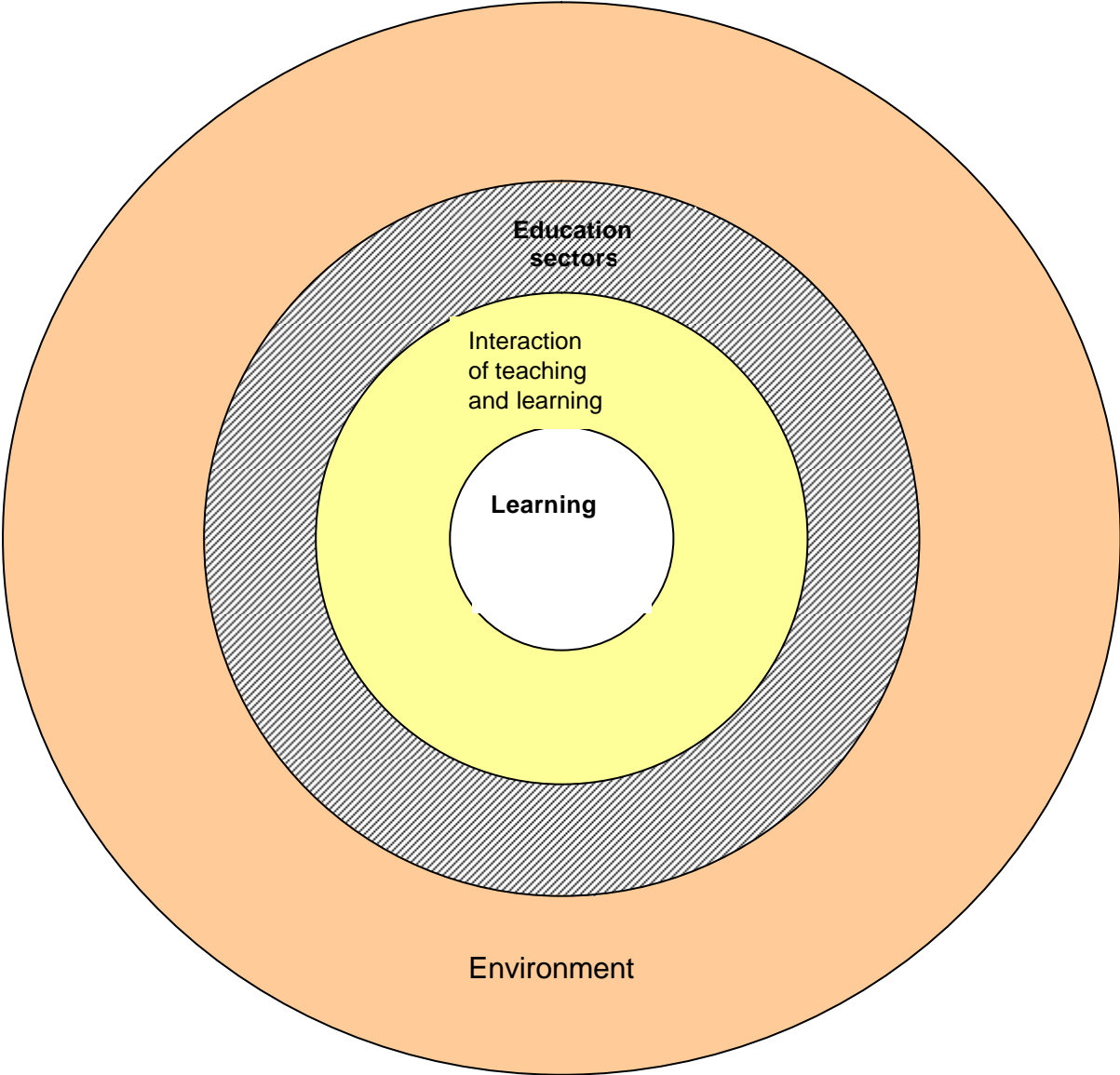
Remind participants of the chart 2. 2. 2. (The pyramid of both the Cognitive Domain and Affective Domains) and ask how all these come together:

- There is a mutual influence and a transfer of knowledge and skills in the system of learning.
- Learning is also about valuing, organising values and internalising them. These processes are influenced by the values of our society.
- We also use the education sectors to develop and teach new values that will help build a better society.

Explain that the next activity focuses on the values that should be developed and communicated through quality education.

Diagram 2.4.1

The System of Learning



## Activity 2.5: Values in Quality Education

### Objectives

Participants will be able to:

- Identify values that should be developed and conveyed through quality education.
- Identify those values that they think should be emphasised in a context of conflict or post-conflict reconstruction.

### Materials needed for the activity

- A4 coloured paper

### Logistics for facilitators

Prepare sets of 5 sheets of coloured A4 paper to give to the small groups.

### Facilitators' notes:

- ! When participants work in small groups to brainstorm values, go around each group and make sure that the values they select match the characteristics of 'values' identified in the operational definition discussed at the beginning of the activity.
- ! Copy 6 of the values that were selected by all the small groups onto a cardboard box in order to prepare the 'Values' cube that will be used in the next activity.

### Key Messages

- In any society there is a series of values that people share (commonly shared values). Some of these are values shared with other societies, and some are considered "universally-shared".
- Some values may need to be emphasised in conflict-affected countries in order to achieve peace and reconstruction.
- It is important to identify the values that are necessary to achieve peace and reconstruction following a conflict.

### Methodology

In an open large group discussion ask participants what values are.

- They are 'ideals'
- They have to be constructive
- They have to be common to a large group of people and accepted by a whole society
- They have to be two-way (acceptable to both parties)

Summarise the main points on a flip chart.

Divide participants into small groups. Give each group flip chart paper and 5 sheets of coloured paper.

Explain to the groups that they are to brainstorm all the values that they think should be developed through education and write them on the flip chart.

Then they need to decide which of these should be emphasised or reinforced because of the effects of conflict.

The group then needs to decide on the 5 most important values that should be developed and reflected by the education system because they are key to the reconstruction of the country. These need to be written on the 5 sheets of paper. Remind participants to be sure

that what they have written are real values. Explain that they have 30 minutes for this exercise.

When the groups have chosen their top 5 values ask them to place the sheets so that everybody can see them. Move quickly through the groups (asking for help if necessary) and group the common values. The core set of values should be taped onto a flip chart.

Bring back the participants to a large group.

Ask the participants if the values that they have chosen are specific only to conflict-affected countries or if they also apply to other countries.

Explain that while it is relatively easy to identify the values that should be developed and represented by the education system, it is not always easy to understand how the development and the actual representation of values can happen.

Explain that we will attempt to do this in the next activity.

## Activity 2.6: Quality education: a Rights-Based Approach

### Objectives

Participants will be able to:

- Identify the principles of a rights-based approach to education
- Explain the difference between “Education on rights” and “rights in education”

### Materials needed for the activity

- One A4 paper cardboard box (if you cut it to make it a square box it will fall better). Write one of the values identified by participants (from the previous activity) on each side of the box.
- Wall chart of the System of Learning as it was mapped by participants earlier with the various components of the system.
- Handout: 2.6.1. ‘What is Quality Education?’

### Logistics for facilitators

- Make copies of handout 2.6.1 for all participants.
- Make “Values’ cube” during the previous activity.
- Prepare wall/floor chart representing the System of Learning with the notes on it from the discussion in the previous activity.

### Facilitators’ notes:

- ! When you ask for concrete examples during the game, make sure that these are specific. For example, if the value “Gender responsiveness” falls on the ‘curricula’ component of the system, the answer “Curricula should be gender responsive” is not acceptable.
- ! Keep the pace fast and make the activity a genuine game.

### Key Messages

- Rights-based education is the embodiment of Human Rights. Rights-based education is where Human Rights are put into practice in the system and the ‘ambience’ of the learning environment and so Human Rights are taught through the modelling and structures of the system (as well as the content).
- Education on rights, the development and representation of values, works only if rights/values are implemented in the education system. It is rights *in* education rather than education *on* rights. “If education is based on a commitment to rights, then it must embody rights in its conduct.”
- Rights-based education is different from human rights education. However “quality education is the appropriate context for implementing human rights education”.

### Methodology

Put the wall-chart ‘The System of Learning’ on the floor (it is now a ‘floor-chart’) where there is enough space for all participants to stand around it.

Explain that as we now understand, quality education is not only about cognitive development, it is also about the development of values and we know that this should happen at every stage in the system of learning.

Ask participants to come and form a circle around the floor chart so that everybody can see it.

Show the 'values' cube to the participants and explain the game they are going to play.

- Each face on the cube has a value that was identified as being important.
- The chart shows the components of the system of learning.
- When the cube lands on one of the components of the system of learning, somebody should give a quick example of how, in practical, concrete terms, the value showing can be reflected through the component on which the cube landed.
- For example: If the cube lands on 'Teaching' and shows 'tolerance': the teacher's attitude should reflect tolerance by listening to all students. The teacher should encourage tolerance by discussing the meaning of the concept with students and encouraging tolerance for those who are different.

Explain that it is not necessary for the person who threw the cube to be able to give an example. Anybody can help. [Be careful that the same person does not continually respond.]

Explain to participants that this exercise demonstrated that values are put into practice through methods, techniques, attitudes and policies. This will be further explored later in the course.

The universal values are those embodied in the Universal Declaration of Human Rights. As you have seen, these are generally reflected in local culture. Human Rights (as an instrument) have been accepted universally and this has changed the view we have of learning and teaching. Rather than rights being 'content' (knowledge of Human Rights), we now look at the methodology and philosophy. This is the Rights-Based Approach.

Give participants the handout 2.6.1 "What is Quality Education?" (Summary of main points developed since the beginning of Module 2) and ask participants whether they have questions.



## Handout 2.6.1: What is Quality Education?

- A quality education focuses on learning (shift of emphasis from 'educating' to 'learning')
- Effective learning is:
  - Cognitive development
  - Affective/Emotional development
  - Social development
  - Ethical development
  - Psycho-motor development
- The learner is at the centre of the system and central to the combined process of learning and teaching.
- Effective teaching is a component of quality education. Based on the definition of effective learning, the principles of effective teaching should be the following:
  - Proactively seeks out learners
  - Acknowledges what the learner brings
  - Considers the content of formal and non-formal learning
  - Enhances learning processes
  - Provides a conducive learning environmentThese are the five dimensions at the level of the learner (based on UNESCO's definition).
- Quality education doesn't equal "effective learning" + "effective teaching". Other elements have to be taken into consideration.
- It is not just the teachers who have to make sure that educational goals are reached in particular in terms of values development. The whole system is responsible for this. Even a very good teacher will not be entirely successful unless the system incorporates and reinforces the holistic development of the learner.
- There are five additional dimensions of Quality Education that relate to the level of the learning system (based on UNESCO's definition):
  - Managerial and administrative support to effective learning
  - Implementation of good policies
  - Appropriate legislative framework
  - Resources
  - Measurement of learning outcomes
- In any society there is a series of values that people share (commonly shared values). Some of these values are seen as universal values.
- Some values may need to be emphasised in conflict-affected countries in order to achieve peace and reconstruction.
- Some values seen as universal may not be accepted in the country. However, it may be necessary to embrace some of these values in order to achieve peace and reconstruction.
- Rights-based education is the embodiment of Human Rights. The common understanding of Human Rights education is about Human Rights. Rights-based education is where Human Rights are put into practice in the system and the 'ambience' of the learning environment and thus Human Rights are taught through the modelling and structures of the system (as well as the content).
- Education on rights, i.e. the development and representation of values, works only if rights/values are implemented in the education system. It is rights in education rather than education on rights. "If education is based on a commitment to rights, then it must embody rights in its conduct<sup>4</sup>"
- Rights-based education is different from human rights education. However, "quality education is the appropriate context for implementing human rights education".

