

Training and Facilitating Guide

This manual is based on interactive, experiential learning. While many trainings are based on a lecture-format, this training manual seeks to engage women as the authorities on their own experience of building peace. While this manual invites women to learn new skills and theories about peacebuilding, all sessions begin and end with the women participants present in each workshop and their unique experiences.

Organizing a participatory workshop for women requires a number of skills. This chapter of the manual contains four parts. While no part of this manual is a simple recipe for creating your own workshop, the ideas offered in this chapter are resources for all trainers and facilitators as they prepare to offer a workshop for women.

Part A: Organizing a Peacebuilding Workshop for Women

Part B: Designing a Training for Women

Part C: Facilitation and Training Skills for Women

Part D: Opening Session for a Workshop or Training



This symbol, the adrinkahene, is said to have played an inspiring role in the designing of other symbols. It signifies the importance of playing a leadership role.

Organizing a Peacebuilding Workshop for Women



Assessing Needs: Questions for the organizers and trainers

1. **Who is organizing the workshop and what are their aims or goals for it?**
(Example answer: WANEP and Oxfam America are organizing the workshop and aim to increase the capacity of Senegalese women in peacebuilding).
2. **What are the cultural, social and political conditions** in the target community? Are there tensions or conflicts involving some individuals or groups of people? Are conflicts attended to quickly or are they left unresolved? Are there well-known individuals or groups in the community who are helpful in resolving conflicts?
3. **What number of participants** will you have? This may depend on logistics such as the size of the space available for the workshop; the number of trainers / facilitators needed for the size of your group; and on whether you want a high or a low level of interaction among the participants (or a combination of both). Generally, it is difficult to have good interaction in a group of more than 30 people.

NOTE: Workshops have a better chance of success when you have a highly interactive, participant-centered type of training where the participants spend some time working together in the whole group (called the *plenary*), but spend most time “learning by doing”, working together in small groups in guided discussion and dialogue sessions.

4. **Who is on the invitation list** for the workshop? Who needs to be invited to get the balanced mix of participants you want (different ages, religions, classes, ethnic and cultural groups, organizations)?
5. **What is the education / work experience / skill level** of the participants?

6. **Why are they coming** to the workshop? Are they coming because they want to (out of personal interest), or because they have to (their boss or someone else in authority told them to)?
7. **What do the participants hope to get out of the workshop?** What are their expectations about what they will experience? Help participants say what they need or expect to learn. When possible, do a *needs assessment*, or survey, beforehand to find out what participants want. Or let them say what they need to learn during the workshop itself when you discuss the expectations people have for the workshop. The facilitators can then tailor each workshop to the needs of the participants.

Duration of Workshop

Factors like funding and availability of participants would determine the length of a workshop. This manual offers too much information to cover in one workshop. Either decide which sessions to cover based on a group needs assessment or hold a series of workshops with the same group of women to cover all of the material and allow room for discussion on all issues. The ideal duration for workshops is FIVE DAYS. Trainers should be clear on the objectives of the training and determine if they length of the training is sufficient to address the needs of the group.

Finding and Creating a Safe Space for the Workshop

Trainers need to ensure that there is a comfortable space for the workshop. Your choice will depend on whether you plan to have a live-in or a live-out training event.

NOTE: Whenever possible, have a live-in workshop where everyone stays together in a place for a few days. This allows more time for people to interact with each other and for other workshop purposes, such as having get-togethers in the evenings.

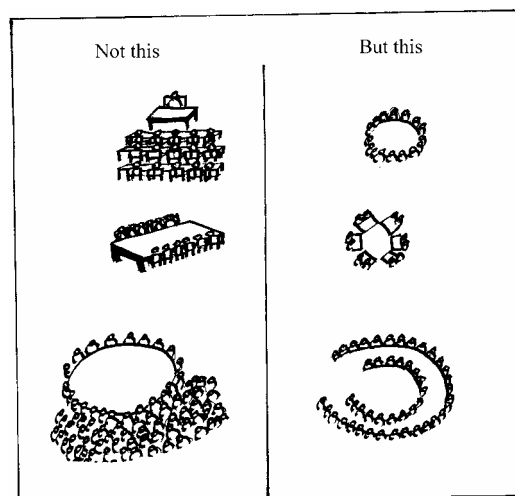
For a big workshop, ask for volunteers in your planning group to take responsibility for making the chosen space safe and comfortable for all. This small group can be called the “hospitality” committee and can report to facilitators if there are un-met needs in the group.

Check the following points:

1. **Is the meeting room secure** enough for confidential discussion of topics, including violence against women? If the training workshop is held in villages and open areas are used, select an area where passer-by traffic is light and the group would not be easily distracted. In communities that experience open

violent conflicts, workshops for women should be held in areas where the safety of the participants and indeed the trainers is ensured.

2. **If women bring their babies** or children, there should be an adjoining room with nanny facilities where participants can readily attend to them.
3. **Is there enough light?** Ventilation? Can you hear easily in the space for the workshop? Enough toilets and rest areas? Enough chairs, tables, mats? Do what you can to get the best possible outcome for your space.
4. **Is there space** for small groups to meet and work? For people to have some quiet time? Is there space for people to share songs, stories, dances, poems, and dramas about peace? These sharing times often become the most powerful memories participants take away from the workshop.
5. **Is there a board** for writing on and wall space or something for hanging up charts and posters?
6. **Use suitable posters**, artwork, music, flowers or candles to create an inviting, comfortable atmosphere.
7. **Seat participants in a circle** so that they can see and talk to each other and the facilitators face to face. Use chairs or mats that can be moved around easily for the small group work.



8. **Who will be responsible** for taking care of the ongoing questions and details relating to the space during the workshop?

Food and Drink

Food and drink are always important at workshops so do what you can to provide some kind of refreshments at the breaks. Food and drink breaks help people to talk and to build relationships with each other and are needed to re-energize people for the workshop sessions.

Check the following points:

1. **Who will provide** the right kind of food and drink for the tea breaks and meals?
2. **Do they have clear instructions** about where, when, and how to set up the refreshments?
3. **Will there be water** available to participants at all times?
4. **Set out non-messy fruits** or sweets / lollies on the tables for participants to enjoy when they want.

Publicity and Registration for the Workshop

Check the following points:

1. **Advertise the workshop** in the most suitable way for your target community: through the newspaper, radio, posters, community and church/mosque/temple newsletters. Give full details about the dates, the times, and the place for the workshop. State whether it is a live-in or a live-out workshop. Name the organizers and the facilitators.
2. **Let the participants know** what to expect – it will be a participant-centered, experiential type of workshop, where people learn mainly through taking part in dialogues and discussions, sharing ideas in small group work, acting out life situations in role-plays and games, and so on.
3. **Give the application requirements**, dates for lodging applications, and details of the contact persons for the workshop. Give people enough time to apply and prepare for the workshop, especially if it is a live-in.
4. **Prepare participant lists**, folders (containing the workshop programme, notepaper, pen, etc) and nametags for the registration process at the start of the workshop. For live-out workshops and large groups, prepare and use a daily attendance register

Translation and Language

The trainer should be conscious of the language issue. This manual has been designed in English. The end users may not speak English so ideally the trainer should speak the language of the participants. Where this is not possible, the trainer should engage the services of an interpreter. However, interpretation has many problems. For example, content might be misplaced or completely lost during

interpretation. One solution is that the interpreter be trained in the meaning of concepts or be given time to study and become familiar with training materials.