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<sup>4</sup> Quality Education and HIV/AIDS, UNESCO

## Activity 2.7: How does the definition of Quality Education fit in our country?

### Objectives

Participants will be able to:

- Explain how a context of conflict can affect what is expected from the learners (the role of education)
- Identify some constraints for the implementation of a quality education approach in the reconstruction of the education system in their country
- Identify some existing opportunities (enhancing factors) for the implementation of a quality education approach in the reconstruction of the education system in their country

### Materials needed for the activity

3 flip charts with questions to be discussed by the small groups

### Logistics for facilitators

Write the flip charts

### Facilitators' notes:

- ! It is important that participants feel that the course is not about theory and quality education in general. It is about how quality education can be implemented concretely in their country as a developing country and a conflict-affected country. This activity is the transition between the introduction to concepts and the "real world". Facilitators should acknowledge that the course will take this reality into account.
- ! After the discussion in small groups there is likely to be a long list of constraints and a shorter list of opportunities. Facilitators should emphasise that constraints can be dealt with (not only with additional funding) and stress that one of the objectives of the course is also to analyse how to deal with constraints in a cost-effective way.

### Key Messages

- It is only by analysing the issues created by conflict that we can address these.
- Quality is more about attitudinal change than about more funding.

### Methodology

Remind participants that the point of this course is to look at quality education in the specific context of a conflict-affected country.

Explain that the applicability and relevance of quality education to a conflict-affected country can be looked at from two perspectives. The first perspective focuses on the outcomes of quality education:

- Is quality education any different in terms of the learning outcomes expected by the learners and society because of conflict and in view of the reconstruction of the country?

The second perspective focuses on the process of quality education.

- What existing opportunities are there in the country?
- Is reconstruction an opportunity to develop a rights-based approach?

These questions will now be explored in small groups. Each group should choose one person who will report in plenary. Tell the participants that they have 45 minutes for this activity.

Form 3 small groups and give the groups one each of the pre-prepared flip charts.

Back in plenary, each group should present the conclusions they have reached. Allow for questions and discussion from participants from the other groups after each presentation. You have 30 minutes for the presentations and discussion.

Question 1:	In a conflict affected country, what are the most important things for a learner to know and understand?
Question 2:	What are the constraints (limiting factors) for the implementation of a quality education approach in the reconstruction of the education system in our country?
Question 3:	What are the existing opportunities (enhancing factors) for the implementation of a quality education approach in the reconstruction of the education system in our country?

## Module 3: Pedagogical Methods and Techniques in Quality Education

This module helps participants identify what pedagogical methods and techniques are most appropriate to ensure effective teaching and learning, in order to develop and communicate the values that participants see as being key to the reconstruction of their country's education system. The activities in this module focus on some of the basic principles of pedagogy that are essential to quality education, such as participatory approaches to learning and the use of a diversity of methods and techniques.

<b>Contents</b>	<b>Time required</b>
Activity 3.1 Introduction to basic methods and techniques in quality education	100 minutes
Activity 3.2 Basic methods and techniques in quality education: questioning skills	60 minutes
Activity 3.3 Basic methods and techniques in quality education: active listening skills	45 minutes
Activity 3.4 Basic methods and techniques in quality education: group work	45 minutes
Activity 3.5 Benefits and constraints of using a diversity of pedagogical methods and techniques	45 minutes
<b>Total time for module 3</b>	<b>295 minutes (Almost 5 hours)</b>

### Activity 3.1: Introduction to basic methods and techniques in quality education

This activity has 3 steps:

- Step 1: Values and teaching DOs and DON'Ts
- Step 2: Identifying appropriate pedagogical methods and techniques
- Step 3: Putting pedagogical methods into practice

#### Objectives

Participants will be able to:

- Identify the basic principles that guide methods and techniques in quality education:
  - Need to use a diversity of teaching methods, techniques and aids
  - Need for active participation of learners
  - Need to provide learners with the opportunity to work individually, in pairs, in small and large groups

#### Materials needed for the activity

Flip-charts:

- Teaching DOs and DON'Ts (8 = 2x4 groups)
- Scenarios for role plays

Pieces of paper with values written on them (the values should be those listed in the previous exercises).

Bag or cardboard box (to put the papers in).

Handouts:

- 3.1.1 Pedagogical methods in quality education

#### Logistics for facilitators

Make copies of handouts for all participants

Write flip-charts

Collect papers prepared in previous activity

#### Key Messages

- Two of the main pedagogical principles in quality education are:
  - Educators should use a diversity of pedagogical methods and techniques with the learners.
  - Learners should participate in different ways.
- Participation implies dialogue between educators and learners, and also among learners. Dialogue implies questioning and listening skills (active listening).
- Using various participatory training methods is not about making education look fun and modern as many people still think. There are benefits for learners and teachers in terms of effective learning and teaching, and for society in terms of developing values.

#### Methodology

Explain that in this activity they are going to put into practice the work learned on values.

Divide participants into five small groups.

Ask one representative from each group to pick out two pieces of paper (with values written on each piece) from the bag.

Each group should discuss what an educator should and should not do in order to develop and reflect the values they have chosen.

Give each group two flip charts like the one below and explain that the groups have one for each value. They have 30 minutes for this activity.

Each group should present their DOs and DON'Ts and address questions and comments made by participants from other groups.

Give an example

• Value: Tolerance	
Teaching DOs	Teaching DON'Ts
<ul style="list-style-type: none"> <li>▪ Invite learners to express their opinions</li> <li>▪ Take the time necessary to help those who don't understand</li> <li>▪ Be aware of the learners' tolerance or intolerance and use the 'teaching moment'.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Insult learners</li> <li>▪ Ignore particular learners because of personal bias</li> <li>▪ Exclude students from the learning environment</li> <li>▪ Punish learners who cannot learn</li> <li>▪ Ridicule learners for their opinions.</li> </ul>

### Step 2: Identifying appropriate pedagogical methods and techniques

Divide participants into two groups. The flip charts of DOs and DON'Ts from the small groups should be taken to the larger groups.

Give extra flip chart sheets to the groups

Ask participants to discuss what pedagogical methods seem the most appropriate to ensure that educators can implement the DOs and minimise the DON'Ts. These should be listed on the clean flip chart sheets.

Participants have 20 minutes to discuss this.

### Step 3: Putting pedagogical methods into practice

Give each group a scenario to dramatise where participants can put into practice the teaching methods as well as the teaching DOs and DON'Ts they identified previously (see scenarios below).

Explain that each group will create a short role play based on the scenario, where they will use the pedagogical methods that they have identified and that illustrate the teaching DOs. This means that the role plays should show very clearly how the core values we have been discussing translate into methods and attitudes.

Explain the guidelines for role plays (below)

**Basic guidelines for 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 stated.
- Preparation time for the participants should not be more than 15 -20 minutes and the role plays themselves should not be more than 5 - 10 minutes long.
- At the conclusion of the role play, the participants should stay in role/character while the discussion takes place on motives etc. of the characters.
- Discussion on the role plays should be restricted to the concept to be illustrated ~ 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.

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**Scenarios for Role Plays**

**Group 1 – Formal Education**

Topic	Comprehension
Content	Story and questions and discussion
Learners	Students
Age group	Grade 3 or 4
Sex/Gender	All female class

**Group 2 – Non Formal Education**

Topic	Hygiene
Content	Basic hygiene rules , e.g. hand washing before food preparation
Learners	Internally Displaced People (IDP) in a camp (mixed community)
Age group	Mixed
Sex/Gender	Mix of men and women
Occupation	Mixed

The groups have 20 minutes for preparation of their role plays.

Give handout 3.1.1. to all participants to help them to focus on the analysis of the role play Ask one group to perform their role play and ask the other group to record their observations on their analysis sheet. The role play should not be more than 10 minutes long.

Ask the second group to perform their role play and ask the observers to fill in their analysis sheet.

Ask for feedback about the two role plays:

- What do these role plays show in terms of methods and techniques that should be used to translate values into teaching?
- Methods should be interactive and participatory because learners learn more effectively when they are active in the learning process.

Summarise the discussion from the role plays

- The teacher should use a diversity of techniques and methods because people learn differently and a variety of methods ensures that the methods will suit different learning styles and increase motivation as learning should not be a chore.

- No method is bad in itself, in terms of effective learning and teaching, but what works best is a mix/combination of methods

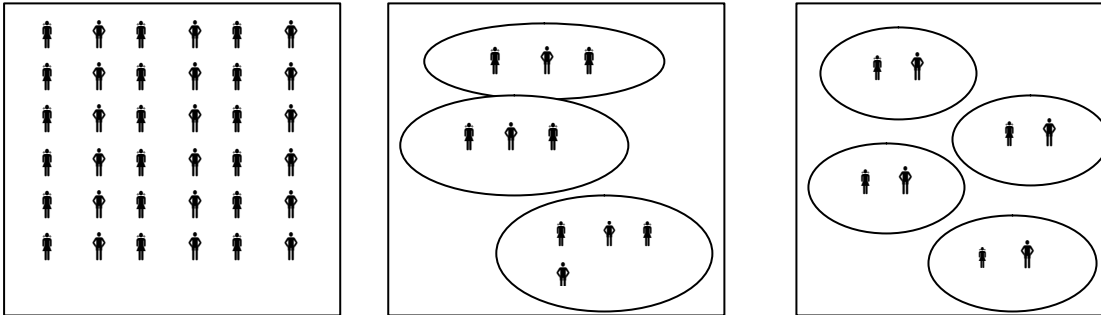
Give out handout 3.1.2 and explain. Notes are in annex 5



### Handout 3.1.1 Observation Sheet for Role plays

<b>Questions for the observers after the role plays:</b>	<b>Responses</b>
What methods and techniques did they use?	
Why do you think they chose these methods to demonstrate the methods and principles they had identified?	
What lessons do we learn?	

## Handout 3.1.2 Pedagogical Methods in Quality Education



### Ways of grouping learners

Methods	Techniques	Teaching aids
<p><b>Discovery</b> The learners explore and discover knowledge and skills for themselves through a carefully structured series of activities which build to the desired knowledge.</p> <p><b>Interactive</b> The educators and the learners work together in activities and discussion. They ask each other questions. The learners get feedback from the other learners and/or the educator. The educator gets feedback from learners.</p> <p><b>Presentation</b> The educator speaks, perhaps using teaching aids. The learners listen and watch.</p>	<p>Exposition / Lecture</p> <p>Demonstration</p> <p>Questions &amp; Answers (Q&amp;A)</p> <p>Discussion</p> <p>Brainstorming</p> <p>Role Play</p> <p>Case Study</p> <p>Reading</p> <p>Writing</p> <p>Field visit</p> <p>Research</p>	<p>Black or white board</p> <p>Flip-charts</p> <p>Paper</p> <p>Markers, chalk</p> <p>Books</p> <p>Other printed reading materials</p> <p>Photos, posters</p> <p>Handouts</p> <p>Stickers</p> <p>Overheads</p> <p>Movies, tapes</p> <p>'Anything'</p>

Participation and dialogue

Diversity

### Activity 3.2: Basic methods and techniques in quality education: questioning skills

This activity has two steps:

- Step 1: Types of questions in teaching
- Step 2: How do you ask questions to get the learner to learn?

#### Objectives

Participants will be able to:

- Identify the types of questions that educators can ask
- Identify the advantages and disadvantages of the type of questions asked by educators
- Explain the benefits of asking learners questions in terms of effective learning and effective teaching
- Explain the benefits of asking learners questions in terms of development and representation of values
- Explain the benefits for learners of asking teachers questions

#### Materials needed for the activity

- Flip-chart: Statement ““a diversity of pedagogical methods and techniques is key to quality education””

#### Logistics for facilitators

- Write flip-chart

#### Facilitators' notes:

- ! Keep this exercise light-hearted and fun for the participants but make sure that they understand the function of asking questions.
- ! If participants do not say anything related to the development and conveying of values, ask: “What may happen in societies where children learn that they are not allowed to ask questions?” It is important that participants understand clearly that education systems where children are not allowed and not encouraged to ask questions are not promoting the values of democracy.

#### Methodology

##### Step 1: Types of questions in teaching

Explain to the participants that this session is about questioning and questioning techniques. So the session will be conducted through questions.

Questions & answers with participants in plenary	
Is it possible for a teacher not to ask learners any questions?	Yes - if the teacher uses a very strict presentation method. However, this is very theoretical. At some point every teacher asks some kind of question.
Why do some teachers ask very few questions?	Often because of fear or lack of confidence - questions are used purely as testing to see if the learner can recall information
What happens when the teacher only asks questions about the content of the work?	Then the teacher cannot get to know the learners and so cannot effectively ensure

	an effective learning environment.
What sort of questions do we ask?	Open questions, like this one, and closed questions.
In terms of Bloom's Taxonomy of learning, which level are most of our questions?	Mostly at the knowledge and comprehension levels.
Are these questions generally open or closed?	Closed
What if I ask: tell me number combinations that equal 10? What sort of question is it and what level does it belong to on the chart?	It is an open question at the level of application.
Can you design for me a new chart for the psycho-motor level and match the learning levels to the pyramid?  What sort of question is that and where does it belong?	It is open and is at the synthesis level.
Why do you think so?	Because to design something new, is to put together pieces of information that we already have. That is synthesis. It is open because it is asking something that does not have a 'factual' single answer. It is open to interpretation.
Do you think it is possible to have higher-level questions that are closed? Why do you think they are generally open questions?	Higher level questions are almost always open questions because they require skills to build on the questions so that the learner moves towards the desired learning outcome.
Is it possible to use questions as a teaching tool rather than just finding out what learners know?	Yes - that is what is happening now.

## Step 2 How to ask questions to get the learner to learn?

Explain to the participants that the previous activity demonstrated the various questioning skills required so that learners move towards the desired learning outcome.

Tell participants that this activity is to give them a chance to ask questions as a learning tool.

As the facilitator you should play the role of the learner. Tape the "knowledge chart" on the wall in a free space so that you can walk towards it without interference.

Knowledge Chart: **"a diversity of pedagogical methods and techniques is key to quality education"**

Explain that you are at the point of "not knowing" (stand about 10 steps from the wall). The participants should ask questions that will move you, step by step towards the goal of learning.

Everybody can ask questions (either open or closed) to get the 'learner' (the facilitator) to the learning 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.

Explain that every time a question is asked that 'leads the learner' towards the learning outcome, you will take a step forward. If one of your questions leads off on a tangent, you will take a step sideways. If the question has already been asked or if it asks something that you must have known to have answered a previous question, you will take a step back.

Allow the participants to ask questions and start moving. It is not necessary to answer the question but the answer that would be given should move you closer to the goal of understanding what is on the chart.

After the exercise allow open discussion:

Possible questions to ask	Probable answers
What types of questions were asked?	Probably a mixture of open and closed.
What does this tell you about questioning techniques?	Variety and pace are important; as in all other aspects of teaching.
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 you tell you own the information; if the learner discovers it (through your questions) then they own the information and so they will internalize it.
If there are mostly closed questions (or closed questions pretending to be open) how do you think the learner feels?	Probably they will feel that they are being tested on knowledge. Closed questions that pretend to be open make people feel foolish.
Is there a benefit for the learner in being asked open questions?	The learner needs to feel valued (or that their answers are valued)
What happens when the question is asked but the answer is not listened to?	This is insulting and people will not bother to answer in the future.
How do we as educators help to build the self-esteem of learners?	By really listening when the learners speak and interact in a meaningful way.
How do you think learners feel when they have reached the outcome for themselves?	Proud - and they will remember the information always.
So far we focused the analysis on the educators' questioning skills. What about learners' questioning skills?	Learners should also be able to ask questions. They need to be able to ask the type of questions that will help them to learn, not just questions that give an answer.
What happens if learners do not have the opportunity to ask questions?	The learners will not be able to check whether they have understood properly.
Questions are also about answers. How important is listening?	

### **Activity 3.3: Basic methods and techniques in quality education: active listening skills**

#### **Objectives**

Participants will be able to:

- Identify rules for active listening.
- Identify behaviours that are obstacles to active listening.
- Explain the benefits of active listening in terms of effective teaching and learning, and development and representation of values.

#### **Materials needed for the activity**

- Handout 3.3.1: Active Listening Skills

#### **Logistics for facilitators**

- Make photocopies of handout 3.3.1 for all participants

#### **Key Messages**

- Active listening is in itself a combination of skills
- Awareness of the pitfalls of listening helps us to listen more effectively and to understand (and therefore overcome) some of the problems in communication

#### **Methodology**

Tell the participants that after the discussion in the last activity we will look at active listening as a skill.

Explain the skill of active listening

- We all think that we listen, but most of us are really very bad listeners and, because of this, we pass on misinformation, not because we are malicious but because we think we have listened and are passing on the correct information.
- Let us look at why active listening does not occur and how we can make it happen.

Ask for three volunteers and explain that you are going to tell a story to the first volunteer who is to listen and then tell it to the second person who will tell it to the third person, who will tell it to the group. The volunteers must listen carefully but they cannot ask any questions.

The group is to listen carefully to the story and see how it changes from person to person, but explain that the rest of the group should not comment or laugh or tell people if they are wrong.

Ask two of the volunteers to wait outside where they cannot hear the story.

Tell a story to the first person something like the one in the box on the next page. Remember to tell the story with feeling as if it really happened to you. *[The story should be fairly complex and with lots of irrelevant detail.]*

Ask the second person to come into the room and ask the first person to retell the story to the second person and so on.

After the exercise have an open discussion:

- Were any of the stories accurate?
- What changed?
- Did anybody add things to the story?
- Did events or characters change in the story?
- What does this tell us about the way we listen?

- Have you observed this distortion happening in your own life?
- What impact does this faulty listening have on the way we communicate?
- Does it lead to misinformation and miscommunication?

Explain that generally people will try to make sense of what they hear. If what they hear does not make sense to them they will shape the story according to their own experiences and expectations so that it makes sense.

Ask participants what the essential points of active listening are. Conduct a quick group brainstorm to establish some principles of active listening

Write these on the flip chart.

Distribute handout 3.3.1 and explain that this summarises the main skills of active listening. Additional principles that have been developed (on the flip chart) should be added to this sheet by participants.

### **Sample story**

One day I went to the market and I was going to buy some tomatoes from a stall, I saw some young boys near the stall. They looked like street children and I thought they were waiting for an opportunity to steal something from the stall. Then I saw two or three strong young men coming towards the stall. I thought they were armed with sticks or maybe guns and I was afraid and thought perhaps I should run away. Then the stall keeper started to shout that there was a thief and the boys ran away. Then an old lady started to cry and dropped her shopping and all her things spilled on the ground. I ran to help her and found that she had taken some soap to look at and the stall keeper thought it had been stolen. I helped the old lady to pick up her things and explain to the stall keeper that she was not a thief.

## Active Listening Skills

- Listen to what the person is really saying.
- Check that you have heard correctly by paraphrasing what the learner has said and asking “Is this what you mean?”
- Paraphrasing is not interpreting. Be careful with the words you use to paraphrase: use neutral language.
- When the learner has finished, summarise the main points and check with the learner for accuracy.
- If the learner is emotional (angry or sad), be very careful to listen to the words not just to the emotions.
- Ask for clarification to be sure that you have the whole story.
- Make sure that your body also listens (appropriate eye contact).

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### Activity 3.4: Basic methods and techniques in quality education: group work

#### Objectives

Participants will be able to:

- Identify the criteria and rationale that should be used for grouping learners.
- Explain the benefits and potential challenges of group work in terms of effective learning and development and representation of values.

#### Materials needed for the activity

Three flip-charts:

- What are the benefits of group work?
- What are the constraints of group work?
- What is the rationale for undertaking group work?

#### Preparation for facilitators

Prepare flip-charts

#### Facilitators' notes:

! After all groups report in plenary, make sure you ask participants what are the benefits of teaching and learning with groups of different sizes in terms of development and representation of values as this is the focus of the Course. Participants should always link the methods and techniques to quality education, and therefore the development and representation of values.

#### Key Messages

- Group work is not about seating arrangements. There are many different ways to group participants. Sometimes grouping is done randomly but it is often based on criteria such as ideal number of participants, gender, age, occupation, behaviour of participants in a group depending on the learning objectives. This means that the educator should know the learners well enough to group people appropriately.
- Group work requires good planning and group management skills.
- Group work allows for participation of all learners.
- Group work helps learners develop openness to dialogue, respect for diversity and tolerance.