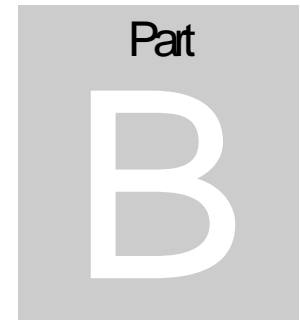
Materials and Visual Aids

It is possible to run workshops with very few resources. In fact, some of the most meaningful trainings can happen in the shade of a tree with people sitting in a circle on the ground. Where there is access to more resources, determine whether you want to use the following materials and machines.

1. **Get the basic materials** needed for the workshop such as:
 - blackboard; white and colored pieces of chalk; eraser / duster
 - whiteboard; whiteboard pens (use dark colors: black, red, green, blue); whiteboard eraser
 - flip board with butcher paper (also known as newsprint)
 - big index cards / vanguard sheets (in several colors) / sheet paper / lined paper
 - different colored markers / panel pens, pens, pencils, crayons
 - masking tape, blue tack, thumbtacks, pins, scissors, string/rope
 - question / suggestion / feedback box
 - waste paper baskets / rubbish bins

2. **If you need the following**, know how to use them and test them beforehand to make sure they work properly:
 - overhead or slide projector (put transparencies and slides in correct order beforehand, make sure light works)
 - video machine, video tapes
 - tape recorder, audio tapes
 - microphones and sound system
 - extension cords
 - computer, floppy disks, printer, computer projector

Designing a Training or Workshop for



I hear, I forget.
I see, I remember.
I do, I understand.
-Chinese proverb

This section reviews the ways participatory learning is different from the type of “transfer” learning practiced in most formal education, where the teacher knows everything and transfers the knowledge to the students. It will help facilitators design a training or workshop for women in peacebuilding based on participatory learning methods.

Transfer Learning vs. Participatory Learning

What?

Participatory learning is a method of adult education that allows for direct involvement and creates an atmosphere for sharing experiences. It involves adults practicing new skills and applying new knowledge and attitudes during workshop activities.

Why?

In many learning environments, a “banking” method of education is used where the trainer “transfers” knowledge and skills to the participants. The following table gives examples of the roles in this traditional transfer model of education.

The “Transfer” Trainer

- is very big and important
- is full of knowledge
- ignores participants' experience

The Participant

- is small and unimportant
- has little knowledge about the topic
- must keep quiet during lecture
- has no experience to share

This is often not an effective training model for adults for two reasons.

- 1) It does not use a very important resource - the participants' knowledge and experience.
- 2) Studies show that people learn better and remember what they learned when they:
 - hear information
 - see demonstrations and illustrations
 - discuss information and ideas
 - practice techniques

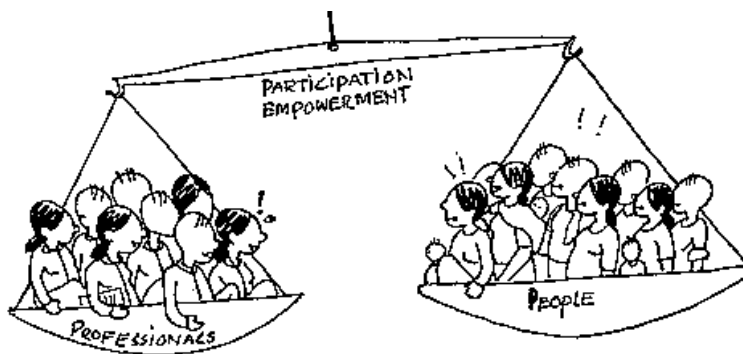
The participatory learning model of education is quite different. Characteristics of this model include:

The “Facilitative” Trainer

- is a facilitator
- is a good communicator
- works at the same level as the participants
- respects participants' ideas and experiences
- is supportive of the learning process
- is an organizer of learning experiences

The Participants

- are members of a communication network
- feel at ease
- participate actively
- share experiences
- ask questions, make mistakes, and take risks as part of the training process
- use the trainer as a resource, guide, and mentor



Asha Kaji Thaku

ADULT EDUCATION PRINCIPLES

Adults tend to learn in different ways from teenagers and children. These ways are more dependent on the experience, maturity, and motivation of a later life stage. Knowing

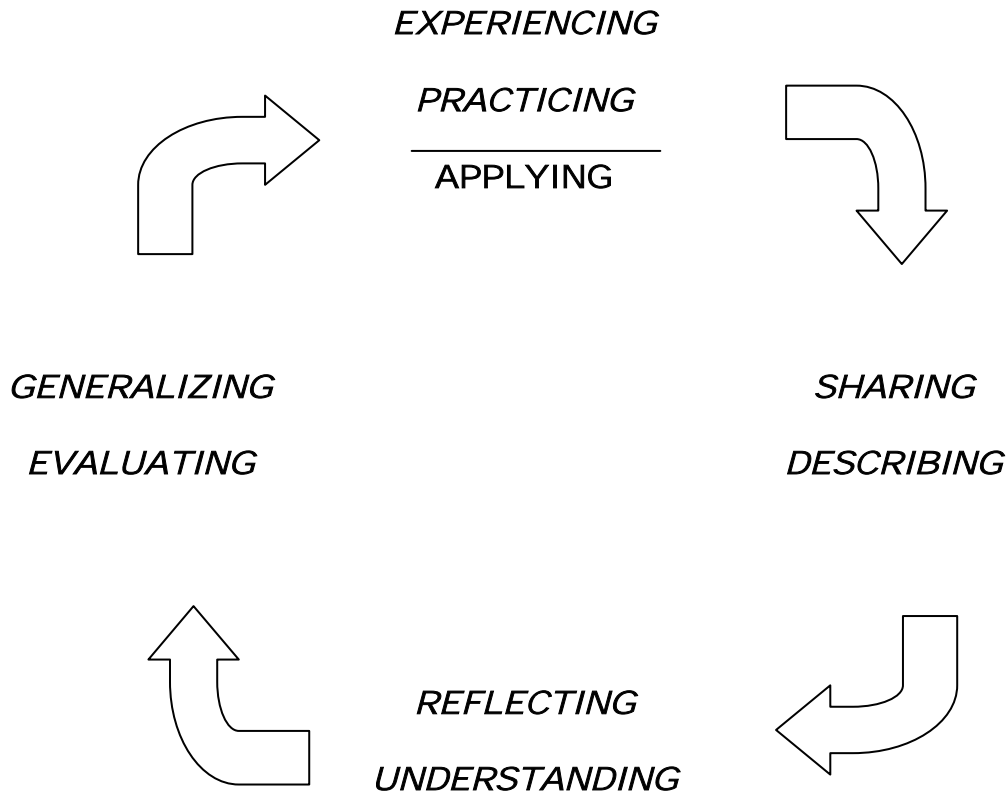
some of the important aspects of the adult's approach to learning will be of assistance to you in the task of creating the best possible learning environment.