#### Methodology

Explain to participants that one of the principles of effective teaching in quality education is the opportunity for learners to work and learn in groups of different sizes:

- large groups (plenary)
- small groups
- pairs

Explain that group work is not about different seating arrangements.

- There are criteria and a rationale for choosing which grouping is the most appropriate
- There are different types of small groups:
  - "Purpose built" groups are groups of similar experience - these groups are formed when you want a focused outcome (convergent)
  - The choice of people depends on what you want from the group but it may also depend on cultural constraints in terms of communication, for example: all professionals of a particular type or level, or all women (in some contexts girls or

women will not be able to express their views if they are in a mixed group with boys or men).

- Random groups are formed when you want a diversity of responses
- Pair groups are formed when there is personal sharing or peer teaching
- Whole groups are formed when there everyone must have the same information or instructions or when you want open discussion or to summarise discussions.

Form three random groups.

Give each group a flip-chart with the topic they have to discuss written on it. Each group should write down the outcomes of their discussion on the flip-chart. Tell the participants that they have 30 minutes for this discussion.

Groups report in plenary.

Summarise the main points from the three presentations.

Tell the participants that now the basics of quality education in teaching have been discussed:

- The use of a diversity of participatory methods and techniques, including questioning and listening skills, and group work.
- Some of the benefits of this approach in terms of pedagogy and the development and representation of values.
- We will discuss next the constraints of using these methods in your country and how to deal with the constraints.

### **Activity 3.5: Benefits and constraints of using a diversity of methods and techniques.**

#### **Objectives**

Participants will be able to:

- Identify the benefits of using a diversity of pedagogical methods and techniques, including participatory methods, and therefore the rationale for this approach
- Identify the constraints of using a diversity of pedagogical methods and techniques, including participatory methods
- Identify practical alternatives to deal with the constraints

#### **Materials needed for the activity**

Flip-chart for the game

- "A variety of pedagogical methods and techniques can be used in our education system to improve the quality of education."

#### **Logistics for facilitators**

- Prepare the flip-chart

#### **Facilitators' notes:**

- ! Keep the pace of the game active.
- ! The arguments and counter-arguments must be valid.

### Methodology

Introduce the benefits and constraints of using a diversity of methods and techniques in conflict affected and post-conflict countries.

Explain that participants will play the 'yes-but' game to explore how this can be done.

Explain that there will be two teams. One team will argue in favour of the statement and the other team will argue against it.

Explain that each team needs to prepare not just points for their own arguments but also understand what sort of arguments the other side may have, because for every point they raise they have to say "yes but" and give a counter point. For example; the benefits group raises a point, then the constraints group says "yes but" and gives a counter argument, then the benefits group has a chance to respond in turn giving a second reason for that point. Then a new point is raised. The same argument or counter-argument can be mentioned only once.

Form two random groups and allow 20 minutes for preparation.

Play the 'yes-but' game (allow 20 minutes for the game).

"A variety of pedagogical methods and techniques can be used in our education system to improve the quality of education."

**Benefits**

**Constraints**

Yes, but

## Module 4: Case Study; Peace and Human Rights Education

This module is a case study which explores how a rights-based approach concretely translates into practice in Peace and Human Rights Education.

<b>Contents</b>	<b>Time required</b>
Activity 4.1 A rights based approach in peace education	45 minutes
Activity 4.2 An analysis of the Interagency Peace Education Programme	60 minutes
Activity 4.3 Peace Education as a response to conflict affected countries	100 minutes
Activity 4.4 Peace Education as an illustration of a quality approach	60 minutes
<b>Total time for module 4</b>	<b>265 minutes 4 hours and 25 minutes</b>

## Activity 4.1: A rights-based approach in peace education

### Objectives

Participants will be able to

- See that PHR education is an appropriate response to a conflict affected situation
- Analyse the elements of PHR to understand the Right-Based Approach and the elements of quality.
- Be able to evaluate the Interagency Peace Education programme with regard to the application of principles of a Rights-Based Approach

### Materials needed for the activity

- Multiple sets of the INEE materials or photocopies of the relevant sections
- Flip-charts with the elements and topics of the interagency peace education programme.

### Logistics for facilitators

Make relevant charts (as shown).

### Methodology

Summarise the link between quality education and a rights-based approach:

- Understanding that the learner must be at the centre but that all elements are interlinked
- Quality is not just what we do, but how we do it: the process, the methodology, the attitudes as well as the content must be consistent and reflect the philosophy of quality.
- These processes, methodologies and attitudes are known as a rights-based approach.

Explain that if quality is responsive to the needs of the learner, it must also be responsive to the environment (as learners are also part of the environment). A common response to an environment that is conflict affected seems obvious – a peace programme.

Ask participants if there is another reason why a programme of peace and human rights should be introduced.

Explain that in the Interagency programme, peace education focuses on developing the skills and values that lead to constructive living. This is why it has been chosen to look at in depth.

Explain that peace and human rights (PHR) is essentially about the development and teaching of constructive values and attitudes. Quality education is about how to develop constructive values as well as conveying information and knowledge. Therefore, PHR education should be an illustration of the elements of quality.

Explain the elements and topics of the Interagency Peace Education Programme:

- It is a curriculum of learning.
- It has 2 parts; school and community : both use a structured sustained approach of skills building and a participatory approach. They include both inductive and deductive learning.
- Brief outline of development of programme: community groups were interviewed over a series of months and the concepts and materials were developed, based on the discussions. As the activities were developed they were tested with these same groups and the feedback incorporated.
- It is a proactive programme concentrating on building constructive skills and attitudes.
- The formal school programme is designed to build and develop concepts using an activity base, while the community programme is more discussion oriented.

- Philosophy is 'rights in action' – everything you do and see should reflect Peace Education.
- Programme has teacher training and facilitator training components.
- Programme includes comprehensive monitoring and evaluation tools because this programme is process oriented, but must be able to demonstrate impact.
- Programme has been operating in many countries since 1998.
- Show materials to the participants.

**Topic Areas in the Interagency Peace Education Programme:**

Conflict management

Who are you?

Similarities and differences

Inclusion and exclusion

Trust

Communication~ active listening; ~ communication & miscommunication

1 & 2 way communication

Perceptions

Emotions

Bias, Stereotypes, Prejudice, Discrimination

Empathy

Co-operation

Assertiveness

Problem Solving

Negotiation

Mediation

Reconciliation

Human Rights

## Handout 4.2.1 Evaluation of materials form

### Evaluation of the Interagency PEP

Component: \_\_\_\_\_  
(TAB, TTM, CWM)

Element	Explanation	Example
<b>Content</b> <ul style="list-style-type: none"><li>▪ Is the content relevant?</li><li>▪ Is the content appropriate?</li></ul>		
<b>Methodology</b> <ul style="list-style-type: none"><li>▪ How are the materials structured?</li><li>▪ Does it have variety?</li><li>▪ Does it require the teaching process to be rights-based?</li><li>▪ Does it use a Rights-Based Approach?</li></ul>		
<b>Concept areas</b> <ul style="list-style-type: none"><li>▪ Are all the concept areas covered?</li><li>▪ Do the concepts logically build on one another?</li></ul>		
<b>Expected Outcomes</b> <ul style="list-style-type: none"><li>▪ Are the expected outcomes clear?</li><li>▪ List the expected outcomes as you see them in the materials.</li></ul>		

## Activity 4.2: An analysis of the Interagency Peace Education Programme

### Objectives

Participants will be able to

- See that PHR education is an appropriate response to a conflict affected situation.
- Analyse the elements of PHR to see the Rights-Based Approach and the elements of quality.
- Be able to evaluate the Interagency Peace Education Programme with regard to the application of principles of a Rights-Based Approach.

### Materials needed for the activity

- Multiple sets of the INEE materials or photocopies of the relevant sections

### Logistics for facilitators

- Prepare flip charts and handouts

### Methodology

Explain to participants that they will now have an opportunity to look at some of the materials in detail.

Explain that in the *Interagency Peace Education Programme* (IPEP) there is an understanding that the process and the approach are as necessary as any content. In this programme, in particular, the process often *is* the content.

Tell participants that they will be asked to form small groups and read thoroughly those sections of the programme that relate to their own area of expertise: the training manuals if they are trainers, the teacher activity book if they are teachers and so on.

Give the handout 4.2.1 and explain that participants are to look at the materials and, as a group, fill in the sheet. Then summarise the major advantages of the way that the curriculum has been devised and list any topics or concepts that are missing. This means looking back over the issues raised in the earlier modules and applying them to this programme. [This requires the facilitators to work with the groups explaining where to focus, indicating particular sections in the materials.]

Ask participants to form themselves into small groups based on their interest areas: training of teachers/facilitators; non-formal education (community education); formal education (school). [You may need to sub-divide the formal school group].

Give each group the appropriate set of materials for their interest and expertise. Tell the groups they have 40 minutes for this exercise.

One person from each group should present the group summary analysis of the materials.

Allow open discussion and clarification from the rest of the group



### **Activity 4.3: Peace Education as a response to conflict affected countries.**

#### **Objectives**

Participants will be able to

- Use some of the pedagogical techniques in the Interagency Peace Education Programme.
- Analyse some of the activities to see how the rights based approach is implemented.

#### **Materials needed for the activity**

Handouts

- Handout 4.3.1
- Handout 4.3.2

These are excerpts from the *Interagency Peace Education Programme; Facilitators' Manual for Community Workshops*.

#### **Logistics for facilitators**

- Handouts of materials ready for distribution.

#### **Methodology**

Divide the participants into two groups; A and B.

Hand out the excerpts of the *Interagency Peace Education Programme; Facilitators' Manual for Community Workshops*. Group A should have the co-operation exercise 'The Human Knot' and group B the problem solving exercise.

Explain to the groups that they are to read the material which is an excerpt from the *Interagency Peace Education Programme Facilitators' Manual for Community Workshops*. Then each group will prepare a demonstration of this activity using not just their own group but all the participants. This means that a group of people need to be chosen to conduct the exercise but everybody in the group should make sure that they understand the exercise and its objectives and be prepared to participate in the activity. The groups have 30 minutes for preparation.

Ask the A group to conduct their activity. Allow 20 minutes.

Ask the B group to conduct their activity. Allow 40 minutes.

After the activities, conduct a large group analysis of the pedagogical techniques used in the two activities and how these contribute to a rights based approach. (Allow 10 minutes for this discussion. Write the summaries on a flip chart.)

**Co-operation**

**45 minutes**

**Instructions**

- Ask the participants why they think cooperation is important.
- Try to write one word (or one phrase) summaries of each participant's view on the board or flip chart.
- Ask the group:

Why is cooperation important?	With whom do you cooperate?
Who do you not cooperate with?	Why?
Does cooperation need trust?	Is the lack of trust reasonable?

**Activity 1**

- Allow the group to discuss these questions and then introduce the 'Human Knot' as a game to illustrate some of the things they have discussed.
- Ask for a volunteer to wait outside. (Make sure that the volunteer is a confident person.)
- Ask the group to stand in a circle and hold hands AND NOT LET GO OF EACH OTHER'S HANDS NO MATTER WHAT.
- Help the group to make a knot by going under people's arms, over arms, etc. When the group looks tangled, call in the volunteer and ask that person if they can untangle the knot.
- Explain that the group will co-operate and do as they are asked but that they cannot let go hands.
- Time the exercise to see how long it takes to untangle the knot.
- Do the exercise again, but this time with everybody part of the circle. When the knot is completely tangled, tell the participants that this time there is nobody to help and that they need to untie the knot for themselves.
- Time how long this takes.

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<sup>5</sup> Interagency Peace Education Programme

**Discussion**

- Explain that this is like conflict; each step to a conflict is only small, but all the steps together make a conflict. Then, to try to solve the conflict, everybody must cooperate. If we cooperate with an outsider to help us, it may take a long time. (This may be necessary if our emotions overpower our skills.) But to solve a conflict quickly, we need to cooperate with each other.
- Ask if it was easier when there were several people working on it together.
- Allow free discussion on the need for cooperation and point out that, if everybody cooperates, things are solved more quickly and easily than if it is left for one person to try to solve.
- Ask what happens when only one person cooperates. Is it possible for an equal solution to be gained if there is only one person cooperating? What are the results of non-cooperation?
- Point out to the participants that when people do not cooperate it results in a win-lose situation and the solution usually has to be enforced by a third party who has power.
- Point out to the participants that cooperation takes a willingness to try, a willingness to see things from the other person's point of view and an understanding that we are all similar in many respects.

**Handout 4.3.2 Excerpt from the Facilitator's Manual for Community Workshops<sup>6</sup>**  
**Pages 61, 71 and 72**

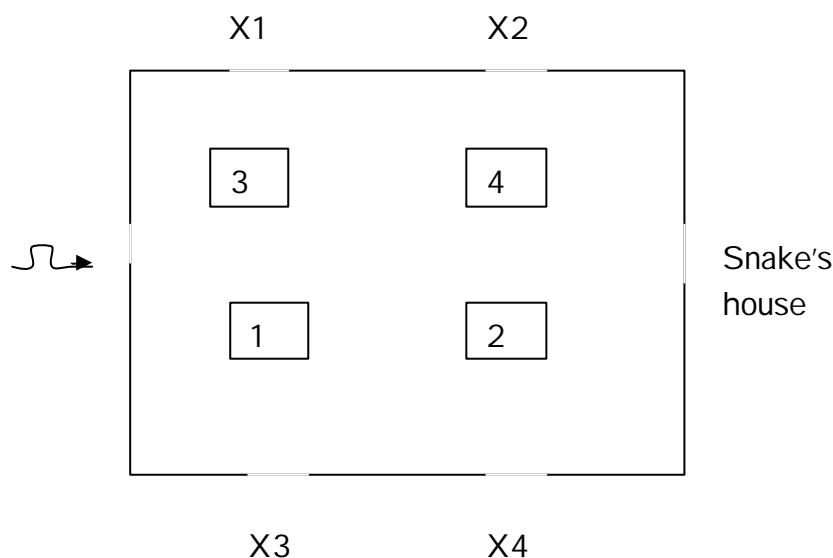
**Activity 3**

**Instructions**

Draw the diagram on the board. Explain the problem to the participants:

Each person (X) lives in the house opposite where he or she is standing (numbered). The snake lives in the house on the other side of the compound. Everyone (and the snake) must go **through** the compound to get to their houses but none of the paths are allowed to cross. It doesn't matter what time people travel because the paths (the tracks in the sand) cannot cross. You are not allowed to kill the snake and you are not allowed to go around the compound.

Put the participants into small groups for this exercise and watch to see if they work together as a group. [*That is, do they listen to each other and support and build on each other's ideas.*]



**Discussion**

- Discuss with the groups how they solved the problem.
- Ask what assumption people made that prevented them from solving the problem (that the snake travels in a straight line).
- Discuss how assumptions prevent us from solving problems in real life because very often we don't realise that we are making an assumption.
- Ask the group to think of situations where they have made assumptions and so had a difficult time solving the problems they are faced with.
- Ask about assumptions that are made about certain groups in society; ask if these assumptions are actually bias or even stereotypes. Ask if, as a result of these assumptions, people are discriminated against.

<sup>6</sup> Interagency Peace Education Programme

Problem-solving continued (six steps)

### Activity 11

#### Instructions

Put the participants into small groups and ask them to develop a drama from the cards you hand out. The cards should have one topic each as follows: a mother accompanying her daughter to school but not trusting the teachers; an unwanted pregnancy in a school girl; a misunderstanding through lack of trust between a husband and wife; a girl not allowed to continue at school; a boy/man discovering that he has a sexually transmitted disease (STD).

Ask two or three groups to present their dramas.

Put up the chart '**Six steps to problem-solving**' [Appendix 9]. Go through the dramas that you have seen, asking the questions on the left hand side of the chart to each group.

Remind the participants that they must answer in their roles as honestly as they can (i.e. they must imagine what their character would say).

#### Six steps to problem-solving

What do you want?	Each side should say what they want but without blame or accusation	This often reflects the emotions involved, not the actual problem. Point out that mostly what people want is revenge or 'payback'. Even when this is part of the culture, it rarely solves the problem.
What is the problem?	Both sides must agree on the problem (i.e. identify the same problem)	This forces people to concentrate on the real problem, not their emotions (although it takes a lot of emotional honesty sometimes to actually agree on what the problem is).
How many solutions can we find?	Both sides need to propose as many alternative solutions as possible so that there is a choice and the best possible solution is found	This takes intellectual effort. Often we are lazy and assume that there is no solution, or that the other person is the problem. For good problem-solving there should be several solutions (even if neither side actually wants a particular solution; if it is a solution, then it should be proposed as a solution).
Would you be happy with this solution?	Both sides need to look at the possible solutions and disregard those that are totally unacceptable.	Both sides should have a choice to find the most suitable solution, but the solution must be genuine and fair, not a solution that favours one side or the other.
What is the best solution?	Both sides should agree on the best solution for everybody.	Both sides must agree (in their hearts) on the solution that is best for everyone. There should never be a solution that people agree to 'just to keep the peace' (this will create the potential for another problem later).
Is the problem solved?	After some time, we may need to check that the solution is really working.	All solutions should be checked to ensure that they are real solutions and that there is no resentment.

Adapted from UNICEF, *Education for Conflict Resolution. A Training Manual*, New York, UNICEF, 1997.

**Discussion**

- Discuss the aspects of the chart (listed in the grey boxes)
- Ask the participants to look at where the steps are introduced into the drama situation and how using the steps would change what had happened.
- Explain to the group that some of these elements will be dealt with again in the unit on 'Negotiation'.

**Teaching point**

Problem-solving is only really successful when all the elements so far covered in the course are put together with the skills of logic and problem-solving. The essential point of 'depersonalizing the problem' is vital.

#### **Activity 4.4: Peace Education as an illustration of a quality approach**

##### **Objectives**

Participants will be able to

- Analyse the relevance and appropriateness of PHR programmes
- Understand how PHR programmes can be utilised to strengthen a quality approach in a post-conflict situation.

##### **Materials needed for the activity**

- Flip charts with the statements

##### **Logistics for facilitators**

- Write flip charts with the statements for analysis.

##### **Methodology**

Introduce the activity and explain that although curriculum does not appear on the previous charts that we have discussed, it is understood that it is there as part of the teaching/learning core. Ask how effective the learning process can be without a relevant and appropriate curriculum.

Divide the participants into two groups. Give each group one of the statements written on flip-charts (see below). Explain that they have 45 minutes for this exercise.

Explain the process of the exercise to the participants:

- Look at the statement your group has been given.
- Look first for all the arguments that support the statement.
- Then look for all the arguments against the statement.
- Once you have arguments for and against, compare the two sets of arguments, synthesise them and make a decision about whether you finally agree or disagree with the statement.
- Record the main points of each argument on a flip chart.

The two groups report in plenary on the summary and the final decision they made. Summarise the key points of the entire module and conclude.

Explain that the process just completed is actually part of peace education: to openly discuss, taking into account all the information, to analyse and synthesise information, and to evaluate situations. Peace and human rights education is about developing the skills, values and behaviours to live constructively together.

##### **Debate statements for Analysis**

The *Interagency Peace Education Programme* is essentially a curriculum for both formal and non-formal learners and it has been proven to work and is considered a quality programme. Therefore, it is not necessary to involve the education sectors as long as there is effective learning and effective teaching as well as community involvement.

If Peace and Human Rights education is primarily about process, and a rights-based approach uses these same constructive values in all of teaching, then we do not need a specific programme on Peace and Human Rights because learners will gain all that they need by being part of the Rights-based Approach.

## **Module 5: Case Study – HIV/AIDS Education**

This module is also a case study so that participants can apply the knowledge they have built with modules 2 and 3. This module explores how quality education can help respond to the HIV and AIDS epidemic.

<b>Contents</b>	<b>Time required</b>
Activity 5.1 Impact of HIV/AIDS on the System of Learning and of HIV/AIDS Education on the Epidemic	135 minutes
Activity 5.2 How to use quality education to respond to HIV-related stigma and discrimination	60
<b>Total time for module 5</b>	<b>195 minutes (3 hours and 15 minutes)</b>



## **Activity 5.1: Impact of HIV and AIDS on the System of Learning and of HIV and AIDS Education on the Epidemic**

### **Objectives**

Participants will be able to:

- Identify how HIV and AIDS affect the system of learning
- Identify how the system of learning contributes to reducing the impact of HIV and AIDS through the development of values, attitudes, skills and knowledge
- Identify a series of programme responses
- Explain how components of the system of learning have to be interlinked and rights-based in order to make a programme response effective

### **Materials needed for the activity**

Stickers or cards labelled HIV and AIDS and conflict

Handouts: 5.1.1, 5.1.2 and 5.1.3

### **Logistics for facilitators**

Make the cards

Make copies of handouts for all participants

### **Facilitators' notes:**

! If people focus only on prevention when you ask about the role of HIV and AIDS education, emphasize that HIV and AIDS education is not only about prevention but also about care and support for those already infected. You can ask "What about those who are already HIV positive in the outer circle and the inner circles of the Learning System chart?"