Adult Education Principle	Implications for Training
<ul style="list-style-type: none"> Adults learn best when they perceive learning as relevant to their needs 	<ul style="list-style-type: none"> Provide "real life" situations and emphasize the application of learning to real problems. Identify learners' needs and what is important to them.
<ul style="list-style-type: none"> Adults learn by doing and by being actively involved in the learning process. 	<ul style="list-style-type: none"> Provide activities that require active participation of learners. Provide activities that involve the learners as whole people: their ideas, attitudes, feelings, and physical being.
<ul style="list-style-type: none"> Adults have unique learning styles. They learn in different ways, at different rates, and from different experiences. 	<ul style="list-style-type: none"> Use a variety of training techniques. Establish an atmosphere of respect and understanding of differences.
<ul style="list-style-type: none"> Participants bring relevant and important knowledge and experiences to the workshop. 	<ul style="list-style-type: none"> Provide opportunities for sharing information. Discuss and analyze participants' experiences. Use participants as a resource and encourage them to participate and share their experiences.

By using adult education principles and practices, the trainer can expect active participation by persons attending the workshop. Personnel trained using these methods learn quickly and retain new knowledge and skills.

The Experiential Learning Cycle¹

Participatory learning is a five-phase cycle.



- 1. *Experiencing/Practicing:*** This is the first phase of the cycle and it consists of recreating or creating an experience for the training participants. The participants go through an experience that generates the “raw material” (feelings, reflections, thoughts, and reactions) for further learning. Examples include dialogue in small groups, role plays/simulations, case studies, storytelling or sharing, exercises, or games.
- 2. *Sharing/Describing:*** During this second phase, participants are invited to describe what happened, how it happened, what they observed. They begin to share, focusing simply on describing their experience from their perspective.
- 3. *Reflecting/Understanding:*** In the third phase, participants begin to attempt to reflect or understand what they just experienced. What happened? What was surprising? How did you feel about the experience?

¹ Adapted from David Dyck

4. **Generalizing/Evaluating:** Now the participants begin to ask themselves, “So what?” What are the implications of their interpretation for the subject matter being considered? What did you learn from this exercise? What will you “take away” from this exercise? What impact might this experience have on your views? What might it mean for other parts of your life? What general principles have you learned or had reinforced that may be useful in the future?
5. **Applying:** Lastly, participants consider how these principles can or should be applied to a specific problem or context. How will these insights help you in the next two weeks? What do you think will be most difficult when you use this? How will it specifically affect or change your overall behavior? What specific consequences or outcomes do you expect to result in a particular situation? What are some of the questions you still have about how to implement these ideas? The fifth phase also serves as the lead back into phase one and another opportunity to experience or practice as you begin yet another round of the cycle.



People learn in different ways. We have different forms of intelligence. Some people are musically gifted. Others have the gift of speech. Others have the gift of art, or leadership, or physical strength. The best trainings draw on the strengths of the participants and let's them experience and express ideas in different ways.

Sessions

Each Session has a Title or Topic, objectives, background reading, and training activities. These are suggestions, and do not need to be followed if they are inappropriate for the group. Sessions should be fluid and specific to the group (e.g. the lecture sessions for grassroots group may need to be translated into more local language and examples).

Keeping Time

Trainers should make an outline of the sessions to be covered each day. Make an estimate of how much time each session will take. It is okay to be flexible if participants are very engaged in a particular topic. However, let participants make the choice of whether they will continue with a session that is taking longer than you planned. Make them aware that other sessions will need to be dropped or covered more quickly if the group makes the decision to spend longer on one session.

Flow of the Workshop

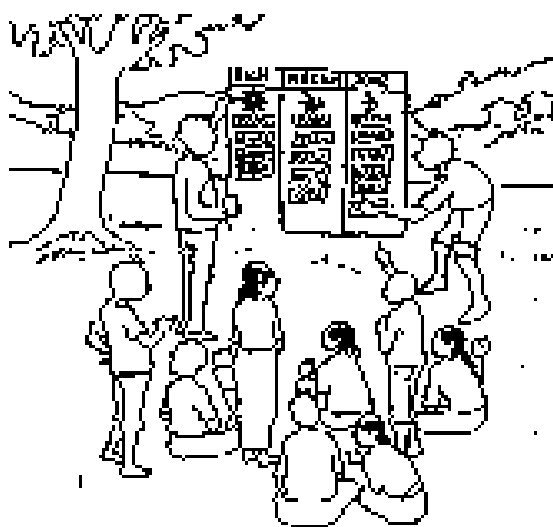
The workshop programme should be designed to have a beginning, middle and end.

- Beginning:** Focus on developing group interaction and setting the tone. Start with clear and easy tasks so participants build confidence in themselves and trust in the group. In the early exercises, use small group work to develop communication and team building among participants.
- Middle:** Focus on accomplishing the major goals of the workshop. Make exercises go from less to more in emotional intensity. Put the most difficult exercises in the middle of the programme so that the group has the time and opportunity to build up to them confidently and to wind down from them safely.
- End:** Focus on bringing closure to the group by helping participants to be clear about what they have learned and how they will use their new knowledge and skills. Closing activities should aim to give participants a sense of achievement together and should focus on next steps for follow-up work (e.g. arrangements to continue dialogue or to begin a project together)

Training Activities

Brainstorming

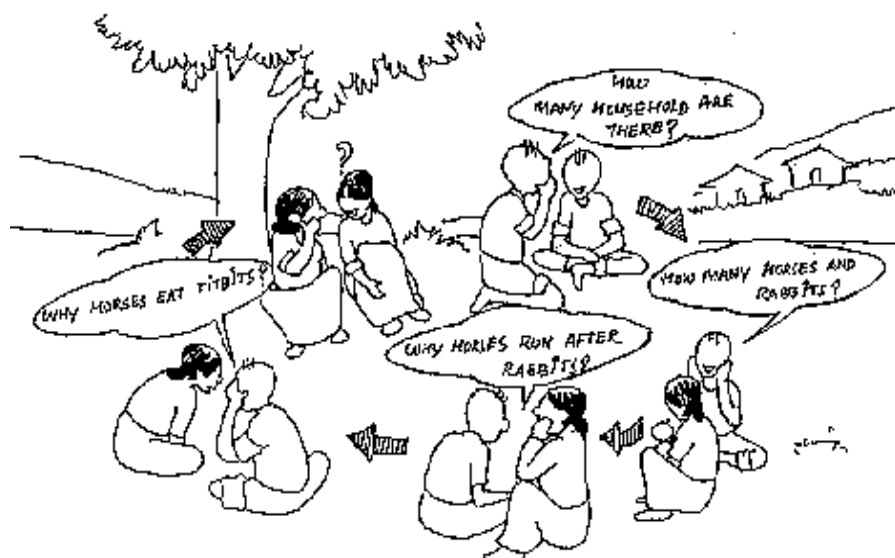
Asking groups an interesting question is a good way to start all the sessions. Brainstorming is a process that allows groups of people to share as many of their ideas and experiences as possible in a short amount of time without judgment or evaluation. Brainstorming allows creativity and diversity of opinion and experience.



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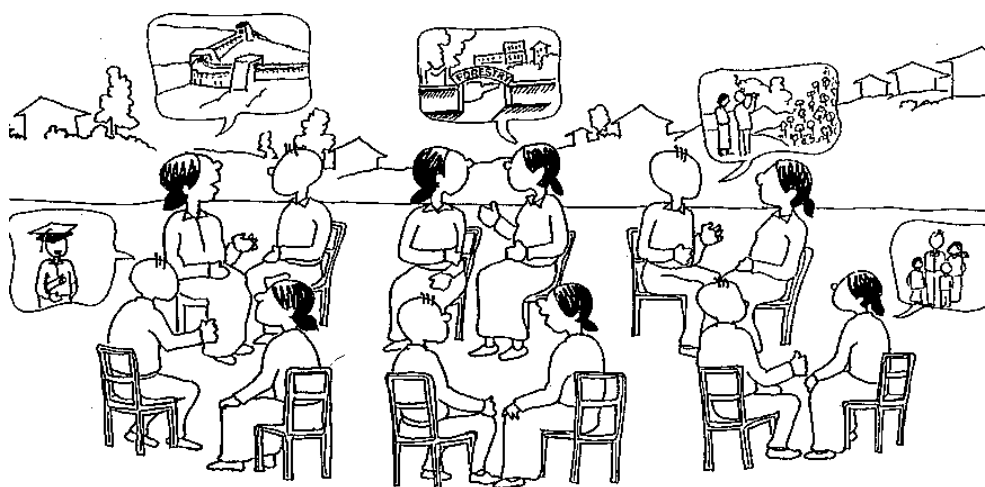
Pair or Small Group Discussions and Brainstorming

In any group of people, including men, women, or youth, it is helpful to start discussions by inviting the large group to break into small groups of 2 or small groups of 3-7 people. Small groups are also referred to as “buzz” groups because they fill the training room with the “buzz” of people talking. Many women are not comfortable talking in large groups. Starting a session with a small group discussion is a good way of getting everyone involved and engaged in the topic, as it allows everyone the opportunity to talk in a safe space about their opinions and experiences.



Asha Kaji Thaku

Before moving to large group brainstorming, it is helpful to give 5-10 minutes for pair or small group brainstorming. In 5-10 minutes, small groups can develop a long list of ideas. Small groups work much faster than large groups. In small groups, one person gets to talk in each group. In large groups, only one person can talk at a time. After small group brainstorming session, ask the small groups to report their ideas to the large group one at a time. Ask that there be no repetition if another group has already stated one of your ideas. This way, the large group gets the benefit of all the work done by the small groups without having to listen to the same ideas.



Asha Kaji Thaku

Role Plays and Dramas

People learn best when they use all of their senses. Traditional lectures only include seeing and hearing the lecturer. Role-plays and dramas engage participant's bodies, emotions, and intellect. Participants are more likely to remember role-plays and dramas than information that is given to them through lecture format. In role-plays or dramas, participants are asked to volunteer to pretend to be someone else.

Debriefing role-plays is very important to the learning process. Facilitators need to ask both the "audience" and the "actors" about what happened in the role-play. Asking questions about their observations, feelings, and ideas about alternative choices people could have made throughout the role-play is a helpful way to engage people in learning from a role-play.

Sculpting

Sculpting is a second way of getting participants to use their whole selves in the learning process. Facilitators can ask participants to create a statue or sculpture representing an idea. For example, a small group of 4-5 people can be asked to create a sculpture of good relationships between men and women, or 4 small groups can be asked to each develop a sculpture of key concepts such as the interactions of truth, justice, peace, and mercy. Each small group can develop their own sculpture and then display it to the large group, explaining the sculpture as needed.

Rituals

Spirituality is an integral part of peacebuilding. Throughout a workshop, make time for participants to develop their own rituals to express how the workshop is touching them spiritually. For example, an evening may be set aside for storytelling and personal sharing with candles and prayer. Or a closing ceremony can be created by participants to “graduate” them or initiate them as a rite of passage into the identity of “peacebuilder.”

Energizers and Animators

The facilitators can use games and energizers to keep the sessions interesting and engaging. Both facilitators and participants can lead energizers. Facilitators can ask participants to sign up to be part of an “energizer committee” that will be ready to lead the group in a fun, energetic activity to liven the group. Here are some examples:

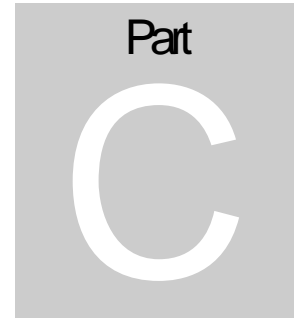
- Teach the group a song or drum beat and ask participants to repeat it.
- Ask the group to write their names in the air in front of them with their finger, elbow, knee, foot, etc. (belly button might not be proper)
- Create the sound of a rainstorm by asking the group to follow a leader who starts with snapping your fingers, then patting your knees, then clapping hands, then patting knees again, then snapping fingers.
- Do a listening game by standing in a big circle. The leader starts by whispering something (a proverb or phrase) into the ear of their neighbour. This person then whispers the message into the next person’s ear and so on all the way around the circle. Ask the last person to say out loud what they heard.

Guidelines for Debriefing Role-Plays and Other Exercises

Help participants describe, reflect, and evaluate their experience. Facilitators can ask participants to complete at least one of the following sentences.

- I learned that . . .
- I re-learned that . . .
- I noted that . . .
- I discovered that . . .
- I realized that . . .
- I was surprised that . . .
- I was glad that . . .
- I was disappointed that . . .

Training and Facilitation Skills



Most of us grew up with male teachers and trainers. Women trainers and facilitators are growing in numbers, but we are still in the minority. Women in workshops look to women trainers to model the self-esteem, confidence, sensitivity, respect, and empowerment of others that they will need to practice as peacebuilders. Trainers provide a role model for women. Many women have a problem speaking in public or have been socialized to believe it is not “womanlike” to be vocal. Trainers should be able to learn fast and to be extremely flexible as the needs of women vary from community to community.

Facilitating and Training

To *facilitate* means to *make easy*. The role of the facilitative trainer is to make the discussions and interactions flow easily and comfortably at the workshop.

How to Facilitate & Train

The basic and fundamental part of being a facilitative trainer is the ability to guide the process. Training deals with imparting skills, but merged with proper facilitation it creates an opportunity for interactive learning. Are trainers made or born? It is true that more charismatic people make good trainers but this does not mean that less charismatic people cannot train. By and large, trainers are trained and the attributes required to be a good trainer can also be developed.