### **Key Messages**

- HIV and AIDS affects the system of learning and education has an impact on the HIV and AIDS epidemic: it is a two-way process.
- HIV and AIDS is not only a health issue.
- Knowledge does not equal HIV and AIDS education. Behaviour change can happen only through the internalisation of values (cognitive and affective domains).
- HIV and AIDS education cannot be limited to the formal education sector as there are too many vulnerable people who are outside the school system.
- Stigma and discrimination represent critical barriers to prevention, and to care and support. Therefore, HIV and AIDS education should put a strong emphasis on addressing stigma and discrimination towards HIV positive people and marginalised groups.
- Most values that are key to HIV and AIDS education, such as tolerance, respect, equality, and cooperation are also key to other areas of education.

### **Methodology**

Make sure that the System of Learning' chart is on the wall. Put a sticker with 'HIV and AIDS' written on it outside the outer circle.

Ask the group how HIV and AIDS affects the system of learning. Move the sticker onto the different sectors to encourage responses.

Put the "conflict" sticker on the chart. Ask participants how conflict affects the HIV and AIDS pandemic.

Ask what the consequences are for the system of learning?

Ask participants what HIV and AIDS education is doing (or can do) to respond to the epidemic.

- HIV and AIDS education can prevent new infections by making people aware of the risks and informing them about how to protect themselves and others.
- HIV education is also about providing care and support for those who are already infected with HIV and about reducing stigma. It can help lessen the impact of HIV on individuals, families and communities.

Ask participants how this happens:

- Through the development and promotion of:
  - Knowledge
  - Skills
  - Attitudes
  - Values

It is the combination of these that is necessary for behaviour change to take place. There should be a transfer of all these elements, including values that will lead to behaviour change. For example: If people know what condoms are and what they are for, why do they not use them? (Because they have the knowledge but do not associate the value of protection and so do not make the behaviour change.)

Explain to participants that UNESCO produced a report in 2004: *Quality Education and HIV/AIDS*. In this report, the manifestations of HIV and AIDS in relation to the education system (system of learning) have been linked. These have been classified according to the 10 dimensions of quality education.

Tell participants that in this exercise we will focus on the 5 dimensions at the level of the learner.

Distribute the handout 5.1.1 Explain that this is adapted from the report that shows how HIV and AIDS manifest for these 5 dimensions. Ask participants to read the handout. They have 10 minutes for this.

After they read the handout, form 5 groups and assign one of the 5 dimensions to each group.

- Proactively seeks out learners
- Acknowledges what the learner brings
- Considers the content of formal and non-formal learning
- Enhances learning processes
- Provides a conducive learning environment

Explain that each group will be asked to look at one dimension in detail. They should brainstorm and discuss within groups what can be done concretely to respond to the manifestations listed in the left column (for the dimension assigned to the group). One person in the group should record suggestions on a flip-chart. Tell the participants that they have 30 minutes for this discussion.

Then distribute handout 5.1.2 and explain that the group should look at the dimension that they have been working on.

Explain that this outlines the responses identified by UNESCO. Groups should check if they have suggestions not listed on the UNESCO sheet and if UNESCO has suggested things they did not think of. They have 10 minutes for this.

Now ask the groups to choose one response that they think is likely to have the most impact in terms of behaviour change in their situation.

Ask the groups to prepare a summary of the reasons why this response has been chosen and be prepared to share this with other participants in plenary. They have 15 minutes for this.

Bring participants back together and ask each group to explain which response they chose and why (5 minutes for each group).

Summarise the main points

- All the components at the levels of the learner and the system are interlinked.
- The values-based and the rights-based approach applies to both levels.
- Every response should be designed keeping in mind the values that should be developed, reflected and implemented by putting these values into practice.

Give participants the handout 5.1.3 that presents HIV and AIDS manifestations and programme responses at the level of the learning system. The handout is for reference only and does not need to be read during the activity.

### Handout 5.1.1: How HIV and AIDS manifest in relation to quality education at the level of the learner<sup>7</sup>

	Quality Education Components	How HIV and AIDS Manifest	Programme Responses
1	Seeks out learners	<p>Enrolments decrease and/or dropout increases:</p> <ul style="list-style-type: none"> <li>• Family income reduced and diverted and education becomes relatively more expensive in real and opportunity cost</li> <li>• Increased family responsibilities and child-headed households requiring learners to work at home and beyond</li> <li>• Orphans receiving fewer educational opportunities from their foster parents</li> <li>• Family scepticism increases regarding the value and relevance of education</li> <li>• Increased number of vulnerable and marginalized children and adolescents including street and working children</li> <li>• Increased absenteeism among infected &amp; affected pupils</li> </ul>	
2	Acknowledges what the learner brings	<p>Knowledge and skills are often higher among AIDS-affected children in the following areas:</p> <ul style="list-style-type: none"> <li>• How to run a household</li> <li>• Job experience</li> <li>• Resilience and ability to cope</li> <li>• How to care for those who are ill</li> </ul> <p>AIDS-affected and HIV-infected children may experience higher levels of:</p> <ul style="list-style-type: none"> <li>• Sickness</li> <li>• Trauma from witnessing physical deterioration and death</li> <li>• Reduced parental care and protection</li> <li>• Hopelessness, fatalism</li> <li>• Malnourishment as a result of reduced family income as well as food insecurity in general</li> <li>• Stigma, discrimination and exploitation</li> </ul>	

<sup>7</sup> Adapted from *Quality Education and HIV/AIDS*, UNESCO 2004

	Quality Education Components	How HIV and AIDS Manifest	Programme Responses
3	Considers the content of formal and non-formal learning	<ul style="list-style-type: none"> <li>• Parents, teachers and school administrators are sometimes hesitant that children learn about HIV and AIDS and sexuality</li> <li>• Lack of attention to HIV and AIDS, reproductive and sexual health, and life skills topics</li> <li>• Deficient treatment of human rights and principles of gender equality and equity in curricula</li> <li>• Fewer traditional and indigenous skills and less knowledge are imparted due to parental illness and death</li> <li>• Epidemic creates further erosion of relevant educational content, teachers less prepared/up-to-date, and learning materials not appropriate</li> </ul>	
4	Enhances learning processes	<ul style="list-style-type: none"> <li>• Harassment, stigma and discrimination against AIDS-affected and HIV-infected students and teachers</li> <li>• Inadequacy of teacher knowledge and confidence in teaching HIV and AIDS and skills for life in a human rights framework</li> <li>• Low credibility of teachers because of their own high perceived level of infection</li> <li>• Disturbed continuity of teaching and learning due to reduced productivity and increased absenteeism of teachers who are sick or undertaking family obligations, and through death of teachers</li> </ul>	
5	Provides a conducive learning environment	<ul style="list-style-type: none"> <li>• Stigma, discrimination, exclusion, bullying and other forms of violence</li> <li>• Fear of infection</li> <li>• Witnessing the rapid physical deterioration of a classmate or teacher with AIDS</li> <li>• Lack of safety during the journey to and from school, and just outside of school</li> <li>• Unhealthy schools that lack good sanitation</li> </ul>	

### Handout 5.1.2 Program responses to the manifestations of HIV and AIDS at the level of the learner

(Adapted from Quality Education and HIV/AIDS, UNESCO, 2004)

	Quality Education Components	How HIV and AIDS are Manifested	Programme Responses
1	Seeks out learners	<p>Enrolments decrease and/or dropout increases:</p> <ul style="list-style-type: none"> <li>• Family income reduced and diverted and education becomes relatively more expensive in real and opportunity cost</li> <li>• Increased family responsibilities and child-headed households requiring learners to work at home and beyond</li> <li>• Orphans receiving fewer educational opportunities from their foster parents</li> <li>• Family scepticism increases regarding the value and relevance of education</li> <li>• Increased number of vulnerable and marginalized children and adolescents including street and working children</li> <li>• Increased absenteeism among infected &amp; affected pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Abolish school fees and decrease indirect costs</li> <li>• Scholarships and school subsidies</li> <li>• Flexible school hours</li> <li>• Equipment supplied that could decrease domestic workload</li> <li>• Provision of child-care through day-care centres</li> <li>• Community/school mapping</li> <li>• Community schools and schools set up closer to home</li> <li>• Assist those out-of-school to get back to school</li> <li>• Increase parents' awareness, understanding and involvement through activities such as parental education, school newspaper, home curriculum, parents' education committee</li> </ul>
2	Acknowledges what the learner brings	<p>Knowledge and skills are often higher among AIDS-affected children in the following areas:</p> <ul style="list-style-type: none"> <li>• How to run a household</li> <li>• Job experience</li> <li>• Resilience and ability to cope</li> <li>• How to care for those who are ill</li> </ul> <p>AIDS-affected and HIV-infected children may experience higher levels of:</p> <ul style="list-style-type: none"> <li>• Sickness</li> <li>• Trauma from witnessing physical deterioration and death</li> <li>• Reduced parental care and protection</li> <li>• Hopelessness, fatalism</li> <li>• Malnourishment as a result of reduced family income as well as food insecurity in general</li> <li>• Stigma, discrimination and exploitation</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance and counselling, group support</li> <li>• Incorporation of experiences and skills of learners in the content and process of learning</li> <li>• Appreciation of the coping strategies that have been developed by some young people</li> <li>• Routine health checks</li> <li>• School feeding programmes</li> <li>• Provision of HIV treatment and support for adherence</li> <li>• Access or referral to health services including condoms, diagnosis and treatment of STIs, and clean injection equipment</li> <li>• Peer training on HIV and STI prevention</li> </ul>
3	Considers the content of formal and non-formal learning	<ul style="list-style-type: none"> <li>• Parents, teachers and school administrators sometimes hesitant that children learn about HIV and AIDS and sexuality</li> <li>• Lack of attention to HIV and AIDS, reproductive and sexual health, and life skills topics</li> </ul>	<ul style="list-style-type: none"> <li>• Improved teacher preparation and training</li> <li>• Improved teacher supervision (head teachers, inspectors, advisers)</li> <li>• Improved materials and teaching methods</li> <li>• Increased relevance of education through topics such as how to run a</li> </ul>