Your basic role as the facilitative trainer in a participant-centered, “learning by doing” workshop for adults is to help the participants interact most effectively to achieve the workshop’s goals. It is your job to make the participation flow easily and to enable the participants to learn from their interactions with each other. It is your job to help the group arrive safely at the understanding and decisions that are the outcomes of the activities / exercises.

The facilitative trainer's job is to guide the process of participation in the workshop, not to control the content of the participation. Sometimes you can just let the process unfold naturally as a result of the group's own interaction. Sometimes you may have to challenge participants over the direction the content is taking in relation to the workshop goals but the final decision should be theirs not yours. Most of the time, you will be helping them arrive at consensus (consensus is a group agreement; a belief shared by the group) on the outcomes through hearing all views, asking the right questions, clearing up misunderstandings, and encouraging them to show respectful interest in each other when speaking and listening.

The facilitator's main responsibility is to run the workshop effectively. Facilitators should not take part in the discussions, dialogue, and decision making (content) of the group but should focus on guiding the way (process) the group does these things. During a workshop, the facilitator team can check on how the process is working by holding a "Review of the Day" session after each day's work is done.

MAIN ROLES OF THE FACILITATOR

Manage and Guide the Program

- Give clear instructions for the activities / exercises. Check with participants to make sure they understand what to do.
- See that participants follow the ground rules and create a safe training environment.
- Try to keep to the time set for each activity but be open to making changes if necessary. If you need more time for an exercise, check with the participants and the other facilitators and then decide what to do. Set less time for some exercises as people often work better under pressure and focus on the main issues only.
- Change your way of doing something if it is clear that it is causing a problem for the group.
- Lead energizing activities and games to help people keep lively, build trust, laugh together and have fun during the workshop. This is best to do after lunch or after exercises that cause tensions and strong feelings in the group.
- Learn how to deal with difficult or shy people. Plan what you will do to handle those who talk too much or too little, refuse to participate, or cause trouble in the workshop.
- Review of the Day: after the day's work is done, hold an evaluation session with the facilitator team to see how the process is going and to make any necessary changes.

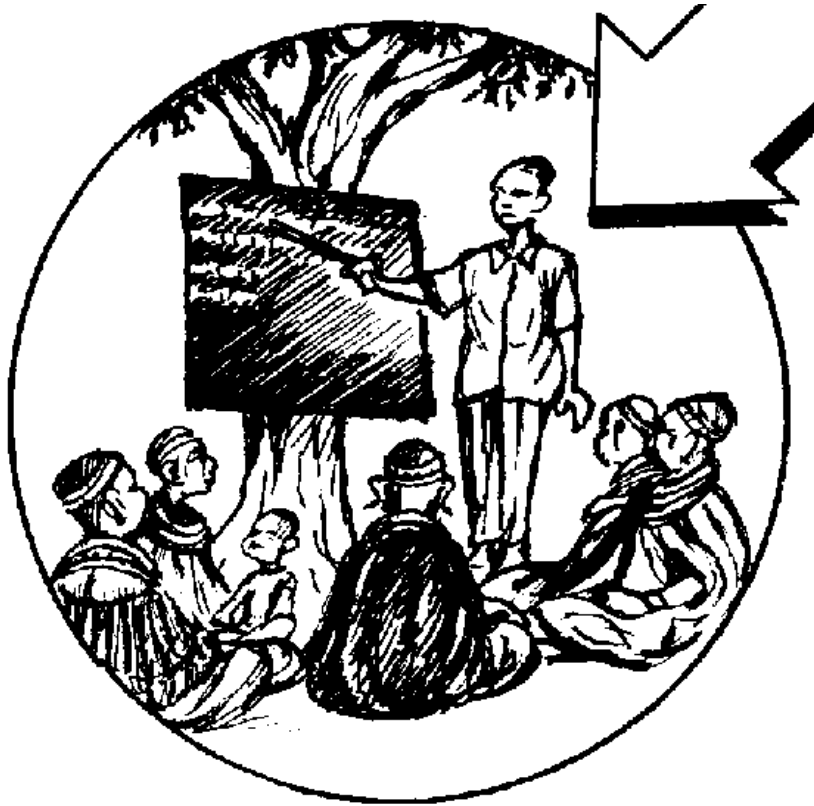
Show you care for everyone

- Be a role model for participants by following the ground rules yourself. Show by your words and your body language that you like and respect the group and want to hear everyone's views. Listen deeply to what people say. Show your interest by nodding or smiling and looking at them when they are speaking.
- Be the leader but show you are not trying to be the boss. Be honest about your own limitations and weaknesses and be able to laugh at yourself.
- Be neutral and fair: don't take sides. Try to find something useful to praise in everything a speaker offers to the discussion.
- Since many workshop activities deal with how to change attitudes and question values, help people to get in touch with their feelings and release them safely in the group. Let the group help you get in touch with your own feelings and express them as well, when necessary.
- Encourage the group to work well together by accepting, understanding, and supporting each other, especially through the hard times. Be ready for this by coming with background knowledge of the group's key values and traditions and of the current situation in the community / country.
- Keep checking on the mood of the group. Have a quiet word with anyone who seems shy or unwilling to participate and find out how they are feeling about the workshop. You can ask in the plenary from time to time: "Does anyone have anything to clear?" and take a few minutes to sort things out if necessary.

Help to give meaning and to develop understanding

- Guide the group understands of the learning points and outcomes of the workshop. Put hard terms or concepts in English into the local languages of the group or say them in a simpler way. Use local examples and word-pictures that help people relate to what you're talking about.
- Focus the group's attention on important interactions and positive changes in attitude and behavior.
- Write up the group work on the board or flipchart so that people can see a written record of the main points in the discussions. This helps people to keep focused on the exercise and provides a shared memory or summary of the learning points.
- Help the group to review what they are learning and feeling by asking reflection questions.

- Help the group to remember by repeating key points and to make the connections in the training by reminding them of work done earlier. To fulfill these roles you need to develop a range of facilitation skills for working with the plenary, with the small groups, and one-to-one with individual participants.



Sidy Lamine Dramé

Non-Verbal Facilitation Skills

- **Look around the whole group** as you speak. Try not to favor certain people by looking directly at them most of the time.
- **Stand up when you speak**, especially at the beginning of a session. Show you are feeling relaxed but confident by smiling and keeping your hands still.
- **Move around the room** without distracting the group. Don't pace up and down, or show your back too much or speak when people can't see you easily. Don't stand or sit too close to people if it is clear they want more space.
- **Use gestures and actions** to keep the group lively and focused or to show affection. Clap your hands to get attention or show someone has done the right

thing; act out some of your answers to back up what you are saying; raise and lower something to signal time in an activity; etc.

- **Use Visual Prompters:** Use headings on flipcharts or whiteboards to focus the responses from the training group. (e.g. If you are leading a discussion on personal boundaries between members of a work team, you might choose to write the following questions in large block letters on the flipchart: “What are my personal boundaries?” and “Why are these important to me?”)