	Quality Education Components	How HIV and AIDS are Manifested	Programme Responses
		<ul style="list-style-type: none"> <li>• Deficient treatment of human rights and principles of gender equality and equity in curricula</li> <li>• Fewer traditional and indigenous skills and less knowledge are imparted due to parental illness and death</li> <li>• Epidemic creates further erosion of relevant educational content, teachers less prepared/up-to-date, and learning materials not appropriate</li> </ul>	<p>household or provide care</p> <ul style="list-style-type: none"> <li>• Integration of HIV and AIDS, reproductive health, sexuality, gender, skills for life, human rights into curriculum (at earlier stage) with the view to bringing about behaviour change</li> <li>• Earlier inclusion of work-related training and skills</li> <li>• Promote teaching traditional and indigenous skills and knowledge</li> </ul> <p>Home/school/community partnerships Improve quality of general education as well as peer counselling and/or peer education</p>
4	Enhances learning processes	<ul style="list-style-type: none"> <li>• Harassment, stigma and discrimination against HIV and AIDS affected and HIV-infected students and teachers</li> <li>• Inadequacy of teacher knowledge and confidence in teaching HIV and AIDS and skills for life in a human rights framework</li> <li>• Low credibility of teachers because of their own high perceived level of infection</li> <li>• Disturbed continuity of teaching and learning due to reduced productivity and increased absenteeism of teachers who are sick or undertaking family obligations, and through death of teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Code of conduct for teachers</li> <li>• Recruitment of retired teachers, use of teaching assistants and itinerant teachers</li> <li>• Careful teacher training in how to interact with and encourage all the students equally</li> <li>• Practice of human rights (give learners a voice, respect them, do not discriminate against them)</li> <li>• Programmes against violence within schools</li> </ul>
5	Provides a conducive learning environment	<ul style="list-style-type: none"> <li>• Stigma, discrimination, exclusion, bullying and other forms of violence</li> <li>• Fear of infection</li> <li>• Witnessing the rapid physical deterioration of a classmate or teacher with AIDS</li> <li>• Lack of safety during the journey to and from school, and just outside of school</li> <li>• Unhealthy schools that lack good sanitation</li> </ul>	<ul style="list-style-type: none"> <li>• Breaking the silence by encouraging open discussion about HIV and AIDS issues</li> <li>• School-community campaign against discrimination</li> <li>• Establishing community protection monitoring networks and services</li> <li>• Inclusion of all students in educational and extra-curricular activities</li> <li>• Involvement of those infected and affected in developing school policies and in daily management of schools</li> <li>• Promote extra curricular activities against HIV and AIDS such as anti-AIDS clubs, essay competitions, etc.</li> <li>• Peace and human rights education</li> <li>• Links with youth-friendly, student-friendly health services</li> <li>• Good sanitation and hygiene such as clean water and toilets</li> </ul>

### Handout 5.1.3 Program responses to the manifestations of HIV and AIDS at the level of the learning system<sup>8</sup>

	Quality Education Components	How HIV and AIDS Manifest	Programme Responses
6	Structures management and administration to support learning	<ul style="list-style-type: none"> <li>• Stigma and discrimination against those with HIV and AIDS</li> <li>• Reduced administrative and managerial capacity due to reduced productivity and increased absenteeism of administrators who are sick or undertaking family obligations, and through death of administrators</li> <li>• Lack of reliable information on the number of educational personnel who are HIV infected and affected making management more difficult</li> <li>• Lack of monitoring mechanism on stigma and discrimination against those with HIV and AIDS</li> </ul>	<ul style="list-style-type: none"> <li>• Workplace policy and training that is responsive to HIV and AIDS for administrators and managers</li> <li>• In-service supervision, support and advice to teachers</li> <li>• In-service and pre-service training of administrators and managers on HIV and AIDS, gender, human rights and skills for life</li> <li>• Provision of medical benefits to teachers and education staff</li> <li>• Involvement of those infected and affected in decision making processes</li> <li>• Establish a coordination mechanism that addresses HIV and AIDS</li> </ul>
7	Implements relevant and appropriate policies	<ul style="list-style-type: none"> <li>• Lack of specific policies that address HIV and AIDS, or awareness of those that exist</li> <li>• Gap between policy and implementation</li> <li>• Gap between research findings/evidence and policy</li> <li>• Silence related to HIV and AIDS</li> </ul>	<ul style="list-style-type: none"> <li>• Advocacy</li> <li>• Capacity building (training, technical assistance) in developing policies and implementing them</li> <li>• Involvement of those infected and affected by HIV and AIDS in decision making processes at central, district and local levels</li> <li>• Train headmasters, inspectors, boards of governors, PTAs, CBOs on better school management in an AIDS environment</li> </ul>
8	Enacts legislation supportive to learning	<ul style="list-style-type: none"> <li>• Lack of laws to provide protection for those infected and affected, especially AIDS orphans</li> <li>• Lack of laws to prohibit discrimination against those infected and affected</li> <li>• Lack of a legal framework for EFA</li> </ul>	<ul style="list-style-type: none"> <li>• Advocacy</li> <li>• Strengthen legal system</li> <li>• Strengthen judiciary system</li> <li>• Hold accountable violators of laws and the trust of young people</li> </ul>
9	Restructures resources for learning	<ul style="list-style-type: none"> <li>• Reduced availability of funds due to reduced tax revenue because of reduced income at individual level, and increased expenditure for care and support</li> </ul> <p>Funds used by salaried ill and inactive teachers and other educational personnel. Repeated investment in training of teachers.</p> <ul style="list-style-type: none"> <li>• High replacement costs. Fragmented financing approaches</li> </ul>	<ul style="list-style-type: none"> <li>• Advocacy at central, district and local levels</li> <li>• Resource mobilization</li> <li>• Increase counseling and treatment access for infected teachers and students</li> <li>• Promotion of sector wide approaches</li> </ul>
10	Measures learning outcomes	<ul style="list-style-type: none"> <li>• Inadequate indicators to measure HIV and AIDS challenges</li> <li>• Lack of reliable data and evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Identify appropriate indicators</li> <li>• Capacity building (technical assistance, training) in gathering reliable data and evidence</li> </ul>

<sup>8</sup> ibid



## **Activity 5.2: How to use quality education to respond to HIV-related stigma and discrimination**

### **Objectives**

Participants will be able to:

- Identify the importance for learners of being involved in activities where they can experience the consequences of their own or other people's attitudes
- Experience a concrete example of learning by 'feeling' rather than being told

### **Materials needed for the activity**

Small pieces of paper with either 'HIV positive' or 'HIV+', 'HIV negative' or 'HIV-'; 'HIV status unknown' or 'HIV?' written on them. There should be as many pieces of paper as there are participants.

Sticky tape, Blu-Tack or Sticky Stuff that will be used to stick the pieces of paper on the backs of participants.

### **Logistics for facilitators**

Prepare the papers. The proportion should be approximately:  $\frac{1}{4}$  with the 'HIV positive' sign,  $\frac{1}{4}$  with the 'HIV negative' sign and  $\frac{1}{2}$  with the 'HIV status unknown' sign.

Prepare small pieces of Sticky tape, Blu-Tack or Sticky Stuff that will be used to stick the pieces of paper on the backs of participants.

### **Facilitators' notes:**

- ! Facilitators should make sure that small pieces of paper are securely stuck in the back of the participants and that they won't fall down during the exercise.
- ! Facilitators should give instructions and ask questions in a 'neutral' tone, i.e. without making the activity sound too serious (it is not therapy) but without laughing either as it is not a game.
- ! This activity can be extremely stressful for many participants. It is important for facilitators to handle it with tact and allow participants to express their feelings during the whole activity and at the end of the activity.
- ! This exercise shows that educating people about stigma and discrimination is not telling them that they should not discriminate against HIV positive people. It allows for people to experience how difficult it is to feel stigmatised or to stigmatise even when it is fiction. It is particularly important for people to understand 'physically' as well as psychologically how it feels to be stigmatised and to stigmatise. Though people do not systematically change their behaviour after this kind of exercise, it has proven much more effective than activities focusing only on cognitive learning.
- ! It also shows that perceptions of stigma can be very subjective.
- ! Participants may laugh at the beginning of the activity. It is usually a way to deal with their stress. Facilitators should let participants release their tension but they should ask participants to concentrate on their feelings.
- ! The activity should be facilitated by at least two people wherever possible, as this makes it easier to manage the group.

### **Methodology**

Ask participants to form a circle, close their eyes and not to speak to each other.

Explain that you are going to stick signs on people's backs and that these signs say either 'HIV positive', 'HIV negative'; or 'HIV status unknown'. (Stick the signs as you are talking. Use helpers if you can or co-facilitators if you are working in a team).

When the signs are done ask participants to open their eyes and move silently around the room looking at other people's signs, but without speaking.

After a few minutes, ask people to stop where they are. Ask them to think about how they feel.

Then ask participants to move around again but this time to avoid people who are wearing an 'HIV positive' sign. Remind the group that they cannot speak.

After a few minutes, stop the group again and ask those who think they are wearing an 'HIV positive' sign to come to the centre.

Ask them why they think they are wearing an 'HIV positive' sign and how do they feel. Allow the comments and discussion, but only of the group in the centre.

Ask the rest of the group how it feels to stigmatise this group of people. Ask if they know their own status. Ask how it feels not to know their own sign.

Move around the room and bring to the centre those people who are wearing 'HIV status unknown' signs.

Ask the people who have just been moved to the centre how they feel. Ask if they feel different to the people wearing 'HIV positive' signs. Allow a few minutes for the discussion.

Now move around the room and check if there are people wearing 'HIV positive' signs who are not in the centre. Ask them why they feel they should not go to the centre.

Ask participants to form one large circle and take the signs off each others backs. Then ask them to hold hands. Explain that this is only an exercise in empathy to illustrate the fear and discrimination that 'HIV positive' people suffer daily. It is also an exercise in the methods and techniques that have been discussed in quality education.

Ask participants if they feel that they have learned something about how discrimination affects people. Ask also if they feel that the exercise demonstrates clearly what active learning is about.

Reassure participants that this is only an exercise and thank them for their participation.

## Module 6: Concrete applications of quality education

This is an opportunity for participants to reflect on what they learned during the course, how this material applies to their work and what they can concretely do in terms of Quality Education after the course. It is also an opportunity to build networks between and among agencies, ministries and organisations to ensure support for quality education in country.

<b>Contents</b>	<b>Time required</b>
Activity 6.1 Concrete applications of quality education	90 minutes
Activity 6.2	30 minutes
<b>Total time for module 6</b>	<b>120 minutes (2 hours)</b>

## Activity 6.1: Application of the principles of quality education

### Objectives

Participants will be able to:

- Identify how they can apply what they have learned during the workshop to their own work

### Materials needed for the activity

Flip-chart with questions.

### Logistics for facilitators

Prepare flip-chart

### Methodology

Explain to participants that now that they have some understanding about putting into practice the principles of quality education, this time is to analyse what they are currently doing and synthesise the new knowledge and skills for the future.

Put up the flip chart with the questions.

Ask participants to read and answer the questions individually. Allow 30 minutes for this.

Now ask participants to find a colleague who is in a similar job to themselves and share their responses with the other person. Allow 30 minutes for the sharing.

Ask if there is anybody who would like to share with the whole group.

Allow open discussion about how quality education can be implemented. Encourage other participants to respond to queries or difficulties raised by participants.

### How does the Course relate to my work?

1. What am I doing in my work that is already representative of quality education?
2. What else will I do within my regular work after this course?
3. What two things from this list (from question 2) do I feel confident that I can do as an individual within the next month?
4. Where will I need system support?
5. What strategies can I use to find the system support that I need?

## **Activity 6.2: Building a network**

### **Objectives**

Participants will be able to:

- Have a list of fellow participants with whom they can share and who they can use as a support network.
- Develop a strategy for networking.

### **Materials needed for the activity**

Participants list with space for contact information

### **Logistics for facilitators**

Distribute the list and provide multiple copies of the completed lists.

### **Methodology**

Pass around the participants list and ask people to fill in their contact details (email address, telephone number and physical address).

Ask participants to find a colleague who works in another organisation.

In pairs, ask participants to devise a strategy whereby the two organisations represented can undertake one activity that will help achieve quality education in the next month. Remind participants that it must be something that the two organisations can do together. They have 20 minutes for this exercise.

Move around the groups to check that the strategy is achievable and timely. Remind participants, if necessary, that the strategy can be something as simple as providing staff briefings about the course as a team.

Ask if any pairs would like to share their strategy with the group.

## Evaluation and Conclusion

### Objectives

Participants will be able to:

- Evaluate the course and provide feedback for the facilitator.
- Receive their certificates

### Materials needed for the activity

Evaluation sheets

Certificates

### Logistics for facilitators

Copy the evaluation sheets

Prepare certificates and have them signed

### Methodology

Tell the participants that this is the end of the course but the beginning of their work in improving quality education.

Explain that there is an evaluation sheet for the course and that the feedback received will help the facilitator provide a more effective course in the future.

Distribute the evaluation sheets and ask participants to complete them. Explain that they should be completely honest and they are not required to put their names on the sheets.

Allow 15 minutes for the sheets to be completed and then collect them. If people have not finished ask them to keep them and complete before leaving and then hand them in.

Have certificates ready for distribution.

If there are official guests for the closing ceremony, ask them to present the certificates.

Before the closing speeches remember to thank the participants for their contributions and work, the people who helped with logistics (such as photocopying) and those who provided food.

<b>Evaluation Form</b>
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**UNESCO/Ministry of Education  
Quality Education in Conflict-Affected Countries**

<b>Expectations</b>																																											
1. Was your overall expectation of the course fulfilled?																																											
2. Please explain which expectations were fulfilled, and which were not and why.																																											
<b>Content</b>																																											
2. Please indicate for each module in the course how useful you considered them by circling one number (1=least useful; 5=most useful – circle <u>one</u> for each module)	<table border="1"> <thead> <tr> <th></th> <th colspan="5">Least useful    Most useful</th> </tr> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>Module 2-Concepts and Definitions</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Module 3-Pedagogical Methods and Techniques in Quality Education</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Module 4-Case Study: Peace Education</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Module 5-Case Study: HIV and AIDS Education</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Module 6-Concrete Applications in current year</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </tbody> </table>		Least useful    Most useful						1	2	3	4	5	Module 2-Concepts and Definitions	1	2	3	4	5	Module 3-Pedagogical Methods and Techniques in Quality Education	1	2	3	4	5	Module 4-Case Study: Peace Education	1	2	3	4	5	Module 5-Case Study: HIV and AIDS Education	1	2	3	4	5	Module 6-Concrete Applications in current year	1	2	3	4	5
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For your highest and lowest ranked modules please explain why.																																											
3. What elements of the Course were new to you?																																											

4. Please describe which aspects of the Course were least useful and why.	
5. What additions would you make to the Course?	
<b>Method</b>	
6. Which activities did you like best?	
7. Please list any methods demonstrated in the course that were new to you.	
8. How do you intend to use any of the new methods from the course in your work?	
9. What improvements can you suggest for the methods used?	
<b>Environment</b>	
10. Was the course the right length of time? Too short? Too long? About right?	
11. Did you feel comfortable and able to express your views during the course? Why or why not?	



<p>12. Do you feel that a trust has been developed among participants and between participants and the facilitators? Please give reasons for your answer.</p>	
<p>13. What do you think of the facilitators' understanding of the content of the course? Give reasons for your comment.</p>	
<p>14. What do you think of the facilitators' attitude and manner during the course? Please give reasons for your comments.</p>	
<p><b>Outcomes</b></p>	
<p>15. Please mention two or three changes you expect to make for yourself as a result of this course?</p>	
<p><b>General</b></p>	
<p>16. Please indicate any other suggests for improving this course.</p>	
<p>17. Do you have any further comments ?</p>	

Thank you for completing this evaluation form.

## Annexes

### Annex 1: Summary explanation of Bloom's Taxonomy of Cognitive Development

According to Bloom, we need a lot of knowledge (information) so that we can make sense of the world around us but knowledge is only the beginning. If we do not understand what we 'know' then we cannot use it. How many people here can drive a car? Keep your hand up if you understand how an internal combustion engine works. Most of us know things that we do not understand – we may be able to use it (e.g. a car or electricity) but we cannot apply the knowledge because we don't understand it.

Comprehension is the ability to understand the meaning of the knowledge. If you can accurately explain something in your own words then you have understood.

Application is putting the understanding into practice – in a new situation. If you were in a room filled with smoke because of a fire how would you reach the door without breathing in the smoke? [fall to the floor as hot air rises so the air nearest the floor will be smoke free]. This is applying the knowledge that hot air rises to a new situation.

Bloom described the first three levels as lower level learning skills and many of us have knowledge that is at this level. We know, we understand the principle and we use it – but we never move onto the higher-level skills. We can stay at this level for much of our learning but it is not internalised (i.e. we do not know it forever). Think about nursery rhymes your mother or sister sang to you, poetry you learned in school, multiplication tables, it is unlikely that you can recall these without going through the whole rhyme or table. We learn and we may apply but that is all.

The higher-level learning skills require more. Once we move to these levels we start to internalise the information and link it to other pieces of knowledge to create a composite whole.

Analysis is the ability to separate information into its component parts so that the structure is understood. A person who can effectively analyse understands the difference between fact and inference (where something is made to seem true). It is the ability to see the logic and the lack of logic in a particular argument.

Synthesis is the ability to create something new from a range of information or elements. If you can put information together to create a new meaning – this is synthesis. Of course the new meaning must be valid and be able to be analysed to check that there are no flaws of logic. If you get into a car with air-conditioning, which way should the vents on the air-conditioner be pointing and why? [Up because hot air rises and cold air sinks so if you push the cold air up it forces the air to circulate and the whole car will cool more quickly]. This is putting together various pieces of information to create something new (or new for some people at least).

Evaluation is not just an opinion. Evaluation is where all the analysis and synthesis as well as the understanding are brought together and judgments are made. The judgments must be based on all the information and analysis.

## **Annex 2: Summary explanation of Bloom's Taxonomy of Affective Development**

The affective domain deals predominately with attitudes. To receive phenomena actually means to want to receive them; to listen willingly and intelligently.

To respond to the phenomena is to question and discuss, not just to passively absorb. This is why we consider motivation so important in learning, it requires motivation and interest to respond to phenomena.

Valuing is when you match the new (willingly understood) phenomena to the value system you already hold. This may be a very simple acceptance of a new value but the closer the values are to impacting on your life the more complex is the matching process. E.g. you can accept other people's taste in food and even be willing to try new foods, but for emotional comfort many of us return to the food we ate as children because the values developed during childhood tend to be deeply held.

Organising values is when you prioritise one value over another. This requires synthesis of a range of values to organise a system which holds in all situations. E.g. Is punctuality important? If you had a sick child at home, what is more important: being punctual or looking after the child? In the situation of learning systems, these choices become more complex. If learning is central to education, which is more important; a child learning or a child without a uniform?

Internalising values is when your behaviour is consistent with those values all of the time (whether someone is watching or not). There is a commitment to ethical behaviour and to working together with others. It also includes the ability to revise behaviour and attitudes when new information is discovered. Once values are part of a system of values and internalised they are part of your character.

### Annex 3: Pedagogical methods in quality education

At the bottom of the chart, you can see that participation and diversity are the two main principles in quality education. Diversity applies to pedagogical methods, pedagogical techniques and teaching aids.

Methods may be divided into three broad categories.

- *Presentation methods* (the terminology used for the categories may change but the categories remain the same). Teachers need to use the methods that are appropriate and relevant for the learners and that respond to the needs of the learners.
- *Techniques* are usually correlated to the content of the learning.
- *Teaching aids* should be used for their appropriateness and relevance and we need to think creatively about the type of aids and their use. When you see “anything” as a teaching aid in the right column, this means you should use whatever you can find in the environment.

If you look at the top of the chart you can see that there are different ways of grouping learners: in plenary, in pairs, in small groups. Diversity and participation can be reflected in the way learners have the opportunity to interact and work together. This diversity of combinations is also a way to facilitate the learning process.

Participation implies dialogue between educators and learners, and also among learners themselves.

## Annex 4: Energisers and ice-breakers

### **String web**

Everybody should stand in a circle. Hold a ball of string and keep hold of the loose end. Ask one person in the group a question (something about themselves) and throw the ball of string to them but keep hold of the loose end. That person holds the piece in their hand and asks the same question of somebody else and throws the ball of string to them (but holding the piece where they caught it. Continue until everybody is connected. Discuss the fact that this inter-connectedness is true for this group as we will be working together and even without the string we will all be connected through the things that we share and learn together.

### **“I have never”**

Everybody should sit in a circle with one person in the middle (without a chair). This person makes a statement beginning “I have never...” (for example; worn a dress, ridden a bike). Others in the group who have also never done that thing should stand up and then find a different vacant seat. The person in the middle also tries to find a seat.

### **Find your group**

Ask people to walk around the room and to keep moving. Call out a number and people have to form groups of that number. After a couple of turns with numbers try colour and type of shoes, jewellery, glasses etc.

### **“The big wind blows..”**

Have the group in a circle. Begin by saying "The big wind blows for everyone who ..... (for example; is wearing something yellow, is wearing jeans). Whoever fits that criterion must stand and move to another seat. The leader also tries to sit down. Keep going until four or five people have been in the centre.

### **Awake; alert; enthusiastic!**

The facilitators stand at the front and ask everybody to stand up. The three instructions are done with actions:

Awake!            Hands held up and palms up

Alert!             Hands to side of head

Enthusiastic! Draw out the ‘enthusiastic’ and do a hip wriggle (shimmy).

Participants should mimic what you say and do. After several times of doing it in the order suggested, change the order and repeat to add variety and keep people awake!

### **Fruit Salad**

The group sits in a circle. Assign each person in the group a fruit (choose four common to the region) for example; mango, banana, papaya, orange and go around the circle. One person stands in the middle without a chair (but is assigned a fruit name). The centre person calls out one of the four fruits and the people who have that name change places with another person of that name. You cannot sit on your own seat. The person in the centre tries to find a seat regardless of which fruit was called. If the person in the centre calls “fruit salad” then everybody must get up and change seats. Keep playing until 3 – 4 people have been in the centre.