Verbal Facilitation Skills

- **Speak slowly and clearly.** Find simple ways to express hard ideas and use local examples to help understanding. Make sure your tone of voice suits the speaking situation.
- **Help the participants do most of the talking.** Ask questions that make participants talk such as: “What do you think about...”, “Why...”, “How...”, “What if...” etc. If someone answers with a simple “Yes” or “No” ask him or her to elaborate. Bring the group into a one-to-one conversation: ask the other participants if they agree with a statement someone has made. Ask them to explain. Invite the plenary to answer some of the questions. Say: “Does anyone else have an answer to that question?”
- **Paraphrase:** Occasionally re-phrase people’s thoughts and feelings in your own words and check-in with them to ensure that you have correctly understood what they said. Say: “So what you’re saying is ...” This is especially important if you are not sure you understand what they are trying to communicate or if other participants look confused. It is also useful when someone is challenging you or if things are becoming tense.
- **Tell Your Stories:** Use appropriate self-disclosure by the trainer to create trust between the group and yourself. They will be much more likely to share their own stories if you share yours. However, one should be aware not to become so personal as to make people uncomfortable or to go on at too much length (people will generally follow your lead, so be aware of what you model). In general, if you are asking others to engage in a discussion or exercise, it is a useful exercise to consider how you would personally answer the question you are putting to the group. Give support to someone’s statements by sharing a relevant personal experience. Say something like: “That reminds me of something that happened last year when...”
- **Offer examples or symbols** that will help people visualize and relate to what you are talking about. Organic metaphors (i.e. comparisons with things in nature or practical hobbies such as gardening, sports, and crafts) are especially powerful.
- **Listen, Listen, Listen!:** Validate, clarify, restate, and reflect, especially when you think you may disagree. When people put a question to you as the “expert,” make a practice of inviting others to respond first by putting the question to the group as a whole. You will often be surprised at how much wisdom resides within the group.

- **Draw on Others to Avoid a Battle:** If you find yourself being criticized by a participant or in strong disagreement with what s/he is saying, it is often helpful to invite the comments of the rest of the group before commenting yourself. Others in the group will often raise your concern or perspective or offer another angle on the issue, thus allowing you to avoid appearing defensive or overly controlling. This also models a comfort with disagreement and encourages open dialogue over contentious issues.
- **Be Affirming!:** Wherever possible, find something positive and useful in whatever is being offered. Refocus the discussion if you have gone off topic.
- **Do “Temperature Checks”:** Check in with the group relatively frequently regarding their interest level and/or understanding of what you are presenting (“Am I making sense here?” or “Does anyone have any comments or questions at this stage?” etc.)
- **Bring out quiet participants** by gently including them in the dialogue. Say: “We haven’t had the chance to hear your view yet. Would you like to share it with us?”
- **Address participants who talk too much:** Be nice when you discourage talkative participants who keep trying to take over the speaking time. Say: “Thank you again, but let’s hear from someone else on this first.”
- **Help to bring out views** that are not fully expressed or represented. Say: “We haven’t heard much about how young people feel. What do you think?” Or: “There are other sides to the story, I’m sure. Can we hear from those women now?”
- **Stop one-on-one arguments** from developing and threatening to take over the dialogue. Ask for quiet time for a few minutes, do a quick energizer or get everyone to stand up and stretch, encourage the people involved to talk about it during the break, or suggest that people count to ten before answering back.
- **Be a model** of peacebuilding behavior for participants by doing what you expect of them yourself. Keep their discussion focused and keep your focus on guiding the process.
- **Summarize the discussion** for the group as you go along to help everyone keep up with it. Keep track of people’s feelings as well. Do a quick feelings check from time to time by asking participants to complete at least one of the following sentences: I was surprised that ...; I realized that...; I was glad that...; I learned that...; I was afraid that...; I was ashamed that... Check for disagreements and upsets and help the group to draw conclusions and find ways to clear them up.

A facilitative trainer needs to be:

A model: Show by your words and your body language that you like and respect the group and want to hear everyone's views

A leader: Set the agenda, keep the group focused the agenda while following the ground rules, challenge views positively. Be honest about your own limitations and weaknesses and be able to laugh at yourself.

A referee: make the group follow the rules, keep to the agenda, allow equal speaking time, bring out the quiet participants and help create boundaries for those who talk too much.

A peacebuilder: Encourage the group to work well together by accepting, understanding, and supporting each other, especially through the hard times; make it safe to speak and share and hear the differing viewpoints, calm conflicts, look for solutions, change direction if necessary.

A cheer leader: create team spirit, give support, encourage the group to achieve goals.

A prophet: inspire and challenge the group's visions for a better future.

Small Group Facilitation Skills

- Divide the plenary into small groups by counting off. (E.g. If you need 5 groups, ask participants in the plenary to count themselves off, 1-2-3-4-5, right around the plenary circle. Tell all the 1s to form a group, all the 2s to form a group, etc)
- Seat the group in a circle.
- Help the group to choose a reporter, recorder, and timekeeper if necessary.
- Announce the topic for discussion and the time available.
- Encourage people to speak honestly and respectfully and to share speaking time.
- Encourage people to draw on their knowledge and life experience.
- Point out something useful in all contributions;
- Encourage quiet and talkative participants.
- If people stray from the topic, remind them of it and summarize the key points.
- Ask questions or introducing new ideas.
- Keep an eye on the time and move people on when you have to.
- At the end, summarize the main lessons learned and close by thanking everyone for their inputs.

Challenges to Facilitating

Managing Conflict and Emotional Outbursts

Conflict is a natural part of group interaction and you should treat it as such. If there is no expression of conflict in a peacebuilding workshop, for example, some members might be holding back their real thoughts and feelings. Your job is to handle any form of conflict situation or emotional outburst so that the group learns constructive lessons from it, leading to greater awareness and group harmony. Here are some guidelines for managing conflict and emotional outbursts:

- **Accept conflict as natural.** Treat it as a chance to look closely at the issues involved and invite the group to help resolve it.
- **Remain neutral as much as possible.** If you don't take sides, the group will have more confidence in trusting you to help mediate and resolve the conflict.
- **Bring hidden conflicts out in the open.** If you see signs of unexpressed disagreement, ask those participants what they are feeling. Say something like: "I sense that we're not dealing with all the issues here. Do you have something to clear on this?" Or if tensions seem high but people are not talking, simply say: "Okay, what's going on here? Let's talk about it together."
- **Go to the heart of the matter.** Focus on the issues central to the conflict. This may seem to initially make matters worse, but you have to do it to understand the disagreements.
- **Disagree with ideas, not with people.** Don't allow participants to accuse or blame each other. Tell them to concentrate on dealing with the issues instead.
- **Call for a peace break.** Sometimes the arguments get so heated that people stop listening to each other. Do something that fits the situation to get things back on a constructive track.
- **Call for a time out.** Set another time outside the session to finish a discussion that is going nowhere. Do this especially when the conflict involves only a few participants and not the whole group.

Emotional outbursts

- **Accept strong emotion as natural.** Treat it as a chance to look closely at the issues involved and invite the group to help resolve it. Strong emotions express bottled-up feelings due to past experiences (anger, hatred, fear, hurt).
- **Don't stop a crying participant.** Give the person time to do it. Allow the flow of emotions and energies as well as the flow of ideas in the group, but don't let them disrupt the interaction for too long. For example, participants might burst into tears when sharing a painful experience.

- Allow the flow of emotions and energies as well as the flow of ideas in the group, but don't let them disrupt the interaction for too long. Call a break and ask the person what she needs from the group.
- Afterwards, lead the group into some moments of silence to process what happened or, if you know you can, talk it through for them to help them learn from the situation.

Addressing participants who talk too much

- Try to gain some agreement with the group at the beginning about the need to share speaking and listening roles so that each has a chance to talk.
- If some members of the group begin talking too much or too frequently, and you notice that others in the group are not paying attention, ask them if you can interrupt briefly. Remind the whole group of the need to listen to everyone's experience and that the facilitator's job is to make sure everyone has time to speak. Tell the group that you will raise your hand briefly when it is time for the person speaking to summarize their main points and let someone else talk. Then go back to the person who was talking and ask them to summarize their story and move onto another participant.
- In some situations, you may want to talk to the person who has been talking too much at a break, so they are not embarrassed in front of the group. Thank the person and tell them you observed that they had a lot of important experiences to share, and then ask them to make sure to let other women have a chance to talk.
- Be nice when you discourage talkative people who keep trying to take over the speaking time. Say: "Thank you- but let's hear from some others first."

Managing Silence

Participants are silent for different reasons in workshops. They can be afraid, shy, untrusting, bored, angry, and so on.

Here are some guidelines for managing silence:

- Treat silence with respect, not fear. There are usually good reasons for it and finding out the reasons will help you re-focus the group on the workshop goals. When silence is bothering the participants or they seem unable to break it, confront it. Say something like: "We all seem to be unusually silent and some of us are looking a bit uneasy. Can we talk about what's happened to cause this? How do you feel about the silence?"
- Sometimes "silence is golden". We often think that nothing can be happening unless people are talking or that something must be wrong if people are not talking. But communication can still happen without words: participants speak with their eyes, and with hand and body expressions (non-verbal

communication). Learn to look for non-verbal communication and to interpret it correctly for the group. Also, participants may want to take some quiet time out, even in a discussion group, to sit and think about what has been said. Allow them to do it as long as they don't make it a habit.

- If the whole group is silent, they may not understand the question you have asked to get the conversation going. Try to re-word the question or ask two or three similar questions and then open the discussion up again.
- If the group is only giving short and brief answers to your questions, ask more questions to help people say more about their experiences or feelings.
- If one person in the group is not talking, invite the person in. Remind participants that they are all learners and teachers in the group. Say: "We haven't had the chance to hear your experiences yet."
- If several group members are not participating, ask the group if they are willing to go around in a circle and each answer one of the questions you have suggested as a starting point for the conversation. You may want to use a "talking stick" or a symbolic object like a stone or beads that can be passed in the circle. Whoever is holding the object has everyone else's attention. It gives the woman speaking something to focus on as she talks; as she may be uncomfortable looking at other people as she shares her story.

NOTE: Facilitation Teams . . .

- provide the workshop with a variety of facilitation styles and skills.
- share tasks.
- provide more diverse positive styles of behavior for participants to copy.
- draw on the experiences from their different backgrounds to connect directly with more participants.

Choosing Facilitators

Check the following points:

1. **How many facilitators** will you need for the size of your group? One trainer for every 10 – 15 participants is a good guide.
2. **Try to balance** the ethnicity / race, religion, and age of your trainers. When possible, choose facilitators who represent the different ethnicities, religions, and age groups in your target community.

Sample Opening Session for a Workshop



Objectives

1. To open the workshop by sharing inter-faith prayers and visions for peace in the community.
2. To help participants accept and respect each other's different religions and backgrounds.
3. To welcome participants and show that their presence at the workshop is warmly appreciated.
4. To start the workshop in a confident, friendly, and organized way.

TIME 30 – 45 minute estimate

Activities

1. Welcome the participants in the plenary and thank them for coming and committing to such an important workshop.
2. Give them words of encouragement about peacebuilding or inspire them with a brief quotation. (E.g. Peacebuilders always find a way, "Blessed are the Peacemakers for they shall be called children of God", "Peacemakers who sow in peace raise a harvest of righteousness"). Or have one of the participants or organizers offer a prayer for peace.
3. Introduce yourself, your facilitation team, and the organizers (NOTE: You can also have the team and organizers introduce themselves).
4. Ask participants to write clearly on their nametags the name they want people to call them during the workshop.
5. If you have speeches or a variety of people opening the program, introduce the speakers properly before they speak and thank them nicely after they finish.
6. Set the stage (Trainers and/or organizers can take turns to do these tasks):

- a. Explain why the workshop is important (e.g. it is the first in a series of peacebuilding workshops, the first ever in that place, or on that topic, etc).
 - b. Tell why it is being held (To help people settle a recent conflict / help people learn how to resolve and prevent conflict / help people become peacebuilders in the community / country / region).
 - c. Explain that the workshop will be a learning experience for everyone, including the trainers and organizers.
 - d. Mention that there are cultural differences and similarities in the community for all to discover, appreciate, and respect.
7. Expectations: If a needs assessment has not been done before the workshop, ask the group to make a list of their expectations for the workshop.
 8. Ground Rules: Ask the group to develop a set of ground rules such as confidentiality, one person speaks at a time, showing respect and interest to who ever is speaking, and these will help create a sense of safety for people to share. Write these at the front of the group and keep them there for the entire workshop.
 9. Housekeeping matters - Set up committees for hospitality, entertainment, etc.
 10. Explain any transport, accommodation, and/or money details the participants need to know.
 11. Ask if there are any questions. Show you want to help anyone who has questions, problems or suggestions.

Ask if anyone has a hearing problem or any other problem, so the group can help him or her. Say that you hope that those who may have a language problem will not let it stop them from fully taking part in the workshop.

Content in this chapter was drawn from a variety of people including Thelma Ekiyor, Fr. Frank Hoare, Arlene Griffith, David Dyck, and Lisa Schirch.

Evaluations



Immediate Post-Workshop Evaluation

To be completed by each individual

1. How have your attitudes changed during this workshop?
2. How have your behaviors changed during the workshop? How will you use the new skills taught in the workshop in the next 2 weeks in your family, school, or workplace?
3. What new ideas about women and peacebuilding did you learn at this workshop?
4. What new relationships did you develop during this workshop that you plan to continue in the next 6 months?

6 Months Post-Workshop Evaluation

To be completed by the entire group of participants if possible.

Which of the following steps have you taken in the last 6 months?

- a. Developed new formal organizations to mobilize women's peacebuilding _____
- b. Developed an informal network for women in peacebuilding _____
- c. Influenced community or national life _____ Please explain how below:
- d. Influence the lives of your family members _____ Please explain how below:
- e. Taken concrete steps to build peace in your community or nation _____ Please explain below:
- f. Built solid relationships across the lines of conflict, (e.g. inter-ethnic, inter-religious, or between different economic classes) _____ Please explain below:
- g. Helped to stop violence or maintain a ceasefire _____ Please explain below:
- h. Participated in national peace talks _____ Please explain below:

A Gender Dialogue for Peacebuilders

Appendix

2

Objectives

- To create a space for dialogue between men and women in peacebuilding organizations
- To identify points of tensions between men and women in peacebuilding organizations
- To develop a level of comfort and commitment to addressing gender issues in peacebuilding organizations

Training Activities

- 1. Small group discussion of Gender, Conflict, and Peacebuilding**
 - a. In mixed small groups of men and women, make a list of the ways men and women experience conflict and violence differently.
 - b. In the same small groups, make a list of the different ways men and women participate in peacebuilding.
 - c. In the large group, ask each small group to report their major findings.
- 2. Divide the large group into small groups of men-only or women-only.**
 - a. Ask each group to share successes and challenges with working with the opposite sex on peacebuilding issues. Challenge the groups to get beyond their stereotypes and to provide as many real examples as possible- both positive and negative.
 - b. Ask the women's group and then the men's groups to discuss strategies for working with the opposite sex in peacebuilding.
 - c. In mixed pairs (one woman and one man), ask participants to respond to each other about the reports. Each person should take a turn to talk about his or her feelings about the dialogue. The other one listens and tries to understand, while not interrupting.
- 3. Do a Gender Analysis of the organization.**
 - a. Using the box of gender analysis questions in the next appendix, discuss how well the organization addresses gender.
 - b. Identify strengths, weaknesses, and opportunities of the organizations to improve its ability to both include and serve women in all its tasks.

Gender Analysis in Peacebuilding Organizations

Appendix

3

The following questions can be used as a way of assessing whether a peacebuilding organization or a specific peacebuilding initiative adequately addresses the differences between men and women.

1. Is there a clear understanding that men and women experience conflict differently?

Research has clearly demonstrated that women and men experience conflict differently- they contribute to war-making in different ways, they suffer different forms of violence, and they play different roles in peacebuilding. It is important that these differences be recognized in the general analysis and design of peacebuilding interventions.

2. Are women viewed as actors or victims?

Peacebuilding and development organizations have too often focused on women as victims rather than on strengthening their capacity to survive, act, articulate alternative visions, and rebuild their communities.

3. Has contact been made with local and regional peace organizations, especially those involving women?

Local and international sending organizations should always follow the lead and work with local initiatives working for peace. Women's groups and organizations are often over-looked as resources for peacebuilding by both internal and external organizations.

4. Have women fully participated in the design of the project? Have the project holders/partners established relationships to women groups and demonstrated a capacity to involve women?

Participatory methodologies will not automatically ensure that women's voices are heard or that their perspectives are represented in the project design. It is important to understand the obstacles women face when participating in programs or political processes and work to minimize these obstacles.

5. Will the peacebuilding initiative contribute to gender equality?

Peacebuilding and women's empowerment go hand in hand. There is no peace when one ethnic group dominates and discriminates against other ethnic groups. There is also no peace when women are excluded from decision-making. Discrimination against women is not a cultural value any more than slavery. Cultures change over time and women's full inclusion and participation in community life is necessary for the survival of their communities. All peacebuilding programs should contribute to women's empowerment and make steps toward gender equality.

For example, a peacebuilding program should look at how women participate in the overall program, not merely set aside a marginal amount of money for "women's projects." All too often gender-equality issues are considered as a subset or a marginal issue. Experience has shown that it is important to bring equality issues into the main proposed results for an initiative. In many programs, attention has focused on increasing women's participation in project activities rather than considering the overall impact on gender inequalities.

Resources

Appendix

4

Treaties

United Nations

Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

www.un.org/womenwatch/daw/cedaw/index.html

Beijing Declaration and Platform for Action

<http://www.un.org/womenwatch/daw/beijing/platform/>

Declaration on the Elimination of Violence Against Women

<http://www.hri.ca/uninfo/treaties/ViolWom.shtml>

Declaration on the Elimination of Discrimination against Women

<http://www.hri.ca/uninfo/treaties/21.shtml>

Convention on the Political Rights of Women <http://www.hri.ca/uninfo/treaties/23.shtml>

Declaration on the Protection of Women and Children in Emergency and Armed Conflict

<http://www.hri.ca/uninfo/treaties/24.shtml>

Regional Instruments

Latin America

Inter-American Convention on the Granting of Political Rights of Women (Bogotá, Colombia, 1948) <http://www.oas.org/cim/English/Conventions%20Polit.%20Rights.htm>

Inter-American Convention on the Granting of Civil Rights to Women (Bogotá, Colombia, 1948) <http://www.oas.org/cim/English/Convention%20Civil%20Rights.htm>

African (Bajul) Charter on Human Rights and Peoples' Rights

<http://www1.umn.edu/humanrts/instree/z1afchar.htm>

Websites

International Organizations and Websites

Womenwatch: The UN Internet Gateway on the Advancement and Empowerment of Women.

<http://www.un.org/womenwatch/index.html>

Women Building Peace: The international campaign to promote the role of women in peacebuilding.

<http://www.international-alert.org/women/default.html>

International Fellowship of Reconciliation's Women Peacemakers Program.

<http://www.ifor.org/WPP/>

International League for Peace and Freedom: Peacewomen Program

<http://www.peacewomen.org/>

The Coalition for Women's Human Rights in Conflict Situations

www.womensrightscoalition.org

Women's International Tribune Center <http://www.iwtc.org/>

Women in Black <http://www.womeninblack.net/>

Global Fund for Women <http://www.globalfundforwomen.org/>

International Gender Studies Resources

<http://globetrotter.berkeley.edu/GlobalGender/>

Women's Human Rights Net <http://www.whrnet.org/>

Women's Environmental and Development Organization <http://www.wedo.org/>

Women's International Coalition for Economic Justice <http://www.wicej.addr.com/>

Women of Color Resource Center <http://www.coloredgirls.org/>

MADRE: An international women's human rights organization <http://www.madre.org/>

Women Living under Muslim Laws <http://www.wluml.org/english/>

Regional Organizations and Websites

WISCOMP: Women in Security, Conflict Management and Peace (South Asia)

<http://www.furhhd.org/wiscomp/html/index.htm>

Bat Shalom (Israel/Palestine) <http://www.batshalom.org/>

Caribbean Association for Feminist Research and Action <http://www.cafra.org/>

Mano River Women's Peace Network (West Africa) <http://www.marwopnet.org/>

WIPNET: Women in Peacebuilding Network (West Africa)
<http://www.wanep.org/programs/wipnet.htm>

Femmes Africa Solidarite <http://www.fasngo.org/>

Code Pink (North America) <http://www.codepink4peace.org/>

Asia Pacific Forum on Women, Law and Development <http://www.apwld.org/>

Shan Women's Action Network (Burma) <http://www.shanwomen.org/>

Isis International Women (Asia and the Pacific) <http://www.isiswomen.org/>

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